



General Education Requirements for Baccalaureate Degrees

Academic Assessment Plan

Adopted by

The GERA Task Force: AY 2014-15

Submitted to the Academic Assessment Committee via:

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Mission Statement

General Education Requirements (GERs) provide students with a common educational experience in order to provide a foundation for further study and broaden the educational experience of every degree-seeking student. The requirements are organized into three tiers: college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

Tier 1: Basic College-Level Skills	12
Tier 2: Disciplinary Areas	22
Tier 3: Integrative Capstone	3
Total Credits	37

Tier 1: Basic College Level Skills

The UAA GERs begin with basic college-level skills enhancement in written communication, oral communication and quantitative skills:

Courses in written communication and oral communication develop the critical reading, thinking and communication skills (writing, speaking and listening) necessary for personal and professional success.

Courses in quantitative skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life.

Tier 2: Disciplinary Areas

GERs continue with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience. These are fine arts, humanities, natural science and social science:

Courses in the fine arts examine the historical, aesthetic, critical and creative aspects of art. Courses in the humanities consider the cultural, historical, literary, aesthetic, ethical and spiritual traditions shaping the contemporary world.

GER Program Student Learning Outcomes

After completing the GERs, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Tool	Description	Frequency/ Start Date	Collection Method	Administered by
GER Student Demographics				

Appendix A: Current UAA Associate of Arts Assessment Narrative Reporting Form (to be adjusted for GER assessment reporting)

The questions below serve as a guide to the basic information that will be need from each AA division. In either case, please get the results back by June 1st.

1. Which of the outcomes below was/were assessed?

Students graduating with an AA degree from UAA will be able to:

- 1) Communicate effectively with diverse audiences (individual, group, or public) using a variety of verbal and nonverbal communication strategies;
- 2) Respond effectively to writing assignments using appropriate genres and standard written English;
- 3) Use library and electronic research responsibly and appropriately;
- 4) Identify, describe, and evaluate the aesthetic, historical and philosophical aspects of material culture, including artistic expressions, language, and texts;
- 5) Apply critical thinking skills to identify the premises and conclusions of arguments, evaluate their soundness, and recognize common fallacies;
- 6) Use appropriate mathematical language and symbols to develop and communicate solutions and demonstrate quantitative and analytical skills and knowledge;
- 7) Articulate the fundamentals, developments, and impacts of one or more scientific disciplines and develop and analyze evidence-based conclusions about the natural and social world.

2. Describe the assessment process and findings for your division:

- a. Which assessment mechanism/s were used to assess the AA outcomes?
- b. How many students were assessed?
- c. What was the overall level of achievement for students, either on a grade or 4-point scale? If more than one outcome was assessed, please indicate. Analyze and explain the results of the assessment for each outcome.
- d. Were there any faculty discussions or meetings, either within disciplines or across disciplines, to discuss the AA assessment process or findings?

2. Actions and Recommendations: Based on the findings, are there any recommendations for changes or improvements? Please describe (this could be changes in assignments, instructional methodology, course design, assessment measures or process).

3. Discuss any actions or recommendations made from the past year within your division and/or programs that deliver AA courses. Any results or findings on those actions, changes or recommendations made in the past year/s?

Appendix B: AA/GER Assessment, 2005-2014 A Brief History

Overall Take-away on AA assessment, 2005-14

UAA, through its AA Assessment Committee, has engaged in a substantial and meaningful assessment of the AA program, and by proxy, the GER student learning outcomes from 2005-14. Some brief highlights are as follows:

- 1) Created a complete assessment plan, and revised it 3 times to incorporate process changes and teaching improvements driven by the assessment process.
- 2) Created an assessment process for all three Tiers of the AA/GER.
- 3) Tier I courses and outcomes in Math, Written and Oral Communication assessed rigorously and continuously every year since 2006.
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