

UNC Tomorrow Section 4.1, Global Readiness: Review of General Education Curriculum Revisions Focused on 21st Century Goals

**UNC Asheville
6 October 2010**

Integrative Liberal Studies (ILS) Program Background

From 1999-2003, UNC Asheville underwent a comprehensive review and revision of its general education curriculum, which resulted in the approval by Faculty Senate of the Integrative Liberal Studies program, a four-year interdisciplinary liberal arts curriculum required of our undergraduates. Implementation began in 2003-4 and took place over several years, which includes the five-year horizon requested for this report. As the curriculum covers each of the four years of a student's career at UNC Asheville, the changes to our general education program have been extensive. The program includes the following components: Liberal Studies Introductory Colloquia (LSIC), for incoming freshmen and another for transfers; Learning Foundations, including Foundations of Academic Writing, Laboratory Science, Mathematics, Foreign Language, and Health and Wellness; a three-course Core Cluster in the Humanities; a Topical Cluster of thematically arranged courses, requiring students to have an interdisciplinary experience that includes a non-lab Natural Science, a Social Science, and a third discipline; Intensives in Writing, Information Literacy, Quantitative Reasoning, and Diversity; Arts and Ideas; and one of two options for a senior liberal arts capstone, either Liberal Studies 479, Cultivating 21st Century Citizenship, or Humanities 414, The Individual in the Contemporary World. Our curriculum is now fully implemented with our continuing efforts focusing on implementation of comprehensive assessment across the ILS program in order to improve student-learning outcomes.

ILS and UNC Tomorrow 4.1 Our Global Readiness

ILS at UNC Asheville aligns closely with the goals and recommendations of UNC Tomorrow and its emphasis on Global Readiness. Our program emphasizes and provides intentional and interdisciplinary instruction in the higher-order ("soft skill") areas of oral and written communication, analytical and quantitative reasoning, critical thinking, cross-disciplinary understanding of issues and programs, and information literacy.

From the beginning of their education at UNC Asheville, undergraduates are introduced in Introductory Colloquia to our liberal arts emphasis on inter- and cross-disciplinary perspectives critical for developing skills to address large-scale issues and problems. Our students take four writing requirements, Foundations of Academic Writing and three Writing Intensives, two of which are in the major, so that they learn the conventions of formal prose in their own discipline. Students also take two Information Literacy Intensive courses, one of which is in their major, so that they learn to use information technologies to identify, gather, evaluate and use information in their major of study. UNC Tomorrow's Global Readiness focus demands critical thinking about large social and global problems, incorporating STEM and non-STEM fields: our Topical Clusters

emphasize science through their interaction with other science and non-science disciplines, which is how we introduce students to the fact that today's large problems are best addressed through multiple knowledge domains and collaboration across disciplinary boundaries. Our Humanities and Arts and Ideas requirements recognize UNC Tomorrow's understanding of the roles important liberal arts to the shaping of our students' intellectual and creative capacities. Finally, in support of UNC Tomorrow's Global Readiness mission and recommendations, our undergraduates are required to take a Diversity Intensive course, in one of a wide range of disciplines, in which they address issues of identity-formation, culture, and the role of institutional power; moreover, to extend their learning in this area, both of their capstone liberal arts options also encompass global perspectives and deepened cultural understanding.

Program Review and Assessment

The Learning Foundations are overseen by the departments that contribute courses to these requirements. For the remainder of these ILS requirements, there is an ILS Oversight Committee (ILSOC) that addresses policy issues and works with our faculty governance system. Each member of ILSOC chairs a subcommittee of faculty devoted to a specific component of ILS. These subcommittees receive and rule on course proposals, lead and participate in annual faculty development both during the academic year and during our Summer ILS Faculty Development Program, and oversee assessment efforts for the program's student learning outcomes. ILSOC and its subcommittees, then, provide a platform for a continual review of the ILS Program and for changes to improve courses and outcomes. In 2007-08 and 2008-09, ILSOC produced annual reports for the Faculty Senate and the faculty at large, which are available on the ILS website at <http://www2.unca.edu/ils/>. The 2009-10 report is to be presented to the Senate this fall, and will be added to the website. In addition to the annual report, we have also conducted an Academic Policy Committee (APC) Report on Faculty Perception of ILS, to gather information about faculty attitudes toward the program so that we can address needs and issues arising from their experiences in it. The APC Report is available at [http://www2.unca.edu/facultysenate/2009-10/APC%20Report%20faculty%20perception%20survey%20FA%202009\[1\].doc](http://www2.unca.edu/facultysenate/2009-10/APC%20Report%20faculty%20perception%20survey%20FA%202009[1].doc). Again, through these reports, we aim to provide opportunities for our campus to reflect on the program.

Much of our work in the recent academic years has been to develop and institute a comprehensive assessment program for our ILS curriculum that is tied to our University-wide Student Learning Outcomes (SLOs). UNC Asheville has six University-wide SLOs, with which all programs and majors, including ILS, must align. The University SLOs are:

Preamble

UNC Asheville students participate in curricular, co-curricular, and community learning environments characterized by exemplary teaching, innovative

scholarship, creative expression, undergraduate research, engaged service, and practical experience.

Outcome 1

Students develop skills in critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry.

Outcome 2

Students develop mastery of a specific major and an understanding of the connections among disciplines.

Outcome 3

Students develop respect for the differences among people and ideas, and learn to clarify and articulate their own values.

Outcome 4

Students learn both the concepts and value of economic, social and environmental sustainability.

Outcome 5

Students demonstrate that they are responsible, engaged citizens.

Outcome 6

Students are prepared to engage in lifelong learning.

The six University SLOs align closely with the recommendations and goals of UNC Tomorrow 4.1 Global Readiness. The Global Readiness goals reinforce the need for our universities to “educate its students to be personally and professionally in the 21st century and...enhance the global competitiveness of its institutions and their graduates.” The recommendations feature an emphasis on “soft,” or what we refer to as “higher order,” skills such as critical thinking, analytical reasoning, creativity and innovation, and written and oral communication, among others; in addition the Global Readiness goals and recommendations articulate the need for our graduates to possess an awareness of other cultures and their values, to participate in opportunities to understand their roles as engaged citizens, and to develop “skills...to equip them to adapt to the rapidly changing economy.” Our six University SLOs intentional connect our interdisciplinary liberal arts mission to the framework of UNC Tomorrow 4.1 Global Readiness, through our emphasis on critical thinking, creative expression, and open inquiry across disciplinary boundaries; our commitment to developing among our students an awareness of cultural difference and values; our focus on contemporary concepts of economic, social and environmental sustainability in a changing global marketplace of ideas; and an emphasis on providing opportunities for students to learn the responsibilities of engaged citizenship and joys of life-long learning. We then further develop these crucial interconnections through the ILS core competencies and program-level SLOs, as described below.

This year, we have implemented this comprehensive assessment process for ILS and look forward to reviewing data generated across the program. Aligning with these six University-level SLOs are the following nine student learning objectives for the ILS program core competencies. As a result of their experience and work in ILS, UNC Asheville students will be able to:

1. Identify the features of education in a liberal arts environment.
2. Identify the value and importance of inter-/multi-disciplinary perspectives.
3. Identify the significance and role of the arts in human experience.
4. Explain the significance of diversity and the complex dimensions of difference in human experience.
5. Explain the value and importance of finding, evaluating, and correctly using information.
6. Explain the importance of applying quantitative methods to the solution of problems.
7. Identify the features and value of effective written communication.
8. Identify the features and importance of healthy living.
9. Explain the features and value of integrating concepts and synthesizing knowledge.

Student learning objectives for the nine ILS core competencies are measured by a pre-program essay test administered in the fall in all freshman and transfer LSICs as students enter the University; then in the spring, we will administer another essay test in LS 479 and HUM 414 courses, to capture data from our seniors, so that we can review learning outcomes as students are completing the ILS program.

A step down from this program-level measurement of student learning outcomes, each component of ILS has its own SLOs. Student Learning Outcomes for LSICs, Topical Clusters, and the four Intensives (Writing, Information Literacy, Quantitative, and Diversity) can be found at <http://www2.unca.edu/ils/faculty/faculty.html> and are appended to this report. The SLOs for the Humanities courses are found at <http://www2.unca.edu/humanities/Goals.htm#StudentLearning> and are also appended to this report. And SLOs for our Arts and Ideas requirements are found at <http://www2.unca.edu/artsandideas/ARTS310WebPages/MissionOutcomes.html> and are appended to this report as well. All SLOs are also now being uploaded to or have been uploaded to TracDat, our new institutional assessment platform. Each ILS component subcommittee or oversight group has developed an assessment plan in consultation with Dr. Lisa Friedenberg, Director of Academic Assessment. This spring we will begin the first round of data collection using this new process of direct outcomes assessment across all areas of the program. As we gather and review data, ILS subcommittees and other groups responsible for components of the program will examine curricular interventions for course- and program-level improvement. This broad-based involvement—drawing on faculty from all program areas across our campus—ensures a multiplicity of perspectives across numerous disciplines, strengthening the legitimacy of the outcomes and thereby the educational experience which prepares students to achieve those outcomes

Currently, our Faculty Senate APC is also engaging ILSOC and the campus community in a review of these assessment efforts, in order to provide input and ensure effectiveness in measuring our SLOs across the program.

We have also participated in some national level assessment activities that also provide us with useful information not only on possible connections to ILS, but also to the performance areas of interest to the 4.1 Global Readiness section of UNC Tomorrow. In 2007-08, UNC Asheville participated in the Collegiate Level Assessment (CLA) project as part of a UNC system initiative. UNC Asheville tested 119 freshmen and 105 seniors using the 90-minute cross-sectional CLA exam. A summary of the test results is provided in the following table. Our freshmen and seniors scored either “Well Above” or “Above” the expected performance level for all four of the test’s dimensions. In the “value added” analysis, UNC Asheville seniors performed as expected for three of the measures and “Below” expected for one measure where our freshmen were in the 99th percentile. UNC Asheville is scheduled to participate in the 2010-11 CLA testing cycle.

UNC Asheville CLA Performance: 2007-08

	Freshmen		Seniors		Value-Added Estimate	
	Percentile Rank	Performance Level	Percentile Rank	Performance Level	Percentile Rank	Performance Level
Total CLA Score	95	Well Above	95	Well Above	51	At
Performance Task	75	Above	86	Above	68	At
Analytic Writing Task	100	Well Above	97	Well Above	33	At
Make-an-Argument	99	Well Above	99	Well Above	62	At
Critique-an-Argument	99	Well Above	80	Above	16	Below

We are participating again this year in the CLA so that we can compare this year’s performance with our previous use of the instrument. We plan to consider continuing to use the CLA at intervals to assess our students’ performance in Critical Thinking, Analytical Reasoning, and Argumentative Writing.

In addition to the CLA, UNC Asheville has participated in the initial 2000 NSSE survey administration and has since conducted the survey in 2001, 2004, 2007, and 2010. Starting in 2010, we have increased the frequency of our participation from every three years to a biennial schedule. The NSSE survey provides us with useful measures of student engagement in co-curricular activities, active learning, student-faculty interaction and campus life. Several of these measures are used as benchmarks for the University’s strategic plan. Importantly, UNC Asheville has also been using the NSSE survey data to identify changes in student academic engagement that may be attributed to the adoption of the Integrated Liberal Studies (ILS) curriculum in 2004. This analysis is based on comparisons of NSSE benchmarks and UNC Asheville defined scalet scores for students who were enrolled pre- (2004) and post-ILS (2007). This analysis to date has documented a number of statistically significant positive changes in student academic engagement (higher-order thinking, collaborative learning, educational gains) and one negative finding (relationships—students-administrators). The gathering of more data over time will allow us to see if our positive and negative changes persist and, if they do,

will help us identify areas for further development. Thus, with the inclusion of the 2010 survey data, we will have two years of post ILS data and a more robust sample for identifying changes in student engagement that may be linked to a major change in our general education program.

It is also worth noting that in 2007, UNC Asheville's ILS Program won special recognition from the Association of General and Liberal Studies, receiving one of the Association's first ever Exemplary Program Awards, along with Portland State and Eastern Michigan Universities. The awards are made upon review of extensive submitted materials by a panel of nationally regarded general education leaders, accreditors, and AGLS Executive Council members. The purpose of the award is to acknowledge those universities and colleges that "improve learning through collaborative efforts to gather results, use the results to develop systematic learning improvement projects, and then verify those improvements" (AGLS website, http://web.oxford.emory.edu/exemplaryprogram_000.htm).

Student Response to the Implementation of ILS

The University has not studied student response to the *implementation* of ILS in a comprehensive way. Student evaluations of courses they take in the ILS program reflect the customary spread found in courses throughout the curriculum. However, we have done a number of student surveys that have captured important data on areas in need of attention in the program, many of which have been addressed. For example, we have learned that we need enhanced advisement mechanisms in LSIC 379 for transfer students, where faculty do not serve as advisers, as opposed to LSIC 179 for freshmen, where faculty do serve in this capacity. Anecdotally, some students report that faculty advisers have difficulty understanding the program, and some faculty also, anecdotally, have found the program to be complex. It should be noted, however, that prior to ILS, we also experienced challenges with faculty understanding of our more conventional distribution or menu-model curriculum and their effective advisement of students. Therefore, as a result, we have begun to change our process for fall and spring semester freshmen and transfer advising, with positive outcomes, and are looking at further opportunities to address our transfer students' needs. Our use of DegPAR, our student progress tracking software platform, has also resulted in improvements in advising in ILS. Also, last year we instituted what we refer to as an "advising syllabus" for faculty to use in their Introductory Colloquia at both the 100- and 300-levels. With the assistance of our Office of Academic Administration, we will be surveying students on their advising experience, and over time will be able to see if we are succeeding in improving this dimension of our program.

ILS and the Comprehensive Articulation Agreement (CAA)

In the earliest phases of implementing the ILS Program, we addressed several CAA issues by adjusting the ILS requirements for students coming to the University with the 44-hour general education core. In satisfying the CAA, students transferring in with the 44-hour core, do not have to take courses at the 100- or 200-level, which means that these

students do not have to satisfy the ILS Topical Cluster requirement, as they have already completed their non-lab science and social science coursework at the community college. Students with the 44-hour core are not required, but are strongly encouraged to take our transfer-focused Liberal Studies Introductory Colloquium (LSIC 379), which helps them to complete their Writing and Information Literacy Intensive requirements and also to introduce them to our interdisciplinary liberal arts approach to intellectual inquiry. Finally, students transferring in with the 44-hour core are required to take Humanities 324, The Modern World; ARTS 310, Arts and Ideas, or an approved studio art course; and one of the two 400-level capstone seminar options, HUM 414 or LS 479. Students complete their Intensives in Writing, Information Literacy, Quantitative Reasoning, and Diversity in their major or in upper-level electives.

This year, the inclusion for the first time of data regarding student petitions for substitution of intensives in the ILSOC report to the APC allows for measure of the effectiveness of the ILS Intensives in meeting transfer student needs. Of the several hundred transfer-students enrolling each year, a mere 31 petitions for substitution were filed by this population, across all intensives (DI: 7, ILI: 0, QI: 11, WI: 13. There were a total of 35 petitions; 4 came from students who were not transfer-students.) The only datum available from the previous year (when reporting these data were not required) came from the DI Subcommittee, which processed 9 petitions for substitution. All of these data suggest the efficacy of the program in making courses available to students entering under CAA.

The difficulties we have experienced with the CAA revolve around adequate advising at the community colleges, which we have largely addressed by creating helpful materials for their advising officers and by holding advisement sessions on their campuses. A challenge that UNC Asheville experiences with the CAA is that the agreement operates most effectively in alignment with one- or two-year university general education curricula, that are structured as conventional distribution or menu programs; our ILS program extends through the full four years, and offers interdisciplinary opportunities that are difficult to achieve in the community college setting, particularly given their common course catalog that standardizes curricula at all 58 community colleges. The impact of the CAA may be to standardize our UNC system general education curricula, which would have a deleterious impact on our integrative liberal arts program.

Feedback from Business, Industry, and the Public

To date, we have not instituted a comprehensive program of soliciting feedback from business and industry, or the public, on the skills that and competencies identified in UNC Tomorrow 4.1 Global Readiness. However, in January 2009, UNC Asheville contracted with the Widmeyer Communications to conduct a branding and marketing research study, a part of which was to identify how business, industry and the public viewed the University, its programs, and its students.

The results were interesting: our local community leaders noted large improvements at our campus and among our graduates over time, along with an appreciation of our

academic and civic engagement programs. Local business leaders who were part of focus groups noted improvements of our relationships with the business community but did not attach these improvements explicitly to the curriculum. Business leaders surveyed rated UNC Asheville highest in providing its students with experiences that teach and promote “honesty and integrity,” “a well-rounded education,” “oral and written communication skills,” all values central to UNC Tomorrow 4.1 Global Readiness. They also rate us well in “cultural awareness and understanding,” “innovative thinking and creativity,” “gathering and organizing information,” and the “ability to work effectively in teams.” We were rated less well in “practical experience from internships, service learning, study abroad, etc.” and “knowledge of a foreign language.” Legislators who were surveyed felt that UNC Asheville was filling a needed niche in the UNC system. As parents and prospective students learned more about our programs, our small class sizes, the high level of interaction of students and full time faculty, and our emphasis of fundamental academic and intellectual skills, they responded more favorably in surveys and at focus groups.

The intention of this study was much larger than surveying external constituencies about core skills and competencies, but, importantly, out of this effort we are aiming to develop a better communication plan for external audiences such as business, industry, legislators and other members of the public. We have also begun redesigning our University’s website, which can help us reach our public and might offer us the opportunity to study their views of these skills and competencies.

Reflections on UNC Tomorrow 4.1 Global Readiness Goal in General Education

The 4.1 goals for Global Readiness are a powerful first step in acknowledging the importance of higher-order (“soft”) skills for the success of our graduates in an increasingly diverse, demanding, and global economy. For general education programs to contribute fully or even substantively to these goals in UNC Tomorrow, there must be an acknowledgement that general education needs to be given the attention and resources that are not customarily accorded it, given the tradition of emphasizing the major. University structures are, in fact, designed around disciplines and major programs, which often creates a tension between them and core curricula. Pressures exist that tend to result in streamlining, eliminating, and reducing general education requirements, rather than growing and expanding them in order to better address the need to provide students with adequate practice in these skills and competencies.

Distribution or menu-style general education programs isolate the core curricula from the major, while at the same time reinforcing traditional disciplinary silos. More effort needs to be made to find ways, such as in UNC Asheville’s Intensives program, to link general education skills experiences into the major, in ways that allow students to develop over time.

Additional resources are especially critical to the success of universities, particularly small ones such as UNC Asheville, to effectively internationalize or globalize the

curriculum and the co-curriculum. These increased investments are also much needed to accomplish the engagement components of UNC Tomorrow more broadly.

Tenure, promotion and rewards policies must be configured to enable faculty to participate fully in general education core curricula. Moreover, such policies must also be shaped to facilitate, rather than stifle effective review, revision and oversight of general education programming. Currently, our Faculty Committee for the Review of the University Tenure and Rewards System is studying these important issues, among others, as part of its examination of tenure and rewards policies and their relation to UNC Tomorrow's recommendations.

Conclusion

UNC Asheville's Integrative Liberal Studies Program aligns powerfully with the goals of UNC Tomorrow 4.1 Global Readiness. We have aimed to reinforce this alignment by creating important linkages within our University to the institutions' campus-wide learning outcomes and to program-level SLOs, as well. Through our comprehensive assessment efforts, we seek to study our program's larger impact so as to create opportunities for improving our students' interdisciplinary liberal arts learning experience.

Appendix A: Integrative Liberal Studies Requirements



Integrative Liberal Studies Program Requirements- Summary and Checklist

Liberal Studies

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	Introductory Colloquium: XXXX 179 or 379			3	Freshmen take 179. Transfer students take 379. XXXX=Dept (e.g. PSYC, BIOL, LS, ACCT)
	Capstone Experience: LS 479 or HUM 414			3	Prerequisites: LS 479: LANG 120; HUM 124, 214, 324; ILSA; 90 earned hours. HUM 414: LANG 120; HUM 124, 214, 324; 75 earned hours.

Learning Foundations

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	Foundations of Academic Writing			4	LANG 120
	Foreign Language			0-6	Competency through the second introductory course.
	Health and Wellness			2-3	One course from HWP 152, 153, 154, 155 or EDUC 319.
	Laboratory Science			4	Any lab course from ASTR/ATMS/BIOL/CHEM/ENVR/PHYS or a two-part course sequence totaling at least 4 hours that contains a lab. <i>Cannot be the same course used to fulfill Topical Cluster Natural Science requirement.</i>
	Mathematics			4	Any 4-hour MATH- or STAT- prefixed course. <i>Cannot be the same course used to fulfill the Quantitative Intensive requirement.</i>

Arts

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	ILS Arts			3	May be fulfilled by ARTS 310; ARTS 322, 323, or 324; in an ILS Topical Cluster; or by 3 hours of applied art courses or workshops.

Humanities Cluster

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	HUM 124			4	Prerequisites: LANG 120 (can be taken concurrently).
	HUM 214			4	Prerequisites: LANG 120, HUM 124.
	HUM 324			4	Prerequisites: LANG 120, HUM 124, 214.

Topical Cluster

Students must complete at least 3 courses from their chosen Topical Cluster totaling at least 9 hours. From their chosen Cluster, each student must chose one course designated as ILSN, one course designated as ILSS, and a third class.

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	ILS-Natural Science			3	<i>Cannot be the same course used to fulfill the Laboratory Science requirement.</i>
	ILS-Social Science			3	
	Elective			3	See Arts above.

Intensives

May be taken in the ILS Program, major, minor, or among electives.

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	Diversity				
	Information Literacy				LANG 120
	Information Literacy				XXXX 379
	Quantitative				<i>Cannot be the same course used to fulfill the Mathematics requirement.</i>
	Writing				XXXX 179 or 379
	Writing				
	Writing				

Appendix B: Integrative Liberal Studies Requirements for Students Who Have Satisfied the 44-Hour Core



Integrative Liberal Studies Program Requirements- Summary and Checklist

For students who have satisfied the 44-hour General Education Core component of the NC Community College Comprehensive Articulation Agreement.

Liberal Studies

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	Introductory Colloquium: XXXX 379			3	Not required, but strongly recommended. If taken, this fulfills one Writing and one Information Literacy Intensive. (XXXX= Dept; e.g. PSYC, ACCT, LS, BIOL)
	Capstone Experience: LS 479 or HUM 414			3	Prerequisites: LS 479: LANG 120; HUM 124, 214, 324; ILSA; 90 earned hours. HUM 414: LANG 120; HUM 124, 214, 324; 75 earned hours.

Learning Foundations

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
X	Foundations of Academic Writing			4	Requirement fulfilled through completion of the 44-hour core.
	Foreign Language			0-6	Competency through the second introductory course.
	Health and Wellness			2-3	One course from HWP 152, 153, 154, 155 or EDUC 319.
X	Laboratory Science			4	Requirement fulfilled through completion of the 44-hour core.
X	Mathematics			4	Requirement fulfilled through completion of the 44-hour core.

Arts

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	ILS Arts			3	May be fulfilled by ARTS 310; ARTS 322, 323, or 324; in an ILS Topical Cluster; or by 3 hours of applied art courses or workshops.

Humanities Cluster

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
X	HUM 124			4	Requirement fulfilled through completion of the 44-hour core.
X	HUM 214			4	Requirement fulfilled through completion of the 44-hour core.
	HUM 324			4	Prerequisites: LANG 120, HUM 124, 214.

Topical Cluster

The ILS Topical Cluster requirement is fulfilled through completion of the 44-hour core.

Intensives

May be taken in the ILS Program, major, minor, or among electives.

Done	Requirement	Semester Taken	Course Taken	Hours	Notes
	Diversity				
X	Information Literacy				Requirement fulfilled through completion of the 44-hour core.
	Information Literacy				XXXX 379
X	Quantitative				Requirement fulfilled through completion of the 44-hour core.
X	Writing				Requirement fulfilled through completion of the 44-hour core.
	Writing				XXXX 379
	Writing				

Appendix C: Student Learning Outcomes for ILS

SLOs for Freshman and Transfer Colloquium Courses:

1. After completing an ILS Introductory Colloquium, students will be able to articulate, in writing, the characteristics and benefits of a liberal arts approach to higher education and will be able to compare and contrast the liberal arts model with other models of higher education delivery.
2. After completing an ILS Introductory Colloquium, students will be able to demonstrate familiarity with the policies, procedures, and practices at UNCA that have been designed to support students as they enter the university.
3. After completing an ILS Introductory Colloquium, students will have developed positive relationships with peers, faculty members, and other university personnel (administration, staff).

SLOs for the Core Cluster in the Humanities

Student Learning Outcomes for All Humanities Courses:

SLO 1: Students demonstrate knowledge in the interdisciplinary study of diverse cultures.

SLO 2: Students identify the key features of a text, artifact, or art object.

SLO 3: Students articulate their own values and beliefs and compare them with those of diverse cultures studied and identify the relationships between them.

SLO 4: Students analyze source material and write a well-supported, clearly articulated argument.

Learning Outcomes for Individual Courses in the Humanities Cluster:

HUM 124

1. Students demonstrate knowledge in the interdisciplinary study of ancient cultures, both in writing and orally
2. Students identify the key features of a primary text or an artifact
3. Students write a well-supported, organized, and clearly articulated argument
4. Students articulate their own values and beliefs and compare them with those of diverse cultures studied, both in writing and orally

HUM 214

1. Students demonstrate knowledge in the interdisciplinary study of pre-modern civilizations, both in writing and orally
2. Students identify the key elements of a primary text and other cultural products
3. Students write a well-supported, organized, and clearly articulated argument using both primary and secondary sources
4. Students demonstrate knowledge of the belief systems and worldviews held by the diverse cultures studied

HUM 324

1. Students demonstrate knowledge of the intellectual and cultural trends of modern civilization as global.
2. Students identify different values and worldviews, with an emphasis upon understanding relationships: between government, religion, art, and science and between the individual, society, and the global community.
3. Students write a well-supported, organized, and clearly articulated argument using both primary and secondary sources, and correct documentation style.
4. Students critically analyze, in writing and orally, religious and secular philosophies, power-structures and their meaning in the modern world.

SLOs for ILS Topical Clusters

ILS Topical Cluster SLO 1: As a result of completing an ILS topical cluster, students should be able to effectively display knowledge of multiple disciplines by identifying the differences between theoretical concepts and frameworks in the courses in their cluster.

ILS Topical Cluster SLO 2: As a result of completing an ILS topical cluster, students should be able to effectively display knowledge of multiple disciplines by identifying the commonalities amongst the theoretical concepts and frameworks in the courses in their cluster.

ILS Topical Cluster SLO 3: As a result of completing an ILS topical cluster, students should be able to develop an appreciation for multidisciplinary learning as evidenced in writing and speaking assignments completed within cluster courses.

SLOs for Arts and Ideas/ILS Arts requirement

A student who completes 3.0 credits of ILSA will be able to do the following:

1. Articulate the value of the arts studied and their impact on the self and others
2. Recognize cultural, historical, spiritual, and/or political aspects of the arts studied

3. Define and articulate the concepts, methods, and organizing principles of the arts studied

SLOs for Writing Intensives

WI Program Outcome 1: Students will understand the importance of various genres of writing in their respective disciplines, including both formal and informal modes of written discourse.

WI Program Outcome 2: Students will understand the purpose and the process of revision in writing projects.

WI Program Outcome 3: Students will be able to articulate a coherent thesis or purpose in their writing and support it with evidence and argumentation appropriate to a given discipline or audience.

WI Program Outcome 4: Students' writing will demonstrate the conventions and tone appropriate for its given purpose.

SLOs for Information Literacy Intensives

After completing this Information Literacy Intensive course students should be able to:

1. Find information presented in different formats (for example, in books, scholarly journals, and authoritative web sites).
2. Evaluate information presented in different formats.
3. Integrate information from different sources into their assignments.
4. Cite information from different formats as appropriate to the discipline in which they are writing.
5. Demonstrate academic integrity by respecting intellectual property, using information ethically, and avoiding plagiarizing.

SLOs for Quantitative Intensives

Quantitative Intensive classes are based on the following single idea: Liberally educated people should be numerate, able to apply mathematics critically to the understanding of issues and the solving of problems.

Quantitative Intensive Student Learning Outcome: As a result of completing the ILS quantitative program, students should be able to comprehend and use quantitative

analysis methods (sometimes called numerical literacy) in the examination of real-world issues applied to a specific discipline.

SLOs for Diversity Intensives

1. Students understand the socially constructed nature of identities.
2. Students understand the significance of individuals' differing relationships to power.
3. Students understand how individuals, organizations, and institutions create, perpetuate, or challenge inequality.
4. Students understand how multiple identities intersect.
5. Students are better equipped to reevaluate their ideas about diversity and difference.

SLOs for Senior Capstone Options

HUM 414

Outcome 1: Students demonstrate knowledge of contemporary human diversity-- in cultures and in personal identities

Outcome 2: Students identify the connection of values, beliefs, and cultural forms to humanity's economic, social and environmental sustainability

Outcome 3: Students write a well-supported, organized, and clearly articulated argument using both primary and secondary sources, and appropriate documentation style

Outcome 4: Students gather, document, analyze, and integrate information about contemporary texts and other cultural forms

LS 479

Outcome 1: Students analyze and interpret primary texts in Eastern and Western ethics in terms of the structure of arguments, the historical context of the works, and the students' own values.

Outcome 2: Students can explain the concept of sustainability-including its economic, social and environmental aspects and can evaluate sustainability initiatives using contemporary ethical theory and ideas.

Outcome 3: Students can explain, in scholarly written form, how cultural contexts have produced humanity's most significant global challenges, and how these contexts must also inform ethically motivated responses.

Outcome 4: Students can produce a written assignment or class project on engaged global citizenship that links to their accumulated undergraduate learning and demonstrates understanding of diverse, contemporary 'knowledges' and cultures.