

Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	2	2	1.72%	1.72%	1.79%	1.79%
Slightly important	8	10	6.9%	8.62%	7.14%	8.93%
Important	26	36	22.41%	31.03%	23.21%	32.14%
Very important	53	89	45.69%	76.72%	47.32%	79.46%
Critical	23	112	19.83%	96.55%	20.54%	100%
Not answered:	4	116	0%	100%	-	-
Sum:	116	-	100%	-	100%	-
Average:	4.76	Minimum:	1	Variance:	0.96	
Median:	5	Maximum:	6	Std. deviation:	0.98	

Total answered: 112

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

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NA	2	2	1.72%	1.72%	1.77%	1.77%
Slightly important	5	7	4.31%	6.03%	4.42%	6.19%
Important	28	35	24.14%	30.17%	24.78%	30.97%
Very important	46	81	39.66%	69.83%	40.71%	71.68%
Critical	32	113	27.59%	97.41%	28.32%	100%
Not answered:	3	116	0%	100%	-	-
Sum:	116	-	100%	-	100%	-
Average:	4.88	Minimum:	1	Variance:	0.98	
Median:	5	Maximum:	6	Std. deviation:	0.99	

Total answered: 113

Question 4

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

Text input

I believe the outcomes listed above accurately portray the skills needed to succeed.

An understanding of the needs facing one's own community and the importance of civic responsibility.

Understanding of personal financial decisions.

That they can think for themselves.

Improve critical thinking. Not sure how to do this, but it is very important in today's society to be able to take in information, evaluate the quality and substance of that information, before forming an opinion.

They need to be able to efficiently be able to search and apply for jobs appropriate to their field and the knowledge to do this is crucial for the students to find job placement immediately after graduation.

Engagement in social activities

I've read recent articles/white papers on how as much as 70% of employers feel that new college grads do not have the skills needed to enter their field. Working with other generations, writing, critical thinking, and basic soft skills are listed repeatedly. I have witnessed several situations where students are hand-held through the education process and not given real-world experiences. It's ok for students to struggle. No one after college will hold their hand, we shouldn't either.

Ability to effectively communicate what they have learned to a potential employer

Writing and speaking skills are critical for undergraduate students. Has anyone ever thought about a "Toastmasters"-based program for all of our students? It's a great program with wonderful tools for public speaking.

Math 104 should NOT be reserved for certain programs Fall Semester. There ARE other programs on campus that also need their students in Math 104 to make good progress through the requirements.

I feel that as long as we continue to focus on diversity, we will continue to have problems related to it. We need to focus on what makes us similar, not what makes us different.

More than simply a handful of students MUST learn the basics of living and working successfully.

They should be able to apply what they learn here at NDSU

The composition courses need to be more challenging and research based in the 300 level. I also feel from my own personal experience, that another public speaking course that is closely related to a student's major would be so beneficial to the student in the long run. Before I took Intro to Public Speaking at NDSU, I was absolutely terrified of speaking in public. The skills I learned in that course concerning preparation and audience are invaluable to me and have directly contributed to my current career success. I can truly say that without that class, I wouldn't be where I am today.

Learn a good work ethic which seems to be lacking with the younger generations.

Teach students to give back to the community.

Understanding of leadership from different points of view and approaches, including value of non-traditional approaches

Students do not understand the concept of plagiarism. They find it acceptable to consider a "copy and paste" their own words.

The concept of critical thinking and problem solving is tough to grasp for some students - they are used to being told what to do, how to answer, and what to answer. Some are like human robots - they do not understand creative or critical thinking.

How to network globally

Learning to see how others view you--introspection--being able to step outside one's self and see one's own self as others do.

Learning to understand how one's decisions affect not only one's self, but others around that individual, and how those decisions affect one's future. This generation lives so much in the here and now that it is difficult for them to forecast the implications of today's decisions on tomorrow.

Learning that college is not a stopping off spot, but part of life--decisions and actions here do matter.

Engaging in current events, on and off campus.

Need more emphasis on the three R's especially for those in the field of engineering and the sciences.

Perhaps an outcome that specifically addresses the critical need for digital media literacy skills, which can be understood as the ability to access, understand and create or participate in the creating of content using digital media. Of course, this is part of Outcome #1--Communicate effectively in a variety of contexts and formats. However, students who are able to communicate effectively in our digital world will be more prepared for a future career, no matter what their major.

I believe that it is imperative that we work to maintain communication methods that are NOT electronic. We, as a society, are relying more and more on technology and as a result, an entire set of skills is dying. We severely lack the ability to talk to another human being - either face to face, or even on the telephone. As a result, some problem solving skills are also dying.

I realize these are just observations and not additional suggestions - My initial thought at preserving these forms of communication would be to not rely so heavily on technology, but use it as a supplement! Allow for face to face time with students, instead of simply doing everything through the magic computer.

A caring attitude.

study abroad experience

Question 5

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

Text input

Currently, I think we are equipping our students to be outstanding members of a team. We are also doing a great job of keeping the students current with necessary technological skills.

Attempting to expose students to a broad spectrum of areas and ideas.

There are many courses that students have to choose from. I appreciate that there are so many available options.

Curriculum is well rounded but too extensive for many majors.

Having the courses all laid out so they know which course applied to which field.

Internships are saving the students to prepare for employment. Too bad for some students in previous internships that letter grading was not offered so it could be part of the GPA.

I believe undergraduates and GRA's are receiving an excellent foundation here at NDSU

The group work aspect is probably the best working portion for classes right now.

I believe the tasks currently happening to improve General Education have been thorough and are truly looking critically at what our students need.

I think the basic areas that need to be covered are

Students do get a broad look at the world, and are forced to use different parts of their brain. Most of the gen ed courses have excellent teachers.

delivery from instructor to student

Students I interact with are engaged in the learning process.

Broad overview of higher education standards

General education is great at creating mountains of paperwork.

Wide variety of classes-I could think of at least one class that would appear to be specifically devoted to each topic above.

Continue to make Diversity and Global Perspectives part of the Gen Ed requirements.

Integrative experiences are done well here at NDSU. Also the importance of serving the community.

I believe that we (NDSU) are turning out many fine young men and women. I have heard many compliments from the business community about North Dakota work ethic from our former students.

It would be great to have more courses to select for Global Perspectives & Cultural Diversity - the ones available seems a bit narrow in focus.

Offering several options in many areas of study to help fulfill required credits.

Broad range of courses for students to choose from.

for the most part students have a solid back ground in the science.

The lab experience is a good experience through general education at NDSU

Requiring a public speaking course was an excellent decision and I understand that not all states require a public speaking course for general ed. PLEASE hold onto this requirement. Also, the Cultural Diversity and Global Perspectives courses are also incredibly important and I really feel like more could be accomplished here.

Great education for the money. Great impact for the state.

Making it a requirement that they complete courses that make them a well-rounded individual.

I believe that evaluating general education is important. There are many important outcome goals listed above and, depending upon how this assessment turns out, they may possibly be narrowed.

We offer a variety of subjects and learning disciplines for the students to draw from.

Requiring a broad spectrum of courses from each college.

There are a broad spectrum of topical offerings, but don't dumb the subject material down. Challenge students by requiring them to work up to a new level of excellence, especially in science and technology. They may surprise you.

--Writing classes for specific majors

--Students introduced to a variety of topics, some of which will undoubtedly be outside their field of students

--Students have opportunities to apply skills they are developing in various settings

Combining lecture with hand-on activities such as lab work.

We are showing a caring attitude.

providing a broad curricular perspective

Question 6

What do we need to improve?

Text input

It is imperative that we return to pushing hard line skills in the areas of research, theoretical analysis and synthesis of complex ideas, and most importantly technical writing and speaking. The majority of the JUNIOR and SENIOR year interns that I have employed cannot write simple email correspondence.

No surprise but 189 needs serious reform. It needs to be a set curriculum no matter what College is teaching it. Consider recruiting volunteer instructors from staff ranks vs. faculty.

It seems that many students are not taking a course because it interests them, but rather just because it fulfills a requirement. Often when registering they are just concerned about getting their categories filled and getting their "circle" or "square" out of the way. This to me demonstrates that students are not understanding why they are required to complete General Education courses as part of their University education and I think that message gets downplayed by advisors themselves. I would really like to see the General Education component supported by all areas of NDSU and not just dismissed as an inconvenient distraction from the student's major courses.

I would also like to see service learning become a bigger part of the General Education requirements. There are many opportunities within Fargo-Moorhead and surrounding communities that could serve as excellent learning opportunities that engage our students in the community, get them interacting with business and civic leaders and give them valuable experience in which they can actually apply the knowledge they have been receiving from their General Education and Major courses. I think that NDSU has missed out on some significant teaching opportunities by not looking to apply the skills and abilities our students are developing. The design and construction of President's house for example would have been an ideal opportunity for NDSU's Architecture and Construction Management students and faculty to showcase their talents. Solving pedestrian/vehicle issues on campus could be tackled by the Civil Engineering and Transportation and Logistics students. I'm sure there are many, many other areas where our students can be actively engaged and learning by directly applying their skills. I would like for the University to work on making such opportunities available to them.

Require 1 year of gen eds and concentrate 3 years on major subjects especially in the science and math majors. Offer basic financial skills classes during 1st year to help students understand consequences of debt, need vs want, importance of saving money.

Communicate w/departments that Univ 189 should be generic across the board, not specialized toward the major. That is what their "Intro to" course is for.

Written and oral communication. I do not believe that using the composite ACT score is a good indicator of a student's writing ability. At the very least it should be based on the English and Writing portion of the ACT if the ACT is to be used to determine if a student can skip Engl 110.

Many courses have not been updated in their teaching information since the 60's or earlier. When the students get out in the real world, they've learned past and outdated applications but not current. I know point of fact that some information used in xxxxxxxxxx classes were written when I went to school here in the early 70's and have not been brought current. I understand that they need to produce a foundation of information but they should not dwell on it and move forward. Also the students are sadly lacking in their computer skills with excel/engineering software applications/powerpoint presentations/ just to name a few. I've seen students take English class for writing resumes and the resumes were so bad that Human Resources from companies and here on campus had to help the student rewrite them! Instead of allowing them to take supplements that would be essential to their degree your making them take useless fillers. If they were to take the useless fillers and the additional supplements, many are forced to add 1-2 years on to their degree. But of course that's more money for the university..... Many of the professors/grad teaching students have not been employed out in the working world in their field(They've been in school through their PHD). This has limited their knowledge to strictly textbooks. (I know political science/Micro/Ag/Engineering/IT/English profs like this). I've heard many times that when a student is hired they have to train and start with the basics and that frustrates the employers. This should already have been done coming from a 4 year. Internships have been the lifeline to bringing these student current and is one of the right things being done.

Make students realize the value of a general ed class

Unsure.

Students need to understand the ramifications of their actions more effectively. College is a fairly safe place to get away with stupid things, but once they leave these "walls", common sense appears to be lacking these days in graduates.

I think the FYE course needs to be pulled back in and taken out of each individual college. Students are very clear that they are learning a lot about their college, but very little about the university. If a student changes their major, they continue to be lost. Based on the outcomes listed above, it is hard to believe that these could be accomplished in a classroom alone. I think better partnering with out of classroom activities, but intentionally so that it directly impacts the classroom. We have data that clearly shows Learning Communities do make a difference and make money just by retaining more students. A concentrated effort, with a university-wide implementation is needed though for this to be successful.

The English language skills both oral and written of international students are severely lacking. This makes it extremely difficult to work with and communicate effectively with these students.

I don't think there should be extra charges for distance learning and online classes

Students need to understand directly the purpose of gen eds and how each class fits.

The FYE Course should be uniform and introduce them to the higher order skills necessary for success (critical thinking, complex problem solving, etc.)

student professionalism and confidence/quality in public speaking

We need to use technology and more real-world applications of technology in education. We may need to become more selective of those that are admitted. Research shows the job growth areas for the next decade are primarily in vocational and skill/trade fields. We should not try to hide that fact with "fuzzy math" in our recruitment. Cost increases are triple actual inflation, that is not sustainable. Staff and faculty should be held to high standard and need to have continuing education opportunities to stay relevant.

create options for students to reflect on and internalize experiences in the classrooms

Students come into NDSU nearly devoid of writing skills.

Email spell-checking-they need to remember not to communicate professionally in the Twitter/Facebook formats!

Each College seems to have their own outcomes and general education requirements. Sometimes I think this works against the student. The 189 course could be effective if the Colleges worked together on this course.

Possibly add another Lab to the science requirement.

Advising of students. More time getting to know students to provide tools and help them determine their future goals and path.

It would be nice to see a more integrated approach that focuses on core skills (i.e. communication, collaboration, critical thinking, etc.) These skills can be integrated into a number of courses, so maybe there would be less emphasis on content of courses but more emphasis on how the courses are taught, and these skills should be explicitly taught to students along with giving them opportunities to practice them.

The value of University 189 needs to be addressed. It needs to be consistent across every college. A lot of the information they receive in this class is given to them at orientation. Also, the composite ACT score is looked at for admission into English courses. This is a change from when we looked at the English subscore. Looking at the freshman data from this year's incoming class shows around 50 students who have met the composite requirement for upper level English; however their English scores are 17 or below.

Writing skills need to be emphasized more completely. In reading many documents sent from various sources, many grammar and spelling mistakes are still being made. I believe that many times this is how that particular person speaks and therefore writes in the same manner.

Have Chemistry line up with the rest of the University in requiring math 104 instead of 103!

I work in labs. I am very disappointed at the lack of skills and understanding that I see in undergraduates and grad students. Particularly disturbing are lack of knowledge and understanding of how to work safely in a lab and the implications to coworkers and the environment as a whole of mishandling lab wastes. Also, they have an excellent grasp of how to use software that is linked to instrumentation, but have very little knowledge of the fundamentals of the instrumentation and tend to believe, without critical analysis, whatever the software tells them. They need to be taught to NOT treat lab instrumentation as a black box which always spits out the right answer.

Absolutely get rid of students' evaluation of faculty - that's the perfect recipe for dunning down education!! Listen to what employers expect of college grads and implement those "out-of-the-box" creative teaching methods to teach students how to survive successfully when they graduate.

There needs to be more on-line classes available in all studies and MANY more evening classes in ALL areas of study.

foreign language requirement for all students.

Most student do not know how to directly apply their knowledge to real life problems. whether this disconnect is a lack of confidence in their education or an inability to apply book knowledge to dynamic real life problems.

Making sure all undergraduates know that they cannot plagiarize the writing assignments

Find a way to decrease alcohol consumption of college students.

I think as an institution, we need to do a better job of marketing the importance and value of general education. Most students see these courses as just something they have to complete. They see these courses as a waste of time. We need to help them see these courses in a more positive light. Also, I think it would help if students heard directly from employers about how THEY view the importance of general education.

First year experiences.

We seem to go onward and upward for awhile and then maintain the status quo. We need to continue to strive to improve and CHANGE!

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From my perspective, it seems that these outcomes should be integrated into the goals for all general education courses as much as possible. It seems that some general education courses focus only on the "discipline" and tend to leave the rest (i.e. writing and speaking skills) for classes that focus on those topics. A more integrated approach would better serve the students by helping them practice these skills in multiple ways and in multiple contexts. Along those lines, I believe having a shared set of outcomes for students overall for both Student Affairs and Academic Affairs would be helpful. With that, it would also be important to collaborate more and integrate learning to take place both within and outside the classroom. We have a tremendous opportunity to improve the general and lifelong learning of our students if we are willing to work more effectively together.

I've heard students express concern about the Univ 189 courses in general. Also, I've heard that the colleges that do their own 189 course have turned it into more of an orientation to the college, rather than focusing on how to be successful academically.

To make sure the students know that we are there for them and that they can feel comfortable coming for advice

I have experienced many different UNIV 189 classes on campus and have been surprised and saddened by the lack of rigor and low expectations from instructors. Students mostly seemed unengaged. This is a great opportunity to engage their intellectual curiosity as well as show them the library! We can do better!

We need to improve on critical thinking and problem solving. More emphasis needs to be placed on communication such as effective writing and speaking best practices.

Many faculty advisers fall short of helping their students succeed. There needs to be some kind of accountability in place to make sure advisers are doing their jobs and helping their students choose the correct courses and then guiding them through their 4+ years at our institution. Each faculty adviser should be more than just an adviser - they should be a mentor!

General communication skills

The additional sections of large enrollment courses like freshman english and speech are taught very unevenly-need to have a common curriculum and grading standards

Possibly a little skimpy on math requirements-could add 3 credits of math and reduce 3 credits of science/tech

Arts/Humanities requirements are a little skimpy as well-

English Grammar (verbal and written)

Focus on some lifelong skills needed for adults--how to communicate effectively with health care professionals, especially in a crisis. How to use the Internet as a source of medical information that is sound enough to know when to visit a health care professional, but not to self diagnose.

What do we need to know about the weather--we have wonderful resources at NDSU--let's use them to inform all of us better.

What do all citizens need to know about basic rights in the work place beyond the annual legal notices? We are all going to be workers and/or managers of workers. All of us need to be better informed about sexual harassment, equal opportunity in the workplace, ageism, etc., that could affect us all at different times in our lives.

There are many topics that we could include as "general knowledge" that could improve and inform the educated workers of tomorrow.

IT infrastructure should receive more attention. For example, streaming media capabilities for the campus would enable instructors to provide more opportunities for students to practice and learn about communicating in digital formats in addition to writing and speaking (not implying these skills are not critical).

Four of seven of the outcomes start with "comprehend"--difficult to measure; vague. Maybe consider outcome statements that speak more clearly to specific skills.

Formal letter writing and professional communication.

A caring attitude, continued project success. Follow up on lost students.

A semester of foreign language should be required for students seeking a Business degree. Additionally, the foreign language should include more than the "standard" Spanish or German.

writing and critical thinking skills

learning experiences beyond domestic environments
