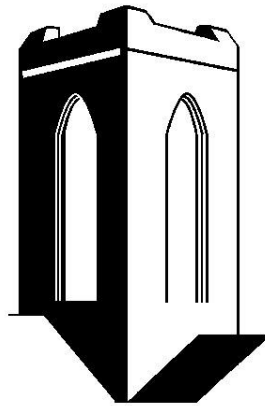


Northwestern Oklahoma State University

Report of the Task Force on General Education



February 1, 2007

General Education Task Force

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Introduction

Dr. Steve Lohmann, Vice President for Academic Affairs, convened the General Education Task Force on February 17, 2005. At that initial meeting, Dr. Lohmann provided the committee with a three-fold charge: 1) review the mission of general education and revise as needed, 2) review general education curriculum and revise as needed to meet revised mission, and 3) construct a more comprehensive assessment plan for general education. In issuing the charge, Dr. Lohmann cited Strategic Direction 6 of the University's Strategic Plan that contains an indicator of success to maximize flexibility and choice of emphasis in general education.

Phase 1: Mission and Competencies

Committee members began their work in the spring of 2005 to construct a new mission statement for general education. They identified constituents to consult for input, and divided into the following subcommittees to gather information:

Faculty:	All committee members
Business Community:	Harris, Platt, Brintnall
Education and Health Care:	Bays, Bowen, Holder, Moorthy
Students, Parents and Alumni:	Denton, Steed
Senior Administration:	Bowen, Knedler

Committee members conducted surveys and focus groups with each of the identified constituencies and constructed a comprehensive list of all suggestions submitted (Appendix A). Using this list, committee members constructed a mission statement for general education that was ratified by the Academic Affairs Committee in September 2005. In addition, the committee used initial data gathered from constituent groups to construct measurable competencies. By the spring of 2006 the committee had completed phase 1 of its work to construct a mission statement and competency list for general education, resulting in the following document.

GENERAL EDUCATION MISSION STATEMENT

The general education program at Northwestern Oklahoma State University provides a foundation for all degree programs and offers opportunities for students to develop competencies in critical thinking, leadership, and literacy.

GENERAL EDUCATION COMPETENCIES

To fulfill Northwestern's mission in general education, students will meet the following competencies.

I. Critical Thinking

A. Cognitive Skills.

1. apply inductive and deductive reasoning to real and hypothetical situations. (OTE: 1.2, 1.3, 2.3, 3.1, 4.1)
2. understand principles of philosophy.
3. interpret data from various types of graphs, charts, and tables to solve problems. (OTE: 2.1)
4. solve problems involving one and two variables using a combination of mathematics skills. (OTE: 2.2, 2.4, 6.1, 6.3, 6.4, 6.5, 6.6)

5. graph algebraic relationships. (OTE: 6.2)
 - B. Scientific Inquiry.
 1. understand principles of the natural sciences. (OTE: 7.1)
 2. understand the human context of science, including its history and impact on society. (OTE: 7.2)
- II. Leadership
- A. Global Awareness.
 1. understand the role of human values in cultural, ethnic and racial diversity at the global level. (OTE: 9.2)
 2. understand international social, political, and economic systems. (OTE: 9.1)
 3. understand international issues and events.
 - B. Domestic Awareness.
 1. understand the role of human values in cultural, ethnic and racial diversity at the domestic level. (OTE: 9.2)
 2. understand domestic social, political, and economic systems. (OTE: 9.1)
 3. understand domestic issues and events.
 - C. Self Understanding.
 1. understand their role in a culturally diverse environment.
 2. identify and understand concepts and principles of leadership.
 3. understand principles of ethical behavior.
 4. understand principles of well-being.
 - D. Effective Citizenship.
 1. identify and understand the rights and responsibilities of United States citizenship.
 2. understand principles of human behavior.
 3. understand principles of ecological stewardship.
 4. understand principles of personal finance and consumer skills.
- III. Literacy
- A. Communication Literacy.
 1. identify a writer's purpose, point of view, and intended meaning. (OTE: 1.1, 3.1)
 2. analyze the relationships among ideas in written material, including identifying cause-effect relationships. (OTE: 1.2, 3.1)
 3. develop a written document recognizing purpose, audience, unity, focus, development, and effective organization. (OTE: 3.2, 5.1, 5.2)
 4. draw and defend reasonable conclusions using information from written and spoken communications. (OTE: 1.2, 4.2, 4.4)
 5. demonstrate competence in punctuation and grammar. (OTE: 5.3)
 6. understand the roles and apply effective strategies of verbal communication in professional and personal settings.
 7. develop and deliver verbal presentations with effective content, organization, and delivery.
 - B. Technological Literacy.
 1. understand the nature of computers, the setup of hardware and the use of software.
 2. apply technology to solve problems.
 3. understand the historical and ethical use of technology and its impact on society.
 - C. Information Literacy.
 1. locate resources in the library and on the internet.
 2. evaluate the credibility and relevance of written material. (OTE: 1.3, 4.3)
 - D. Aesthetic Literacy.
 1. identify styles and forms of visual arts. (OTE: 8.1)
 2. identify styles and forms of performing arts. (OTE: 8.1)
 3. identify styles and forms of major literary works. (OTE: 8.1)
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III. Natural Science

IA1IA3, IB1, IB2, IID3, IIC6.

IV. Human Heritage and Culture

IIA1, IIC1, IID1, IIIB3, IIID1, IIID2, IIID3.

V. Values and Beliefs

IA2, IIA1, IIB1, IIC5.

In December, the General Education Task Force held a retreat to construct the new curriculum design. Their work resulted in the following proposed general education curriculum.

I. Ranger Connection (1 hour)1
 II. Communication and Symbols (12 hours).....12
 a. Required (12 hrs)
 i. ENGL 1113
 ii. ENGL 1213
 iii. SCOM 1113
 iv. MATH 1403 or 1513 or xxxx
 III. Social, Political and Economic Systems (12 hours).....12
 a. Required (core) (12 hours)
 i. FIN 1xxx
 ii. HIST 1483 or 1493
 iii. 3 hours of leadership
 iv. POLS 1113
 IV. Natural Science (10-12 hours)..... 10-12
 a. BIOL 1114
 b. 4-5 hours from any physical science, any physics or any chemistry
 c. 2-3 hours from
 i. HED 2303, 2211, 2221, 2102, 1820, 1252
 V. Human Heritage and Culture (7 hours).....7
 a. Required—4 hrs foreign language
 b. Electives—3 hours
 i. Any 2000 Lit course
 ii. Any Humanities course (except Philosophy or Ethics)
 iii. HIST 1xxx, 1213, 1223
 VI. Values and Beliefs (3 hours).....3
 a. 3 hours from HUM (Philosophy or Ethics), REL, SOC
 VII. Electives.....9
 (9 hours from any three areas listed below)
 Total hours required54
 Electives may be chosen from the following categories, depending on program requirements.

Communication and Symbols	Social, Political and Economic Systems	Natural Science	Human Heritage and Culture	Values & Beliefs
CMSC 1103 ECOM 2003, 2013, 2903 ENGL 2543, 2653, 2773,	ECON 2113, 2123 FIN 1xxx GEOG 1113 HIST 1xxx, 1213,	BIOL 1125, 1225 CHEM 1105, 1115 PHSC 1044, 1114	HIST 1213, 1223, 1483, 1493 HUM 2113, 2143, 2213,	HUM 2633, 2113, 2213, 2223, 2423, 2523, 2533, 2633

2883, 4173 FIN 1xxx GBUS 1013 HUM 2413, 2xxGF, 2xx3GB LSCI 1011 MATH 2233, 3203, 3223, 1313	1223, 1483, 1493 PSYCH 1113, 2113, 1213 SOC 1113	PHYS 1114, 1214	22223, 2403, 2423, 2432, 2533, 2633 REL 2412 SPAN 1114, 1224, 2183	HIST 1xxx, 1213, 1223, 1483, 1493 LEAD 2003 REL 2412 SOC 1113, 2123
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In addition, every student must meet the computer proficiency requirement. Additional hours may be required by individual programs.

Phase 3: Assessment Plan

Northwestern will continue using standardized tests for mid-level assessment of its general education program. However, the assessment plan accompanying the new general education curriculum calls for significant expansion of assessment methodologies to include course-embedded measures. Each department identified assessment methodologies for each course that fulfills general education competencies concurrently with submission of those courses. Those assessment methodologies are included in the following document.

Competency Number	Course(s)	Designated Assessment Method
I. Critical Thinking		
IA1 Apply inductive and deductive reasoning to real and hypothetical situations.	CHEM 1105	Quizzes, Exams, Lab Reports
	CHEM 1115	Exams & Quizzes
	ENGL 1213	Research & Argument Essay Assignments
	MATH 1403	College BASE; common final exam questions
	MATH 1513	College BASE; common final exam questions
	PHSC 1044	Embedded exam questions
	PHSC 1114	Embedded exam questions
	PHYS 1114	Embedded exam questions
PHYS 1214	Embedded exam questions	
IA2 Understand the principles of philosophy.	HUM 2633	Exams, Quizzes & Papers
IA3 Interpret data from various types of graphs, charts, and tables to solve problems.	BIOL 1114	Worksheet and Interpret data from various types of graphs, charts & tables to solve problems
	BIOL 1125	Lecture and lab exams
	BIOL 1225	Lecture & Lab Exams
	CHEM 1105	Exams & Lab Report
	CHEM 1115	Lab Reports
	ECON 2113	Exams
	ECON 2123	Exams
	FIN 1xxx	Assignments & or Exams
	GBUS 1013	Assignments & or Exams
	MATH 1403	College BASE; common final exam questions
	MATH 1513	College BASE; common final exam questions
	PHSC 1044	Embedded exam questions
PHSC 1114	Embedded exam questions	

	PHYS 1114	Embedded exam questions
	PHYS 1214	Embedded exam questions
IA4 Solve problems involving one and two variables using a combination of mathematics skills.	CHEM 1105	Quizzes, Exams & Lab Reports
	CHEM 1115	Lab Reports
	FIN 1xxx	Assignments & or Exams
	MATH 1403	College BASE; common final exam questions
	MATH 1513	College BASE; common final exam questions
	PHSC 1044	Embedded exam questions
	PHSC 1114	Embedded exam questions
	PHYS 1114	Embedded exam questions
	PHYS 1214	Embedded exam questions
	IA5 Graph algebraic relationships.	BIOL 1225
CHEM 1105		Lab Reports & Exams
CHEM 1115		Exams and Quizzes / In Class Problems
MATH 1403		College BASE; common final exam questions
MATH 1513		College BASE; common final exam questions
PHSC 1044		Embedded exam questions
PHSC 1114		Embedded exam questions
PHYS 1114		Embedded exam questions
PHYS 1214		Embedded exam questions
IB1 Understand principles of the natural sciences.	BIOL 1114	Lecture Exams & Lab Quizzes
	BIOL 1125	Lecture Exams & Quizzes
	BIOL 1225	Lecture Exams & Quizzes
	CHEM 1105	Exams, Quizzes & Lab Reports
	CHEM 1115	Exams & Quizzes
	PHSC 1044	Embedded Exam Questions
	PHSC 1114	Embedded Exam Questions
	PHSC 1314	Embedded Exam Questions
	PHYS 1114	Written laboratory reports
	PHYS 1214	Written laboratory reports
IB2 Understand the human context of science, including its history and impact on society.	BIOL 1114	Lecture Exams
	BIOL 1125	Lecture Exams
	BIOL 1225	Lecture Exams & Quizzes
	CHEM 1105	Quizzes, Exams & Lab Reports
	GBUS 1013	Assignments or Exams
	PHSC 1044	Course paper
	PHSC 1114	Embedded exam questions
	PHSC 1314	Embedded exam questions
II. Leadership		
IIA1 Understand the role of human values in cultural, ethnic and racial diversity at the global level.	HIST 1xxx	
	HUM 2xx3GB	Exams, Quizzes & Essays
	HUM 2113	Exams & Quizzes
	HUM 2223	Exams & Quizzes
	HUM 2432	Exams & Quizzes
	HUM 2533	Exams
	HUM 2633	Exams, Quizzes & Papers
	SPAN 1114	Final Presentation & Poster
	SPAN 1224	Poster
	SPAN 2183	Oral/Written Final Projects
	LEAD 2003	Assignments or Exams
	GEOG 1113	C-BASE
	HIST 1213	C-BASE

	HIST 1223	C-BASE
IIA2 Understand international social, political, and economic systems.	HIST 1xxx	
	GEOG 1113	C-BASE
	HIST 1213	C-BASE
	HIST 1223	C-BASE
	POLS 1113	C-BASE
	REL 2412	Exams & Quizzes
IIA3 Understand international issues and events.	HIST 1xxx	
	REL 2412	Exams & Papers
	HIST 1213	C-BASE
	HIST 1223	C-BASE
IIB1 Understand the role of human values in cultural, ethnic and racial diversity at the domestic level.	CJUS 1113	
	HIST 1483	C-BASE
	HIST 1493	C-BASE
	SOC 1113	C-BASE
	SOC 2123	C-BASE
	HUM 2432	Exams & Quizzes
	HUM 2xx3GF	Exams, Quizzes & Essays
	HUM 2533	Exams
	LEAD 2003	Assignments or Exams
IIB2 Understand domestic social, political, and economic systems.	ECON 2123	Exams
	GBUS 1013	Assignments & or Exams
	HUM 2413	Exams & Essays
	HUM 2423	Midterm & Final Exams
	HIST 1483	C-BASE
	HIST 1493	C-BASE
	POLS 1113	C-BASE
	SOC 1113	C-BASE
IIB3 Understand domestic issues and events.	HUM 2413	Exams & Essays
	GEOG 1113	C-BASE
	HIST 1483	C-BASE
	HIST 1493	C-BASE
	POLS 1113	C-BASE
	SOC 1113	C-BASE
	SOC 2123	C-BASE
	HUM 2423	Midterm & Final Exams
IIC1 Understand role their (individual's) role in a culturally diverse environment.	HUM 2413	Focus, Exams & Essays
	PSYC 1213	Course embedded activity
	REL 2412	Exams & Papers
	SPAN 2183	Quizzes, Tests, Oral/Written Final Projects, Homework
	LEAD 2003	Assignments or Exams
IIC2 Identify and understand concepts and principles of leadership.	REL 2412	Exams & Papers
	LEAD 2003	Assignments or Exams
IIC3 Understand principles of ethical behavior.	CJUS 1113	
	HUM 2113	Exams & Quizzes
	HUM 2223	Exams & Quizzes
	HUM 2633	Exams, Quizzes & Papers
	REL 2412	Exams & Papers
	LEAD 2003	Assignments or Exams
IIC4 Understand	HED 1252	Pre-Test & Post-Test

principles of well- being.	HED 1820	Pre-Test & Post-Test
	HED 2211	Pre-Test & Post-Test
	HED 2221	Pre-Test & Post-Test
	HED 2102	Pre-Test & Post-Test
	HED 2303	Pre-Test & Post-Test
	PSYC 2113	Pre-Test & Post-Test
	REL 2412	Exams & Papers
IID1 Identify and understand the rights and responsibilities of United States citizenship.	CJUS 1113	
	HIST 1483	C-BASE
	HIST 1493	C-BASE
	POLS 1113	C-BASE
	SOC 1113	C-BASE
	SOC 2123	C-BASE
IID2 Understand principles of human behavior.	HUM 2113	Exams & Quizzes
	HUM 2223	Exams & Quizzes
	HUM 2413	Exams & Essays
	PSYC 1113	Pre-Test & Post-Test
	PSYC 2113	Pre-Test & Post-Test
	REL 2412	Exams & Papers
	LEAD 2003	Assignments or Exams
	SOC 1113	C-BASE
SOC 2123	C-BASE	
IID3 Understand principles of ecological stewardship.	BIOL 1114	Lab & Lecture Exams
	BIOL 1125	Lab Reports & Lecture Lab Tests
	BIOL 1225	Lecture Exams
	CHEM 1115	Safety Lab Reports & Quizzes
	GEOG 1113	C-BASE
IID4 Understand principles of personal finance and consumer skills.	FIN 1xxx	Assignments & or Exams
III. Literacy		
IIIA1 Identify a writer's purpose, point of view, and intended meaning.	ENGL 1113	Personal & Expository Essay Assignments
	ENGL 1213	Research & Argument Essay Assignments
	ENGL 2543	Reading Quizzes
	ENGL 2653	Reading Quizzes
	ENGL 2773	Papers and exams
	ENGL 2883	Papers and exams
	HUM 2113	Exams & Quizzes
	HUM 2xx3GB	Exams, Quizzes & Essays
	HUM 2223	Exams & Quizzes
	HUM 2413	Papers and exams
IIIA2 Analyze the relationships among ideas in written material, including identifying cause-effect relationships.	ENGL 1113	Personal & Expository Essay Assignments
	ENGL 1213	Research & Argument Essay Assignments
	ENGL 2543	Reading Quizzes
	ENGL 2653	Reading Quizzes
	ENGL 2773	Exams & Essays
	ENGL 2883	Exams & Essays
	HUM 2xx3GB	Exams, Quizzes & Essays
HUM 2413	Papers and exams	
IIIA3 Develop a written document recognizing purpose, audience, unity,	ENGL 1113	Personal & Expository Essay Assignments
	ENGL 1213	Research & Argument Essay Assignments
	ENGL 2543	Reading Quizzes

focus, development, and effective organization.	ENGL 2653	Reading Quizzes
	ENGL 2773	Exams & Essays
	ENGL 2883	Exams & Essays
	HUM 2xx3GB	Exams, Quizzes & Essays
	HUM 2413	Papers and exams
	HUM 2533	Research Paper on Life & Music of a Composer
IIIA4 Draw and defend reasonable conclusions using information from written and spoken communications.	ENGL 1113	Personal & Expository Essay Assignments
	ENGL 1213	Research & Argument Essay Assignments
	ENGL 2543	Reading Quizzes
	ENGL 2653	Reading Quizzes
	ENGL 2773	Exams & Essays
	ENGL 2883	Focus, Exams & Essays
	HUM 2xx3GB	Exams, Quizzes & Essays
	HUM 2413	Exams & Essays
SCOM 1113	Persuasive speech grades using common rubric	
IIIA5 Demonstrate competence in punctuation and grammar.	ENGL 1113	Personal & Expository Essay Assignments
	ENGL 1213	Research & Argument Essay Assignments
IIIA6 Understand the roles and apply effective strategies of verbal communication in professional and personal settings.	SCOM 1113	Group comm. activity; professional settings, interpersonal comm. activity; personal settings
IIIA7 Develop and deliver verbal presentations with effective content, organization, and delivery.	SCOM 1113	Informative & persuasive speech assignments graded with common rubric
IIIB1 Understand the nature of computers, the setup of hardware and the use of software.	CMSC 1103	Embedded classroom assessment using comprehensive projects
IIIB2 Apply technology to solve problems.	BIOL 1225	Lab Reports
	CHEM 1105	Quizzes, Exams & Lab Reports
	CHEM 1115	Quizzes, Exams & Lab Reports
	CMSC 1103	Hands-on, real world applications of computers
	ECOM 2003	Assignments & or Exams
	ECOM 2013	Assignments & or Exams
	ECOM 2903	Assignments & or Exams
	PHYS 1114	Problem-based laboratories
PHYS 1214	Problem-based laboratories	
IIIB3 Understand the historical and ethical use of technology and its impact on society.	CMSC 1103	Embedded classroom assessment using comprehensive projects
IIIC1 Locate resources in the library and on the internet.	ECOM 2003	Assignments & or Exams
	ENGL 1113	Personal & Expository Essay Assignments
	ENGL 1213	Research & Argument Essay Assignments
	FIN 1xxx	Assignments & or Exams
	LSCI 1011	
IIIC2 Evaluate the credibility and relevance of written material.	ENGL 1113	Personal and expository essay assignments
	ENGL 1213	Research and argument essay assignments
	LSCI 1011	
IIID1 Identify styles and forms of visual arts.	HUM 2423	Midterm & Final Exams, Film Analysis Essay
	HUM 2432	Exams & Quizzes

	HUM 2523	Exams, Quizzes & Essays
IIID2 Identify styles and forms of performing arts.	HUM 2403	Identification of styles by set pictures; test questions on forms
	HUM 2423	Midterm & Final Exams, Film Analysis Essay
	HUM 2xx3GF	Exams, Quizzes & Essays
	HUM 2533	Two Listening Exams
IIID3 Identify styles and forms of major literary works.	ENGL 2543	Exam
	ENGL 2653	Exam
	ENGL 2773	Exams & Essays
	ENGL 2883	Exams & Essays
	HUM 2xx3GB	Exams, Quizzes & Essays
	HUM 2113	Exams & Quizzes
	HUM 2223	Exams & Quizzes
	HUM 2413	Exams & Essays
SPAN 1224	Oral/Written Final Projects	

The Office of Assessment and Institutional Effectiveness will gather data from mid-level standardized measures of success each year. In addition, departments will report on each assessment measure within a three-year rotation as follows:

- Year 1: Results of assessment methodologies for Competency area I—Critical Thinking
- Year 2: Results of assessment methodologies for Competency area II—Leadership
- Year 3: Results of assessment methodologies for Competency area III—Literacy

Recommendations

The General Education Task Force recognizes the importance of on-going assessment and evaluation of general education curriculum. To that end, the Task Force makes the following recommendations:

1. Initiate rotation sequence for assessment in the fall of 2007 by reporting results of assessment for Competency area I.
2. Establish a General Education Committee as a standing university committee. This committee should be charged with analyzing assessment results for general education and prescribing modifications.
3. Formalize assessment methodologies with corresponding measures of success for each course.
4. Continue allowing academic departments to propose new classes that will address general education competencies and provide students with more flexibility in curriculum.

Appendix A

Summary of Philosophy Statement Development

3.31.05

Thinking

- Critical reading/thinking and logical reasoning
- Information problem solving
- Reflective thinking
- Deductive reasoning
- Analytical skills
- Interpretive skills
- Positive thinking
- Problem solving skills
- Decision making—individually and in groups
- Independent thinking
- Deductive reasoning skill
- Analyze and think critically
- Combine and synthesize knowledge clearly
- Logical and mathematical skills
- Problem solving skills with the capability to weave these throughout multiple disciplines
- May not get job in area of major
- Use of logical reasoning
- Look for answers to defined problems
- Instill life – long leaving
- Problem-solving skills
- Flexibility to different topics
- Ability to think (or new ways to think)
- Dedication and perseverance
- Development of critical thinking skills
- Enrich academic and problem-solving skills to prepare for life
- Quantitative skills
- Research skills
- Math skills
- Develop ability to learn
- Learning methods – teaching methods
- Critical thinking
- Critical thinking skills and problem solving (science and math)
- Critical thinking
- Perspective taking
- Knowledge
- The goal of any education program should be to instill the joy of learning

- Problem solving skills
- Creative thinking
- Ability to make wise choices
- Retain an open and receptive mind to all issues
- Critical thinking
- Analytical/thinking skills
- Critical thinking, ability to analyze
- Logical thinking
- Critical thinking
- Students to think critically
- Students develop a love of learning
- Scholarship
- Lifelong learning
- Encourage an interest in and ability to continue learning after graduation
- Critical thinking skills
- Teach students to think critically and problem solve
- Life-long learning (such as learning more about areas of interest and learning new areas – depth and broaden fields of study
- Critical thinking skills
- Comprehension
- Creativity
- Analysis
- Critical thinking
- Critical thinking – competency in analysis synthesis, problem solving, decision making
- Creative exploration
- Using resources – skills in accessing and evaluating information resources – skill to use appropriate technologies effectively
- View life as a learning process
- Analytical and critical learning ability
- General mathematical and language skills

Liberal Arts

- Awareness of differences between liberal arts education and vocational training
- Cultural awareness
- Respect for diversity
- Global culture awareness
- Acquisition, retention and application of national and multi-nation “memory”
- Foundation in various classical and modern philosophy
- Appreciation for aesthetics (music, art, literature, theatre, dance)
- Desire for the arts
- Liberal arts (lit, science, philosophy, etc.)
- Knowledge that non-college grad does not have
- Broaden culturally

- Cultural awareness
- Fine arts—appreciation
- Global awareness/perspective
- Flexibility in offerings
- Deeper and broader knowledge base/foundation than a high school student
- Humanities and art that applies to NW OK as well as the world (often we forget about teaching the culture, music and art from NW Oklahoma as well as the world)
- Overall education sound foundation
- Deeper knowledge
- Global awareness/cultural awareness and appreciation
- Sound foundation for major to build upon
- Knowledge and appreciation for natural and physical science
- Sound foundation in math skills
- Stand apart from someone that just has skill training
- Education vs. training—NWOSU is in the business of educating our students—an educated person has the power to continue teaching themselves—a trained person must be retrained when their skills become obsolete
- Broad scope
- Things should know if get college degree
- Consistency of having a four year degree
- Expose to new fields to see if have an interest there
- Variety—broadens education
- Exposed to professors with different backgrounds
- Cultural diversity
- Avoid classes that are a repeat of material learned in high school
- Accountability
- Trustworthy
- Adaptable
- Resourceful in an ever changing world
- Cultural diversity
- Respectful
- Preparation for upper level courses
- Transition from high school to college
- Understanding of human nature
- Appreciation and understanding of world events
- Awareness of the global situation, commerce and foreign relations, etc.
- Well rounded education
- Appreciation for arts
- Appreciation for areas other than major
- Diversity
- World wide concerns
- Firm foundation in various disciplines for rounded education
- Firm preparation for upper div. courses

- Cultural exposure
- Diversity
- I value the retention, not regurgitation, of knowledge
- Liberal education
- Diversity of views
- Well-rounded education
- Opportunity to discover new materials
- Instill values of cultural aspects to be productive citizens
- Emphasize diversity to live in a global society
- Comprehensive education
- Knowledge in all areas
- Working knowledge of the arts
- Multicultural awareness
- History/current event knowledge
- Provide overview of disciplines
- Provide opportunity for students to acclimate to university level instruction
- Provide opportunity for undecided students to find interest area
- Provide opportunity for students to strengthen academic areas
- Provide opportunity for students to meet variety of students and instruction
- Develop strong foundation for Major and Minor
- World view
- Awareness of world
- Committed to upholding academic standards
- Respect and appreciate cultural backgrounds rights and property (heighten awareness)
- Humanities
- Arts
- Diversity
- Explain their understanding of the world outside NW OK
- Exposure to the various humanities
- Assist with cultural diversity and respect
- Broad knowledge
- Solid foundation
- Universal education
- A strong grounding in the liberal arts
- Knowledge of American History and government
- Knowledge of World History and government
- Knowledge of world cultures
- Aesthetic appreciation
- Religious philosophical foundation
- Literacy appreciation
- Cultural awareness
- Historical awareness
- Respect for diversity

- Appreciation of liberal arts education
- Knowledge and experience in History
- Knowledge and experience in Government
- Knowledge and experience in Arts (music, art, chorale, etc)
- Business (Management, Economics)
- Exposure to diverse cultures and people
- Broad education
- Exposure to many facets of life
- Find other life interests – maybe change major
- Less structure to accommodate specific majors
- Cultural awareness
- Historic perspective
- Respect for diversity
- Multi-cultural exposure
- Diversity
- Broad general education background
- Allow students to explore new disciplines
- Encourage students to experience new ideas
- Encourage students to interact with faculty and students in other fields of study
- Encourage appreciation for the arts
- Liberal arts education (general and diverse experiences as opposed to specialized)
- Global awareness
- General knowledge
- Broad understanding of global issues
- Knowledge regarding the importance of political issues
- Awareness of the fact that we live on a small planet with limited resources
- Toleration
- Humanities
- World exposure
- Scientific knowledge
- Philosophy – (realism and idealism)
- Sociology – (group interaction)
- Students expand awareness of appliance for career
- Diversity
- Strong humanities background
- Broaden student contact with areas outside of major
- Develop well-rounded individuals
- Allow students to sample areas they may find a new interest
- Knowledge base expansions
- Increased awareness of different cultures
- Help students gain subject-area knowledge related to their gifts as well as historical, political, ethical, and social issues
- Know little bit about everything
- Balanced curriculum

- Exposure to various academic areas
- Diversity
- Diversity – cultural awareness
- Liberal arts exposure
- Recognized common skills and knowledge (needs to be more than just the dominant western civ)
- Discerning taste for the fine arts

Literacy

- Verbal and visual literacy
- Self-expression ability
- Reading fluency
- Secondary teachers prepared to teach with solid background in secondary school teaching methods, not in elementary school teaching methods.
- Foundation for specialty area
- Communication skills
- Literacy in complex society
- Good oral and written communications
- Communication with peers and instructors
- Calculus Algebra skills
- Flexibility to choose any major
- I value the importance of written communication
- How to speak
- How to write
- Communication skills
- Writing skills
- Develop oral and written communication
- Mathematical skills
- Communication
- Grammar/speech
- Written communication
- Research/finding answers
- Communication skills-writing and speaking
- Ability to write a complete sentence without mistakes
- Math ability
- Better writing skills
- Professional speech
- Improve communication skills – verbally and in writing
- Ability to write sentences and paragraphs, i.e. express oneself in writing
- Communication skills (speech and writing)
- Communication skills – oral, written, technology
- Communication and writing skills
- Written communication skills
- Oral communication skills

- Speak in front of a group, confidence in themselves, self-esteem
- Basic math skills
- Students learn to read, write and communicate effectively
- Ensure minimal skills in graduates (Math, English, Science)
- Produce students who can read, write, and speak effectively
- Literacy – skills in reading, writing, speaking, listening and quantifying

Technological literacy

- Technological literacy for productivity and creativity
- Technological skills
- Overall technology sound foundation
- Navigate in the information age
- Use of technology in professional future careers
- Computer skills
- Develop computer and web foundation
- Technology skills
- Basic computer knowledge; e-mail, attachments, Word and so on
- Up to date computer skills
- Comfortable with using technology
- Technology
- Technology
- Advancement in technology

Personal dispositions

- Respect for and application of work ethic
- Active, engaged learning and leadership
- Civic engagement (service learning/teaching)
- Desire for life-long learning
- Performance skills
- Real world skills
- Study skills
- How to learn
- Application skills
- Common sense
- Collaboration—teamwork
- Ethics
- Leadership
- Entrepreneurial
- Life-long learning
- Service learning
- Facilitate change
- Adapt to change
- Student retention
- Community belonging/involvement

- Creativity
- Active learners
- Engaged learners
- Application that develops student interest
- Study skills—how to study, take notes and take exams
- Ability to work in teams or groups
- Develop their personal value and ethical system
- Give you the foundation to live your life well—physical and mental well-being and growth
- Life-long learner
- Real world skills-ability to apply their skills to a real job
- Leadership skills
- Students need to know about personal finance (balance checkbook, budgets, banking, management of student loans, debt management, investment, insurance, real estate, risk management)
- Family values (how to be a good son or daughter, spouse, parent, citizen, etc.)
- Understand the mission of the university
- Better preparation for life
- Leadership
- Show up – apply yourself – participate SAP
- Don't piss your life away
- Promote future professional participation in their chosen career
- Independence (empowerment)
- Discipline
- Ability to interact socially
- Dev. of academic work ethic
- Ethical awareness
- Ethics
- Leadership
- Preparedness for work load
- Practice personal and academic integrity (moral & ethical) (high quality teaching of learning)
- Promote community development initiatives
- Student is responsible for their own learning in an atmosphere of positive engagement, cooperation, collaboration and ongoing assessment and reflection
- Integrity
- Honesty
- Trustworthiness
- Competence
- Professionalism
- Leadership
- Work with each other cooperatively
- Assist with developing community leaders
- Assist with citizenship importance and responsibility

- Personal responsibility
- Innovation and flexibility
- Learn to work with others and independently to achieve results
- Self awareness
- Responsibility as citizens
- Personal health
- Leadership
- Integrity
- Excellence
- Accountability
- Responsibility
- Commitment
- Leadership
- Respect
- Integrity
- Leaving social responsibility
- Developing strong personal character and self discipline
- Guide students to identify their own gifts, skills, interests, and values
- Service to those “less fortunate” (children in low-income communities from low income/minority families, children with severe/profound disabilities)
- Compassion
- Commitment – “work ethic”
- Improve “study skills”
- Community responsibility
- Truthfulness
- Trustworthiness
- Accountability
- Ethics
- Responsibility
- Volunteerism
- General education is important, general education is the liberal arts component of the curriculum. Liberal arts education helps students to become informed citizens, so that they can participate in local, regional, and national debates that determine the future of the nation
- Collaborative skills
- On campus interaction between different degree students
- Social and personal responsibility – awareness of diversity and commonality among cultures

Consumer Skills

- Money management (i.e. taxes, etc.)
- Value of time and money
- Consumer skills (Business/Finance/Budgeting/Ethics/Etc.)
- Familiarize students with world of work