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Lists all the questions in the survey and displays all the comments made to these questions, if applicable.

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Report info

Report date:	Monday, November 28, 2011 9:27:13 AM CST
Start date:	Wednesday, September 28, 2011 12:56:00 PM CDT
Stop date:	Friday, October 28, 2011 11:59:00 PM CDT
Stored responses:	209
Number of completed responses:	209
Number of invitees:	4
Invitees that responded:	4
Invitee response rate:	100%

Question 1

The students I teach are: (Please check one)

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Mostly Undergraduates	151	151	72.25%	72.25%	72.95%	72.95%
Mostly Graduates	20	171	9.57%	81.82%	9.66%	82.61%
A nearly even combination of both	36	207	17.22%	99.04%	17.39%	100%
Not answered:	2	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	1.44	Minimum:	1	Variance:	0.6	
Median:	1	Maximum:	3	Std. deviation:	0.77	

Total answered: 207

Question 2

My primary appointment is in the College of: (Please check one)

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Agriculture, Food Systems, and Natural Resources	34	34	16.27%	16.27%	16.5%	16.5%
Arts, Humanities, and Social Sciences	61	95	29.19%	45.45%	29.61%	46.12%
Business	10	105	4.78%	50.24%	4.85%	50.97%
Engineering and Architecture	19	124	9.09%	59.33%	9.22%	60.19%
Human Development and Education	29	153	13.88%	73.21%	14.08%	74.27%
Pharmacy, Nursing and Allied Sciences	15	168	7.18%	80.38%	7.28%	81.55%
Science and Mathematics	38	206	18.18%	98.56%	18.45%	100%
Not answered:	3	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.7	Minimum:	1	Variance:	4.75	
Median:	3	Maximum:	7	Std. deviation:	2.18	

Total answered: 206

Question 3

Please rate how well our current general education courses at NDSU prepare the average student you teach in the areas listed below.

Levels Writing clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	0.96%	0.96%	0.99%	0.99%
Poor	54	56	25.84%	26.79%	26.73%	27.72%
Fair	81	137	38.76%	65.55%	40.1%	67.82%
Good	50	187	23.92%	89.47%	24.75%	92.57%
Very Good	10	197	4.78%	94.26%	4.95%	97.52%
Excellent	5	202	2.39%	96.65%	2.48%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.13	Minimum:	1	Variance:	0.96	
Median:	3	Maximum:	6	Std. deviation:	0.98	

Total answered: 202

Levels Speaking clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	5	5	2.39%	2.39%	2.48%	2.48%
Poor	25	30	11.96%	14.35%	12.38%	14.85%
Fair	72	102	34.45%	48.8%	35.64%	50.5%
Good	77	179	36.84%	85.65%	38.12%	88.61%
Very Good	17	196	8.13%	93.78%	8.42%	97.03%
Excellent	6	202	2.87%	96.65%	2.97%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.47	Minimum:	1	Variance:	1	
Median:	3	Maximum:	6	Std. deviation:	1	

Total answered: 202

Levels Using visual media (charts, graphs) to communicate effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	19	19	9.09%	9.09%	9.55%	9.55%
Poor	27	46	12.92%	22.01%	13.57%	23.12%
Fair	61	107	29.19%	51.2%	30.65%	53.77%
Good	70	177	33.49%	84.69%	35.18%	88.94%
Very Good	18	195	8.61%	93.3%	9.05%	97.99%
Excellent	4	199	1.91%	95.22%	2.01%	100%
Not answered:	10	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.27	Minimum:	1	Variance:	1.35	
Median:	3	Maximum:	6	Std. deviation:	1.16	

Total answered: 199

Levels Using electronic communication effectively (email, social media) in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	12	12	5.74%	5.74%	5.94%	5.94%
Poor	18	30	8.61%	14.35%	8.91%	14.85%
Fair	40	70	19.14%	33.49%	19.8%	34.65%
Good	67	137	32.06%	65.55%	33.17%	67.82%
Very Good	51	188	24.4%	89.95%	25.25%	93.07%
Excellent	14	202	6.7%	96.65%	6.93%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.84	Minimum:	1	Variance:	1.6	
Median:	4	Maximum:	6	Std. deviation:	1.26	

Total answered: 202

Levels Reading and understanding complex documents

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	3	3	1.44%	1.44%	1.51%	1.51%
Poor	55	58	26.32%	27.75%	27.64%	29.15%
Fair	67	125	32.06%	59.81%	33.67%	62.81%
Good	61	186	29.19%	89%	30.65%	93.47%
Very Good	9	195	4.31%	93.3%	4.52%	97.99%
Excellent	4	199	1.91%	95.22%	2.01%	100%
Not answered:	10	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.15	Minimum:	1	Variance:	0.99	
Median:	3	Maximum:	6	Std. deviation:	0.99	

Total answered: 199

Levels Reading and speaking a second language

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	60	60	28.71%	28.71%	29.85%	29.85%
Poor	89	149	42.58%	71.29%	44.28%	74.13%
Fair	30	179	14.35%	85.65%	14.93%	89.05%
Good	16	195	7.66%	93.3%	7.96%	97.01%
Very Good	3	198	1.44%	94.74%	1.49%	98.51%
Excellent	3	201	1.44%	96.17%	1.49%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	2.11	Minimum:	1	Variance:	1.13	
Median:	2	Maximum:	6	Std. deviation:	1.06	

Total answered: 201

Levels Understanding scientific methods and how they are used to increase our knowledge of the natural and physical world

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	29	29	13.88%	13.88%	14.5%	14.5%
Poor	19	48	9.09%	22.97%	9.5%	24%
Fair	72	120	34.45%	57.42%	36%	60%
Good	57	177	27.27%	84.69%	28.5%	88.5%
Very Good	18	195	8.61%	93.3%	9%	97.5%
Excellent	5	200	2.39%	95.69%	2.5%	100%
Not answered:	9	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.16	Minimum:	1	Variance:	1.53	
Median:	3	Maximum:	6	Std. deviation:	1.24	

Total answered: 200

Levels Understanding technology and its implications for society

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	17	17	8.13%	8.13%	8.42%	8.42%
Poor	15	32	7.18%	15.31%	7.43%	15.84%
Fair	62	94	29.67%	44.98%	30.69%	46.53%
Good	72	166	34.45%	79.43%	35.64%	82.18%
Very Good	27	193	12.92%	92.34%	13.37%	95.54%
Excellent	9	202	4.31%	96.65%	4.46%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.51	Minimum:	1	Variance:	1.45	
Median:	4	Maximum:	6	Std. deviation:	1.2	

Total answered: 202

Levels Understanding and working with numbers and statistics

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	18	18	8.61%	8.61%	8.96%	8.96%
Poor	38	56	18.18%	26.79%	18.91%	27.86%
Fair	83	139	39.71%	66.51%	41.29%	69.15%
Good	46	185	22.01%	88.52%	22.89%	92.04%
Very Good	11	196	5.26%	93.78%	5.47%	97.51%
Excellent	5	201	2.39%	96.17%	2.49%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.04	Minimum:	1	Variance:	1.22	
Median:	3	Maximum:	6	Std. deviation:	1.11	

Total answered: 201

Levels Understanding how human experiences are shaped by economic, geographical, historical, political, and psychological forces

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	19	19	9.09%	9.09%	9.45%	9.45%
Poor	24	43	11.48%	20.57%	11.94%	21.39%
Fair	64	107	30.62%	51.2%	31.84%	53.23%
Good	71	178	33.97%	85.17%	35.32%	88.56%
Very Good	18	196	8.61%	93.78%	8.96%	97.51%
Excellent	5	201	2.39%	96.17%	2.49%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.3	Minimum:	1	Variance:	1.35	
Median:	3	Maximum:	6	Std. deviation:	1.16	

Total answered: 201

Levels Understanding literature and the fine arts of music, theatre, dance and art

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	50	50	23.92%	23.92%	24.75%	24.75%
Poor	27	77	12.92%	36.84%	13.37%	38.12%
Fair	57	134	27.27%	64.11%	28.22%	66.34%
Good	50	184	23.92%	88.04%	24.75%	91.09%
Very Good	13	197	6.22%	94.26%	6.44%	97.52%
Excellent	5	202	2.39%	96.65%	2.48%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	2.82	Minimum:	1	Variance:	1.83	
Median:	3	Maximum:	6	Std. deviation:	1.35	

Total answered: 202

Levels Understanding the international economic, historical, political, and social forces that have shaped the past and will shape the future

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	23	23	11%	11%	11.39%	11.39%
Poor	36	59	17.22%	28.23%	17.82%	29.21%
Fair	69	128	33.01%	61.24%	34.16%	63.37%
Good	54	182	25.84%	87.08%	26.73%	90.1%
Very Good	16	198	7.66%	94.74%	7.92%	98.02%
Excellent	4	202	1.91%	96.65%	1.98%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.08	Minimum:	1	Variance:	1.4	
Median:	3	Maximum:	6	Std. deviation:	1.18	

Total answered: 202

Levels Understanding the viewpoints of societies other than the United States and Western Europe

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	26	26	12.44%	12.44%	12.94%	12.94%
Poor	54	80	25.84%	38.28%	26.87%	39.8%
Fair	61	141	29.19%	67.46%	30.35%	70.15%
Good	43	184	20.57%	88.04%	21.39%	91.54%
Very Good	12	196	5.74%	93.78%	5.97%	97.51%
Excellent	5	201	2.39%	96.17%	2.49%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	2.88	Minimum:	1	Variance:	1.46	
Median:	3	Maximum:	6	Std. deviation:	1.21	

Total answered: 201

Levels Understanding cultural and ethnic diversity within the United States

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	25	25	11.96%	11.96%	12.38%	12.38%
Poor	43	68	20.57%	32.54%	21.29%	33.66%
Fair	55	123	26.32%	58.85%	27.23%	60.89%
Good	58	181	27.75%	86.6%	28.71%	89.6%
Very Good	15	196	7.18%	93.78%	7.43%	97.03%
Excellent	6	202	2.87%	96.65%	2.97%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.06	Minimum:	1	Variance:	1.56	
Median:	3	Maximum:	6	Std. deviation:	1.25	

Total answered: 202

Levels Understanding democracy and its institutions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	31	31	14.83%	14.83%	15.35%	15.35%
Poor	28	59	13.4%	28.23%	13.86%	29.21%
Fair	64	123	30.62%	58.85%	31.68%	60.89%
Good	61	184	29.19%	88.04%	30.2%	91.09%
Very Good	12	196	5.74%	93.78%	5.94%	97.03%
Excellent	6	202	2.87%	96.65%	2.97%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.06	Minimum:	1	Variance:	1.56	
Median:	3	Maximum:	6	Std. deviation:	1.25	

Total answered: 202

Levels Engaging in community service

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	39	39	18.66%	18.66%	19.4%	19.4%
Poor	18	57	8.61%	27.27%	8.96%	28.36%
Fair	40	97	19.14%	46.41%	19.9%	48.26%
Good	59	156	28.23%	74.64%	29.35%	77.61%
Very Good	33	189	15.79%	90.43%	16.42%	94.03%
Excellent	12	201	5.74%	96.17%	5.97%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.32	Minimum:	1	Variance:	2.26	
Median:	4	Maximum:	6	Std. deviation:	1.5	

Total answered: 201

Levels Understanding the ethical basis for and implications of personal and professional decisions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	22	22	10.53%	10.53%	10.95%	10.95%
Poor	29	51	13.88%	24.4%	14.43%	25.37%
Fair	63	114	30.14%	54.55%	31.34%	56.72%
Good	66	180	31.58%	86.12%	32.84%	89.55%
Very Good	17	197	8.13%	94.26%	8.46%	98.01%
Excellent	4	201	1.91%	96.17%	1.99%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.19	Minimum:	1	Variance:	1.4	
Median:	3	Maximum:	6	Std. deviation:	1.18	

Total answered: 201

Levels Understanding healthy lifestyles to make informed choices

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	28	28	13.4%	13.4%	14.21%	14.21%
Poor	19	47	9.09%	22.49%	9.64%	23.86%
Fair	39	86	18.66%	41.15%	19.8%	43.65%
Good	74	160	35.41%	76.56%	37.56%	81.22%
Very Good	28	188	13.4%	89.95%	14.21%	95.43%
Excellent	9	197	4.31%	94.26%	4.57%	100%
Not answered:	12	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.42	Minimum:	1	Variance:	1.86	
Median:	4	Maximum:	6	Std. deviation:	1.36	

Total answered: 197

Levels Thinking creatively and innovatively about problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	3	3	1.44%	1.44%	1.5%	1.5%
Poor	48	51	22.97%	24.4%	24%	25.5%
Fair	74	125	35.41%	59.81%	37%	62.5%
Good	50	175	23.92%	83.73%	25%	87.5%
Very Good	21	196	10.05%	93.78%	10.5%	98%
Excellent	4	200	1.91%	95.69%	2%	100%
Not answered:	9	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.25	Minimum:	1	Variance:	1.09	
Median:	3	Maximum:	6	Std. deviation:	1.05	

Total answered: 200

Levels Thinking critically about information, ideas, and beliefs

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	6	6	2.87%	2.87%	2.99%	2.99%
Poor	54	60	25.84%	28.71%	26.87%	29.85%
Fair	76	136	36.36%	65.07%	37.81%	67.66%
Good	43	179	20.57%	85.65%	21.39%	89.05%
Very Good	18	197	8.61%	94.26%	8.96%	98.01%
Excellent	4	201	1.91%	96.17%	1.99%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.12	Minimum:	1	Variance:	1.13	
Median:	3	Maximum:	6	Std. deviation:	1.06	

Total answered: 201

Levels Locating organizing and evaluating information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	5	5	2.39%	2.39%	2.48%	2.48%
Poor	36	41	17.22%	19.62%	17.82%	20.3%
Fair	70	111	33.49%	53.11%	34.65%	54.95%
Good	60	171	28.71%	81.82%	29.7%	84.65%
Very Good	25	196	11.96%	93.78%	12.38%	97.03%
Excellent	6	202	2.87%	96.65%	2.97%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.41	Minimum:	1	Variance:	1.18	
Median:	3	Maximum:	6	Std. deviation:	1.09	

Total answered: 202

Levels Analyzing and drawing conclusions from a variety of sources to solve complex problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	6	6	2.87%	2.87%	2.97%	2.97%
Poor	47	53	22.49%	25.36%	23.27%	26.24%
Fair	83	136	39.71%	65.07%	41.09%	67.33%
Good	52	188	24.88%	89.95%	25.74%	93.07%
Very Good	11	199	5.26%	95.22%	5.45%	98.51%
Excellent	3	202	1.44%	96.65%	1.49%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.12	Minimum:	1	Variance:	0.95	
Median:	3	Maximum:	6	Std. deviation:	0.98	

Total answered: 202

Levels Integrating and synthesizing information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	8	8	3.83%	3.83%	4%	4%
Poor	49	57	23.44%	27.27%	24.5%	28.5%
Fair	67	124	32.06%	59.33%	33.5%	62%
Good	52	176	24.88%	84.21%	26%	88%
Very Good	18	194	8.61%	92.82%	9%	97%
Excellent	6	200	2.87%	95.69%	3%	100%
Not answered:	9	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.2	Minimum:	1	Variance:	1.26	
Median:	3	Maximum:	6	Std. deviation:	1.12	

Total answered: 200

Levels Using spreadsheets and databases tools to organize and analyze information

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	38	38	18.18%	18.18%	19%	19%
Poor	29	67	13.88%	32.06%	14.5%	33.5%
Fair	63	130	30.14%	62.2%	31.5%	65%
Good	54	184	25.84%	88.04%	27%	92%
Very Good	12	196	5.74%	93.78%	6%	98%
Excellent	4	200	1.91%	95.69%	2%	100%
Not answered:	9	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	2.92	Minimum:	1	Variance:	1.6	
Median:	3	Maximum:	6	Std. deviation:	1.26	

Total answered: 200

Levels Working effectively as a team member

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	10	10	4.78%	4.78%	5%	5%
Poor	18	28	8.61%	13.4%	9%	14%
Fair	44	72	21.05%	34.45%	22%	36%
Good	85	157	40.67%	75.12%	42.5%	78.5%
Very Good	36	193	17.22%	92.34%	18%	96.5%
Excellent	7	200	3.35%	95.69%	3.5%	100%
Not answered:	9	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.7	Minimum:	1	Variance:	1.27	
Median:	4	Maximum:	6	Std. deviation:	1.13	

Total answered: 200

Levels Working effectively with people from different backgrounds and cultures

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	17	17	8.13%	8.13%	8.46%	8.46%
Poor	35	52	16.75%	24.88%	17.41%	25.87%
Fair	63	115	30.14%	55.02%	31.34%	57.21%
Good	61	176	29.19%	84.21%	30.35%	87.56%
Very Good	19	195	9.09%	93.3%	9.45%	97.01%
Excellent	6	201	2.87%	96.17%	2.99%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.24	Minimum:	1	Variance:	1.41	
Median:	3	Maximum:	6	Std. deviation:	1.19	

Total answered: 201

Levels Valuing lifelong learning and intellectual curiosity

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	7	7	3.35%	3.35%	3.5%	3.5%
Poor	43	50	20.57%	23.92%	21.5%	25%
Fair	69	119	33.01%	56.94%	34.5%	59.5%
Good	53	172	25.36%	82.3%	26.5%	86%
Very Good	21	193	10.05%	92.34%	10.5%	96.5%
Excellent	7	200	3.35%	95.69%	3.5%	100%
Not answered:	9	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.3	Minimum:	1	Variance:	1.27	
Median:	3	Maximum:	6	Std. deviation:	1.13	

Total answered: 200

Levels Examining ones own values and conclusions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	24	24	11.48%	11.48%	11.88%	11.88%
Poor	32	56	15.31%	26.79%	15.84%	27.72%
Fair	64	120	30.62%	57.42%	31.68%	59.41%
Good	60	180	28.71%	86.12%	29.7%	89.11%
Very Good	13	193	6.22%	92.34%	6.44%	95.54%
Excellent	9	202	4.31%	96.65%	4.46%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.16	Minimum:	1	Variance:	1.57	
Median:	3	Maximum:	6	Std. deviation:	1.25	

Total answered: 202

Levels Completing an integrative experience (for example an internship, a lab, a seminar, a project, a capstone, etc.) as a junior or senior which requires students to synthesize and apply the knowledge and skills of their major field

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	27	27	12.92%	12.92%	13.43%	13.43%
Poor	17	44	8.13%	21.05%	8.46%	21.89%
Fair	41	85	19.62%	40.67%	20.4%	42.29%
Good	64	149	30.62%	71.29%	31.84%	74.13%
Very Good	40	189	19.14%	90.43%	19.9%	94.03%
Excellent	12	201	5.74%	96.17%	5.97%	100%
Not answered:	8	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.54	Minimum:	1	Variance:	1.99	
Median:	4	Maximum:	6	Std. deviation:	1.41	

Total answered: 201

Question 4

The first part of the survey asked you to rate how well prepared recent NDSU students have been. In this section we are asking you to share your ideas about what will be important for future NDSU students. Regardless of a student's major, receiving an undergraduate degree from NDSU assures that each graduate has taken a range of General Education courses focused on certain outcomes. These outcomes are designed to help graduates live more fulfilling lives and meet the professional and personal challenges of the 21st century. Please rate how important each of the following is for all NDSU undergraduates. We have also included a blank space at the end of this list for additional suggestions. Please feel free to reflect on the current general education requirements as well as to think "outside the box" on what general education should or could be. We will review and summarize the responses and use them in our deliberations regarding the nature of the general education requirements at NDSU. At this point we are seeking input on broad outcomes rather than specific courses

Levels Writing clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Important	15	15	7.18%	7.18%	7.35%	7.35%
Very important	91	106	43.54%	50.72%	44.61%	51.96%
Critical	98	204	46.89%	97.61%	48.04%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	5.41	Minimum:	4	Variance:	0.39	
Median:	5	Maximum:	6	Std. deviation:	0.62	

Total answered: 204

Levels Speaking clearly and effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	5	5	2.39%	2.39%	2.46%	2.46%
Important	21	26	10.05%	12.44%	10.34%	12.81%
Very important	95	121	45.45%	57.89%	46.8%	59.61%
Critical	82	203	39.23%	97.13%	40.39%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	5.25	Minimum:	3	Variance:	0.55	
Median:	5	Maximum:	6	Std. deviation:	0.74	

Total answered: 203

Levels Using visual media (charts, graphs) to communicate effectively in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	1	1	0.48%	0.48%	0.49%	0.49%
Slightly important	26	27	12.44%	12.92%	12.75%	13.24%
Important	82	109	39.23%	52.15%	40.2%	53.43%
Very important	75	184	35.89%	88.04%	36.76%	90.2%
Critical	20	204	9.57%	97.61%	9.8%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.43	Minimum:	2	Variance:	0.73	
Median:	4	Maximum:	6	Std. deviation:	0.85	

Total answered: 204

Levels Using electronic communication effectively (email, social media) in a variety of contexts

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	4	4	1.91%	1.91%	1.96%	1.96%
Slightly important	20	24	9.57%	11.48%	9.8%	11.76%
Important	60	84	28.71%	40.19%	29.41%	41.18%
Very important	75	159	35.89%	76.08%	36.76%	77.94%
Critical	45	204	21.53%	97.61%	22.06%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.67	Minimum:	2	Variance:	0.98	
Median:	5	Maximum:	6	Std. deviation:	0.99	

Total answered: 204

Levels Reading and understanding complex documents

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.5%	0.5%
Slightly important	9	10	4.31%	4.78%	4.46%	4.95%
Important	61	71	29.19%	33.97%	30.2%	35.15%
Very important	81	152	38.76%	72.73%	40.1%	75.25%
Critical	50	202	23.92%	96.65%	24.75%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.84	Minimum:	1	Variance:	0.78	
Median:	5	Maximum:	6	Std. deviation:	0.89	

Total answered: 202

Levels Reading and speaking a second language

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	4	4	1.91%	1.91%	1.96%	1.96%
Unimportant	12	16	5.74%	7.66%	5.88%	7.84%
Slightly important	65	81	31.1%	38.76%	31.86%	39.71%
Important	79	160	37.8%	76.56%	38.73%	78.43%
Very important	33	193	15.79%	92.34%	16.18%	94.61%
Critical	11	204	5.26%	97.61%	5.39%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.77	Minimum:	1	Variance:	1.06	
Median:	4	Maximum:	6	Std. deviation:	1.03	

Total answered: 204

Levels Understanding scientific methods and how they are used to increase our knowledge of the natural and physical world

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	0.96%	0.96%	0.98%	0.98%
Unimportant	2	4	0.96%	1.91%	0.98%	1.96%
Slightly important	21	25	10.05%	11.96%	10.29%	12.25%
Important	82	107	39.23%	51.2%	40.2%	52.45%
Very important	70	177	33.49%	84.69%	34.31%	86.76%
Critical	27	204	12.92%	97.61%	13.24%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.46	Minimum:	1	Variance:	0.9	
Median:	4	Maximum:	6	Std. deviation:	0.95	

Total answered: 204

Levels Understanding technology and its implications for society

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.49%	0.49%
Unimportant	1	2	0.48%	0.96%	0.49%	0.99%
Slightly important	12	14	5.74%	6.7%	5.91%	6.9%
Important	77	91	36.84%	43.54%	37.93%	44.83%
Very important	74	165	35.41%	78.95%	36.45%	81.28%
Critical	38	203	18.18%	97.13%	18.72%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.66	Minimum:	1	Variance:	0.81	
Median:	5	Maximum:	6	Std. deviation:	0.9	

Total answered: 203

Levels Understanding and working with numbers and statistics

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.49%	0.49%
Unimportant	1	2	0.48%	0.96%	0.49%	0.99%
Slightly important	21	23	10.05%	11%	10.34%	11.33%
Important	85	108	40.67%	51.67%	41.87%	53.2%
Very important	70	178	33.49%	85.17%	34.48%	87.68%
Critical	25	203	11.96%	97.13%	12.32%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.46	Minimum:	1	Variance:	0.79	
Median:	4	Maximum:	6	Std. deviation:	0.89	

Total answered: 203

Levels Understanding how human experiences are shaped by economic, geographical, historical, political, and psychological forces

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.49%	0.49%
Slightly important	19	20	9.09%	9.57%	9.31%	9.8%
Important	86	106	41.15%	50.72%	42.16%	51.96%
Very important	61	167	29.19%	79.9%	29.9%	81.86%
Critical	37	204	17.7%	97.61%	18.14%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.55	Minimum:	1	Variance:	0.86	
Median:	4	Maximum:	6	Std. deviation:	0.93	

Total answered: 204

Levels Understanding literature and the fine arts of music, theatre, dance and art

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	3	3	1.44%	1.44%	1.47%	1.47%
Unimportant	9	12	4.31%	5.74%	4.41%	5.88%
Slightly important	58	70	27.75%	33.49%	28.43%	34.31%
Important	84	154	40.19%	73.68%	41.18%	75.49%
Very important	36	190	17.22%	90.91%	17.65%	93.14%
Critical	14	204	6.7%	97.61%	6.86%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	3.9	Minimum:	1	Variance:	1.04	
Median:	4	Maximum:	6	Std. deviation:	1.02	

Total answered: 204

Levels Understanding the international economic, historical, political, and social forces that have shaped the past and will shape the future

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.49%	0.49%
Unimportant	1	2	0.48%	0.96%	0.49%	0.99%
Slightly important	19	21	9.09%	10.05%	9.36%	10.34%
Important	74	95	35.41%	45.45%	36.45%	46.8%
Very important	68	163	32.54%	77.99%	33.5%	80.3%
Critical	40	203	19.14%	97.13%	19.7%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.61	Minimum:	1	Variance:	0.91	
Median:	5	Maximum:	6	Std. deviation:	0.96	

Total answered: 203

Levels Understanding the viewpoints of societies other than the United States and Western Europe

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	0.96%	0.96%	0.99%	0.99%
Unimportant	2	4	0.96%	1.91%	0.99%	1.98%
Slightly important	12	16	5.74%	7.66%	5.94%	7.92%
Important	66	82	31.58%	39.23%	32.67%	40.59%
Very important	66	148	31.58%	70.81%	32.67%	73.27%
Critical	54	202	25.84%	96.65%	26.73%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.75	Minimum:	1	Variance:	1.02	
Median:	5	Maximum:	6	Std. deviation:	1.01	

Total answered: 202

Levels Understanding cultural and ethnic diversity within the United States

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.49%	0.49%
Unimportant	4	5	1.91%	2.39%	1.96%	2.45%
Slightly important	14	19	6.7%	9.09%	6.86%	9.31%
Important	61	80	29.19%	38.28%	29.9%	39.22%
Very important	81	161	38.76%	77.03%	39.71%	78.92%
Critical	43	204	20.57%	97.61%	21.08%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.7	Minimum:	1	Variance:	0.95	
Median:	5	Maximum:	6	Std. deviation:	0.98	

Total answered: 204

Levels Understanding democracy and its institutions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	0.96%	0.96%	0.99%	0.99%
Unimportant	1	3	0.48%	1.44%	0.49%	1.48%
Slightly important	12	15	5.74%	7.18%	5.91%	7.39%
Important	71	86	33.97%	41.15%	34.98%	42.36%
Very important	73	159	34.93%	76.08%	35.96%	78.33%
Critical	44	203	21.05%	97.13%	21.67%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.69	Minimum:	1	Variance:	0.92	
Median:	5	Maximum:	6	Std. deviation:	0.96	

Total answered: 203

Levels Engaging in community service

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	3	3	1.44%	1.44%	1.48%	1.48%
Unimportant	9	12	4.31%	5.74%	4.43%	5.91%
Slightly important	37	49	17.7%	23.44%	18.23%	24.14%
Important	81	130	38.76%	62.2%	39.9%	64.04%
Very important	55	185	26.32%	88.52%	27.09%	91.13%
Critical	18	203	8.61%	97.13%	8.87%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.13	Minimum:	1	Variance:	1.11	
Median:	4	Maximum:	6	Std. deviation:	1.05	

Total answered: 203

Levels Understanding the ethical basis for and implications of personal and professional decisions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	0.96%	0.96%	0.99%	0.99%
Unimportant	1	3	0.48%	1.44%	0.49%	1.48%
Slightly important	9	12	4.31%	5.74%	4.43%	5.91%
Important	61	73	29.19%	34.93%	30.05%	35.96%
Very important	61	134	29.19%	64.11%	30.05%	66.01%
Critical	69	203	33.01%	97.13%	33.99%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.9	Minimum:	1	Variance:	1.01	
Median:	5	Maximum:	6	Std. deviation:	1.01	

Total answered: 203

Levels Understanding healthy lifestyles to make informed choices

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	1	1	0.48%	0.48%	0.49%	0.49%
Unimportant	7	8	3.35%	3.83%	3.45%	3.94%
Slightly important	27	35	12.92%	16.75%	13.3%	17.24%
Important	75	110	35.89%	52.63%	36.95%	54.19%
Very important	61	171	29.19%	81.82%	30.05%	84.24%
Critical	32	203	15.31%	97.13%	15.76%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.4	Minimum:	1	Variance:	1.09	
Median:	4	Maximum:	6	Std. deviation:	1.05	

Total answered: 203

Levels Thinking creatively and innovatively about problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	2	2	0.96%	0.96%	0.99%	0.99%
Slightly important	3	5	1.44%	2.39%	1.49%	2.48%
Important	36	41	17.22%	19.62%	17.82%	20.3%
Very important	95	136	45.45%	65.07%	47.03%	67.33%
Critical	66	202	31.58%	96.65%	32.67%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	5.09	Minimum:	2	Variance:	0.65	
Median:	5	Maximum:	6	Std. deviation:	0.81	

Total answered: 202

Levels Thinking critically about information, ideas, and beliefs

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	2	2	0.96%	0.96%	0.99%	0.99%
Important	31	33	14.83%	15.79%	15.35%	16.34%
Very important	88	121	42.11%	57.89%	43.56%	59.9%
Critical	81	202	38.76%	96.65%	40.1%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	5.23	Minimum:	3	Variance:	0.54	
Median:	5	Maximum:	6	Std. deviation:	0.74	

Total answered: 202

Levels Locating organizing and evaluating information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	5	5	2.39%	2.39%	2.46%	2.46%
Important	55	60	26.32%	28.71%	27.09%	29.56%
Very important	84	144	40.19%	68.9%	41.38%	70.94%
Critical	59	203	28.23%	97.13%	29.06%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.97	Minimum:	3	Variance:	0.66	
Median:	5	Maximum:	6	Std. deviation:	0.81	

Total answered: 203

Levels Analyzing and drawing conclusions from a variety of sources to solve complex problems

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	2	2	0.96%	0.96%	0.98%	0.98%
Important	46	48	22.01%	22.97%	22.55%	23.53%
Very important	93	141	44.5%	67.46%	45.59%	69.12%
Critical	63	204	30.14%	97.61%	30.88%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	5.06	Minimum:	3	Variance:	0.57	
Median:	5	Maximum:	6	Std. deviation:	0.76	

Total answered: 204

Levels Integrating and synthesizing information from a variety of sources

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	6	6	2.87%	2.87%	2.96%	2.96%
Important	46	52	22.01%	24.88%	22.66%	25.62%
Very important	92	144	44.02%	68.9%	45.32%	70.94%
Critical	59	203	28.23%	97.13%	29.06%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	5	Minimum:	3	Variance:	0.64	
Median:	5	Maximum:	6	Std. deviation:	0.8	

Total answered: 203

Levels Using spreadsheets and databases tools to organize and analyze information

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	8	8	3.83%	3.83%	3.94%	3.94%
Slightly important	42	50	20.1%	23.92%	20.69%	24.63%
Important	94	144	44.98%	68.9%	46.31%	70.94%
Very important	43	187	20.57%	89.47%	21.18%	92.12%
Critical	16	203	7.66%	97.13%	7.88%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.08	Minimum:	2	Variance:	0.89	
Median:	4	Maximum:	6	Std. deviation:	0.94	

Total answered: 203

Levels Working effectively as a team member

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	1	1	0.48%	0.48%	0.49%	0.49%
Slightly important	11	12	5.26%	5.74%	5.42%	5.91%
Important	55	67	26.32%	32.06%	27.09%	33%
Very important	77	144	36.84%	68.9%	37.93%	70.94%
Critical	59	203	28.23%	97.13%	29.06%	100%
Not answered:	6	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.9	Minimum:	2	Variance:	0.82	
Median:	5	Maximum:	6	Std. deviation:	0.9	

Total answered: 203

Levels Working effectively with people from different backgrounds and cultures

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	3	3	1.44%	1.44%	1.47%	1.47%
Slightly important	5	8	2.39%	3.83%	2.45%	3.92%
Important	51	59	24.4%	28.23%	25%	28.92%
Very important	80	139	38.28%	66.51%	39.22%	68.14%
Critical	65	204	31.1%	97.61%	31.86%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.98	Minimum:	2	Variance:	0.8	
Median:	5	Maximum:	6	Std. deviation:	0.9	

Total answered: 204

Levels Valuing lifelong learning and intellectual curiosity

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Slightly important	6	6	2.87%	2.87%	2.94%	2.94%
Important	57	63	27.27%	30.14%	27.94%	30.88%
Very important	74	137	35.41%	65.55%	36.27%	67.16%
Critical	67	204	32.06%	97.61%	32.84%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.99	Minimum:	3	Variance:	0.73	
Median:	5	Maximum:	6	Std. deviation:	0.85	

Total answered: 204

Levels Examining ones own values and conclusions

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unimportant	2	2	0.96%	0.96%	0.99%	0.99%
Slightly important	8	10	3.83%	4.78%	3.96%	4.95%
Important	50	60	23.92%	28.71%	24.75%	29.7%
Very important	75	135	35.89%	64.59%	37.13%	66.83%
Critical	67	202	32.06%	96.65%	33.17%	100%
Not answered:	7	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.98	Minimum:	2	Variance:	0.83	
Median:	5	Maximum:	6	Std. deviation:	0.91	

Total answered: 202

Levels Completing an integrative experience (for example an internship, a lab, a seminar, a project, a capstone, etc.) as a junior or senior which requires students to synthesize and apply the knowledge and skills of their major field

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	0.96%	0.96%	0.98%	0.98%
Unimportant	9	11	4.31%	5.26%	4.41%	5.39%
Slightly important	13	24	6.22%	11.48%	6.37%	11.76%
Important	51	75	24.4%	35.89%	25%	36.76%
Very important	74	149	35.41%	71.29%	36.27%	73.04%
Critical	55	204	26.32%	97.61%	26.96%	100%
Not answered:	5	209	0%	100%	-	-
Sum:	209	-	100%	-	100%	-
Average:	4.72	Minimum:	1	Variance:	1.26	
Median:	5	Maximum:	6	Std. deviation:	1.12	

Total answered: 204

Question 5

Additional suggestions of outcomes that are important for all NDSU undergraduates:

Text input

Being able to find and sort through information is now essential. Additional work on communication.

Know math, history, english, and basic science well.

For my area (accounting in the college of business), more emphasis on statistics and ethics would be very helpful.

Be able to read, write, communicate, and adopt to face the real world challenge.

I think intellectual curiosity is extremely important -- but I'm not sure you can instill it.

This is a very comprehensive list!

These questions did not sufficiently reflect the critical nature of quantitative reasoning, scientific reasoning, and numerical forms of analysis. Additionally, you had no questions about financial literacy or health literacy. Nor did you have questions that would reflect the world that the students will have face with regard to reproduction (children, genetics), and carrying for the elderly in society. Additionally, you have not prepared students to work in a society with an aging workforce. Some of these aren't speculation (e.g., spreadsheets) but are demographic facts of life in the U.S. and ND & MN.

Understanding the technological foundations and economic realities for important aspects of 21st century life -- e.g., how products are made; sustainable energy; recycling; biotechnology; space technology; etc.

Something to encourage flexibility in thinking.

ALL graduates should have at least 6 credits of a World language, i.e. Spanish, Chinese, etc.

Understanding human heritage, biological, cultural, environmental.

Students should come to NDSU w/ a basic background in goernment, world history and math skills. EWe should assume they already know these things so we can build on them, and not have to teach it to them once they are here.

Actually experiencing (through a field experience) cultural and ethnic diversity within the United States (and, ideally and if possible, outside).

An awareness of current local and national issues and the ability to draw rational conclusions and give valid opinions.

No more, please!

Taking the challenge to excel far from their center of focus.

I think it is very important for undergraduates to engage in in depth study of a subject in addition to standard classroom practices.

Understanding the difference between getting career training and getting an education.

-
1. Ability to understand history. Particularly 1960-on.
 2. Ethics
 3. Ability to find, synthesize, and link data to problem solving
 4. Clear and concise writing
 5. Oral communication skills
 6. Teamwork including diversity

Ability to identify and reject hype.

Ability to evaluate the evidence supporting an idea or position.

The capstone should also include the skills expected of all baccalaureate grads - not just those related to their major field

How to act in moral and ethical ways.

Obviously some of the skills listed above will depend on what the students do after theie education - some may never need science or statistics again while others will use if daily. I think some of the gen ed requirements are truly "general" (thinking critically for example) while perhaps there could be a sub-set of gen eds requirements per college? so some courses all majors needs (thinking, ethics, etc) regardless the major adnthen others that all stsudents in certain colleges would need.

Understanding global health and public health

OVERSEAS ACADEMIC TRAVEL or STUDY ABROAD EXPERIENCES!

Critical thinking is reflected in excellent writing and effective speaking.

Develop a required course on visual literacy, which is the ability to manipulate and comprehend information presented using graphic elements such as lines, shapes, colors, textures, etc.

We are so busy looking microscopically at outcomes that we miss the most important one of all. Our students do not take Gen Ed courses seriously; they forget what they learned faster than they can sell their books back to the bookstore. How about working on that outcome?

I think these outcomes need to be kept in context as to where our students are developmentally. Many of these students are not mature enough based on their brain development to appreciate these outcomes until they have left NDSU. I suspect we may have higher rates of frustration by both faculty and student if the students are not mentally mature enough to appreciate these GE skills. (Check out latest issue of National Geographic on brain development). I spend a whole semester model critical thinking with the students and only those that are mature enough begin developing the skills by the end of the semester. Many students (about 75%) do not get there because they are focused on getting the right answer, and not the critical thinking process as emphasized in the syllabus. The 25% that begins to develop critical thinking skills tend to be the senior students (Junior/Seniors) and very rarely a freshman.

The list is already voluminous and encompasses more than can be expected of even the best prepared and motivated individual. Many of our students and, in fact citizens of all ages around the country, give significant effort to only a fraction of the ideals which have been described. That's unfortunate but that is the 21st century U.S. We need a revision of national perspectives, and it cannot all come from higher education. It has to involve the family, the community, all levels of education, corporate America, and our varied cultural institutions.

We have successfully identified the appropriate outcomes, but we still struggle with the outcomes.

Understand the value of education, particularly to be able to differentiate between training and education

No suggestions

Information Literacy

Critical analysis of options for action would seem to me to be the most valued of traits derived from a solid NDSU education.

Students should have a "transformative" experience that helps them see the world in a totally different way.

Be able to draw a graph

More foreign language and understanding of how what they are learning here relates to world at large.

Reinforce personal accountability

some basic and continued ability to do mathematics.

More focus on ethics and implications of personal and professional decisions.

We need a variety of languages to be incorporated across the curriculum, not to be left to language departments. Languages are the keys to the human world and the rest as seen by the human world.

I'm hesitant to add anything here. We already are doing a meticulous specification of learning outcomes. Yet, what matters is the quality of the individual courses. I do not yet see a convincing mechanism of how learning outcomes in general education can reproducibly be implemented and measured.

Employers will most likely expect:

- people who broadened their horizons beyond North Dakota,
 - people who convey a somewhat cosmopolitan flair through their knowledge and conduct,
 - people who, because of their strong background in foreign languages, can be sent abroad to carry out professional tasks in a competent manner,
 - people who, because of their strong background in foreign languages, can establish/maintain international connections.
-

Question 6

What are we currently doing well in General Education at NDSU?

Text input

Making registration difficult for first year students. The goals of the general ed requirements are well thought out, but the delivery often lacking.

Helping to guide instructors in how to modify their courses to meet Gen Ed requirements.

This is hard to measure, as students come from such diverse backgrounds that it would be hard to prove that any of these measures were actually learned in these course.

I believe the English department is doing a good job. I have worked with people in the Center for Writing and believe they provide a very valuable service, for both undergraduates and graduate students.

We encourage students to take courses on a variety of topics.

Care the students.

There is a wide variety of courses available under each Category.

Liberal arts, music, history, etc.

I think including wellness that encompasses healthy living areas is important and shows that we value helping students lead full productive lives. I also appreciate the cultural diversity and global perspectives requirements. I feel that many of the undergraduate students really need to be forced to look at experiences outside the mid-west where so many of them come from.

I kind of think that we are doing much well. Students are forced into a cookie cutter view of their general education needs. We are a unique institution and we can have a unique approach to general education. The questions posed focused too much on the traditional "liberal education" and not sufficiently on a general education that will be instrumental for being a competent and satisfied member of society who makes important contributions to that society.

fair

Providing a lot of choices

Fair selection of Group 4 and Group 5 courses.

I appreciate the breadth of the curriculum. In tomorrow's job market, this breadth (and the flexibility it offers) will be very important.

Providing a broad exposure to general education.

I believe that general education is partly about skills, learning to read, write, speak, and think critically. But these are basic skills. Getting too detailed, i.e., using spreadsheets, databases, etc. are tools and should not be goals.

Providing options

Not a lot. Best thing is getting students to take course in domain fields they otherwise would not, so they stop thinking of higher ed as just training for a specific profession.

We give students the flexibility to choose a few aspects of their lives to enrich. Many students graduate with minimal or no impact for most of the above categories.

Programs are providing a solid general education given the resources available to them.

The diverse selection of courses available is wonderful. Students can learn MUCH more about general education issues, such as history, economics, math and science if they learn in the field in which they have the most interest. One can learn about the scientific method in a nutrition class as easily as in a biology class, but if the student has interest in nutrition it's much easier to learn about the scientific method in nutrition than in geology or physics, for example. But it would be helpful if students came in from HS w/ a basic background on which we can build.

Students get a good smattering of everything.

team work

No. It seems to be used by certain faculty to provide them with jobs.

Understanding and using technology.

Students are fairly well tied into the community. This is excellent given our demographic. As long as most NDSU students are here for practical training, this is an excellent opportunity for them.

Extraordinarily poorly! The current system encourages students to take lowest level courses even if they could take higher level ones. There is not even a published list of which higher level courses they could take if they want to take the challenge and have the prerequisites. The current system strongly favors the intellectually laziest, and puts enormous hurdles in front of those who are motivated and prepared to challenge themselves. I have an advisee who routinely takes tricollege courses and I have to be more concerned about him that those who take the no-thought-involved choices. We even have to be concerned that if we set the requirements for courses that are offered within our own college to high, students might have trouble satisfying the requirements in the categories that are "native" to our program! That is absolutely ridiculous! A university cannot encourage students and programs to choose dumbed-down courses that have the main objective of not necessitating a prerequisite in favor of those courses that would prepare majors to actually be able to do something! The very concept that general education courses have to satisfy the requirement that they are open to all students imposes a watering down of their educational value. Why shouldn't a music student who can handle a course with calculus prerequisite take that course? As it currently stands, that student has no way of knowing that he/she could do so because courses with calculus prerequisite are not listed as general education. When there are courses that require calculus and equivalent ones that don't, there is never a question, which of the two is more educational, and students in math-heavy majors pretty much always have to take the calculus-based ones because the courses that don't use calculus are close to useless in practice. So by what reasoning should the music major be encouraged to take the useless choice of course?

NDSU students seem to do well at oral presentations.

The syllabus that we have is quite modern and helpful for understanding a subject.

I think that there are some fantastic classes. A vertically integrated gen ed curriculum would help students not see these classes as hoops to jump through, but vitally important.

Challenging students to go outside their comfort zone. Allowing students to explore areas they wouldn't explore if they didn't have to.

Broad set of topics examined

I really don't know. I really think that General Education at NDSU (and nationally) has completely lost its way.

Breadth of course offerings. That said, there is almost too many choices so that students don't have a gen ed core. Gen Ed is an essential component to undergrad education and must be preserved in face of the push for career specific classes. So many students lack a basic knowledge of history, literature, and art that they are ill-prepared for the challenges facing them in the work place and world.

Distribution of classes across disciplines with the exception of Communication and English

Not very well. Our students are woefully unprepared for critical thinking, can not write, can not find library sources, and seem almost uniformly narrow minded.

Students are exposed to a variety of disciplines

Overall, the balance of opportunities for students to grow into adulthood is well done. I don't believe that General Education needs to be tailored to a student's specific major, but should be essential for any young adult in today's society.

we have acknowledged the importance of liberal arts education.

Publicizing the requirements and how to access those courses to meet the requirements - the info is easy to access and the audit supports that

The diversity of different courses included helps the student understand the breadth of th the world.

Almost nothing. There are a few classes that are decent, but if they involve any work at all and the students have a choice, they avoid those.

I think our gen ed categories are appropriate as they currently are written.

Variety of courses; clear requirements; focus on effective communication (both written & oral)

We have a variety of courses that fulfill GE requirements. Not everyone needs to take the same courses, and this is good.

I'm glad we have cultural diversity and global perspectives as categories. Expand them, at least---the offerings within them!!!

Encouraging community service.

Providing a broad-brush starting point. This will not get us very far, however.

Overall I think we are doing well in all aspects of educating students to be well rounded and with a good general education background

Honestly, I don't think students retain much from their Gen Ed work.

We offer a wide array of courses and we do something about what employers complain the most: their writing and speaking skills.

I think many of the instructors care about the students success in GE. However, little value is put on GE by our colleagues not teaching GE. And rather than help fix/support/teach/aide GE instructors those not teaching GE run the other direction.

The currently used categories introduce students to major areas expected of a university graduate. The effectiveness of a particular course depends not only on the content and how it is presented but also on how the student chooses to participate and respond. NDSU is probably doing as well as most mid-size public American universities with relatively open admission standards. We fall short of what is being accomplished at some major universities and private liberal arts colleges.

Requiring a cross-cutting diversity of general education courses.

Currently, doing well in giving well-roundedness to the education students are getting

Revising it.

Students generally seem to work well in groups, appreciate ethnic diversity, and are willing to participate in community service.

We have a good breadth of general education requirements.

Writing instruction

Yes, for the typical, historical "Gen Education" topics, but there is not enough "looking to the future" to prepare the students for tomorrow.

We teach specific disciplinary information well

The use of technology is lame....ppt doesn't cut it. Have to include the power of the tools THEY use; iPads, iPods, smart phones. Technology is at their finger tips even when in class; stop avoiding it.

The requirements for Global Perspectives and Cultural Diversity

I believe that the distribution of credit requirements across disciplines is reasonable

Providing a breadth of choices

I'm impressed by the joint emphasis on writing and communication, in all its forms.

don't know

Offering a variety of courses that meet the requirements

We are doing it all well as far as it goes. It could go further.

the diversity of different learning experiences -- but that also distracts from focusing (say, of speaking a second language fluently)

very well

We offer a wide variety of General Education courses, which allows students to pursue various interests.

Exploring general education issues and goals

Question 7

What do we need to improve?

Text input

Many students cannot write properly, synthesize information or solve problems well in advanced classes.

Clearly identify the requirements of the Gen Ed outcomes to instructors in their course areas.

The biggest failing I find in students is their inability to write in standard English. I realize this is in part an indictment of the public schools, but the writing courses are somehow passing on the problem.

I'd like to see more emphasis on statistics and ethics. I don't feel "you" are doing a bad job; I'd just like to have students prepared with more of an in-depth understanding.

Writing. Writing. Writing. General education courses tend to be large and require rote memorization of facts. To truly prepare our students, we need to have courses that allow for more dialogue and greater critical thinking. You don't get that easily sitting in a lecture with hundreds of other students and taking multiple choice tests. I think we do a better job giving students critical thinking skills in our 300- and 400-level classes than we do in our general education classes.

High quality of research will improve the quality of teaching; encourage creative and independent thinking; etc.

Explain why students have to take so many gen ed credits and how all the extra credits are going to benefit the students. Right now most students want to take the core requirements for their majors and be done with college.

Basic technology/skills to prepare them take upper level classes and enter the job market.

Students need to become more involved in the learning progress. I have a lot of students, including seniors, who do not want to participate actively in any kind of discussion.

Writing! I can not stress enough how disappointed I am in the poor writing skills of students, even in my 300 & 400 level courses. While I wish we could expect that students have mastered these skills prior to attending college, it is clear to me that many have not.

My understanding is that students are required to take a math test that determines if they need to take a 'remedial' math course prior to enrolling in other math classes. I believe we should have a similar process for evaluating writing skills. I realize there are multiple barriers since writing is subjective to some extent and would require human grading rather than utilizing op-scan sheets. Yet, I believe identifying these students early on and working with them in small classes on the mechanics of writing will serve the students and the university in the long run.

I find it embarrassing that students in 400 level classes who will graduate soon and enter the professional world representing NDSU can not construct complete sentences or differentiate between there, their and they're.

Stop this methodical movement to a new set of requirements that come from outside, but rather focus on the needs of OUR students. Not the perceived needs as informed by someone from a different place and emphasis than what OUR students need. We need a unique NDSU approach for the unique set of students who we educate and inform.

we need to take the idea of general education from the abstract and make it more applicable for instructors. To accomplish this transition, we need to review and perhaps refresh the 7 outcomes listed above. The "areas" listed in questions 3 and 4 appear to be "on target" with the education that NDSU should provide.

I don't believe that there are valid and reliable measures in places to determine if students have met all the outcomes. The only measure seems to be that the student has passed the course.

Also, some of the outcomes are very difficult to measure and must be measured over time using multiple measures. This is not happening.

-
1. Many of the skills included in the list of GenEd objectives are (and should be) acquired by students from secondary education. Thus, some of the outcomes ought to be revisited. Both 189 and elementary wellness are examples of redundancy; they take up credit space that could be better used elsewhere.
 2. Freshman advising often seems to place students in courses with no connection to their career objectives.
 3. Broaden selection of Group 3 courses. There are many others that satisfy the stated objectives.

Senior faculty members need to stay interested in teaching general education courses.

Providing effective training in communication and critical thinking and problem solving. "Google" is not a type of research methodology.

The rubrics for outcomes are too broad to be useful and are often artificially "shoe-horned" to fit a particular class. There should be English (writing), math, science, and a humanities course required - to expose and educate students broadly, but let the course, rather than a specific and artificial rubric satisfy the requirement.

Remove specific requirements that merely provide numbers for some disciplines (ie, communication, wellness); force retirements met by specialists in fields (ie, writing in English, not by engineers). Don't force requirements in fields where there are too few teachers to staff the courses so students have to waiting a year or more to get a required course. Allow for alternative courses for some objective, but allow so many alternatives that the intent is diluted. Be mindful of the need for global awareness, communication, and understanding.

The ability of many 4th year students to write coherently and correctly is embarrassing and shameful.

Computer and spreadsheet know-how must be improved, along with quantitative skills like algebra.

AHSS services General Education for the rest of the university, providing the critical work of preparing students to perform at the level of skills they will need for whatever major or profession they ultimately choose. However, the college is sorely hurting for people resources to service general education.

Students need to learn how to write and understand that "reading" is NOT old fashioned and out of date. How to universities work w/ k-12 to get them back to teaching things like History, Math, English and the like, so we don't have to always back up and teach the basics in order to teach our content area???

Require that English work with faculty in the various disciplines to find out what they expect students to take away from the upper-division writing courses.

Gen Ed courses need to be much smaller enrollment to be effective for the non-major. 460 people in a room is not a good way to learn a subject. The students should get real experiences in Gen Ed courses that ideally take them out of the classroom or give them hands-on projects. Yes, even at the 100 level.

Also, the Honors program should be expanded dramatically, so that high-performing students can get their Gen Ed courses at the level they deserve.

mutual communication between depts, colleges...

Historical understanding
Writing

Few students are prepared (before or after college) to think critically and are unable to posit unique solutions for challenging questions/problems. They are not dynamic in this sense and are suffering after graduating because of it. Too many General Education programs focus on regurgitating information/materials that professors think students should know and few encourage or demand critical thinking/problem-solving from students. If NDSU invested just a fraction of the time/resources that are invested in "diversity" to critical thinking and problem-solving, NDSU students would benefit greatly.

We need to reduce this requirement.

More basic English writing skills.

Number of courses available with cultural diversity and global perspective

Wider variety of humanities courses

While we currently do well, we need to do better when teaching students communication and critical thinking skills. It is the development of skills, more than the accumulation of knowledge, that is key.

In my view, the rubrics for gen. ed. outcomes are insanely overbearing. The requirement to provide such detailed evidence of these over-parameterized outcomes repels many instructors from developing and teaching general education courses. In particular, it puts off those faculty who spend considerable time to stay up with the cutting edge of their field and/or produce new knowledge. I find this sad because students would benefit from more interactions with those faculty members.

We absolutely need to encourage students to challenge themselves, not just in their major but in other areas.

We need to work with students on interrogating ideas critically, expressing disagreement with others in a productive way, and taking a stance of openness when encountering new ideas and perspectives.

We need to improve on conceptual brilliance for any subject matter so that in future it can be applied with excellence and a student can prosper whether in academics or in industry.

I am concerned that students who receive quite high grades in their writing classes have very poor writing skills (grammar, organization, clarity).

Teaching these classes as huge on-line warehouses to make money for departments undermines the goals of the courses and of gen ed and reinforces the idea that these aren't real classes of vital importance to students' future success.

Challenging our students to be better citizens of NDSU, Fargo-Moorhead, the USA and the world.

Some depts. have easy-A courses that seem specifically designed to attract gen ed students and that, as far as I can tell, offer little substance.

Critical thinking, writing skills, application of concepts to real world problems

There are significant areas for improvement. Mostly I would suggest that we significantly reduce the number of options for general education credit. We should think critically about whether a skill is "general" or discipline specific and have the individual majors tailor their own courses to meet those needs that are discipline specific (Here I am thinking about things like (from the list above) effective writing and communication, some critical thinking, integrating and synthesizing information, etc.). General education should really be general. Specifically it should consist of a core of at most ten courses which are interdisciplinary (perhaps team taught) that introduce students to and have students think critically about their place in society in general and our society in particular. These courses might consist of, for example: a course on democracy (which includes political, historical, social, critical, even mathematical discussion), a course on science (which includes historical, critical, scientific and political discussion of scientific problems in our society), a course on ethics, both personal and professional that cuts across disciplines and focuses on ethical behavior in our society (this could include discussion of ethical theories, together with analysis of specific examples in our society: the impact of health and wellness and our choices relative to such, the implications and uses of education in our society (for example the debate on teaching evolution)), ethics in discourse (electronic and formalized discourse, etc.), and others. I'm just rambling here but I think you get the point. I think it is very important that general education courses NOT be the province of a specific program/department/college and instead these should be spread out in a meaningful way to give students a "general" education that introduces students to the broad spectrum of issues and viewpoints in our society. I should emphasize that I do not think that it is appropriate for these courses to "teach students what to think". For example a course that teaches that evolution is scientifically correct and should be accepted as such would clearly not be appropriate, however a presentation of the arguments for and against said "theory" might be appropriate.

I also think we have to be careful that such courses have actual content and are not just courses for students to coast through without critical thought.

Finally I do think there is room for the university to say that everybody must take a specific course (say English 120, although I really don't) but there must be some thought put into this. It obviously would not fit into what I have described as "general education" but it is important that students can write effectively. But if we intend to have such courses their number should be severely limited and there should be general consensus based on critically thinking about the need) that the course is essential. For the example of English 120 if the general education courses included significant reading and writing requirements then English 120 may not be necessary.

I think it would be helpful if you could incorporate many of the ideas and goals of general education in to all courses. For example, if we want better reading/writing/analyses, we can't expect a single gen ed class to accomplish this by itself. Instead it can be the foundation that is then applied in more classes that are within the student's specific study areas. One way to do this is to have distinctions for specific areas (e.g. writing intensive) and then encourage classes to meet those standards and require students to take a certain number of classes with those distinctions.

Level of writing ability of upper level students. Understanding basic writing skills and grammatical structure. Understanding the difference between professional/academic writing and personal writing. Learning how to read and paraphrase information in a coherent manner.

The 189 course needs to be re-vamped. Ideally it would have a shared experience component such as a book that then integrates a lecture series. The current "interview" with an advisor is undesirable.

Need to eliminate the stand alone Communication and English classes unless students have no ability to work in the area. All of the general education classes should be teaching communication and writing skills in their areas. There is no need to waste resources and create a monopoly for classes that do not seem to fulfill their purposes of teaching communication and writing skills.

NDSU needs to develop multidisciplinary courses at junior/senior level because the viewpoint of each academic area is too specialized to "Integrate knowledge and ideas in a coherent and meaningful manner".

We need to reverse engineer our gen ed courses to meet specific desired outcomes. We can't expect juniors and seniors to have these skills if they are never required to develop them in lower division courses. The over reliance on multiple choice exams in 100 and 200 level courses does our students a disservice when we expect them to write and critically think in their upper division courses.

Eliminate most of the overhead - why do courses have to be individually approved and reevaluated? Why not approve broad areas and accept any courses within those areas?

Written communication is important in almost every field. Our students are poor writers.

Writing and speaking skills are still too low for my taste. Professors who teach those classes should be able to assign a student to a remedial class before they can take the original class for credit.

Global and Cult Div courses differences aren't clear. Students are not taught adequately how to write and research beyond Google.

I'd like to see more interdisciplinary discussion and support to develop ways to introduce and support the integration of the general education skills and knowledge as the student progresses through the major - it may help to distinguish associate degree education and the more complex application in baccalaureate education;

Teaching students how to act in an ethical and moral manner to improve society for the greater good.

*Oral and written communication skills including using the basic writing conventions (complete sentences, capitalization, punctuation, SPELLING, etc.)

we need to be more demanding - rigor is amazingly lacking and most students I see look at these classes as simple "easy classes they HAVE to get through" so they can get into their RAEL studies (= major)

We have way too many classes, and way too many EASY classes where students aren't challenged. We should cut out all the fluff, have a few CORE Gen Ed classes taht everyone takes and that we support so that they can be taught by FACULTY--not adjuncts or grad students (e.g., English and Communication are stellar examples of a system that is failing b/c of overdependence on cheap labor). Furthermore, we should include philosophy (especially gasp, LOGIC) in the Gen Ed requirements (not an option) so that our students are FORCED to learn how to think. And students should have to earn a minimum of a C in the Gen Ed classes for them to count toward graduation. Gen Ed should be WRITING, READING, SCIENCE, EVALUATING AND USING INFORMATION TO DRAW CONCLUSIONS. That's it. Until I have a group of students who, as a whole, is capable of critical thinking and of writing in complete, well-formed sentences with appropriately developed paragraphs, I really don't care if they can tell me about how people dress in different cultures.

More focus on technological literacy

Students need to better appreciate the value of GE.

Please see #5 and #6.

Knowledge of a second language, and understanding and respect for other cultures is appalling at NDSU. Our students seem to bring their small-town Midwestern mentalities to the university, and have made few changes by the time they graduate. To increase understanding and appreciation for diversity is critical to a nation built on multicultural values.

Bridging the gap between high school education and the demands of a university education (which is in a different league altogether)

Math - it is very confusing as 103 transfers in as an R but is not an R at NDSU - this needs to be clearer....

My students come to me unwilling and unable to synthesize information to answer new questions. They are so focused on "the right answer" that their thought process is paralyzed. Scantron tests and the lack of writing during the first two years of undergrad lead to an inability to think synthetically or critically. Increasing the amount of written and problem-based work in the first two years would help tremendously.

The grading in Gen Ed courses is a joke and is one of the main reasons why students do not take Gen Ed courses seriously.

internationalizing the curriculum...

From what I observe. Many GE instructors "dumb" it down to get good SROI's. Since GE instructors are compared to those teaching major specific courses, and graduate level courses it is not surprising that GE instructors take the easy route since NDSU compares all instructors to each other instead of GE to GE courses. Simply changing the teaching evaluation process may have the affects you hope to achieve. I am also curious how many GE instructors are using external tests to evaluate their teaching effectiveness? I believe physics has a standardized test, and I am guessing other courses such as Biology would too. We may also need to consider redesigning our classroom on campus to create environments that students can work in groups. Check out the U of MN and their active learning classrooms (www.educause.edu/Resources/ActiveLearningClassroomPilotE/189184). It might be a better invest to create these type of learning environments than investing in DCE.

An integrated set of general Education courses designed to accomplish some of the above objective would be desirable, however, considering turf battles and the emphasis on research, that is unlikely to be accomplished. I think the periodic evaluation of General Education courses, which has gone on, began with good intentions but has become a stifling bureaucratic morass. My most recent experience with the process and treatment by committee representatives was disenchanting. I have taught a lot of students for a number of years at all levels, from introductory courses to upper-level undergrad courses and graduate courses. I have also worked with various committees concerned with broad education issues. I don't know that there have been significant improvements over what was accomplished earlier. Now, as earlier, a well-motivated student, will gain from numerous courses offered at NDSU. Some courses, then and now, were/are marginal. Despite the various important outcomes noted above for a contemporary world, I'm not convinced that society at large or many of our students recognize that. Frenzied, superficial attention to too many matters, often distracts from substantive thinking.

- a. Access to general education courses without paying extra because they are online.
 - b. Quality of courses...students seem to remain unprepared after completing the courses.
-

Continual assessment of verbal and written skills. Continual focus on students' interpretation skills (e.g. of information, data,) and the tools that aid interpretation.

Inculcate respect for education and understanding its importance in improving the quality of life

The general approach/ Courses should be more interdisciplinary.

Students need to improve their writing and communication skills. At the very least, student have to be able to write clear, declarative prose, without jargon, and express themselves orally in the same fashion. These are essential skills. We need to maximize the number of writing intensive courses. Beyond this, students need to develop an historical and social perspective. Some of the best courses I ever had required the reading and analysis if classical texts. All of these can be combined in writing intensive courses.

Student engagement

Using electronic communication, and mathematical reasoning.

Writing proficiency.

Open the technology requirements and how to work in the tech world, offer a course like engineering design as a gen education option (see the curriculum of any of the military academies)

We need a more coherent and integrated general education program. We need to make our large first year courses more engaging to students. We should develop GE courses that are not just introductions to the major, but are designed as the only course a student might take in the subject. Those courses might teach the current controversies in the subject area and how people in this discipline study them. We could also use more interdisciplinary courses since the problems most students will face will not be neatly packaged in a discipline box.

Students' writing and speaking skills, attitudes about accountability for learning. Students don't always come out with a well rounded education.

1. basic literacy.
 2. most student can't tell the difference between belief and scientific fact. $2+2=4$ in all contexts, it doesn't matter if you look at it from a marxist, a feminist, or a politcal-econimic view point.
-

More oral and written communication courses. Require a travel abroad experience.

High speed wireless in every classroom and office; no wireless in my office or the classrooms on my floor.

Don't allow so much multiple choice

Less science and more English/grammar skills

English comprehension. Many students do not know how to read effectively and critically. Some actually think they should not have to read assigned text or take the time to look up new words to learn what they mean or how to pronounce them. Vocabulary and reading comprehension is remedial in many of the students I see at the junior and senior level.

Students need to learn better writing skills.

The requirements as they stand are rather confusing to students (and sometimes advisors) because of the crossdisciplinary requirements (i.e. the global and diversity requirements in the gen ed rules).

My major comment is that the amount of paperwork necessary for a department to get a course on the list of approved general education courses is excessive, and this system really needs to be streamlined. There are many courses that should be on the list but are not simply because departments choose not to expend the effort to get them approved, as well as re-approved every few years.

Not integrating the breadth of choices such that students understand interconnectedness. All too often students express their surprise when one course helps inform or is related to another, even within the same discipline, much less between disciplines.

I would like to see more emphasis on the need to consider different backgrounds and cultures. The world may become more integrated in the future and this will help maintain a competitive advantage in the Midwest.

allow students more choice. Forcing wellness and arts seems like a waste of time. I am sure this will be hotly contested by these faculties, but the point is that these are luxuries that students could take if they wanted to. But when we continue to graduate students who cannot do enough math to balance a checkbook, we are shortchanging their careers.

We should have 2 categories of GE classes:

- 1) Directed for science major
 - 2) Directed for non-science major
-

The category of "Science and Technology (must include a lab taken as a co-requisite)" should be NINE credits instead of ten, so the student can take three 3-credit classes. There are many fine science classes with a lab that are three credits. The current system forces non-science students to take a class that is three credits plus a one-credit lab (Geology, chemistry, etc.), but there are a LOT of equally valid three-credit classes with labs that get overlooked. It would also help with class over-crowding to spread the non-science students seeking a science class with a lab over more classes.

Students are very poor writers and this does not improve after they complete the required English courses. Some courses are 'flunk out' courses, such as Chem.121/122 and Math, 103, 104, and 105. The graduation rate could be much increased by having better instructors or instructors that actually want to do a good job in those courses.

We need more GE classes in languages other than English.

The field where the US lags behind is science education. But science is crucial for our economic development. General education can help to create an atmosphere of valuing science and appreciating its methods.

I think there should be more emphasis on a low number of basic skills, especially writing.

VERTICAL INTEGRATION of gen ed courses.

I feel like many of the items listed above are compartmentalized to one department. I would like to see, for example, writing being taught in all (or most) courses or, for another example, cultural diversity addressed in all (or most) courses. We cannot expect our students to be highly skilled communicators if the English Department is the only department teaching writing. The same goes for many of the other points listed above. I had a difficult time answering the first set because I think select classes do a very good job meeting these objectives, but the gen ed curriculum, over all, does not.

Collaborative and societal skills are learned one way through the ARTS. Maybe integrating more arts into the general education to assure graduates have functioned in a community-like setting.

More liberal arts types of studies integrated into the Gen. Ed. mold.

From my point of view, the students are deficient in most of the above. I am not sure they were not being taught or just did not transfer the knowledge from one course to the next. It may be a combination of both.

Less concentration on politically correct and ideological topics

Some General Education courses are viewed by students as "easy credits," and they quickly forget the concepts after these courses are completed. We somehow need to improve student motivation for learning and retaining concepts in these courses.

- 1)
I possess a Ph.D. but I have so far been employed as a regular lecturer with an annually renewable contract. My teaching record is excellent and my professional record is flawless and strong. If NDSU could find a way of employing people like me as Professor of Practice or as Assistant Professor, those people would be in a better position to devote themselves fully to making their programs and departments stronger.
- 2)

One year of learning a foreign language is not enough to satisfy future employers' needs or a student's personal needs. In addition, one year does not compare favorably with university graduates in all fields from many other countries. This is why NDSU should require more than 1 year of foreign language acquisition from each student.
