

PROGRESS REPORT

TO

THE HIGHER LEARNING

COMMISSION

A Commission of the North Central Association of Colleges and Schools

May 2009

Southwest Minnesota State University

Institutional Background

Southwest Minnesota State University (SMSU), founded in 1965, is located in a rural area in southwestern Minnesota. The institution has been through tumultuous periods in the past but currently is stable with regard to both enrollment and administrative personnel. SMSU enjoys support in the local community and the region as well as legislative support for recent building projects. The 2004 HLC Self-Study Report described the University as “a thriving and responsive institution,” a description which remains accurate in 2009.

SMSU is one of 42 educational institutions governed by the Board of Trustees of the Minnesota State Colleges and Universities (MnSCU), and is one of seven state universities in the MnSCU system. The campus enrolls approximately 2,500 full-time students (headcount) annually and is predominantly an undergraduate institution. SMSU has a relatively large part-time headcount enrollment of approximately 2,900 students, primarily enrollment options students and graduate student cohorts. SMSU offers the Associate in Science; Bachelors of Arts, Science, and Applied Science; and two masters-level degrees; and several two-plus-two programs in cooperation with community and technical colleges in Minnesota.

The University requires freshmen to live on campus (as a general rule), but many sophomores, juniors, and seniors commute from nearby towns. Because of the campus’s size and location, SMSU draws a majority of its students from the surrounding region and from among students in urban areas seeking a small campus with a safe and protective

environment. The campus population is quite diverse and includes international students and students with disabilities.

SMSU is funded primarily by the Minnesota state legislature and by tuition revenue. Like nearly every other state, Minnesota is currently experiencing budget shortfalls; Minnesota's higher education institutions are affected and may be further affected in the future, depending on the length of the economic downturn.

The 2004 HLC visit

In February 2004, a seven-member Higher Learning Commission review team visited Southwest Minnesota State University to conduct a comprehensive HLC review (a list of the HLC team members is attached to this report). As a result of the visit, the University received continued accreditation, with the next comprehensive visit scheduled for 2013-2014. The rationale for continued accreditation was as follows:

In the past ten years, Southwest Minnesota State University (SMSU) has made significant progress in maintaining its mission, improving student enrollment, and managing resources in times of fiscal restraint. From reviewing the Self-Study Report and other supporting documents and from extensive interviews on campus, the Team concludes that SMSU is not only meeting all 24 of the General Institutional Requirements but also fulfilling all five of the Criteria for Accreditation. The weight of evidence in leadership, governance, resource allocation, and planning indicates that SMSU has the institutional processes in place to warrant another ten-year accreditation cycle.

The June 2007 Progress Report

Although SMSU was granted 10-year accreditation, follow-up of Criterion Two warranted a progress report due in the HLC office by June 2007. The requirement for the report states that “the University is aware of the limited attention it has given to assessing student academic achievement in General Education. The team recommends that this deficiency be addressed in its progress report.” The team’s recommendation concerning the progress report is as follows: A progress report on General Education, including articulation of an overarching institutional philosophy of general education, a curriculum aligned with the philosophy and goals, and a plan for assessing student learning outcomes in General Education is due to the Commission Office by June 2007.

At the time the June 2007 progress report was prepared, the general education redesign process had been underway for three years and was scheduled to conclude in 2008-09. As of June 2007, SMSU had adopted the afore-mentioned overarching institutional philosophy of general education and was planning the curriculum. Assessment of specific, measurable student learning had been discussed in preliminary terms and was to be integrated with the curriculum during the planning stages.

In reply to the June 2007 progress report, reviewers noted that SMSU is still in the process of adopting an assessment plan for general education and required a second progress report, due in 2009. The 2009 report is required to include documentation of the plan for assessment of student achievement in general education.

The remainder of this document constitutes the University’s 2009 progress report.

The 2009 Progress Report

For the benefit of reviewers of this report, the general education outcomes and the revised timeline for completion of the general education redesign follow below. The outcomes articulate the overarching purpose and goals of the LAC.

Outcomes -- Upon completion of the LAC at SMSU students will:

I. Understand the techniques and habits of thought in a variety of liberal arts disciplines, having attained an adequate foundation of knowledge in those disciplines.

1. Summarize major themes and discoveries of these disciplines and understand how new work is created and evaluated.
2. Apply the methods by which practitioners of these disciplines process information and solve problems.
3. Articulate how these disciplines are interconnected and how they relate to the student's major areas of study.

II. Communicate effectively.

1. Determine the nature and extent of information needed to formulate and develop a coherent and unified thesis.
2. Understand and select the best communication methods for achieving a given purpose.
3. Comprehend and synthesize messages conveyed in both oral and written contexts.
4. Recognize and employ various methods of verbal, nonverbal, cultural, and emotional communication.
5. Consider and account for the nature of audiences when presenting written and oral arguments.
6. Present ideas with comfort and confidence in written and oral formats.
7. Develop an appreciation for the significance and aesthetics of language.

III. Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives.

1. Break a complex issue or task into incremental steps.

2. Comprehend the differences and similarities among fields of study, and how these augment our understanding of important issues.
3. Employ multiple modes of inquiry and analysis to arrive at a range of possible solutions to a problem or task.
4. Apply a range of methods for producing creative results.
5. Exhibit increasing development of characteristics essential to being a creative thinker, including:
 - Curiosity
 - Aesthetic appreciation
 - Desire to make things better
 - Enjoyment of challenge
 - Ability to suspend judgment
 - Acceptance of and willingness to learn from mistakes and failures.

IV. Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.

1. Demonstrate information literacy by accessing, utilizing, formatting, citing, and documenting relevant material accurately and correctly.
2. Interpret arguments by correctly identifying relevant premises, conclusions, and key assumptions.
3. Evaluate the extent to which evidence is reasonable, relevant, accurate, and sufficient to support intended claims.
4. Formulate clear, well-supported arguments.
5. Engage in civil discourse, self-reflection, and consideration of other points of view.

V. Understand both physical and social aspects of the world and their place in it.

1. Demonstrate knowledge of concepts, methods, and theories designed to enhance understanding of the natural world and human society.
2. Demonstrate the ability to access, comprehend, compare, and evaluate contemporary scientific and social literature.
3. Demonstrate an awareness of multiple worldviews, and how each is shaped by the interaction of physical and social factors.
4. Critically consider the ethical and physical ramifications of scientific decisions on society and the environment.

VI. Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.

1. Demonstrate awareness of personal identity as the result of a broad set of influences.
2. Engage in a variety of cross-cultural interactions.
3. View other cultures and social norms from multiple perspectives.
4. Explore one's biases while developing independent attitudes regarding the "difficult differences" in society.
5. Integrate and apply diverse perspectives to increasingly challenging questions and real-world problems.
6. Develop an informed concern for the greater good.

VII. Analyze moral judgments and engage in moral discourse.

1. Demonstrate understanding of the meaning, application, and justification of a number of core ethical values, including, but not restricted to:
 - Individual dignity
 - Human rights
 - Honesty
 - Integrity
 - Justice
 - Compassion
 - Personal and social responsibility
2. Demonstrate understanding of and respect for a variety of ethical viewpoints.
3. Recognize and critically reflect on one's own moral values and their determinants.
4. Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

VIII. Practice responsible citizenship in their local and global communities.

1. Develop the combination of knowledge, skills, values, and dispositions necessary to make a difference in local and global communities.
2. Recognize themselves as part of a larger social fabric, with public lives and personal ownership of social problems.
3. Explore the nature and use of power and authority in various contexts.

4. Engage in democracy as a life-enhancing, everyday practice of skills such as:
 - Attentiveness to public affairs and current events
 - Regular volunteering
 - Creative use of conflict
 - Active group membership
 - Collective problem solving
5. Express their voices through informed citizenship and participation in civic and political processes.
6. Confidently engage in civic discourse, self-reflection, and consideration of other points of view.

IX. Continue life-long learning.

1. Continuously evaluate their ever-changing environment across multiple dimensions.
2. Engage in self-directed learning with an emphasis on “learning how to learn.”
3. Cultivate curiosity and openness to varied experiences.
4. Integrate prior knowledge with newly obtained information.
5. Pursue formal and informal educational opportunities throughout life.

X. Integrate mind, body, and spirit, the essential elements of a flourishing life.

1. Explore how mind, body, and spirit function in interconnected ways.
2. Reflect on the intellectual, physical, and spiritual factors that shape personal and social identities.
3. Understand their individual wellness from various disciplinary perspectives.
4. Acquire knowledge to pursue their full human potential.

Process and timelines

Phase I: Design — Deciding what to build (years 1-4)

- 1 Draft Goals/Outcomes of the New Curriculum
- 2 Seek input from university community on goals
- 3 Refine Goals/Outcomes based on input from University community
- 4 Ratification of Goals/Outcomes statements by Academic Affairs Committee

- 5 Ratification of Goals/Outcomes statements by Faculty Assembly
- 6 Administrative Approval (Completed April 2005)
- 7 Input from university community regarding student learning experiences necessary for outcome achievement. (Fall 2005)
- 8 Investigation of Possible Structure for LAC (Spring 2006)
- 9 Investigation of Assessment Methods for LAC components (Spring 2006)
- 10 Articulation of LAC Outcomes to Student Learning Outcomes (Fall 2006 - Spring 2007)
- 11 Association of LAC Outcomes with MTC Goals (Spring 2007)
- 13 Specification of the LAC components for achieving the stated outcomes
- 14 Seek input from university community on components
- 15 Redefine component specifications based on input
- 16 Ratification of components by Academic Affairs Committee
- 17 Ratification of components by Faculty Assembly
- 18 Administrative Approval (completed May 2008)

Phase II: Development — Creating the pieces (year 5)

- 1 Construction of the components based on the specifications
- 2 Creation of assessment plan
- 3 Input from university community
- 4 Refinement
- 5 Ratification of Curriculum Committee
- 6 Review by Faculty Assembly (March 2009)
- 7 Meet and Confer (completed by May 2009)

Phase III: Implementation — Putting the pieces together at SMSU (year 6 and beyond)

- 1 Staffing
- 2 Put structure in place
- 3 Initial course offerings
- 4 Initial assessment

The Curriculum

In May 2008 several members of the LAC Task Force (TF) attended a week-long AAC&U workshop focused on general education. Assisted by AAC&U mentors and faculty from other institutions, TF members used free time during the workshop to develop an outline of a curriculum proposal to be considered by the faculty as a whole during the 2008-09 academic year. As further preparation, individual TF members attended ten other conferences focused on general education and assessment. The TF also studied the LEAP (Liberal Education and America's Promise) report and did significant reading about national trends in general education theory and practice.

The Task Force made the first draft of the LAC proposal available to the faculty as a whole in August 2008. Following presentation of the draft, the TF held a series of open meetings throughout the semester, focusing on parts of the proposed structure and curriculum. Active faculty involvement in these meetings led to several suggestions for change in the August proposal, and based on these suggestions an amended proposal was prepared and sent to the faculty in January 2009.

The LAC Structure

The paragraphs below comprise the original LAC structure proposed by the Task Force in August 2008. The curriculum adopted by the faculty in April 2009 departs somewhat from the structure noted below.

Communication, Critical Thinking, and Information Literacy are the *core skills* common to all areas of the LAC.

There are a total of 44 credits of coursework in the LAC including 40 credits to satisfy the Minnesota Transfer Curriculum (MTC). (The MTC is a statewide transfer

protocol agreed to by the public colleges and universities in Minnesota; all campus general education programs must satisfy the MTC requirements. The MTC requirements are available at http://www.mntransfer.org/transfer/mntc/t_sample.php.) The courses designated to satisfy the Minnesota Transfer Curriculum serve as starting points for a student's achievement of the LAC outcomes. While completing these courses, students cannot count more than two courses with the same prefix. Taking a course that satisfies more than one area does not reduce the overall credit total.

Each student will be required to complete a 3-credit course, at the sophomore level or above, that focuses on written communication skills and builds on the other core skills.

After completing at least 60 credits, including a majority (30 credits) of their LAC courses, students will take a 3-credit, 400-level contemporary issues seminar. These seminars will be designed to develop interdisciplinary problem-solving skills and enhance students' communication and critical thinking abilities. Formative and summative assessments of these skills will be administered.

Each major must include one or more upper-level courses that emphasize the *core skills* of written and oral communication, critical thinking, and information literacy. Those courses will include assessments to which common rubrics will be applied. These courses may be from the major's department OR they may be courses offered by other departments. Programs are encouraged to explicitly show the connections between majors and as many of the LAC outcomes as possible.

The Task Force Proposal

Three consecutive versions of the proposed curriculum are attached at the end of this report (pages 17-22). The first is the draft proposed by the TF in August 2008, and the second is the January 2009 revision. The third is the final proposal as amended by the Faculty Assembly and presented to the faculty for voting. The final proposal was adopted on April 23. For the most part, the drafts do not include specific courses since identification of courses is the next step and will continue into 2009-10.

After discussion of the revised TF proposal began in January 2009, the expected ugliness crept into the process. Faculty protested the emphasis on outcomes rather than disciplinary distribution, despite having adopted the LAC outcomes three years before; sacred cows were trotted out, defended, and blessed again; entrenched ideas replaced creative approaches; critical thinking was assigned to be one of several goals of the first-year seminar rather than being a separate course with a specific purpose, and so on.

Despite these issues, the TF believes that the LAC adopted in April is much improved over the current LAC, assuming that implementation in Fall 2010 goes as planned. Four distinctive features included in the original TF proposal survived the discussion and amendment process:

- The required First Year Seminar;
- Focus on the core skills maintained throughout the LAC, particularly writing;
- Intentional inclusion of student services and co-curricular elements tied to the LAC outcomes, which will become the backbone of Student Affairs programming; and

- The culminating Contemporary Issues Seminar (upper division), an interdisciplinary, problem-focused learning experience which lays the groundwork for active, sustained involvement of students in addressing community and regional needs.

The Assessment Structure

During Fall and Spring 2008-09, the TF developed a proposed oversight structure for assessment of the new LAC (a diagram is attached at the end of this report on page 23). The structure includes an oversight committee with co-directors, one of whom is a faculty member who serves a three-year term with .5 reassigned time and teaches at least one section of the First Year Seminar and one Contemporary Issues Seminar annually. The other co-director will be an administrator at the level of assistant dean or above who teaches at least one section of the First Year Seminar each year and has administrative responsibility for assessment.

The oversight group will be appointed through the usual governance structures in 2009-10. The oversight committee includes the co-directors, four faculty involved in teaching LAC courses, one member from Student Affairs, one member from the Library, and one member from Academic and Diversity Resources. The group will be responsible for setting timelines for reporting assessment results, analyzing results, and making recommendations based on analyses.

Other committee responsibilities include initiating and reviewing curriculum proposals; periodically reviewing LAC courses and co-curricular components; coordinating the first-year seminar; overseeing the contemporary issues seminar; promoting development and integration of curricular and co-curricular activities that

foster achievement of LAC outcomes throughout a student's years at SMSU; devising and updating assessment plans for each LAC outcome; maintaining an assessment cycle; reporting to the University community concerning assessment data; making recommendations or proposals based on interpretation of data; making assessment data available to departments and programs; filing an annual report; facilitating workshops for professional development related to the LAC curriculum; and administering the LAC-related budget.

The curricular review process is seen as an on-going, rotating cycle of reviews of LAC components, including the core courses, articulation with the Minnesota Transfer Curriculum, co-curricular elements, and elements of majors that are designed to promote the LAC outcomes. The oversight committee is also responsible, with the assistance of other faculty, for reviewing particular LAC components to ensure that outcomes and competencies are addressed, interpreting assessment data, and recommending changes based on review and assessment.

Three key assessment points have been identified: the required first-year seminar; the designated core skills-intensive course focused on writing instruction, and the required senior-year seminar. At each of these points, core skills will be assessed. Rubrics for each core skills area are in development and models are being considered. Although the LAC outcomes involving core skills will be assessed first, additional LAC outcomes will be added as determined by the oversight group.

SMSU is actively involved in assessing outcome # VIII, Civic Engagement, for which rubrics are being developed. SMSU is a member of a seven-campus consortium engaged in comprehensive evaluation of civic engagement. In Spring 2008 all graduating

seniors completed the Civic Minded Graduate Scale designed by Indiana University-Purdue University at Indianapolis; the Scale will be administered for the second time in Spring 2009. Analysis of the 2008 results is complete and will serve as baseline data for comparison, and analysis of the 2009 Scale results will be done in summer 2009. Prior to 2007-08, assessment of student attitudes toward civic engagement was done using instruments designed by the Civic Engagement Committee and administered to all students who attended civic engagement-related events throughout the year. These assessments have continued through 2008-09.

The National Survey of Student Engagement (NSSE) will continue to be administered every other year, and results will be compared to baseline data from the first administration of the NSSE in 2007-08. SMSU's Senior Survey, which has been administered every year since 1971, has been revised to include self-reporting about achievement of the new LAC outcomes. The revised survey was completed by seniors graduating in Spring 2008, prior to implementation of the new LAC requirements, and will also be completed by seniors in 2009 and 2010. Three years of baseline data will be available for comparison purposes after the implementation of the new LAC in Fall 2010.

Finally, during 2008-09, SMSU began participating in the Voluntary System of Assessment (VSA). The College Portrait link is currently on the SMSU Website (www.smsu.edu), and more information will be added as it becomes available. As part of the VSA, SMSU will administer the Collegiate Learning Assessment (CLA) in 2009-10. The CLA, a value-added instrument that measures critical thinking, analytic reasoning, written communication, and problem solving, will allow SMSU to track students' progress in these core skill areas and to assess SMSU's contributions to student learning.

Our goal is to implement a manageable and sustainable assessment system beginning in Fall 2009. We realize that we will need to make adjustments in the assessment points or the instruments or both. However, by the time the next HLC visit occurs, we will have had the opportunity to collect several years of data for the core skills and will be at the point of closing the loop.

Conclusion

In reply to SMSU's 2007 progress report, HLC reviewers commented that our process has been "incredibly slow." The process has been slow because we were not only developing an assessment system; we were also redesigning the general education curriculum. We have thought it important to be sure that we adopt a well-designed curriculum and a well-thought-out assessment process. We know from reading general education-related literature and attending AAC&U and other conferences/events that many campuses have taken just as long as if not longer than we have to complete a thorough review and redesign of the curriculum.

As this report is written, we are near the end stages of our process. The next step is to appoint the LAC oversight committee and flesh out the assessment plan. By the time the next HLC visit occurs in 2013-14, the first class to have gone through four years with the new curriculum in place will be getting ready to graduate, and the University will have had several years of data collected and analyzed.

August 08

LAC Course	MTC Competency	Primary LAC Outcomes	Associated LAC Purpose	Credits
<i>First Year Seminar</i>			Introduction to all ten outcomes and initial assessments	3
<i>Introduction to Rhetoric and Composition</i>	Communication	Communicate Effectively	Initial and formative assessments	4
<i>Essentials of Speech and Group Communication</i>	Communication	Communicate Effectively	Initial and formative assessments	3
<i>Introduction to Critical Thinking</i>	Critical Thinking	Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.	Initial and formative assessments	3
One course, with lab, chosen from an approved list	Natural Sciences	Understand the techniques and habits of thought in a variety of academic disciplines, having attained an adequate foundation of knowledge in those disciplines		4
One course chosen from an approved list	Mathematical/Logical Reasoning			3
One course chosen from an approved list	History and the Behavioral Sciences			3
One course chosen from an approved list	The Humanities and Fine Arts			3

One course focused on U.S. diversity chosen from an approved list	Human Diversity	Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.	In fulfilling the MTC competencies in Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment, students must take one course from the each of the following areas; Natural Science, History and the Behavioral Sciences, and the Humanities and Fine Arts.	3
One course focused on global diversity chosen from an approved list	Global Perspective			3
One course focused on civic responsibility chosen from an approved list	Ethical and Civic Responsibility	Analyze moral judgments and engage in moral discourse.		3
One course chosen from an approved list	People and the Environment	Understand both physical and social aspects of the world and their place in it.		3
One course focused on writing instruction at the sophomore level or above.	Communication	Communicate Effectively		3
One 300-level, contemporary issues seminar course chosen from an approved list. Taken after completing 24 credits of the MTC including the four first year courses.		Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives	Formative assessments of communication and critical thinking skills	2
Capstone Experience (400 level) Must have Junior standing and have completed the interdisciplinary seminar.			Overall culminating experience and summative assessments	1

Total Credits

44

January 09

LAC Course	MTC Competency	Primary LAC Outcomes	Associated LAC Purpose	Credits
<i>The following two courses to be completed by the end of the student's <u>first</u> year at SMSU</i>				
<i>First Year Seminar</i>	Ethical and Civic Responsibility	Practice responsible citizenship in their local and global communities	Introduction to all ten outcomes and initial assessments	3
<i>Introduction to Rhetoric and Composition</i>	Communication	Communicate Effectively	Initial and formative assessments	4
<i>The following two courses to be completed by the end of the student's <u>second</u> year at SMSU</i>				
<i>Essentials of Speech and Group Communication</i>	Communication	Communicate Effectively	Initial and formative assessments	3
<i>Introduction to Critical Thinking</i>	Critical Thinking	Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.	Initial and formative assessments	3
One course, with lab, chosen from an approved list	Natural Sciences	Understand the techniques and habits of thought in a variety of academic disciplines, having attained an adequate foundation of knowledge in those disciplines		4
One course chosen from an approved list	Mathematical/Logical Reasoning			3
One course chosen from an approved list	History and the Behavioral Sciences			3

One course chosen from an approved list	The Humanities and Fine Arts			3
<i>In fulfilling the MTC competencies in Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment, students must take one course from the each of the following areas; Natural Science, History and the Behavioral Sciences, and the Humanities and Fine Arts.</i>				
One course chosen from an approved list	Human Diversity	Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.	Initial and formative assessments in each of these areas.	3
One course chosen from an approved list	Global Perspective			3
One course chosen from an approved list	Ethical and Civic Responsibility	Analyze moral judgments and engage in moral discourse.		3
One course chosen from an approved list	People and the Environment	Understand both physical and social aspects of the world and their place in it.		3
One course, at the sophomore level or above, chosen from an approved list, focused on writing instruction that develops all the core skills.	<i>Completes the MTC</i>	Develop the LAC Core skills.	Formative assessments of the core skills.	3
One 400-level, contemporary issues seminar course chosen from an approved list. Taken by students after completing at least 60 credits, including 30 credits of the MTC, and the four foundational courses.		Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives	Formative and summative assessments of communication, critical thinking and integration skills	3

Total Credits

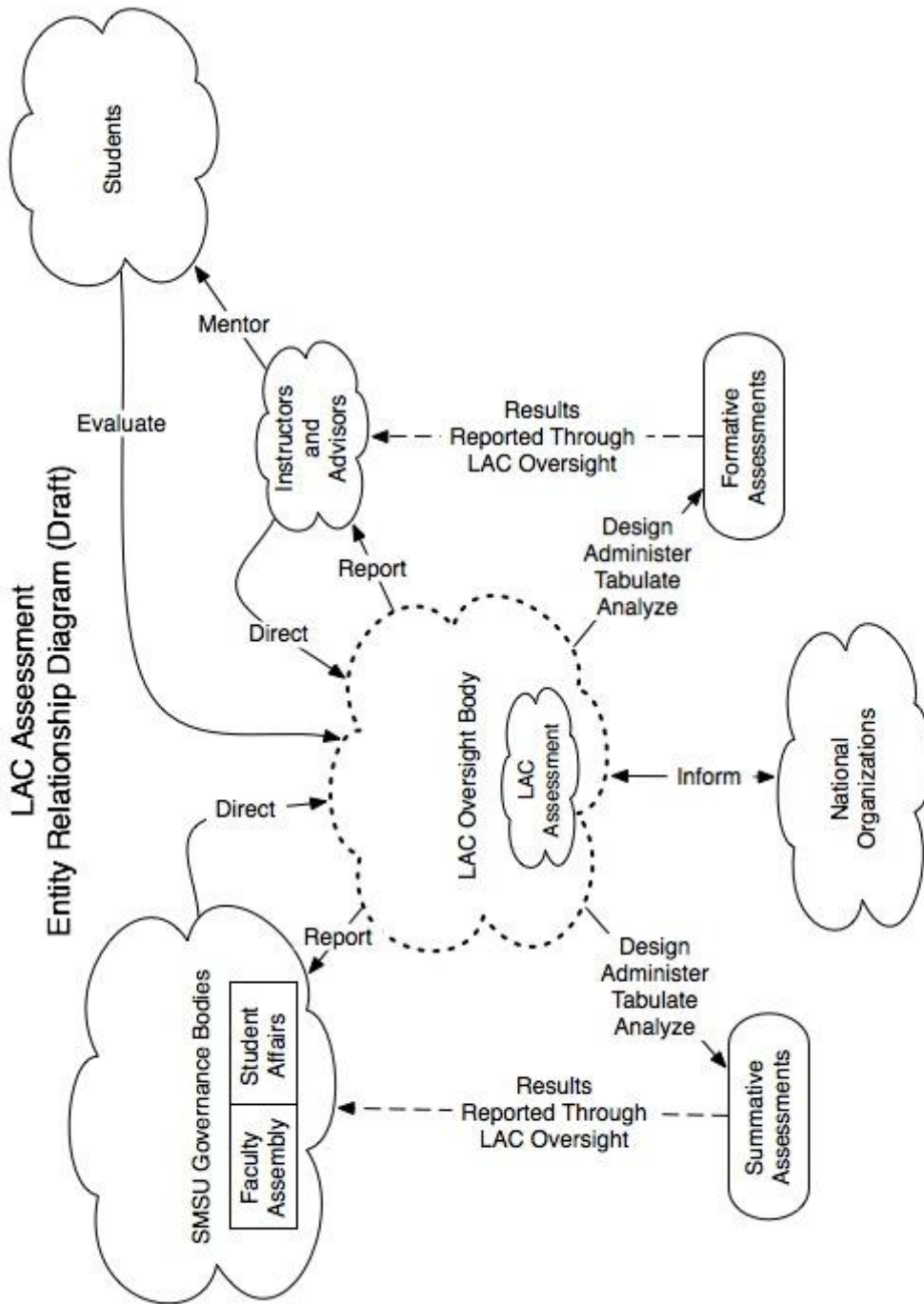
44

Current

LAC Course	MTC Competency	Primary LAC Outcomes	Associated LAC Purpose	Credits
<i>The following two courses to be completed by the end of the student's <u>first</u> year at SMSU</i>				
<i>First Year Seminar</i>	Critical Thinking	Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.	Introduction to all ten outcomes and initial assessments	3
<i>Introduction to Rhetoric and Composition</i>	Communication	Communicate Effectively	Initial and formative assessments	4
<i>The following course to be completed by the end of the student's <u>second</u> year at SMSU</i>				
<i>Essentials of Speaking and Listening</i>	Communication	Communicate Effectively	Initial and formative assessments	3
One course, with lab, chosen from an approved list	Natural Sciences	Understand the techniques and habits of thought in a variety of academic disciplines, having attained an adequate foundation of knowledge in those disciplines		4
One course chosen from an approved list	Mathematical/Logical Reasoning			3
One course chosen from an approved list	History and the Social and Behavioral Sciences			3
One course chosen from an approved list	The Humanities and Fine Arts			3

<p><i>In fulfilling the MTC competencies in Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment, students must take one course from the each of the following areas; Natural Science, History and the Social and Behavioral Sciences, and the Humanities and Fine Arts.</i></p>				
One course chosen from an approved list	Human Diversity	Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.	Initial and formative assessments in each of these areas.	3
One course chosen from an approved list	Global Perspective	Analyze moral judgments and engage in moral discourse.		3
One course chosen from an approved list	Ethical and Civic Responsibility	Practice responsible citizenship in their local and global communities.		3
One course chosen from an approved list	People and the Environment	Understand both physical and social aspects of the world and their place in it.		3
A course chosen from an approved list in either History and the Social and Behavioral Sciences, or Humanities, Foreign Language, and Fine Arts.	<i>Augments the MTC</i>	Develop further understanding of the liberal arts	Formative assessments of the LAC outcomes.	3
One course, at the sophomore level or above, chosen from an approved list, focused on writing instruction that develops all the core skills.	<i>Completes the MTC</i>	Develop the LAC Core skills.	Formative assessments of the core skills.	3
One 400-level, contemporary issues seminar course chosen from an approved list. Taken by students after completing at least 60 credits, including 30 credits of the MTC, and the three foundational courses.		Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives	Formative and summative assessments of communication, critical thinking and integration skills	3

Total Credits 44



Summative assessment - generally carried out at the end of a course or project for the purpose of evaluation

Formative assessment - generally carried out throughout a course or project as an aid to learning

HLC Reviewers June 2007

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