A. Four General Education Outcomes:

1. Communication:
   Students can write, speak, and use technology to communicate clearly and effectively with
diverse audiences.

2. Critical and creative thinking:
   Students demonstrate critical and creative thinking skills by employing logical and analytical
skills to address complex problems and to advance innovative solutions.

3. Personal and Social Responsibility
   Students engage the world, both individually and collectively, in an ethical, respectful,
culturally appropriate manner.

4. Lakol wicoh'an (Lakota ways)
   Students model Lakota values and practices in their personal and public lives.

B. Publicizing General Education Outcomes:

Publish on website
Include in SGU Catalog, Faculty Handbook, Adjunct Handbook, and Student Handbook

C. Measuring General Education Outcomes:

Use embedded assessment practices
Use rubrics to assess student projects
Use the curriculum map that links general education courses (p. 38 in SGU Catalog) to the four
General Education Outcomes (see following page).
Assessment Coordinator works with individual faculty members to arrange venues for data
collection

D. Using General Education Outcomes to Drive Continuous Improvement:

End of semester Learning Outcome Review Sessions (LORS) with Faculty Council and
Department Chairs to review findings and make recommendations
Assessment Coordinator compiles data from LORS and transmits to President’s Council and to
Faculty Council and Department Chairs
Recommendations for Change are identified and a narrative description describing action taken
or not taken with justifications are submitted to the Tokatakiya Okolakiciye, President’s Council,
and the Wopasi Okolakiciye and published on the SGU website.
General Education Assessment at SGU

Mapping General Education Courses to General Education Outcomes

1. Communication:
Students can write, speak, and use technology to communicate clearly and effectively with diverse audiences.

<table>
<thead>
<tr>
<th>Assessing General Education Outcome 1: Communication</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>written and oral communication</td>
<td>SP 100, EN 101, EN 102,</td>
</tr>
<tr>
<td>use of Lakota protocol in oral discourse</td>
<td>LL 101</td>
</tr>
<tr>
<td>project carried out cooperatively and collaboratively</td>
<td>Science, Social Science</td>
</tr>
<tr>
<td>presentations that integrate technology</td>
<td>Humanities, LS 253, Social Science, EN 101, 102</td>
</tr>
<tr>
<td>non-verbal communication</td>
<td>SP 100, LS 253,</td>
</tr>
</tbody>
</table>

2. Critical and creative thinking:
Students demonstrate critical and creative thinking skills by employing logical and analytical skills to address complex problems and to advance innovative solutions.

<table>
<thead>
<tr>
<th>Assessing General Education Outcome 2: Critical Thinking</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>solving challenging and complex problems</td>
<td>Social science, HS 103, Mathematics, Science</td>
</tr>
<tr>
<td>generating and exploring new questions</td>
<td>Humanities, Social Science, Science</td>
</tr>
<tr>
<td>Information literacy – know how to discern bias and arrive at reasoned conclusions using data</td>
<td>Science, Mathematics, Computer technology literacy</td>
</tr>
<tr>
<td>reasoning with numbers, graphs, and mathematical concepts</td>
<td>Mathematics, Science, Social Science</td>
</tr>
</tbody>
</table>

3. Personal and Social Responsibility
Students engage the world, both individually and collectively, in an ethical, respectful, culturally appropriate manner.

<table>
<thead>
<tr>
<th>Assessing General Education Outcome 3: Personal and Social Responsibility</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate cultural awareness</td>
<td>LS 253, Humanities</td>
</tr>
<tr>
<td>Commitment to social justice</td>
<td>Social science, Science</td>
</tr>
<tr>
<td>Self-assessment, reflection, discipline</td>
<td>HS 103</td>
</tr>
<tr>
<td>Demonstrate Scholarly inquiry</td>
<td>Science, Humanities, Social Science, LS 253</td>
</tr>
</tbody>
</table>
4. *Lakol wicoh’an (Lakota ways)*

Students model Lakota values and practices in their personal and public lives.

<table>
<thead>
<tr>
<th>Assessing General Education Outcome 4: Lakol wicoh’an</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect unci maka (mother earth)</td>
<td>Science, Social Science, LS 253, Humanities</td>
</tr>
<tr>
<td>Woksape (wisdom in the sense of lifetime learning)</td>
<td>Social science, Humanities, LL 101, LS 253</td>
</tr>
<tr>
<td>Community engagement</td>
<td>Social science, Science, LL 101</td>
</tr>
<tr>
<td>Respect for all people and cultures – (Mitakuye Oyasin)</td>
<td>EN 101, Humanities, LS 253</td>
</tr>
</tbody>
</table>

**General education core requirements: 33-37 semester hours (from p.38 of SGU Catalog 2013-2015)**

Communications 9 semester hours
- EN 101 English I 3 semester hours
- EN 102 English II 3 semester hours
- SP 100 Speech Communications 3 semester hours

Computer Technology Literacy 3 semester hours
- Departments select a computer or technology course

Mathematics 6-8 semester hours
- Departments select math courses

Sciences 6-8 semester hours
- Departments select science courses

Social Sciences 6 semester hours
- Departments select social science courses

Humanities 3 semester hours
- Departments select the course (Selections can be made from arts, music, dance, theatre, literature, etc.)

Institutional core requirements 10 semester hours
- LL 101 Lakota Language I 4 semester hours
- LS 253 Lakota History and Culture 3 semester hours
- HS 103 Personal Health and Wellness 3 semester hours