

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Monday, February 28, 2011 at 10:00 am in the McEever Conference Room. The following were present:

Dr. Jackie Bowman	Dr. Robin Lasey
Dr. Peter Dykema	Dr. Johnette Moody
Dr. Ruth Enoch	Ms. Karen Riddell
Mr. Travis Flower	Dr. Kim Troboy
	Dr. Jason Warnick

Absent were: Dr. Annette Holeyfield, Ms. Pat McCreary, and Ms. Annette Stuckey. Ms. Danielle Jolie, Dr. Carey Roberts, and Mr. Wyatt Watson were guests.

Call to Order: Dr. Bowman called the meeting to order and turned the meeting over to Dr. Roberts to discuss the upcoming Higher Learning Commission accreditation visit.

HLC Visit Dr. Roberts informed the committee that the team from the Higher Learning Commission has requested to meet with them during their visit and that he would like to go over some potential questions that could be asked by the team. Dr Roberts commented that these consultations are something that we want so that we can get feedback from them and that the committee needs to be honest and factual in their answers to the questions asked. However, he did caution to avoid "red flag" answers such as "What is assessment?"

The questions Dr. Roberts thought might be asked were:

What does the General Education Committee do? The committee's response was that they look at the University's general education goals, develop assessment measures, collect data, and analyze the data collected to determine if we are meeting those goals.

Where do the goals come from? The committee's response was that the new goals were developed through collaboration between the Curriculum Committee and the Assessment Committee and was then approved by the Faculty Senate, but that there was also a lot of input and development from faculty.

Could they be any kind of goals? The committee's response was that they looked at the University's mission statement and also

considered what the students should be learning to prepare them for their future and then set the goals accordingly.

Summarize the widespread vision of general education. The committee's response was that there was some frustration with how the goals are being met. It was mentioned that since there is a big turnover of people on the committees over the years, it is hard to keep everyone informed. Also, there are a lot of the general education courses taught by adjunct professors and it is hard to communicate to them that they need to be teaching with the general education goals in mind.

What is the relationship between the goals and general education curriculum? How is this assessed? The committee's response was that the courses are mapped to the goals by a system designed by the General Education sub-committee. For example, science has 5 individual common questions throughout the courses in physical and life science that can be compared to the science and quantitative reasoning goals. Ethics will be assessed by administering questions to a random sampling of students within the general education courses. Some of the system is still being worked out.

Who is in charge of gathering the data and how is the data analyzed? The committee's response was that it is a factorial analysis, but is in the beginning stages. The faculty teaching the courses collect and put the data in to Banner. Some of the faculty have administrative help inputting the data.

Who looks at the data once it is entered into Banner? The committee responded that they have looked at the data, but have not started analyzing it yet.

When was the last time there was an evaluation of the curriculum? The committee's response was that it had been a long time, but that one of their responsibilities is to approve changes to the general education courses once the proposals have gone through the curriculum committee.

What measure are you using to evaluate those proposals? The committee's response was that there is an assessment section on the proposals that they use for their evaluation, but in the future they will use the data that they have collected. Is there a review cycle? In the proposal it called for every 5 years, but we need to have the data all collected and analyzed in order to review them properly.

What kind of measures were used in the past? The committee responded that we used the state mandated CAAP (Rising Junior) exam, but the students never took the test seriously.

What kind of administrative support and resources are being devoted to this committee? The committee responded that there is release time for the chair, funding for exams, and help from Institutional Research collecting data. They felt that they received lots of support from the administration. They felt they could use more staff support for entering data and analyzing, but they had received pretty much everything they had asked for.

Did you receive training in assessment? Some of the committee members were on other committees such as the Assessment Committee or were trained in Curriculum and Instruction and had experience through that, but there was not specific training for the General Education Committee.

Dr. Roberts asked Mr. Flower (member from SGA) how widely the students understood how the general education courses link to the general education goals. Mr. Flower responded that he didn't think the students necessarily knew or desired to know about the general education goals. He thought they mostly just wanted to do what they had to do to get their degree and move on.

Dr. Roberts told the committee that he didn't know if the team would ask these specific questions or if everyone would have to attend these meetings, but he felt Dr. Bowman, as chair, and Dr. Lasey, as former chair, would have to be there. He also suggested that the committee read over the handout that was distributed before the meeting, 2010-2011 Re-Accreditation News, and the Self Study Report which can be found at www.atu.edu/hlc/ and meet again to discuss these before the team arrives.

Dr. Roberts told the committee that he thinks we have made great strides and that they have done a good job in connecting the goals and curriculum. He feels that we are as advanced as anyone else in this area.

The committee decided to meet again on Wednesday, March 9th at 10:00 am in the McEver Conference room.

Adjournment

The meeting adjourned at 11:00 am.



Re-Accreditation News

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Mission Statement—Arkansas Tech University

As noted in Issue 1, the Higher Learning Commission of the North Central Association of Colleges and Schools established five criteria for accreditation. This issue of Re-Accreditation News reviews each criterion and summarizes the self-study findings related to the particular criterion.

Criterion One: Mission and Integrity

Criterion One: Mission and Integrity. The institution operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Mission and Integrity Committee

Dr. Glenn Sheets, Chair
 Dr. Peter Dykema
 Dr. Robert Fithen
 Dr. Charles Gagen
 Ms. Holly Gale
 Mr. Richard Harris
 Ms. Ruth Harrison
 Dr. William Hoefler
 Dr. Linda Kondrick
 Dr. Kevin Mason
 Mr. Ron Robison
 Dr. Sid Womack

The Criterion One Committee noted the following in its report to the Steering Committee:

The Vision, Core Values, Strategic Plans, General Education Goals, *Faculty Handbooks*, *Staff Handbook*, *Student Handbooks*, and administrative policies of Arkansas Tech University comprise the guiding documents for the University Community. These documents, created with significant

input from our various constituents, clearly illustrate the University's commitment to our mission and vision and to the constituencies that we serve.

The mission documents of Arkansas Tech University succinctly articulate to others its values and its commitment to those values. The *Catalogs*, *Faculty Handbooks*, *Staff Handbook* (along with the related Arkansas Office of Personnel Management's Policy and Procedures Manual), and *Student Handbooks* reflect a commitment to life-long learning for our students, staff, and faculty. The Affirmative Action and Minority Recruitment and Retention documents affirm the commitment of the University to diversity and its efforts to enhance that diversity. To advance this commitment, the University has formulated strategies improving access for a diverse community of learners.

The Mission of the University is understood and supported by our Board of Trustees, administration, faculty, staff, and students. The strategic planning decisions on both campuses are mission-driven, and all planning and budgeting priorities arise from and support the University Mission.

The governance and administrative structures of the Arkansas Tech University – from the Board of Trustees to the Student

Government Association – promote effective leadership and support collaborative processes that enable the University to fulfill its mission.

Arkansas Tech has a vibrant and collegial environment because of its strong commitment to shared governance, as exemplified by the curricular approval process. The shared governance model embraced by Arkansas Tech University represents the joint effort of students, staff, and faculty, all of whom work with the administration to solve problems in a collaborative effort.

Arkansas Tech University upholds and protects its integrity. As a state-supported institution of higher education, the University has an obligation not only to its local constituencies, but also the taxpayers in the State of Arkansas. The mission documents and various University policies recognize that special accountability, and university regulations are in place to insure that the integrity of the institution is protected.

In regards to Mission and Integrity, Arkansas Tech University Takes Pride In:

- Appropriate and clear mission documents which publicly articulate the commitment of the University to those it serves
- Processes of strategic planning, which have clarified the articulation and implementation of the goals and mission of the University
- Assessing achievement and outcomes in the General Education curriculum
- Efforts to increase retention and graduation rates which, in turn, contribute towards the goal of encouraging life-long learning
- Efforts to recruit students from the rural communities in its service area – most of whom are first generation college students – and offer programs that are relevant to the area communities
- Increased recruitment of students from under-represented groups, especially in the area of international students
- The administrative structure which promotes effective collaboration processes that lead to fulfillment of its mission
- The established record of abiding by local, state, and federal laws and regulations
- Processes designed to insure that the University presents itself accurately to the public

- The Board of Trustees, which exercises its responsibility to the public to insure that the University operates legally, ethically, and with fiscal integrity

In regards to Mission and Integrity, Arkansas Tech University is Challenged To:

- Continue to demonstrate that Institutional actions are consistent with the University Mission
- Enhance the assessment of its programs and curricula, especially the General Education curriculum
- Maintain sound fiscal standing in uncertain economic times
- Develop new degree programs that serve the needs of the constituents of the University
- Increase the use of technology in its efforts to reach new markets which are currently under-served by higher education
- Increase the diversity of the workforce and student body
- Provide adequate resources for existing programs while expanding offerings to meet the changing needs of the University constituents
- Maintain strong shared governance as enrollment and number of faculty increase



Site Visit Set

The date for the Comprehensive Site Visit is
March 14-16, 2011.

Criterion Two: Preparing for the Future

riterion Two: Preparing for the Future. The institution's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Preparing for the Future Committee

Dr. Pamela Carr, Chair
Dr. Tim Carter
Dr. Lyman Harris
Dr. Theresa Herrick
Dr. Sean Huss
Dr. Scott Kirkconnell
Ms. Angela Medlock
Dr. Joe Moore
Dr. Hanna Norton
Dr. Kathryn Pearson
Dr. Byra Ramsey
Dr. Jeff Robertson
Dr. Melinda Wilkins

The Criterion Two Committee noted the following in its report to the Steering Committee:

Preparing for the future, as evidenced by the established planning and administrative processes, is a critical part of Arkansas Tech University's operation. Through various mechanisms, the University constantly evaluates how it can best meet the demands of an ever-changing environment. Like other institutions of high education, Arkansas Tech University is subject to societal, political, and economic trends, as well as increasing requests and demands from university stakeholders. In response to these demands, the University must learn to adapt quickly to preserve its priorities and values while also taking advantage of new opportunities. Preparing for the future at Arkansas Tech University is centered on its commitment to education and linked to the mission statement through response to driving forces which are the precursors to the Strategic Plan. Through regular evaluation and assessment of the data and feedback gathered from both internal and external constituencies, the administration is able to determine the effectiveness of its planning efforts, and adjust its future plans accordingly by reallocating re-

sources.

In preparing for the future at Arkansas Tech University, the first priority is looking at the mission statement. All levels of planning at Arkansas Tech University are directed at fulfilling the University Mission. The mission statement is continually reviewed and refined to fit the goals of the future for Arkansas Tech. As recently as 2008, as a part of the ongoing strategic planning process, the mission statement was reviewed and rewritten to comply with the new focus of the University.

Preparing for the future of Arkansas Tech University is done through various planning processes, each centered on the mission. Achievement of the mission is reliant upon all resources and constant evaluation of performance.

Arkansas Tech University has identified a vision statement, driving forces, planning assumptions and core values as tools used to build the strategic plans for both campuses. From these, goals and initiatives were created, and are utilized to direct the operation of the institution. The Strategic Plan and goals of Arkansas Tech University are self-perpetuating. While success in each area has been realized, the University will continue to strive for improvement through effective planning, prioritizing, and appropriate funding.

Resources of the University are categorized as financial, human, and physical resources. Financial planning for operations is managed through the budgeting process and involves constituents from all levels of the organization. Revenue sources for institutional operations are primarily state funding and tuition and fees. Although Arkansas Tech has faced state funding challenges, it strives to keep tuition and fees low and affordable for students, and at the same time support and strengthen educational programs. Other financial resources include private contributions, grants, contracts, special state building funds, and federal financial aid funds available to students to pay for educational costs associated with attending college.

Faculty and staff provide the expertise necessary to operate the University. Arkansas Tech highly values its employees and provides them with competitive pay and

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Criterion Three: Student Learning and Effective Teaching

Criterion Three: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Student Learning and Effective Teaching Committee

Dr. Eldon Clary, Chair
Dr. Linda Bean
Mr. Hal Cooper
Ms. Beth Wilson Gray
Dr. Mary Gunter
Dr. Mostafa Hemmati
Mr. Ron Hutain
Dr. Robin Lasey
Dr. Johnette Moody
Dr. Gwen Morgan
Mr. Phil Parker

The Criterion Three Committee noted the following in its report to the Steering Committee:

Arkansas Tech University emphasizes the importance of teaching effectiveness as evidenced by student learning. This is directly related to the first sentence in the University Mission Statement. By placing teaching in the first sentence of the Mission Statement, the University demonstrates its commitment to teaching. As evidenced within the body of this chapter, the University strives to define and measure excellence in teaching by the demonstration of student learning. To that end, effort has been made to identify the appropriate learning outcomes resulting in an effective assessment program.

Student learning outcomes for all courses are required as part of the curricular approval process. In addition, the *Faculty Handbook* requires that the course objectives be included on syllabi for both face-to-face and web-based courses. In all classes, students receive the course syllabus during the first week of class which lists student learning outcomes and indicates how the outcomes will be assessed. These course-level student learning outcomes can be mapped to program-level

and university-level goals for student learning outcomes. Program-level assessment is also demonstrated through the process of external accreditation and recognition, and Arkansas Tech University takes pride in the fact that all university programs that are eligible for accreditation/recognition are either currently accredited/recognized or in the process of obtaining accreditation. On the Ozark Campus, accreditation of all eligible programs is a goal of the current Strategic Plan. A list of accrediting agencies for Arkansas Tech programs can be found in the respective campus Catalog.

The primary internal assessment of student learning outcomes at the institutional level involves measuring student success in meeting various objectives: general education goals, program-specific goals, degree-specific goals, and so forth. General Education Objectives are identified in the Undergraduate and Technical Catalogs. These goals delineate a range of skills that students can apply in different areas of their lives for continued formal and informal learning. The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime.

The value placed on effective teaching has been demonstrated by the promotion and tenure policy which stresses teaching as the most important activity of the faculty. Various awards made by student groups as well as the Faculty Excellence Awards determined by the faculty provide further evidence of the importance the University places on teaching effectiveness.

Evidence has also been provided to document the commitment of the University to provide physical facilities, technology, and an atmosphere conducive to student learning. This effort has involved all areas of the campus: academics, student services; and finance and administration. Both campuses have made major efforts to provide the appropriate resources necessary for accomplishing student achievement. This chapter has provided numerous examples of these efforts.

An analysis of the data presented leads to the conclusion that Arkansas Tech University meets the scope of Criterion Three along with the four core components.

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Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Four: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, practice, and social responsibility in ways consistent with its mission.

Acquisition, Discovery, and Application of Knowledge Committee

Dr. Susan Underwood, Chair
Dr. Cathy Baker
Dr. Glen Bishop
Dr. Daniel Bullock
Dr. Cathy Caldwell
Ms. Theresa Fontaine
Dr. Shelia Jackson
Dr. Tom Limperis
Dr. David Roach
Dr. V. Carole Smith
Dr. Deborah Wilson

The Criterion Four Committee noted the following in its report to the Steering Committee:

Arkansas Tech University demonstrates through the actions of its Board, administrators, students, faculty, and staff, that it values a life of learning. This is evidenced by the commitment of the Institution to mission, resource allocation, policy development, and opportunities for professional development. Specific attention has been given to providing faculty and staff with access to credit and non-credit courses, opportunities to compete for grants to fund the pursuit of scholarship and professional development, and to continuous improvement through institutional assessment and program review practices.

The Arkansas Tech University Russellville and Ozark campuses have worked to establish effective partnerships with business and industry leaders. The advisory boards present in many of the disciplines, the educational opportunities offered through our degree and certificate programs, and the continuing education offerings of the College of Professional Studies and Community Outreach are all manifestations of our work with business and industry professionals.

Arkansas Tech University has in place a general education curriculum that emphasizes and reinforces life-long learning. In the past few years the institution has focused considerable energy on developing effective general education goals and in establishing a mechanism to measure general education success. Although a General Education Committee was formed to assist in the continual review of the general education curriculum, the Self Study suggests that more work needs to be done to provide for a comprehensive review and administration of this critical aspect of our curriculum.

It is evident from the college and departmental mission statements and objectives that Arkansas Tech University is responding to the need to promote a global and technological perspective of today's society. What may be less evident is the inclusion of diversity in the curriculum. Program and discipline specific accreditation reviews provide opportunities for faculty and administrators to establish means of strengthening this element of the curriculum.

The Institution has multiple policies and processes in place to insure that campus constituents are acquiring, discovering, and applying knowledge responsibly. These include work by the University Counsel to assist in the establishment of policies, practices, and training which support the responsible development of knowledge. The Arkansas Tech University library provides a host of online resources to assist campus and community personnel better understand their obligations regarding such issues as copyright, fair use, and intellectual property rights.

In regards to the Acquisition, Discovery, and Application of Knowledge, Arkansas Tech University Takes Pride In:

- Strong commitment to learning and continuous improvement
- Budgetary support for academic pursuits
- Recognizing faculty excellence
- Efforts toward the inclusion of global issues in departmental objectives and course offerings
- Involvement with leaders in industry
- Commitment to adult education

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Criterion Four (cont'd)

- Progress in refining educational goals and measuring general education success
- Commitment to lifelong learning through continuing education and professional development opportunities
- Providing opportunities for students to engage in professional development and research

In regards to the Acquisition, Discovery, and Application of Knowledge, Arkansas Tech University
lenged To:

- Establish more comprehensive oversight for the review and administration of general education curriculum
- Provide for administrative oversight of research activities beyond fiscal and human subjects
- Enhance the incorporation of diversity objectives in the curriculum
- Increase exposure to technology
- Undertake a comprehensive review of professional development grant procedures
- Engage in greater oversight of professional development grant procedures and projects
- Improve communication of learning opportunities

Criterion Five: Engagement and Service

Criterion Five: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Engagement and Service Committee

Dr. Donna Vocate, Chair

Mr. Jeff Aulgur	Mr. Ed Leachman
Dr. David Bell	Mr. Tommy Mumert
Ms. Lyn Brands	Dr. Thomas Nupp
Dr. Jerry Forbes	Dr. Richard Smith
Mr. Ken Futterer	Ms. Connie Zimmer
Dr. Jan Jenkins	Mr. Ken Warden, III

The Criterion Five Committee noted the following in its report to the Steering Committee:

Arkansas Tech University maintains a strong commitment to shared governance, student participation, and community involvement. In this regard, the University has programs in place to serve its constituencies in ways they value.

Arkansas Tech University is committed to engaging with its constituencies and communities, as highlighted in its Strategic Plans. During the past decade, the University has made several strategic commitments in support of improved engagement and connectedness. These efforts include expansion of the physical infrastructure; recognition of service activities by students, faculty, and staff; sponsorship of programs that reflect the University Mission of life-long learning; and enhanced alumni relations.

Arkansas Tech University realizes the importance and vitality of its ability to respond to its multiple constituencies. This responsiveness and collaboration assures the relevance of the programs offered by the University, and guarantees the its sustainability. The colleges and departments of Arkansas Tech employ a variety of methods to involve the constituents of the University, with advisory boards and committees, camps for elementary, middle, and high school students, campus fairs, training seminars, and health clinics being the most common venues.

Arkansas Tech University - Ozark Campus, in partnership with the community, will provide a quality educational environment which will enable all students to learn the skills and acquire the knowledge necessary for them to become contributing members in the workforce and in society.
Campus Mission Statement—Arkansas Tech University - Ozark

Criterion Five (cont'd)

Arkansas Tech University maintains close ties to its community, which demands a high level of responsiveness on the part of the Institution and engenders a sense of responsibility to the community. In response to community needs, Arkansas Tech engages in collaborative ventures with area educational systems, articulation agreements, transfer policies that recognize the mobility of learners, partnerships with area business and economic development organizations, and development of academic programs that address needs of the service areas.

Arkansas Tech University uses a number of well-structured feedback methods to assess the value that internal and external constituents place on the services provided by the institution. These methods include program advisory boards and committees; participant evaluations of workshops and community education courses; focus groups and surveys with alumni, employers, and the community; student course and facility evaluations; collaborative partnership reviews; and continued requests for new and expanded services and support from the community in general. As detailed above and supported by formal and informal inquiries, Arkansas Tech University is valued for the services it provides to faculty, staff, students, and external constituencies. The University is confident that it is achieving its stated vi-

sion and mission, as evidenced by advisory committee meetings, participation by employees in community-based organizations and programs, and requests for university collaboration with a wide range of public and private entities.

In regards to Engagement and Service, Arkansas Tech University Takes Pride In:

- Becoming a university of choice, a reflection of the quality of Enrollment Management and program diversity
- Responding to the needs of its constituencies
- Maintaining an identity as an institution that values teaching and student learning
- Developing effective retention programs, particularly Bridge to Excellence, the Orientation to the University (TECH 1001) and Principles of College Success (CSP 1013)

In regards to Engagement and Service, Arkansas Tech University Is Challenged To:

- Improve communication between the Russellville and Ozark campuses
- Satisfactorily address the effect of the rapid growth of the University, especially in the areas of student-teacher ratio and dependence upon adjunct faculty
- Identify internal and external constituencies who are under-served, and assess the needs of these constituents
- Identify and implement a program that establishes a means of regular input from staff personnel

Arkansas Tech University began this self-study process in 2007 in anticipation of a 2010-11 Site Visit by Consultant-Evaluators from the Higher Learning Commission. Targeted to both internal and external constituencies, the self-study was a collaborative process between faculty, staff, administrators, students, alumni, and the public. The self-study process was viewed as an opportunity to examine the criteria for accreditation and to establish if the mission of the University is being met. The faculty, staff, administrators, and students of Arkansas Tech University are proud of the accomplishments of the Institution during the time period since the last Site Visit of the North Central Association of Colleges and Schools. As reflected in the *Self-Study Report*, the years from 2000 to 2010 have been a period of growth, change, and excitement at Arkansas Tech University. Throughout all of the changes and growth, Arkansas Tech University has remained committed to its constituents.

The sections of the *Self-Study Report* document a decade of advancement for the University, particularly in the areas of assessment and student learning, through both credit and non-credit programs. It has been through its proven record of responsible management, strategic planning, and assessment-based accountability that Arkansas Tech University has insured that it fulfills its mission. As detailed in the *Report*, Arkansas Tech University undertook a thorough and honest assessment of itself and its programs. This multi-year process was a valuable experience for the University and its constituents. The self-study process confirmed the strengths of the University and enlightened the faculty and administration to areas which need to be addressed in the future.

Taken in its entirety, the *Self-Study Report* documents that Arkansas Tech University satisfies the Criteria for Accreditation, as stated in the *Handbook of Accreditation* by the Higher Learning Commission of the North Central Association of Colleges and Schools.

H. Micheal Tarver—*Self-Study Coordinator*

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Wednesday, March 9 at 10:00 am in the McEver Conference Room. The following were present:

Dr. Jackie Bowman	Dr. Johnette Moody
Dr. Peter Dykema	Ms. Karen Riddell
Dr. Ruth Enoch	Ms. Annette Stuckey
Mr. Travis Flower	Dr. Kim Troboy
Dr. Annette Holeyfield	Dr. Jason Warnick
Dr. Robin Lasey	

Absent:

Ms. Pat McCreary

Mr. Wyatt Watson was a guest at the meeting.

Call to Order: Dr. Bowman called the meeting to order and turned it over to Mr. Watson to demonstrate inputting general education assessment data into the Course Assessment Report.

Course Assessment Mr. Watson explained that though this tool started out as a general education assessment tool, it has proved to be more beneficial at the course assessment level, with general education assessment as a side effect. The biggest challenge is tying the data back to the student. The data is assessed using a pass/fail rating with that determination being up to the faculty or department. The methods used to gather the data can be as standardized as the department wants. Each course has five objectives, most of which tie to one of the general education goals. As far as Mr. Watson knows, we are the only public institution collecting data per student like this. Oral Roberts University actually awards scholarships tied to such data.

Mr. Watson mentioned that this page is similar to the "Final Grades" page and that it is audited so that the University is aware of who makes what changes to it. The University does not have to get the student's permission since this is not reported per student.

Mr. Watson then demonstrated actually putting the data into the system. The columns can be set to "P" to mark all students as pass or "F" to mark all as fail. You can manipulate dimensions on the Course Assessment Report to look at different data. Dr. Lasey cautioned the committee to be careful when analyzing the data since different standards are used.

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Wednesday, August 31, 2011 in Rothwell 308.
The following were present:

Dr. Erin Clair	Ms. Karen Riddell
Dr. Ruth Enoch	Ms. Jennifer Saxton
Dr. Annette Holeyfield	Dr. Joseph Swain
Ms. Samantha Maestas	Dr. Kim Troboy
Dr. Johnette Moody	Dr. Jason Warnick

Ms. Gwen Faulkenberry and Dr. Jackie Bowman were absent.
Dr. John Watson, Vice President for Academic Affairs, was a visitor at the meeting.

Call to Order: Dr. Enoch called the meeting to order and turned it over to Dr. Watson to speak to the committee about ACT 747 and the need for Arkansas Tech to adopt the state minimum core.

ACT 747 Dr. Watson told the committee that his charge to them was to have a recommendation to adopt the state minimum core, or an acceptable alternative, to the Curriculum Committee at the September 6 Faculty Senate/Curriculum Committee meeting. The General Education Committee is also invited to that meeting.

Dr. Watson explained to the committee that representatives of ADHE had met with Legislators and determined that existing programs of study would be included in the 120 hour requirement set forth in ACT 747. Dr. Watson expressed to the committee that in order for the proposal to get through all the channels in time to go to the late January or early February AHECB meeting and therefore be completed in time for the 2012-13 catalog, that we must act quickly.

Dr. Watson distributed a draft of what our general education curriculum might look like in the catalog if the state minimum core was adopted. The committee then discussed ways for the programs to cut hours. The simplest solution discussed was cutting free electives. Also, those that require a speech course could use those three hours toward their reduction, since speech would now be part of the general education curriculum. It was also pointed out that the state minimum core requires 8 hours of science, but does not specify that they have to be both physical science and biological science, so some programs that have 8 hours of science

incorporated in to their program (whether it be physical or biological) could cut hours that way.

Another 2 hours would be cut from all programs with the elimination of the activity courses from the general education core. Dr. Watson assured the committee that cutting these activities from the general education curriculum did not mean that they would go away. Many students use these courses as electives. Dr. Holeyfield encouraged the committee members to ask their departments to recommend the activities as electives.

Dr. Watson also mentioned that the elimination of the PE activities from the general education curriculum might mean modifying how we assess wellness, which is part of our General Education Goals at Arkansas Tech. This is something that the General Education Committee would need to look at sometime in the near future.

Ms. Saxton asked if the hours cut had to be an elective or if the department could cut a required class from the program to get to the 120 hours. He responded that all "program changes" would still have to go through the proper channels.

Dr. Watson told the committee that he realized that some of the programs that did not have electives would have to make program changes which might necessitate an extension for those programs, but he would know more about this after his Chief Academic Officers meeting with ADHE on September 13.

Dr. Swain asked Dr. Watson if the three options within the social sciences were something that could be changed to require one specific option. Dr. Watson said, and the committee agreed, that this would be better to do within the program, not as a modification to the core.

With there being no other questions for Dr. Watson, he then left the meeting for the committee to come to a decision.

Motion by Dr. Troboy, seconded by Dr. Moody, to make the recommendation to the Curriculum Committee to adopt the state minimum core. Motion carried unanimously.

Adjournment

The meeting adjourned at 4:00 p.m.

Why change?

1. ACT 747 (transfer, 120 hour max, common course numbering)
2. Immediate focus: getting programs to 120 hours.(why?)
 - a. Of the 504 active baccalaureate programs in Arkansas, 92 (18%) require more than 130 credit hours.
 - b. Samples: COMS at UALR 134, at Tech 127; ART at UAF 136, at Tech 124; MATH at UAPB 134, at Tech 124; BIOL at SAU 134, at UAFS 136, and at Tech 124.
 - c. Assume 10 semester hours difference, 26 graduates in BIOL, and \$180 per credit hour. This means SAU gets about \$46,800 more in state aid (and about \$46,800 more in tuition) than Tech for those 26 graduates.
3. Basic issue of fairness
 - a. Transfer vs. "native" students
 - i. 40% of 2010-11 baccalaureate degree recipients were transfers
 - ii. Student transfers with associate degree w/o PE activity, we can't require it; with 8 hrs chemistry, we can't require Biol; with speech and 9 hrs social studies, we can't require additional 3 hrs social studies.
 - b. Between departments revising curricula
 - i. Those with free electives to give
 - ii. Those without (27/87 programs have 0 electives to give, 34%; 10 with 1 to 3, another 9%; 7 with 4 to 7, 8 with 8 to 11, 10 with 12 to 15, 15 with 16 to 30, and 10 with 31 to 49)
 - iii. 50 programs require speech
4. For the Roger Phillips Transfer Act Report, Wyatt identifies students with the AA, AS, and AAT. If the student is required to take additional lower level general education courses, Wyatt must identify if the course was (1) prerequisite for course in program; (2) required discipline-specific course; (3) required for independent licensing or accrediting body; (4) grade of D is reported on the transfer transcript, but C or better required in the program. If one of the four items can't be applied, the prescribed general education course can't be required of those students.

When? This year. To meet deadlines, we must act quickly.

Catalog posted online April 1, 2012 (to be ready for preregistration)

Late Jan-Early Feb AHECB meeting – for approval of letters of notification

December 1, 2011 – deadline for submission of letters of notification to ADHE

November 17, 2011 – approval by Tech Board of Trustees of letters of notification

November 1, 2011 – letters of notification and matrices due to Academic Affairs

October 17, 2011 – letters of notification and matrices posted online for review

October 3, 2011 – letters of notification with 120 hour matrix or justification for exceeding 120 hours submitted to Registrar's office

September 16, 2011 – general education core requirements approved by governance

Charge to general education committee: Have a recommendation to adopt the state minimum core, or an acceptable alternative, to the curriculum committee at the September 6 meeting. The general education committee, faculty senate, and teacher education council will be invited to this meeting, as will deans and department heads.

If the state minimum core is adopted, here is how it might appear:

English (6 hours)

(See Course Descriptions for minimum grade requirements)

Three hours from one of the following:

ENGL 1013 Composition I

ENGL 1043 Honors Composition I

Three additional hours from one of the following:

ENGL 1023 Composition II

ENGL 1053 Honors Composition II

Mathematics (3 hours)

(See Course Descriptions for minimum grade requirements)

Three hours from one of the following:

MATH 1003 College Mathematics

MATH 1113 College Algebra

Any higher level mathematics course

Science (8 hours)

Complete a total of eight hours of science with laboratory

US History or Government (3 hours)

Three hours from one of the following:

HIST 1903 Survey of American History

HIST 2003 U. S. History I or HIST 2043 Honors U.S. History I

HIST 2013 U. S. History II

POLS 2003 American Government

Social Sciences, Fine Arts/Humanities, Speech Communications (15 hours)

(Complete one of the following 3 options):

Option 1: Social Sciences – 6 hours
 Fine Arts and Humanities – 6 hours
 Speech Communications – 3 hours

Option 2: Social Sciences – 6 hours
 Fine Arts and Humanities – 9 hours

Option 3: Social Sciences – 9 hours
 Fine Arts and Humanities – 6 hours

Speech Communications (0-3 hours)

SPH 1003 Introduction to Speech Communication

SPH 2003 Public Speaking

SPH 2173 Business and Professional Speaking

Social Sciences (6-9 hours) (Students majoring in mechanical or electrical engineering may substitute up to six hours of upper level humanities, social sciences, mathematics, or science)

HIST 1503 World Civilization I

HIST 1513 World Civilization II

HIST 1543 Honors World Civilization I

HIST 2003 U.S. History I

HIST 2013 U.S. History II

HIST 2043 Honors U.S. History I

HIST 1903 Survey of American History

POLS 2003 American Government

ECON 2003 Principles of Economics I

ECON 2103 Honors Principles of Economics I

SOC 1003 Introductory Sociology

PSY 2003 General Psychology

ANTH 1213 Introduction to Anthropology OR

ANTH 2003 Cultural Anthropology

GEOG 2013 Regional Geography of the World

AMST 2003 American Studies

Fine Arts and Humanities (6-9 hours)

ART 2123 Experiencing Art

MUS 2003 Introduction to Music

TH 2273 Introduction to Theatre

ENGL 2173 Introduction to Film
JOUR 2173 Introduction to Film
ENGL 2003 Introduction to World Literature
ENGL 2013 Introduction to American Literature
ENGL 2023 Honors World Literature
PHIL 2003 Introduction to Philosophy
PHIL 2043 Honors Introduction to Philosophy

*Notes: (not a part of the proposed gen ed requirements). The * course requirement has been relegated to the individual program requirements. That is, each program should have a "built-in" exposure to global ideas. This could be one of the * courses or some other experience within the program.*

The specific requirements concerning Art and Music should be moved to the program curricula.

Not requiring activity courses will not eliminate activity courses. There will remain to be a demand for them. It will require modifications in how we assess the "wellness" general ed goal (or eliminating it, if that is the consensus of the faculty) and moving that goal out of the general ed section. This raises the question of whether all of the university general education goals should be moved to another place. Trying to instill those general education goals in each student does not end with the completion of the general ed curriculum.

State Minimum Core Required for Baccalaureate Degrees

Act 98 of 1989 (Arkansas Code 6-61-218) provides that the State Board of Higher Education "shall establish in consultation with the colleges and universities a minimum core of courses which shall apply toward the general education core curriculum requirements for baccalaureate degrees at state supported institutions of higher education and which shall be fully transferable between state institutions." The term "State Minimum Core" will be used to describe the core identified for purposes of this legislation.

The following list of courses, with accompanying specifications, are proposed to implement this legislation:

State Minimum Core

English/Communication

English Composition 6

Speech Communication 0-3

Math

3* College algebra or course as sophisticated as College algebra

*Institutions may require students majoring in math, engineering, science, and business to take higher math as part of the State Minimum Core.

Science

8** Science courses must include laboratories.

**Institutions may require students majoring in math, engineering, science, education, and health related professions to take higher or specific science courses as a part of the State Minimum Core.

Fine Arts/Humanities

6-9*** Must be broad survey course (s)

Social Sciences

US History 3

Government 3

Other Social Science 6-9*** ***Institutions may require students majoring in engineering to take either six hours of humanities and social sciences at the junior/senior level or substitute an additional six hours of higher math and/or additional science as part of the State Minimum Core.

TOTAL 35

General Education Requirements

The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Demonstrate knowledge of the arts and humanities

Understand wellness concepts

To accomplish the above goals, Arkansas Tech requires the completion of the following general education curriculum. Students should refer to the curriculum in their major area of study for specific courses either recommended or required by the academic department to fulfill the general education requirements.

STATE MINIMUM CORE CURRICULUM
Arkansas Tech University

English/Communications

Six (6) hours required from the following:

ENGL	1013/1023	Composition I, II (in sequence)
ENGL	1043/1053	Honors Composition I, II (in sequence)
OR		
ENGL	1013	Composition 1 (followed by)
ENGL	1053	Honors Composition II
OR		
ENGL	1043	Honors Composition I (followed by)
ENGL	1023	Composition II

Math

Three (3) hours required from the following:

MATH	1113	College Algebra
MATH	1003	College Mathematics
Any higher-level mathematics course for which College Algebra is a prerequisite		

Science

Four (4) hours required from the following:

BIOL	1014	Introduction to Biological Science
OR		
Any higher level biology course that includes a lab. (Note that BIOL 1014 is specifically designed to meet general education objectives and is highly recommended, unless you meet the prerequisites for a different course specified by your major.)		

AND

Four (4) hours required from the following:

PHSC	1013/1021	Introduction to Physical Science/Lab
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Science (continued)

CHEM	1114	Survey of Chemistry
CHEM	2124	General Chemistry I
GEOL	1014	Physical Geology
PHYS	1114	Applied Physics
PHYS	2014	Physical Principles I
PHYS	2024	Physical Principles II
PHYS	2114	General Physics I
PHYS	2124	General Physics II
PHSC	1053/1051	Astronomy/Lab OR
PHSC	3053/3051	Astronomy/Lab

Fine Arts/Humanities (Total of 6 hours)

Fine Arts

Three (3) hours required from the following:

*ART	2123	Experiencing Art
MUS	2003	Introduction to Music
TH	2273	Introduction to Theatre
*ENGL	2173	Introduction to Film
*JOUR	2173	Introduction to Film

Art Majors: Required to take ART 2123

Music Majors: Any of the above courses except MUS 2003

Humanities:

Three (3) hours required from the following:

*ENGL	2003	Introduction to World Literature
ENGL	2013	Introduction to American Literature
PHIL	2003	Introduction to Philosophy

Social Sciences (Total of 12 hours)

Three (3) hours required from the following:

HIST	2003	U.S. History to 1865
HIST	2013	U.S. History from 1865
POLS	2003	American Government

Nine (9) hours required from the following:

*HIST	1503	World Civilization I
*HIST	1513	World Civilization II
HIST	2003	U.S. History to 1865
HIST	2013	U.S. History from 1865
POLS	2003	American Government
ECON	2003	Principles of Economics I
SOC	1003	Introductory Sociology
PSY	2003	General Psychology
*ANTH	1213	Introduction to Anthropology OR
*ANTH	2003	Cultural Anthropology
*GEOG	2013	Regional Geography of the World
AMST	2003	American Studies

Revised: February 4, 2005

*Of the 18 hours required in Fine Arts/Humanities and Social Sciences, three hours must be one of the asterisk courses.



To: Dr David Hoelzeman, Curriculum Committee Chair
From: Dr Ruth Enoch, General Education Committee Chair
CC: Dr John Watson, Vice-president for Academic Affairs
Date: September 1, 2011
Re: Adoption of State Minimum Core

Ruth D Enoch

On August 31, 2011, the General Education Committee unanimously voted to recommend to the Curriculum Committee that Arkansas Tech University adopt the Arkansas state minimum core.

**Agenda for Meeting of General Education Committee
Wednesday, September 14, 2011**

1. Approval of minutes
2. Election of chair-elect and correspondence secretary
3. Regular meeting time?
4. Goals for the year
 - a. Data analysis
 - b. Consider validity and reliability of current procedures
 - c. Procedures for assessment of goals not currently assessed
 - d. Considering the adoption of the state minimum core, which does not include a physical education component, do we need to revise the general education goals?
 - e. Do the general education goals need to appear elsewhere in the catalog? Is that matter in our purview? Do we currently consider them to be attached to the core?

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Wednesday, September 14, 2011 in Rothwell 308. The following were present:

Dr. Erin Clair	Ms. Karen Riddell
Dr. Ruth Enoch	Ms. Jennifer Saxton
Ms. Gwen Faulkenberry	Dr. Joseph Swain
Dr. Annette Holeyfield	Dr. Kim Troboy
Ms. Samantha Maestas	Dr. Jason Warnick
Dr. Johnette Moody	

Dr. Jackie Bowman was absent.

Call to Order: Dr. Enoch called the meeting to order and asked for a motion to approve the minutes from the October 28, 2010, February 28, 2011, March 9, 2011 and August 31, 2011 minutes. Motion by Dr. Holeyfield, seconded by Dr. Moody to approve the minutes as distributed. Motion carried.

Elections Dr. Enoch asked for nominations for chair-elect. Dr. Warnick nominated Dr. Moody. Dr. Clair seconded the motion. There being no other nominations, motion carried for Dr. Moody to serve as chair-elect. Dr. Enoch then asked for nominations for Secretary. Ms. Saxton volunteered to serve. Dr. Moody seconded. There being no other nominations, motion carried for Ms. Saxton to serve as Secretary.

Regular Meeting The committee discussed a time that would be convenient for all members to meet and decided on alternating Tuesday afternoons at 4:00 pm and Wednesday afternoons at 2:00 pm. The committee decided to meet once a month on the second week of the month beginning with Tuesday, October 11 at 4:00 pm. The committee agreed to continue using Rothwell 308 contingent upon its availability.

Goals for Year Dr. Enoch went over the goals that she would like to accomplish for this year beginning with the analysis of the data that has been gathered so far by the committee. Dr. Enoch informed the committee that she would get with Mr. Wyatt Watson for help with doing this analysis.

Dr. Enoch then asked the committee to consider the validity and reliability of the current procedures used to gather the data. The committee agreed that this is something that needs to be reassessed and felt that the data collected might not be in-depth enough for a good assessment.

Dr. Enoch then told the committee that she would check with Dr. Carey Roberts, chair of the Assessment Committee, about the DIT software that the committee would like to use and the possibility of the Assessment Committee funding that purchase.

Dr. Enoch asked the committee if, with the adoption of the state minimum core, they thought that the committee should discuss a revision of the general education goals to recommend to the Assessment Committee. The committee agreed that needed to be looked at since the state minimum core does not include Physical Education and one of the goals deals with understanding wellness concepts.

Dr. Enoch asked the committee to continue gathering data and consider how things are being assessed. Some of the new members requested a copy of the "Report on General Education Assessment" so that they could get a better idea of what they need to be doing. Karen Riddell agreed to send this to them electronically.

Adjournment

The meeting adjourned at 2:25 p.m.

Karen Riddell

From: Dr Ruth Enoch [renoch@atu.edu]
Sent: Monday, October 10, 2011 10:54 AM
To: Karen Riddell; 'Annette Holeyfield'; 'Erin Clair'; 'Gwen Faulkenberry'; 'Jackie Bowman'; 'Jason Warnick'; 'Jennifer Saxton'; 'Johnette Moody'; 'Joseph Swain'; 'Kim Troboy'; 'Samantha Maestas'
Subject: Meeting of the General Education Committee, October 11, 2011, 4 p.m.

Hello all.

We have a meeting scheduled for tomorrow at 4 p.m. in Rothwell 308. (Karen, if I have any of that information wrong, will you please let us know?).

The agenda is short.

General Education Committee Meeting, Tuesday, October 11, 2011 at 4 p.m.

1. Discuss DIT. Do we plan to use a random sample of students? Testing the whole student body would be quite expensive, and above the maximum amount of a grant.
2. Look at an ARGOS report for one of the General Education Goals. (I have not run it yet. I'll probably do either writing or health and wellness)
3. Report on my meeting with Wyatt Watson and Dr Carey Roberts.

will bring paper copies of the ARGOS report. I don't think that it will be necessary to look over it in advance, although I may send them anyway, depending upon when I run it.

----- Original Message -----

From: Karen Riddell

To: 'Annette Holeyfield'; 'Erin Clair'; 'Gwen Faulkenberry'; 'Jackie Bowman'; 'Jason Warnick'; 'Jennifer Saxton'; 'Johnette Moody'; 'Joseph Swain'; 'Karen Riddell'; 'Kim Troboy'; 'Ruth Enoch'; 'Samantha Maestas'

Sent: Thursday, September 01, 2011 3:15 PM

Subject: Meeting Time for General Education Committee

Committee,

Please go to this link <http://doodle.com/z2eqpum464pg7a9m> and select all the times that you will be available for a General Education Committee meeting. Since next week is a short week, I went ahead and put two weeks on there. You will need to expand the poll (just click on the part that looks scrunched up), then just click on each time that you are available. As soon as everyone has responded, we will find the time that most members can attend and let you know the when and where.

Thanks.

Karen Riddell

Coordinator of Academic Support Services

Academic Affairs

Arkansas Tech University

General Education Committee Meeting, Tuesday, October 11, 2011 at 4 p.m.

1. Discuss DIT. Do we plan to use a random sample of students? Testing the whole student body would be quite expensive, and above the maximum amount of a grant.

Dr. Enoch has spoken to Dr. Roberts about the possibility of getting an Assessment Grant to pay for the DIT exams and was told that the most that can be granted is \$5,000. The DIT exams are \$25 per student. Dr. Troboy volunteered to get Dr. Enoch a copy of the grant application form that the College of Business has used in the past.

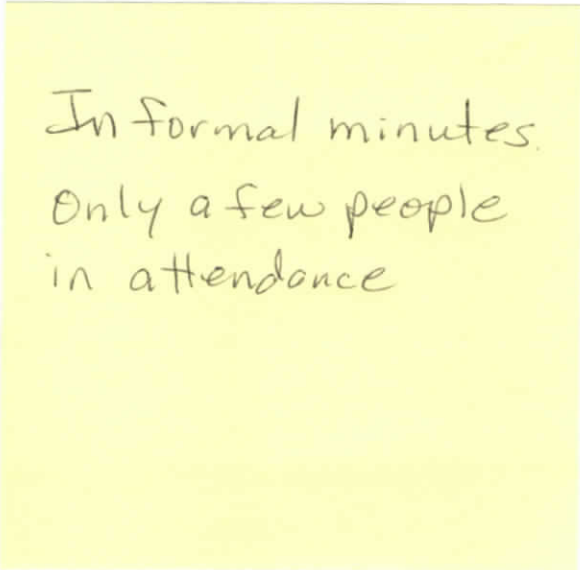
It would probably be best to do a random sample separating by college and using the student's T numbers.

2. Look at an ARGOS report for one of the General Education Goals. (I have not run it yet. I'll probably do either writing or health and wellness)

Dr. Enoch will bring an ARGOS report to the next meeting.

3. Report on my meeting with Wyatt Watson and Dr Carey Roberts.

Dr. Roberts has told Dr. Enoch that the committee should probably run a monthly ARGOS report working on one goal at a time. The report should then be sent to the Assessment Committee. It is Dr. Enoch's understanding that once the committee collects the data, that the Assessment Committee would do the assessments.



In formal minutes.
Only a few people
in attendance

Karen Riddell

From: Dr Ruth Enoch [renoch@atu.edu]
Sent: Thursday, November 17, 2011 11:19 AM
To: 'Karen Riddell'
Cc: 'Jennifer Saxton'
Subject: RE: Gen Ed Meeting
Attachments: Agenda20110914.docx; ECON2013AsGenEdSocSciElective.docx; RequestForECON2013InCore.docx; 2011_11_15CommEffByCampusClassGender.xlsx; 2011_11_15CommEffByCollegeResHousing.xlsx; 2011_11_15CommEffByDept.xlsx; 2011_11_15CommEffByPrimProg.xlsx; 2011_11_16CommEffByHighSchool.xlsx

In a nutshell, we discussed the two items which I copied from emails, one from Dr Carr and one from Dr Swain. We approved Dr Carr's request, and I have sent a signed memo on letterhead to Dr Hoelzeman, chair of the curriculum committee, with copies to Tammy Rhodes and Dr Watson.

We agreed that Dr Swain's idea is a good one and should be pursued. He plans to lead that effort.

We looked over the attached spreadsheets, which were copied from reports generated in ARGOS. This is the first time that we as a committee have looked at the data. Some comments were made. Everyone found it interesting. Dr Troboy volunteered to do some further analysis of the data over the Christmas break. I asked that others email me with requests for other reports and suggestions for more helpful ways to present and/or organize the data. We came up with a few questions for Wyatt Watson.

Again, I'm sure that Jennifer will send you more details about the meeting. I think that we forgot the official procedure of motion and second for Dr Carr's request! Maybe we can overlook that since several of the votes were via email.

I hope that everything is okay with your family.

Ruth

From: Karen Riddell [mailto:kriddell@atu.edu]
Sent: Thursday, November 17, 2011 10:26 AM
To: 'Ruth Enoch'
Subject: RE: Gen Ed Meeting

Thanks Dr. Enoch. Email is fine.

Karen Riddell
Coordinator of Academic Support Services
Academic Affairs
Arkansas Tech University
Administration 200
Phone: 479-890-5104
Fax: 479-968-0644
Email: kriddell@atu.edu

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Attached is the worksheet that shows which Arkansas Universities accept Microeconomics as a General Education elective and which do not. I apologize that this information was not included in the original proposal.

'am

*Pamela S. Carr, PhD.
Professor of Accounting
Department of Accounting and Economics
Arkansas Tech University
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106 West O Street
Russellville, AR 72801
(479) 968-0612
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#####

Ruth D. Enoch, Ph.D.
Associate Professor

479-968-0650
Corley 233

Department of Mathematics
Arkansas Tech University
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<http://faculty.atu.edu/renoch/>

To: Core Curriculum Committee, ATU

The Accounting and Economics Department requests that Principles of Economics II (Microeconomics (ECON 2013)) be classified as a Social Science elective for the General Education requirement. The State Core includes this course as a Social Science Gen Ed and all other colleges in the state allow it to be counted as such. At ATU we accept a transfer student with an Associate's Degree as having completed the Gen Ed requirements. If transfer students are allowed to have Microeconomics as the Social Science Ed, then we are discriminating against our own ATU students by not allowing them to have it as well. Given that we want to comply with the State Core framework we request that Econ 2012 be included as an option.

*Pamela S. Carr, PhD.
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2011-11-16

University status on accepting Microeconomics as a Gen Ed election

	<u>Does allow Micro as General Education</u>	<u>Does not allow Micro as General Education</u>
4-Year Public	University of Arkansas Henderson State University Southern Arkansas University UAFS UALR UA-Monticello UAPB	Arkansas State University UCA
4-Year Independent	Arkansas Baptist John Brown University Williams Baptist	Central Baptist College Crowley Ridge Collge Harding Hendrix Lyon College Ouachita Baptist University Philander University of Ozarks
2-Year Public	Arkansas State University - Beebe Arkansas State University - Newport Cossatot Community College National Park Community College North Arkansas College Northwest Arkansas Community College Ouachita College Ozarka College Phillips Community College Pulaski Technical College Rich Mountain Community College Southeast Arkansas College Southern Arkansas University Tech University of Arkansas Community College - Batesville University of Arkansas Community College - Morrilton University of the Ozarks	Arkansas Northeastern College Arkansas State University - Mountain Home Black River Technical College College of the Ouachitas East Arkansas Community College Mid-South Community College South Arkansas Community College Univeristy of Arkansas Community College - Hope

To: Dr David Hoelzeman, Curriculum Committee Chair

From: Dr Ruth Enoch, General Education Committee Chair

CC: Dr John Watson, Vice-president for Academic Affairs

Date: November 16, 2011

Re: ECON 2013 as a Social Science Elective for the General Education Requirement

The General Education Committee voted to approve the following request from Dr Pamela Carr.

The Accounting and Economics Department requests that Principles of Economics II (Microeconomics (ECON 2013)) be classified as a Social Science elective for the General Education requirement. The State Core includes this course as a Social Science General Education elective and all other colleges in the state allow it to be counted as such. At ATU we accept a transfer student with an Associate's Degree as having completed the General Education requirements. If transfer students are allowed to have Microeconomics as the Social Science core course, then we are discriminating against our own ATU students by not allowing them to have it as well. Given that we want to comply with the State Core framework, we request that ECON 2012 be included as an option.

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively Value	Communicate Eff N-Count Value
[Null]	100.000	4
A Beka Acad Dvd Homeschooler	100.000	1
Acad For Academic Excellence	0.000	0
Ackerman High School	0.000	0
Acorn High School	100.000	1
Alfred M Barbe High School	0.000	0
Allen High School	0.000	0
Alliance High School	100.000	1
Alma High School	81.818	22
Alpena High School	100.000	4
Altus Denning High School	75.000	4
Ambassadors For Christ Academy	100.000	2
American School	100.000	1
Arkadelphia High School	100.000	1
Arkansas Baptist High School	100.000	4
Arkansas City High School	100.000	1
Arkansas High School	100.000	1
Arkansas Sch Math And Science	100.000	3
Arkansas School For The Blind	0.001	1
Armored High School	100.000	1
Ashdown High School	100.000	3
Atkins High School	93.939	33
Atlanta High School	100.000	1
Atwater High School	0.001	1
Augusta High School	100.000	5
Avery High School	100.000	1
Bald Knob High School	100.000	1
Barton Lexa High School	100.000	3
Batesville High School	88.889	9
Bauxite High School	81.818	11
Bearden High School	0.000	0
Beckville High School	0.000	0
Beebe High School	90.909	11
Bell High School	100.000	1
Benson Polytech High School	100.000	1
Benton High School	85.294	34
Bentonville High School	95.000	20
Bergman High School	80.000	5
Berkeley High School	100.000	1
Berryville High School	64.286	14
Bigelow High School	100.000	6
Bismarck High School	100.000	1
Blevins High School	100.000	1
Blue Eye High School	100.000	1

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Bokoshe High School	0.000	0
Booneville High School	83.334	18
Bradford High School	100.000	1
Brandon High School	0.000	0
Brazoswood High School	0.000	0
Brinkley High School	100.000	4
Bruno Pyatt High School	0.000	0
Bryant High School	100.000	9
Buffalo Island Central Hs	100.000	1
Cabot High School	95.000	20
Caddo Hills High School	75.000	4
Cajon High School	100.000	1
Calaveras High School	100.000	1
Calico Rock High School	100.000	1
Calvary Christian Academy	0.001	1
Camden County High School	100.000	1
Camden Fairview High School	0.001	1
Camden High School	0.000	0
Campus High School	100.000	1
Canton Mckinley Sr High School	100.000	1
Caprock High School	100.000	1
Captain Shreve High School	0.000	0
Carlisle High School	100.000	1
Carthage High School	0.000	0
Cassville R Iv High School	0.000	0
Catholic High Sch For Boys	87.500	8
Catholic Memorial High School	100.000	1
Cave City High School	0.000	0
Cedar Ridge High School	100.000	1
Cedarville High School	66.667	3
Centennial High School	0.000	0
Centerpoint High School	100.000	3
Central Arkansas Christian Sch	100.000	3
Central High School	0.001	1
Chadwick R I High School	100.000	1
Channel Islands High School	0.000	0
Chaparral High School	0.000	0
Charleston High School	92.308	13
Cimarron Christian Academy	100.000	1
Claremore High School	0.001	1
Clarendon High School	100.000	3
Clarksville High School	93.548	62
Clinton High School	84.211	19
Coahoma County High School	0.001	1

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Colleyville Heritage High Sch	0.000	0
Collierville High School	100.000	1
Collins High School	100.000	1
Columbia Christian School	100.000	1
Columbia High School	100.000	1
Concord High School	100.000	1
Conroe High School	0.000	0
Conway High School East	100.000	1
Conway High School West Campus	100.000	15
Cordova High School	100.000	1
Cotter High School	100.000	1
Council Grove High School	0.000	0
County Line High School	83.334	18
Craigmont High School	100.000	1
Crosby High School	0.000	0
Crossett High School	66.667	3
Cushman High School	100.000	1
Cutter Morning Star High Sch	100.000	4
Cuyama Valley High School	100.000	1
Cypress Creek High School	100.000	1
Cypress Woods High School	100.000	1
Danville High School	81.818	22
Dardanelle High School	86.207	58
De Kalb High School	100.000	2
De La Salle High School	0.000	0
De Queen High School	100.000	4
De Soto High School	100.000	1
De Valls Bluff High School	100.000	1
Decatur High School	100.000	1
Deer High School	100.000	5
Del City High School	0.000	0
Delta High School	100.000	2
Des Arc High School	100.000	1
Desert Winds High School	0.000	0
Dewitt High School	100.000	2
Dollarway High School	0.001	1
Doniphan Senior High School	0.000	0
Dover High School	92.188	64
Drew Central High School	100.000	1
Dumas High School	0.001	1
Dunlap High School	100.000	1
Earle High School	100.000	1
East Poinsett County Hs	0.000	0
East Saint John High School	0.000	0

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Edison Business High School	0.000	0
Edison High School	100.000	1
Edmond North High School	100.000	1
El Camino Fundamental Hs	0.000	0
El Dorado High School	100.000	1
Elkins High School	75.000	4
England High School	0.000	0
Ennis High School	0.000	0
Episcopal Collegiate School	0.000	0
Estancia High School	100.000	1
Eureka Springs High School	100.000	3
Evangel Christian Academy	0.000	0
Evergreen High School	0.000	0
Fairview Baptist School	0.000	0
Farmington High School	85.714	14
Fayette County High School	0.000	0
Fayetteville Sr High School	77.778	9
Findlay High School	0.001	1
First Baptist Academy	100.000	1
Flippin High School	100.000	4
Flower Mound High School	100.000	2
Fordyce High School	100.000	1
Foreign High School	86.275	51
Foreman High School	100.000	1
Forrest City High School	100.000	1
Fort Worth Academy Of Fine Art	0.000	0
Fountain Lake High School	83.334	6
Fourche Valley School	100.000	6
Fresno High School	0.000	0
GED Student-Prior to 201040	81.132	53
GED from Arkansas	95.238	21
GED from Out of State	100.000	4
Garden Grove High School	0.000	0
Genoa Central High School	100.000	2
Gentry High School	100.000	1
George W Carver H S	0.001	1
Gladewater High School	0.001	1
Glen Rose High School	100.000	10
Glenpool High School	100.000	2
Gloucester High School	0.000	0
Gospel Light Baptist School	100.000	1
Grace Christian School	100.000	1
Grand Saline High School	0.000	0
Grapevine Senior High School	0.000	0

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Gravette High School	100.000	1
Green Forest High School	85.714	14
Greenbrier High School	90.909	11
Greene County Technical Hs	66.667	3
Greenland High School	100.000	3
Greenville High School	0.000	0
Greenville Weston Hs Whs	0.000	0
Greenway High School	100.000	1
Greenwood High School	96.774	31
Greenwood Senior High School	100.000	1
Guy Perkins High School	100.000	2
Hackett High School	100.000	1
Hahnville High School	100.000	1
Hall High School	100.000	1
Hamburg High School	66.667	3
Hanahan High School	100.000	1
Har Ber High School	100.000	7
Harlingen High School South	100.000	1
Harmony Grove High School	100.000	8
Harrison High School	87.500	24
Hartford High School	60.000	5
Hartman High School	0.000	0
Hatfield School	100.000	1
Havelock High School	100.000	1
Hayti R li Senior High School	100.000	1
Heber Springs High School	90.909	11
Hebron High School	0.000	0
Hector High School	81.818	22
Herington High School	100.000	1
Heritage High School	100.000	1
Hidden Valley High School	100.000	1
Highland High School	100.000	1
Highmore High School	100.000	1
Hilldale High School	0.000	0
Home Schooled Student	88.235	17
Hope High School	0.000	0
Horatio High School	100.000	2
Hot Springs High School	66.667	3
Houston Christian High School	100.000	1
Houston High School	0.000	0
Huntsville High School	85.714	7
J D Leftwich High School	100.000	8
J Z George High School	0.001	1
Jackson Christian School	100.000	1

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Jacksonville High School	50.001	4
Jasper High School	100.000	3
Jay High School	100.000	1
Jefferson West High School	0.001	1
Jessieville High School	80.000	5
Jj Brubaker Academy	0.000	0
John Curtis Christian Sch	0.000	0
John Ehret High School	100.000	1
John Hardin High School	100.000	1
John L Mcclellan High School	100.000	1
Jonesboro High School	100.000	4
Juneau Douglas High School	100.000	1
Jurupa Valley High School	0.000	0
Keller High School	100.000	2
Kemp High School	0.000	0
Kentwood High School	100.000	1
Kentwood Senior High School	100.000	1
Kingston High School	100.000	2
Kingwood High School	0.000	0
Kirby School	0.000	0
Lafayette County High School	100.000	1
Lake Brantley High School	0.001	1
Lake Hamilton High School	100.000	14
Lake Howell High School	0.000	0
Lake Region High School	100.000	1
Lakeland High School	100.000	1
Lakeside High School	100.000	11
Lamar High School	91.892	37
Lavaca High School	100.000	10
Lead Hill School	100.000	2
Leavenworth Senior High School	0.001	1
Leslie High School	100.000	1
Liberty Eylau High School	100.000	3
Lincoln High School	100.000	1
Lincoln North Star High School	0.000	0
Lindenwood Academy	100.000	1
Little Rock Central High Sch	100.000	1
Little Rock Christian Academy	100.000	2
Livingston High School	100.000	1
Long Beach Polytechnic Hs	100.000	1
Lonoke High School	40.001	5
Lumberton High School	0.000	0
Lutheran High School	100.000	2
Luverne High School	100.000	1

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Maconaquah High School	100.000	1
Magnet Cove School	100.000	7
Magnolia High School	100.000	10
Malden High School	100.000	1
Malvern High School	50.001	4
Mammoth Spring High School	100.000	1
Mansfield High School	100.000	4
Marion Senior High School	50.001	2
Marionville High School	0.000	0
Marquette Catholic High School	100.000	1
Marshall High School	81.250	16
Marshall Senior High School	100.000	1
Marvell Academy	0.000	0
Mayflower High School	100.000	6
Mccomb High School	0.001	1
Mccrory High School	100.000	3
Mcgehee High School	100.000	1
Mckinney High School North	0.000	0
Melbourne High School	100.000	1
Mena High School	90.909	11
Metro Midtown Alter Hs	100.000	1
Miami Yoder High School	100.000	1
Midland High School	100.000	1
Midwood Hs At Brooklyn College	0.001	1
Milford High School	100.000	1
Mineola High School	100.000	1
Mineral Springs High School	100.000	1
Moffat High School	100.000	1
Monte Vista Christian Hs	0.000	0
Monticello High School	100.000	1
Moody High School	100.000	1
Morrilton High School	90.909	22
Mount Ida High School	66.667	6
Mount Judea High School	100.000	1
Mount St Mary Academy	50.001	2
Mount Vernon Enola Hs	100.000	1
Mount Vernon High School	100.000	1
Mountain Home High School	100.000	13
Mountain Pine High School	100.000	2
Mountain View Academy	0.000	0
Mountain View High School	92.308	13
Mountainburg High School	66.667	3
Mulberry High School	0.001	1
Muldrow High School	75.000	4

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively Value	Communicate Eff N-Count Value
Murfreesboro High School	100.000	3
Narragansett High School	100.000	1
Nashville High School	89.474	19
Nemo Vista High School	100.000	1
Nettleton High School	100.000	1
New Life Academy	100.000	2
Nimitz High School	0.000	0
Nordonia High School	100.000	1
Norfolk High School	100.000	1
Norphlet High School	100.000	2
North Little Rock Hs West Camp	100.000	11
North Medford High School	100.000	1
North Pike High School	100.000	1
North Pulaski High School	100.000	5
Northridge High School	100.000	1
Northside Christian Academy	0.000	0
Northside High School	77.778	9
Northwood High School	100.000	1
Oak Creek High School	100.000	1
Oak Grove High School	100.000	7
Oak Ridge Central High School	100.000	2
Oark High School	100.000	1
Oden High School	100.000	1
Ola High School	80.000	5
Olathe Northwest High School	100.000	2
Omaha High School	100.000	1
Oologah High School	0.001	1
Orangefield High School	100.000	1
Orem High School	0.000	0
Osceola High School	100.000	1
Owasso High School	0.000	0
Owensville High School	100.000	1
Ozark High School	86.667	45
Palestine High School	0.000	0
Paragould High School	100.000	4
Paris High School	89.655	29
Parker Hill Christian Academy	50.001	2
Parkers Chapel High School	100.000	4
Parkview Arts Sci Magnet Hs	50.001	4
Parkway High School	0.000	0
Paron High School	0.000	0
Paso Robles High School	0.000	0
Patrick Henry High School	100.000	1
Paul Laurence Dunbar Hs	0.000	0

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Pea Ridge High School	85.714	7
Pekin Community High School	0.000	0
Penn Foster High School	0.000	0
Peoria Christian School	0.000	0
Perpich Center For Arts Educ	100.000	1
Perry Casa High School	0.001	1
Perry Lecompton High School	0.001	1
Perryville High School	100.000	9
Piggott High School	100.000	2
Pine Bluff High School	0.000	0
Piper High School	100.000	1
Pittsburg High School	0.000	0
Plainview Rover High School	100.000	8
Plano East Senior High School	0.000	0
Plano Senior High School	100.000	1
Pleasant Grove High School	0.000	0
Pleasant View High School	100.000	1
Pocahontas High School	100.000	2
Pocola Okla High School	100.000	2
Pottsville High School	90.698	43
Poyen High School	0.000	0
Prairie Grove High School	100.000	5
Pulaski Academy	0.001	1
Putnam City High School	0.000	0
Quitman High School	100.000	4
Rector High School	0.000	0
Rialto High School	0.000	0
Ridgeway High School	0.000	0
Ripley Union Lewis Huntington	100.000	1
Ripon High School	100.000	1
Rison High School	100.000	2
River Oaks School	100.000	1
Rivercrest High School	0.000	0
Riverview High School	0.000	0
Robert A Long High School	100.000	1
Robinson High School	100.000	2
Rockwall Heath High School	0.000	0
Rogers High School	96.154	26
Roland High School	75.000	4
Roosevelt Community Adult Sch	0.000	0
Rose Bud High School	100.000	4
Rossville Christian Academy	0.000	0
Rural Special High School	50.001	2
Russellville High School	90.308	227

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively Value	Communicate Eff N-Count Value
Sacred Heart Catholic School	85.714	7
Saint Joe High School	100.000	1
Saint Joseph School	0.000	0
Saint Paul High School	87.500	8
Salem High School	0.000	0
Sandwich Cmty High School	100.000	1
Saugus High School	0.000	0
Savanna High School	100.000	1
Scranton High School	100.000	25
Searcy High School	80.000	5
Seaside High School	0.000	0
Selah High School	0.000	0
Shadle Park High School	0.000	0
Shallowater High School	0.000	0
Shawnee Mission North High Sch	0.000	0
Sheffield High School	0.000	0
Sheridan High School	95.833	24
Shiloh Christian School	100.000	2
Shirley High School	0.000	0
Sierra High School	100.000	1
Sierra Mountain High School	100.000	1
Siloam Springs High School	90.000	10
Skyview High School	100.000	1
Slidell High School	100.000	1
Sloan Hendrix High School	100.000	2
Smithville High School	0.000	0
South High School	100.000	2
South Pemiscot High School	100.000	1
South Side School	100.000	3
Southside High School	60.870	23
Southwest Christian Academy	0.000	0
Spiro High School	100.000	1
Spring High School	0.001	1
Spring Hill High School	0.000	0
Springdale Senior High School	100.000	10
St Joseph Catholic High School	100.000	1
Star City High School	100.000	3
Starkville High School	100.000	1
Steele Canyon High School	100.000	1
Stuttgart High School	100.000	2
Subiaco Academy	100.000	9
Sulphur Springs High School	100.000	1
Sutter High School	0.000	0
Sylvan Hills High School	83.334	6

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
Tampa Bay Technical High Sch	100.000	1
Tatum High School	0.000	0
Temple City High School	100.000	1
Texas High School	0.000	0
Thomas A Edison High School	100.000	1
Thomas Jefferson High School	100.000	1
Thornwood High School	0.000	0
Thousand Oaks High School	100.000	1
Tift County High School	100.000	1
Timbo High School	0.000	0
Trinity Christian Academy	100.000	1
Trinity High School	100.000	1
Truman High School	100.000	1
Tuscaloosa County High School	0.000	0
Ulysses S Grant High School	0.000	0
Union Christian Academy	100.000	1
Unknown Alabama High School	100.000	1
Unknown Arkansas High School	100.000	1
Unknown California High School	100.000	3
Unknown Colorado High School	0.000	0
Unknown HS-If State is Unknown	100.000	3
Unknown Illinois High School	0.000	0
Unknown Indiana High School	100.000	1
Unknown Iowa High School	0.000	0
Unknown Kansas High School	100.000	1
Unknown Louisiana High School	0.000	0
Unknown Missouri High School	0.000	0
Unknown North Carolina H Sch	0.000	0
Unknown Ohio High School	0.000	0
Unknown Oklahoma High School	0.000	0
Unknown Oregon High School	100.000	1
Unknown Tennessee High School	100.000	1
Unknown Texas High School	100.000	1
Vale High School	0.000	0
Valley High School	0.000	0
Valley Springs High School	83.334	6
Valley View High School	0.000	0
Van Buren Christian Academy	100.000	1
Van Buren High School	89.655	29
Van Cove High School	0.000	0
Vandebilt Catholic High School	0.000	0
Ventura High School	100.000	1
Verdugo Hills High School	0.000	0
Vilonia High School	96.000	25

HIGH_SCHOOL	Total by ROWS	
	Communicate Effectively Value	Communicate Eff N-Count Value
Viola High School	0.000	0
W E Boswell High School	100.000	1
Waldron High School	92.857	14
Walnut Ridge High School	0.001	1
Wapakoneta Senior High School	0.000	0
Warren High School	100.000	1
Watson Chapel High School	100.000	8
Weatherford High School	0.000	0
Webb City High School	0.000	0
West Fork High School	100.000	1
West Jefferson High School	0.001	1
West Memphis Christian School	100.000	1
West Memphis High School	100.000	2
West Monroe High School	100.000	1
West Plains High School	100.000	2
West Point High School	0.000	0
West Side High School	100.000	4
Western Grove High School	0.000	0
Western Yell County Hs	86.667	15
Westminster Sr High School	100.000	1
Westside High School	92.308	13
Westside School	100.000	1
Westwind Academy	0.001	1
White Hall High School	88.889	9
Whitehaven High School	100.000	1
Wickes High School	0.000	0
Wilbur D Mills Univ Studies Hs	100.000	2
Willard High School	0.000	0
William B Travis High School	0.001	1
William R Boone High School	100.000	1
Wilmington High School	100.000	1
Wonderview High School	80.000	5
Woodlawn High School	100.000	2
Woodrow Wilson High School	100.000	1
Woodside High School	0.000	0
Woodstock High School	0.000	0
Woodville High School	0.000	0
Wynne High School	100.000	1
Yellville Summit High School	75.000	4
Total by COLUMNS	89.471	2175

PRIMARY_PROGRAM	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
AA Criminal Justice	84.616	13
AA General Studies	87.500	8
AAS Allied Health	87.500	40
AAS Business Technology	91.667	12
AAS Culinary Management	100.000	1
AAS General Technology	78.261	46
AAS Industrial Systems Tech	100.000	4
AAS Information Technology	100.000	5
AAS Medical Assistant	100.000	6
AAS Physical Therapy Assis	90.000	20
AS Early Child Ed Birth-Pre-K	82.353	17
AS Information Technology*	0.000	0
ASNT Nuclear Technology	94.118	17
BA Art Education	81.250	16
BA Art*	75.000	4
BA English	100.000	14
BA English Education	88.000	25
BA Fine Art	100.000	7
BA French	0.000	0
BA General Studies	75.000	4
BA German	100.000	1
BA German Education	100.000	1
BA Graphic Design	91.429	35
BA History	87.500	16
BA History/Political Science*	89.362	47
BA International Studies*	93.750	16
BA Journalism Broadcast	83.334	30
BA Journalism Print	100.000	5
BA Journalism Public Relations	81.818	22
BA Journalism*	100.000	1
BA Music	100.000	5
BA Political Science	100.000	4
BA Pre-Law	85.714	7
BA Psychology	87.671	73
BA Public History	100.000	2
BA Rehabilitation Science	91.667	24
BA Social Studies Education	93.878	49
BA Sociology	84.616	26
BA Spanish	100.000	2
BA Spanish Education	80.000	10
BA Speech Communication	83.334	6
BA Speech Education	80.000	5
BA Speech Theatre	83.334	6
BA Speech*	0.000	0

BFA Creative Writing	94.445	18
BFA Creative Writing Educ	100.000	1
BME Music Educ Instrumental	100.000	9
BME Music Educ Keyboard Instru	100.000	1
BME Music Educ Vocal	100.000	4
BME Music Education*	94.118	17
BPS Prof Studies Agri Bus	100.000	1
BPS Prof Studies Crim Justice	69.566	23
BPS Prof Studies Early Child	88.889	18
BPS Prof Studies Indus/Org Psy	100.000	6
BPS Prof Studies Info Tech	80.000	5
BPS Prof Studies Publ Relation	75.000	16
BS Agri Pest Management	100.000	1
BS Agri Pre-Veterinary Med	100.000	15
BS Agriculture Animal Science	90.000	10
BS Agriculture Business	90.476	21
BS Agriculture Horticulture	100.000	4
BS Biochemistry	100.000	6
BS Biology	96.154	26
BS Biology Biomedical Option	100.000	6
BS Business Education	100.000	10
BS Chemistry	100.000	12
BS Chemistry Professional	100.000	2
BS Computer Science	80.000	15
BS Early Childhood Educ	87.283	173
BS Emergency Adm Mgmt	87.500	72
BS Engineering Physics	100.000	4
BS Environmental Biology	100.000	1
BS Environmental Geology	100.000	5
BS Fisheries Wildlife Sci	90.909	22
BS Geology Professional	90.000	10
BS Geology*	0.000	0
BS Health Info Mgmt	100.000	19
BS Health PE Teacher Licensure	83.334	72
BS Health PE Wellness Fitness	92.000	25
BS Health Physical Educ*	0.000	0
BS Hosp Admin Tourism Event Mg	50.001	4
BS Hospitality Food Bev Mgmt	100.000	2
BS Hospitality Lodging Club Mg	100.000	5
BS Hospitality*	75.000	16
BS Information Systems	76.923	13
BS Information Technology	96.429	28
BS Interpretation Recreation	100.000	2
BS Life Science Earth Science	75.000	4
BS MLED Engl Lang Arts/Soc Sci	92.857	14
BS MLED Math/Science	81.818	11
BS Mathematics	85.714	7

BS Mathematics Education	80.000	10
BS Medical Technology	100.000	4
BS Middle Level Education*	0.000	0
BS Nuclear Physics	100.000	1
BS Petroleum Geology	0.001	1
BS Physical Sci Earth Sci	100.000	2
BS Physical Science	0.000	0
BS Physics	100.000	1
BS Pre-Dental	100.000	2
BS Pre-Dental Hygiene	100.000	8
BS Pre-Medical Biology	93.750	16
BS Pre-Medical Chemistry	75.000	4
BS Pre-Pharmacy	81.818	11
BS Pre-Physical Therapy	100.000	5
BS Rec Park Adm Natural Resour	81.250	16
BS Recreation Park Admin*	100.000	4
BS Recreation and Park Admin	100.000	2
BS Therapeutic Recreation RPA	100.000	2
BS Turf Mgmt RPA	100.000	1
BSBA Accounting	92.983	57
BSBA Economics	77.778	9
BSBA MGT/MKT Entrepreneurship	83.334	6
BSBA MGT/MKT International Bus	100.000	3
BSBA MGT/MKT Management Option	87.500	16
BSBA MGT/MKT Marketing Option	100.000	6
BSBA Management and Marketing	90.244	82
BSEE Computer Engineering	100.000	4
BSEE Electrical Engineering	96.000	75
BSME Mechanical Engineering	93.396	106
BSN Nursing (BSN)	90.260	154
BSN Nursing (RN to BSN)	100.000	17
CER Air Conditioning Refrig	100.000	1
CER Practical Nursing	0.000	0
CER Viticulture	0.000	0
CER Welding Technology	0.000	0
Non-Degree Seeking	100.000	2
Transient	66.667	3
Undeclared	90.400	125
Undeclared Ozark	100.000	10
Total by COLUMNS	89.513	2174

DEPARTMENT	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
[Null]	0.001	1
Accounting and Economics	90.909	66
Agriculture	94.118	51
Air Conditioning/Refrigeration	100.000	1
Applied Science	100.000	4
Art	88.710	62
Behavioral Sciences	87.500	136
Biological Sciences	95.413	109
Computer & Information Science	88.525	61
Curriculum and Instruction	87.374	198
Electrical Engineering	96.203	79
Emergency Administration Mgmt	87.500	72
English and World Languages	93.104	58
Foreign Languages*	90.000	30
Health and Physical Education	85.567	97
History and Political Sci	91.791	134
Main Campus Undeclared/Non-Deg	90.000	130
Management and Marketing	90.984	122
Management and Marketing*	100.000	1
Mathematics	82.353	17
Mechanical Engineering	93.496	123
Music	97.222	36
Nursing	91.228	171
Ozark Campus Undeclared	100.000	10
Parks/Recreation/Hospitality	83.637	55
Physical Sciences	92.754	69
Physical Therapy Assistant	100.000	5
Practical Nursing	0.000	0
Professional Studies	79.546	88
Speech/Theatre/Journalism	84.000	75
University College	84.071	113
Viticulture and Enology	0.000	0
Welding	0.000	0
Total by COLUMNS	89.513	2174

PRIMARY_PROGRAM	Total by ROWS	
	Communicate Effectively	Communicate Eff N-Count
	Value	Value
AA Criminal Justice	84.616	13
AA General Studies	87.500	8
AAS Allied Health	87.500	40
AAS Business Technology	91.667	12
AAS Culinary Management	100.000	1
AAS General Technology	78.261	46
AAS Industrial Systems Tech	100.000	4
AAS Information Technology	100.000	5
AAS Medical Assistant	100.000	6
AAS Physical Therapy Assis	90.000	20
AS Early Child Ed Birth-Pre-K	82.353	17
AS Information Technology*	0.000	0
ASNT Nuclear Technology	94.118	17
BA Art Education	81.250	16
BA Art*	75.000	4
BA English	100.000	14
BA English Education	88.000	25
BA Fine Art	100.000	7
BA French	0.000	0
BA General Studies	75.000	4
BA German	100.000	1
BA German Education	100.000	1
BA Graphic Design	91.429	35
BA History	87.500	16
BA History/Political Science*	89.362	47
BA International Studies*	93.750	16
BA Journalism Broadcast	83.334	30
BA Journalism Print	100.000	5
BA Journalism Public Relations	81.818	22
BA Journalism*	100.000	1
BA Music	100.000	5
BA Political Science	100.000	4
BA Pre-Law	85.714	7
BA Psychology	87.671	73
BA Public History	100.000	2
BA Rehabilitation Science	91.667	24
BA Social Studies Education	93.878	49
BA Sociology	84.616	26
BA Spanish	100.000	2
BA Spanish Education	80.000	10
BA Speech Communication	83.334	6
BA Speech Education	80.000	5
BA Speech Theatre	83.334	6
BA Speech*	0.000	0

BFA Creative Writing	94.445	18
BFA Creative Writing Educ	100.000	1
BME Music Educ Instrumental	100.000	9
BME Music Educ Keyboard Instru	100.000	1
BME Music Educ Vocal	100.000	4
BME Music Education*	94.118	17
BPS Prof Studies Agri Bus	100.000	1
BPS Prof Studies Crim Justice	69.566	23
BPS Prof Studies Early Child	88.889	18
BPS Prof Studies Indus/Org Psy	100.000	6
BPS Prof Studies Info Tech	80.000	5
BPS Prof Studies Publ Relation	75.000	16
BS Agri Pest Management	100.000	1
BS Agri Pre-Veterinary Med	100.000	15
BS Agriculture Animal Science	90.000	10
BS Agriculture Business	90.476	21
BS Agriculture Horticulture	100.000	4
BS Biochemistry	100.000	6
BS Biology	96.154	26
BS Biology Biomedical Option	100.000	6
BS Business Education	100.000	10
BS Chemistry	100.000	12
BS Chemistry Professional	100.000	2
BS Computer Science	80.000	15
BS Early Childhood Educ	87.283	173
BS Emergency Adm Mgmt	87.500	72
BS Engineering Physics	100.000	4
BS Environmental Biology	100.000	1
BS Environmental Geology	100.000	5
BS Fisheries Wildlife Sci	90.909	22
BS Geology Professional	90.000	10
BS Geology*	0.000	0
BS Health Info Mgmt	100.000	19
BS Health PE Teacher Licensure	83.334	72
BS Health PE Wellness Fitness	92.000	25
BS Health Physical Educ*	0.000	0
BS Hosp Admin Tourism Event Mg	50.001	4
BS Hospitality Food Bev Mgmt	100.000	2
BS Hospitality Lodging Club Mg	100.000	5
BS Hospitality*	75.000	16
BS Information Systems	76.923	13
BS Information Technology	96.429	28
BS Interpretation Recreation	100.000	2
BS Life Science Earth Science	75.000	4
BS MLED Engl Lang Arts/Soc Sci	92.857	14
BS MLED Math/Science	81.818	11
BS Mathematics	85.714	7

BS Mathematics Education	80.000	10
BS Medical Technology	100.000	4
BS Middle Level Education*	0.000	0
BS Nuclear Physics	100.000	1
BS Petroleum Geology	0.001	1
BS Physical Sci Earth Sci	100.000	2
BS Physical Science	0.000	0
BS Physics	100.000	1
BS Pre-Dental	100.000	2
BS Pre-Dental Hygiene	100.000	8
BS Pre-Medical Biology	93.750	16
BS Pre-Medical Chemistry	75.000	4
BS Pre-Pharmacy	81.818	11
BS Pre-Physical Therapy	100.000	5
BS Rec Park Adm Natural Resour	81.250	16
BS Recreation Park Admin*	100.000	4
BS Recreation and Park Admin	100.000	2
BS Therapeutic Recreation RPA	100.000	2
BS Turf Mgmt RPA	100.000	1
BSBA Accounting	92.983	57
BSBA Economics	77.778	9
BSBA MGT/MKT Entrepreneurship	83.334	6
BSBA MGT/MKT International Bus	100.000	3
BSBA MGT/MKT Management Option	87.500	16
BSBA MGT/MKT Marketing Option	100.000	6
BSBA Management and Marketing	90.244	82
BSEE Computer Engineering	100.000	4
BSEE Electrical Engineering	96.000	75
BSME Mechanical Engineering	93.396	106
BSN Nursing (BSN)	90.260	154
BSN Nursing (RN to BSN)	100.000	17
CER Air Conditioning Refrig	100.000	1
CER Practical Nursing	0.000	0
CER Viticulture	0.000	0
CER Welding Technology	0.000	0
Non-Degree Seeking	100.000	2
Transient	66.667	3
Undeclared	90.400	125
Undeclared Ozark	100.000	10
Total by COLUMNS	89.513	2174

COLLEGE	RESIDENCY	HOUSING	Total by ROWS	
			Comm Eff	N-Count
			Value	Value
Applied Science			91.157	441
	In-State Resident		91.837	392
		N	90.148	203
		Y	93.651	189
	International NCN O/S Waiver	Y	75.000	4
	International Student		83.334	24
		N	85.714	14
		Y	80.000	10
	O/S Less Waiver Border State		92.857	14
		N	100.000	5
		Y	88.889	9
	Out-of-State Resident		85.714	7
		N	75.000	4
		Y	100.000	3
Arts and Humanities			89.474	532
	In-State Resident		89.087	504
		N	85.490	255
		Y	92.771	249
	International NCN O/S Waiver	Y	100.000	1
	International Student		100.000	4
		N	100.000	2
		Y	100.000	2
	O/S Less Waiver Border State		100.000	15
		N	100.000	6
		Y	100.000	9
	Out-of-State Resident		87.500	8
		N	66.667	3
		Y	100.000	5
Business			91.005	189
	In-State Resident		91.617	167
		N	91.765	85

COLLEGE	RESIDENCY	HOUSING	Comm Eff	N-Count
			Value	Value
		Y	91.464	82
	International NCN O/S Waiver	Y	100.000	3
	International Student		76.923	13
		N	62.500	8
		Y	100.000	5
	O/S Less Waiver Border State		100.000	6
		N	100.000	5
		Y	100.000	1
	Out-of-State Resident	N	0.000	0
Education			86.780	295
	In-State Resident		87.063	286
		N	86.111	180
		Y	88.679	106
	International Student	N	0.000	0
	O/S Less Waiver Border State		83.334	6
		N	100.000	5
		Y	0.001	1
	Out-of-State Resident		66.667	3
		N	0.000	0
		Y	66.667	3
Main Campus Und/Non-Deg			90.000	130
	In-State Resident		90.083	121
		N	90.323	62
		Y	89.831	59
	International NCN O/S Waiver	Y	100.000	1
	O/S Less Waiver Border State		83.334	6
		N	100.000	2
		Y	75.000	4
	Out-of-State Resident	N	100.000	2
Natural and Health Science			92.350	366
	In-State Resident		92.068	353
		N	89.894	188

COLLEGE	RESIDENCY	HOUSING	Comm Eff	N-Count
			Value	Value
		Y	94.546	165
	International Student		100.000	3
		N	100.000	1
		Y	100.000	2
	O/S Less Waiver Border State		100.000	9
		N	100.000	4
		Y	100.000	5
	Out-of-State Resident	N	100.000	1
Ozark Campus	In-State Resident	N	86.466	133
Prof Study/Comm Outreach			79.546	88
	In-State Resident		84.932	73
		N	85.507	69
		Y	75.000	4
	International Student	Y	0.000	0
	O/S Less Waiver Border State		45.455	11
		N	50.001	6
		Y	40.001	5
	Out-of-State Resident		75.000	4
		N	100.000	2
		Y	50.001	2
Total by COLUMNS			89.513	2174

			Total by ROWS	
CAMPUS	CLASSIFICATION	GENDER	Communicate Effectively	Communicate Eff N-Count
			Value	Value
Main			89.711	2041
	Freshman		88.889	9
		Female	100.000	8
		Male	0.001	1
	Junior		88.813	733
		Female	89.976	409
		Male	87.346	324
	Senior		91.587	630
		Female	92.182	307
		Male	91.022	323
	Sophomore		88.939	669
		Female	90.678	354
		Male	86.984	315
Ozark			86.466	133
	Freshman	Male	100.000	2
	Junior		84.616	39
		Female	85.714	28
		Male	81.818	11
	Senior		85.714	7
		Female	75.000	4
		Male	100.000	3
	Sophomore		87.059	85
		Female	91.667	48
		Male	81.081	37
Total by COLUMNS			89.513	2174