Annual Report, 2012-13
General Education

Accomplishments in Relation to Mission and Goals

Cornerstone	Theme	Accomplishment
Institutional Accountability and Sustainability	Human Resource Health	I. Sponsored a workshop on Learning Communities from Dr. Milton Cox II. Developed and conducted a Faculty Learning Community on improvements in teaching and learning in general education
	Culture of Shared Responsibility	1. Increased Transparency of General Education A. Wrote and passed through YSU's Academic Senate new General Education guidelines B. Developed and wrote a manual for the General Education Committee 2. Improved documentation for the ROAD (Repository of Assessment Data) project
Student Success	Academic Achievement	1. Created and implemented an interactive table of General Education classes to assist faculty, advisors, and students. 2. Developed and conducted a Faculty Learning Community on improvements in teaching and learning in general education 3. Fully implemented the ROAD project for assessment of

		writing in upper-division courses.
	Student Satisfaction	**1. Assisted with Student Transfers to YSU** **A. Mapped the transfer credit process to help identify potential roadblocks** **B. Assisted in the modification of YSU's OTM (Ohio Transfer Module) to match the 2012 Gen. Ed. Model** **C. Made decisions on general education credit for hundreds of transfer courses** **D. Assisted with the Gen. Ed. portion of several articulation agreements with community colleges** **2. Began work on an online Associates of Arts program that would mostly complete YSU General Education Program and fulfill YSU's Ohio Transfer Module.**
Urban Research	**Quality Academic Programs**	**1. General Education Assessments from Degree Audit show a much higher completion rate of the 2012 General Education Program.** **2. Conducted an Analysis of the ROAD data**

Assessment/Teaching and Learning Results

Progress continues on the two initiatives begun in 2011 to assess the general education program: The ROAD project initiative and the domain assessment initiative.

As part of the Repository of Assessment Documents (ROAD) project, more than 800 writing samples from the second English composition course (ENGL 1551) have now been evaluated. Writing samples from the spring 2011 semester through fall 2012 have been scored and analyzed. The analysis shows a strong correlation between ACT scores and ROAD rubric scores, but a much smaller correlation between grades and ROAD rubric scores. This could be the result of the inconsistent weighting of effort and performance in 1551 courses. The results from the evaluations of the writing samples have already prompted some modifications in the composition program. For example, an effort is underway to encourage more consistency in the course's final assignment across all instructors' sections. However, further improvements need to be made.

Progress has also been made on the upper-division portion of the ROAD project. Preliminary results indicate that upper-division students are doing relatively well on the ROAD rubric, but the sample is still too small to make any formal conclusions. The Writing Center Coordinator met with the General Education Committee in the Fall 2012 semester to provide feedback on the pilot program and to provide recommendations about how to improve the submission and evaluation process. As a result of that meeting and with the help of the Writing Center Coordinator and English Composition Coordinator, the instructions for ROAD submissions were modified, a ROAD FAQ for upper-division classes was created, and an effort was made to identify potential ROAD liaisons in every department. Currently, about 25% of departments have identified a ROAD liaison. In fall 2012 and spring 2013 sets of writing samples were collected from previously identified upper-division courses. A review of a sample of the writings is currently underway.

The second initiative involves assessment of the general education knowledge domains. In fall 2012, Dr. Milton Cox, a nationally-recognized expert on learning communities, consulted on campus and ran a workshop to help initiate the development of learning communities for general education assessment. His feedback prompted some modifications to the previous YSU timeline. In particular, Dr. Cox highly recommended only one-year learning community commitments from faculty as opposed to the multi-year commitments that were imagined in the originally proposed timeline. A pilot learning community on the improvement and assessment of general education began in January 2013 and finished in May 2013. Despite difficulties in recruitment for the learning community, all of the participants felt that the learning community was a worthwhile experience. In addition to the development of learning communities, steps have been taken to include faculty and student perceptions and self-evaluations in the assessment process. Surveys of both faculty and students are being developed. A preliminary version was submitted to a small group of volunteers from various college-level assessment committees. The survey is currently being revised based on their feedback. The faculty survey should be distributed in fall 2013, and the student survey should be distributed in spring 2014.

Student Success and Academic Excellence

Progress has been made on improving student access to information on General Education. Most notably, a new interactive table of General Education Courses has been added to the General Education webpage. This table gives students the ability to sort and filter general education classes by a number of different criteria including domain and department. In addition, the General Education Committee has made progress on creating new attachments to syllabi to improve student awareness of general education learning outcomes.

Progress has also been made in maintaining and improving the experience for transfer students. A map of the transfer process was created to identify potential roadblocks in the transfer process. The map was created after discussions with several people familiar with the transfer process including Sharon Mika and Marie Cullen. The map is included as an appendix. In addition to the map, decisions were made in an expedient manner on General Education credit for hundreds of transfer courses, reviews of several articulation agreements were conducted, and assistance on updating YSU's OTM module was rendered.

The streamlining on the General Education Model has greatly increased student completion rates of the General Education program. The new program is easier to administer, easier for students to understand, and aligns more closely with Ohio's General Education Guidelines. Assessments from Degree Audit put the completion rate for the current General Education Program over 90%.

In collaboration with CLASS, development of a new online Associates of Arts Program has begun. This program would fulfill YSU's General Education Program outside of the capstone and complete YSU's Ohio Transfer Module. This program would allow students to easily transition from a 2-year online program to a 4-year program at YSU or at other Ohio public institutions.

Other Activities

In collaboration with the General Education Committee, I have attempted to improve the documentation for and transparency of the General Education Program at YSU. To accomplish this, a General Education Sub-Committee and I created a set of General Education Guidelines and a General Education Committee Manual (see attachments.)

The guidelines were in response to feedback from faculty and chairs on the general education submission process. Many felt that the process was ambiguous and that resulted in unnecessary back and forth between the committee and those submitting the course. The guidelines were passed through YSU's Academic Senate in the spring of 2013.

The committee manual was largely developed in response to the loss of institutional knowledge with recent high turnover in the General Education Committee. The Committee has experienced close to 100% turnover in the past three years, and there are no longer any members of the committee that

went through the General Education Program revision in 2009-2011. The purpose of the manual is to bring new members up to speed on YSU's General Education Program as well as the requirements and restrictions placed on the General Education Program by the Higher Learning Commission and the State of Ohio.

As part of General Educations role in HLC accreditation activities, I also attended the HLC Assessment Academy Results Forum, the HLC Annual Meeting, and the HLC Assessment and General Education Expectations Workshop. These activities provided me with insight into the process and expectations for HLC accreditation.

I also chaired the General Education Committee. The GEC is responsible for reviewing courses for Gen. Ed. credit, making Gen. Ed. policy recommendations, and developing assessment strategies for General Education. As chair of the GEC, I also served on related committees including the Assessment Council and Academic Senates Ad Hoc committee on the automation of Senate Forms.

In order to free up additional resources for General Education assessment, I worked with the Assessment Office to streamline and improve their MS Access database. I also developed a proof-in-concept web-application using the GRAILS framework for storing assessment information and annual reports.

I also maintained General Education documentation on campus by continually updating the Gen. Ed. webpage to reflect curriculum changes, and annually updating the Gen. Ed. and Ohio Transfer Module sections of the Undergraduate Bulletin.

Goals

My goals focus on assessment and improvement of General Education at YSU.

1. Finalize the perceptions of General Education Survey for faculty and students. One of the first steps to evaluating our General Education Program is to see how the new program is perceived by faculty and students.
2. Create maps on how the General Education Program is completed according to college and program curriculum sheets. While there are billions of ways to complete the General Education Program in general, some colleges have designated subsets of the General Education Program to their students via their curriculum sheets. Focusing on General Education at the college level could be valuable.
3. Educate students about General Education Learning Outcomes. One of the problems with our learning outcomes is that our students don't know them. As a university, we need to be more explicit about what we expect students to learn.
4. Engage the university community in a meaningful and productive debate about writing across campus. I hope to accomplish this by having departments working on curricular mappings for

writing within their programs and by holding “Writing in Practice” workshops for faculty on how to incorporate writing into their classes in a time-efficient manner.

Observations

First of all, I would like to thank everyone that helped ease my transition to becoming General Education Coordinator most notably those in the Provost’s Academic Unit and the former General Education Coordinator, Tod Porter. The amount of information I needed to learn to become the General Education Coordinator was substantial, and I am grateful to all the people that helped me.

My observations mainly come from my interaction with the State of Ohio and my attendance at Higher Learning Commission meetings.

As indicated by the recent draft guidelines for General Education by Ohio’s Board of Regents, there is a push toward the homogenization of General Education across the state. Given the subsequent guaranteed transferability and much lower costs of many general education classes at community colleges, YSU will need to emphasize our value-added to students to stay competitive. Our value-added at YSU, I believe, is the experienced full-time faculty with expertise in their fields that provide a richer and deeper learning experience for General Education Classes.

I do have some worries about our mission statement and General Education pertaining to accreditation. One of the themes of the HLC’s Workshop on Expectations for Assessment and General Education was that we are expected to support our statements, and I have noticed a couple of potential areas of concern. In the following I will reference the mission statement and then state my concern.

“Creates diverse educational experiences that develop ethical, intellectually curious students…”

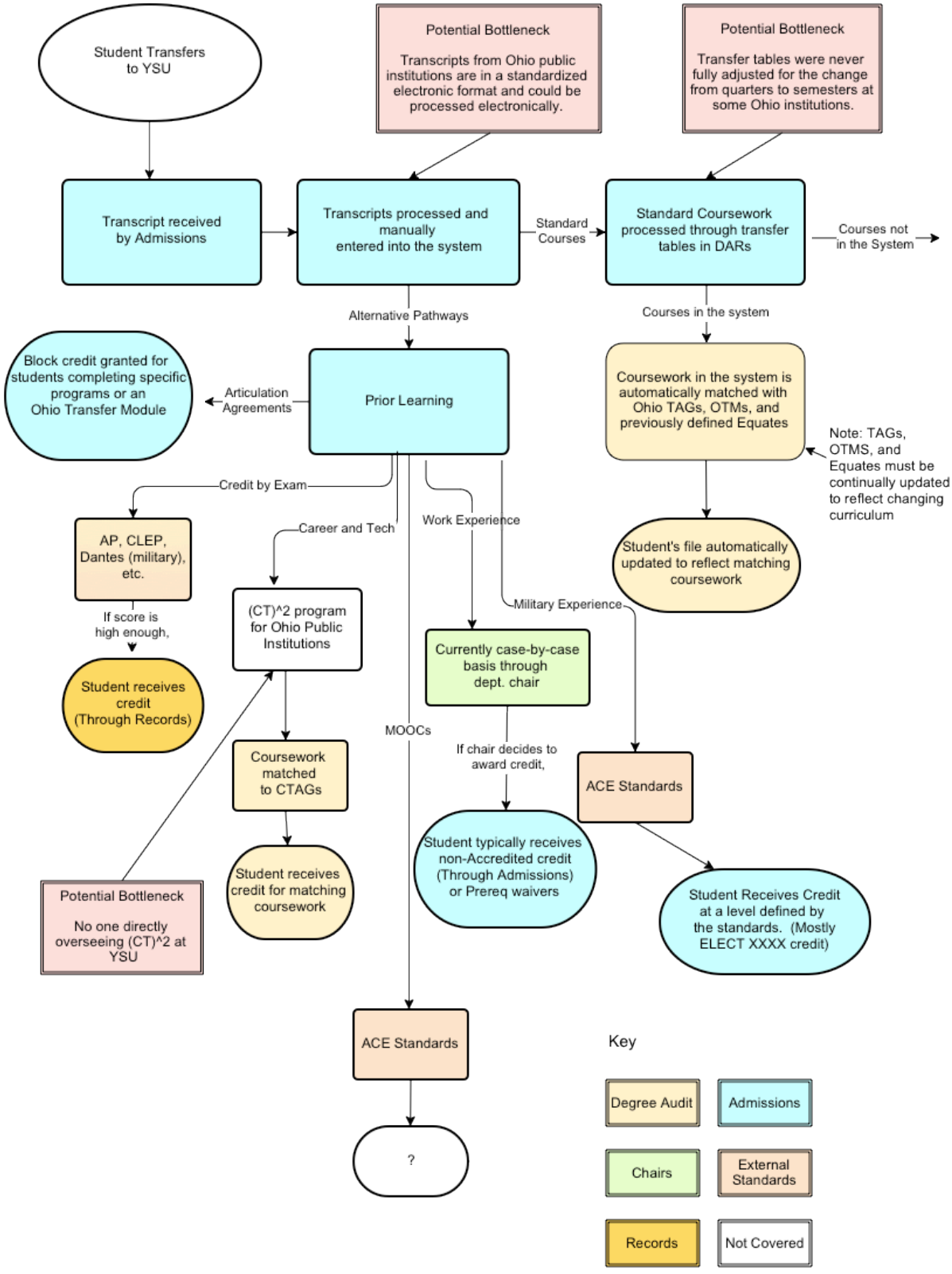
My concern here is that we do not have an ethics class (or set of ethics classes) that is required by all students. However, almost all YSU’s accredited programs do require a discipline specific ethics class.

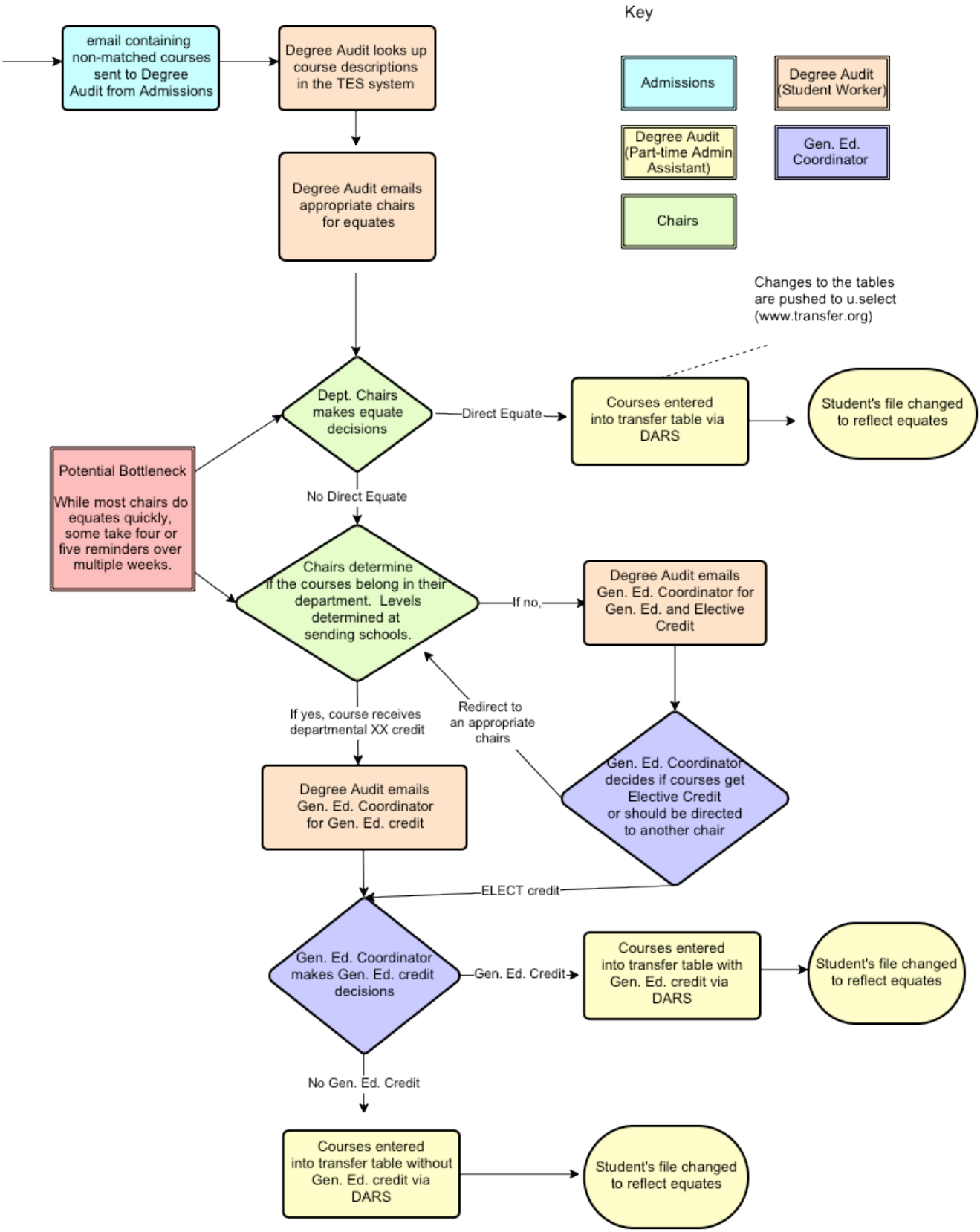
“Fosters understanding of diversity, sustainability, and global perspectives…”

While each of these areas is addressed with a Learning Outcome in General Education, the current General Education Curriculum allows students to bypass any or all of these goals. Our students must select two courses from the following categories: Domestic Diversity, International Perspectives, Environmental Sustainability, and Well-being. In some programs it could be possible for a student to bypass a course on diversity altogether. My hope is that if a student is not meeting these goals within General Education they are meeting them within their major.

Appendices

Transfer Map




Key
Admissions
Degree Audit (Student Worker)
Degree Audit (Part-time Admin Assistant)
Gen. Ed. Coordinator
Chairs
email containing non-matched courses sent to Degree Audit from Admissions
Degree Audit looks up course descriptions in the TES system
Degree Audit emails appropriate chairs for equates
Changes to the tables are pushed to u.select (www.transfer.org)
Dept. Chairs makes equate decisions
Direct Equate
Courses entered into transfer table via DARS
Student's file changed to reflect equates
Potential Bottleneck
While most chairs do equates quickly, some take four or five reminders over multiple weeks.
No Direct Equate
Chairs determine if the courses belong in their department. Levels determined at sending schools.
If no,
Degree Audit emails Gen. Ed. Coordinator for Gen. Ed. and Elective Credit
If yes, course receives departmental XX credit
Redirect to an appropriate chairs
Degree Audit emails Gen. Ed. Coordinator for Gen. Ed. credit
Gen. Ed. Coordinator decides if courses get Elective Credit or should be directed to another chair
ELECT credit
Gen. Ed. Coordinator makes Gen. Ed. credit decisions
Gen. Ed. Credit
Courses entered into transfer table with Gen. Ed. credit via DARS
Student's file changed to reflect equates
No Gen. Ed. Credit
Courses entered into transfer table without Gen. Ed. credit via DARS
Student's file changed to reflect equates

YSU General Education Committee Manual

Joseph Palardy

February 28th, 2013

YSU General Education Committee Manual

Table of Contents

1. Overview and Responsibilities of the General Education Committee
2. Overview of YSU's 2012 General Education Model
3. HLC and Ohio Guidelines for General Education
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5. Assessment of General Education
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The General Education Committee

(source: YSU Senate Bylaws)

Description of the Committee

The membership of the General Education Committee shall consist of: six faculty members with one elected by faculty from each undergraduate college; one representative from each of the model categories (essential skills, natural science, artistic and literary perspectives, societies and institutions, personal and social responsibilities) to be appointed by the Provost and subject to ratification by the Senate Executive Committee; two students appointed by Student Government; and the Coordinator of General Education. The Coordinator of General Education shall chair this committee.

The term of service for the six college representatives shall be for three years, with two members selected each year. Initially, members are to be selected on a staggered term basis. The term for those appointed by the Provost shall be three years. Initially, the appointment will be on a staggered basis with a subsequent cycle of two the first year, two the second year, and one in the third year. Elected and appointed members may not serve more than two consecutive terms. The two students will be appointed each year by Student Government.

Responsibilities of the General Education Committee

(a) The General Education Committee shall review and recommend policies regarding general education to the Academic Senate. The General Education Committee shall review and approve for general education

certification course proposals designed to satisfy the general education goals. It shall also develop course implementation policy, criteria, and procedures and present same to the Senate for approval.

(b) The General Education Committee shall develop assessment plans and procedures for general education courses to determine if they are meeting the defined goals.

(c) The General Education Committee shall place the approved courses into the GER program and serve as an advisory body to the Coordinator of General Education.

YSU 2012 General Education Model

Baccalaureate Degrees

Essential Skills

1. **Writing**

   Both of the following:

   English 1550/H

   English 1551/H

2. **Oral Communications**

   The following:

   CMST 1545/H

3. **Mathematics**

   One of the following:

   MATH 1549, 1552, 1570, 1571 , 1581H, 1585H, 2652, 2665, 2670, 2686H, or PHIL 2919

4. **Critical Thinking**

   All YSU degree programs are designed to improve students' critical-thinking skills. Some programs include instruction on critical thinking in specific courses; others spread this instruction throughout the major. There is no one specific class designed to fulfill this essential skill.

Knowledge Domains

1. Two courses from Arts and Humanities
2. Two courses from Natural Science (at least one must include a lab)
3. Two courses from Social Science
4. Two courses from Social and Personal Awareness
5. One general education elective from any of the four knowledge domains listed above

Capstone

1. One upper-division capstone course

Goals and Learning Outcomes

A **Goal** is typically a broad statement about the general intent of program. **Goals** are typically abstract and hard to measure.

A **Learning Outcome** is typically a much more specific, precise, concrete, and measureable statement.

Core Competencies

Goals

Students will demonstrate the ability to write and speak effectively, reason quantitatively, and think critically so they are prepared to perform appropriately in their professions upon graduation. These skills will be applied in the major and culminate in the successful completion of a senior capstone project.

Learning Outcomes

1. Students will demonstrate the ability to write and speak effectively, develop sound arguments, and derive justified conclusions.
2. Students will demonstrate the ability to reason using quantitative data, and students will demonstrate use of mathematical methods and concepts in both abstract and concrete contexts.
3. Students will demonstrate the ability to reason critically and identify credible sources.

Knowledge Domains

Natural Science

Goals

Students will demonstrate understanding of the basic facts, principles, theories and methods of science. The student will demonstrate the inter-dependence of science and technology and the influence of science and technology on society.

Learning Outcomes

1. Students will successfully perform an experiment to test a hypothesis, including the collection and analysis of data.
2. Students will demonstrate the knowledge and application of scientific principles.

3. Students will use and interpret formulas, graphs and tables.

4. Students will demonstrate understanding of the interactions of science, technology and society.

Arts and Humanities

Goals

Students will interpret significant writings and works of art with a focus on aesthetics, historical responses, and the nature of the human condition.

Learning Outcomes

1. Students will analyze and evaluate the elements and the personal and societal impact of multiple types of literary and artistic expressions.

2. Students will demonstrate awareness of ethical or cultural values in shaping the human experience.

Social Sciences

Goals

Students will demonstrate understanding of the development, diversity, and complexity of human behavior, institutions, and culture.

Learning Outcomes

1. Students will demonstrate understanding of the contexts and development of human cultures and institutions.

2. Students will demonstrate understanding of individual and social behavior.

3. Students will demonstrate an understanding of methodologies used in the social sciences.

Social and Personal Awareness

Goals

Students will demonstrate understanding in any of the following critical areas of contemporary life: Domestic Diversity, International Perspectives, Environmental Sustainability, and Wellbeing.

Domestic Diversity, Learning Outcome

1. Students will demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.

International Perspectives, Learning Outcome

1. Students will demonstrate knowledge of the artistic, social, economic, or political life of communities outside the United States.

Environmental Sustainability, Learning Outcome

1. Students will demonstrate understanding of contemporary concerns regarding the environmental sustainability of social, economic, public policy and technological systems and practices.

Wellbeing, Learning Outcome

1. Students will demonstrate understanding of and appreciation for the relationship between personal behaviors and lifelong health and wellness.

Notes:

- Natural Science: All courses must meet learning outcomes 2, 3, and 4
- Social Sciences: Courses can meet either learning outcome 1 or 2, all courses must meet learning outcome 3
- Arts and Humanities: Courses can meet either learning outcome 1 or 2
- Cross-listed classes may only be used to fulfill Gen. Ed. requirement

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Associates Degrees

Writing Skills

1. **Writing**

   Both of the following:

   English 1550/H

   English 1551/H

Knowledge Domains and Other Skills

1. Four courses from three of the following:

   Arts and Humanities

   Natural Sciences

   Oral Communications

   Mathematics

   Social Sciences

Note: No more than one course counted toward this requirement may be in mathematics.

Higher Learning Commission and Ohio Guidelines for General Education

HLC Guidelines Regarding General Education

(source: North Central Higher Learning Commission)

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institutions mission.

The State of Ohio's General Education Guidelines

Transfer Articulations and the Ohio Transfer Module

Ohio Transfer Module (OTM)

The Ohio Transfer Module contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be a part of an institutions transfer module, all coursework is subject to a review by the statewide transfer module panels against the Ohio Transfer Module Guidelines and learning outcomes. Those guidelines and learning outcomes are available at the Ohio Higher Ed website. Currently, only a subset of OTM courses actually have associated learning outcomes. Decisions regarding whether a course can be approved as an OTM course are made by a panel at the state level for each of the following content areas:

1. Mathematics, Statistics and Logic
2. English composition and oral communication
3. Arts and humanities
4. Social and behavioral sciences
5. Natural sciences.

Completion of the OTM at any participating school in Ohio will result in the completion of the OTM at any other participating school in Ohio. Please note the difference between YSU's OTM and OTM approval for an individual course. Under the draft guidelines, all courses within YSU's OTM must be OTM approved. However, all OTM approved courses need not be included in YSU's OTM.

Transfer Policies

YSU's Current OTM

An official listing of YSU's OTM designated class can be found at Ohio's Ohio Transfer Module Approved Courses Reporting System.

Ohio's General Education Guidelines (Draft)

(source: Ohio Board of Regents 12/19/11)

Applied Associates Degrees

Applied associate degrees (Associate of Applied Business, Associate of Applied Science, and Associate of Technical Studies), must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education (i.e., basic) courses. The general education portion of the non-technical coursework must include at least fifteen semester credit hours. A minimum of six semester hours must be found in the following two categories:

1. At least one course (3 semester credit hours) in the English Composition and Oral Communication area (e.g., First Writing, Second Writing, Public Speaking)
2. At least one course (3 semester credit hours) in the Mathematics and Data Analysis area (e.g., Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented.

1. At least one course (3 semester credit hours) in the Arts, Humanities, Culture and Diversity area (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
2. At least one course (3 semester credit hours) in the Social and Behavioral Sciences area (e.g., , Communication, Economics, Political Science, Psychology, Sociology)
3. At least one course (3 semester credit hours) in the Natural Sciences, Technology and Innovation area (e.g., Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology)

In order to assure maximum transferability, institutions are strongly encouraged to implement general education programs that include coursework in all five general education categories and to use a 3 semester hour First Writing course to fulfill the minimum requirement in the oral and written communication area.

Institutions are expected to use approved Ohio Transfer Module (OTM) courses and follow applicable Transfer Assurance Guides (TAGs) when developing general education requirements for their applied associate degrees. However, recognizing that the skills needed for some OTM courses (particularly in the mathematics and science areas) exceed the skills needed for the successful completion of some applied degrees, OTM-approved courses are not required to fulfill the mathematics and science requirements in applied associate degrees.

Academic Associate Degrees

Consistent with the belief that academic associate degrees serve as the first two years of a bachelors degree and to provide maximum transferability of courses from the associates level to the bachelors level, the general education component of the associate of arts and the associate of science degrees at Ohio's public Institutions must fulfill the institutions Ohio Transfer Module (OTM).

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined in the Ohio Transfer Module Guidelines below, and the remaining 12-16 semester hours must also contain approved coursework distributed among the following five categories:

1. At least 3 semester credit hours in English Composition and Oral Communication (e.g., First Writing, Second Writing, Public Speaking)
2. At least 3 semester credit hours in Mathematics and Data Analysis (e.g., College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)
3. At least 6 semester credit hours in Arts, Humanities, Culture and Diversity (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
4. At least 6 semester credit hours in Social and Behavioral Sciences (e.g., Anthropology, Economics, Geography, Political Science, Psychology, Sociology)
5. At least 6 semester credit hours in Natural Sciences, Technology and Innovation (e.g., Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics)

The additional 12-16 semester credit hours needed to complete the OTM is often distributed differently in the Associate of Arts and the Associate of Science degrees. Typically an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas. In order to maximize the transferability and applicability of credits, each college or university may include Transfer Assurance Guide (TAG) approved courses to meet the requirements beyond the Ohio Transfer Module.

Baccalaureate Degrees For bachelor's degrees (e.g., Bachelor of Arts BA, Bachelor of Fine Arts BFA, Bachelor of Music BM, Bachelor of Science BS, or Bachelor of Applied Studies BAS), the minimum general education requirements are the same as for the academic associates degrees. However, many baccalaureate programs will require general education coursework beyond those minimum expectations, and students may be required to complete general education requirements beyond the minimum upon transfer.

Notes:

Most of YSU's baccalaureate programs do fulfill the new state guidelines. However, YSU's current associate degree general education model is not in line with the potential state requirements.

For a definition of the difference between an Academic Associate and an Applied Associate Degree see the Ohio Revised Code 3333-1-04. These guidelines have not been officially approved by the state, but the state is encouraging Colleges and Universities to follow the guidelines as if they were.

General Education Course Approval Process

The following procedure is used when submitting a class for inclusion in the General Education Program:

1. Course is approved at the department level and signed by the department Chair
2. (New Courses Only) Course is submitted to college curriculum committee for review and approval.
3. Course is approved and signed by the Dean of the College
4. Course is submitted to the General Education Committee (GEC) for review and approval. If approved, it is signed by the General Education Coordinator. If rejected, the course is returned to the submitting department with comments.
5. (New Courses Only) Course is submitted to the Undergraduate Curriculum Committee for review and approval.
6. Course is distributed as per Senate Circulation Process.

Course proposal is sent via e-mail to the Provost, Deans, and Chairs for a circulation period of 10 days.

7. Course is sent to Chair of Academic Senate for signature.
8. Course appended to Academic Senate Agenda/Minutes.

Approved Policies on General Education Courses

One purpose of the General Education Requirements is to ensure that students are exposed to a diverse range of disciplines. Therefore, in general, upper-division courses will not count towards the general education requirements. However, the committee is cognizant that exceptions may need to be made in some cases. For example due to accreditation requirements and situations in which the number of hours required for a program become excessive or other extraordinary circumstances.

Criteria for approval:

Learning outcomes can be found at the Gen. Ed. webpage.

Domain Courses:

1. Clearly meet the learning outcomes of one of the domains
2. Provide students with an introduction to an academic discipline or a primary subdivision of that discipline

3. Be open to all students with the appropriate prerequisites and service significant numbers of students from different academic programs

Capstone Courses:

1. Clearly meet the capstone learning outcomes
2. Be a senior level course in the context of the major

Math Courses:

1. Clearly meet the Math learning outcome

Notes on the approval process:

1. To be considered, a course must include a syllabus with a calendar.
2. Ideally, the syllabus should give a clear indication that the assignments and material used in the course are adequate to fulfill the appropriate learning outcomes.
3. The proposal should address all relevant criteria.
4. If the course is cross-listed, there should be submission forms from both departments.
5. The General Education Committee has formulated a rubric for domain courses to help evaluate courses based on the relevant criteria. Departments are encouraged to self-evaluate their courses prior to submission.
6. In evaluating courses the committee will consider the frequency with which the course is included in the general education programs at other state universities in Ohio. This is to evaluate transferability of general education courses within the state. Departments submitting courses to the General Education Committee should also indicate if there is a TAG or OTM designation available for the course.

   Be aware that under potential new guidelines from the state, if a class does not have an OTM designation, it will not be allowed to be used to fulfill the General Education Requirements for our Associates of Arts program.
7. The Gen. Ed. Committee is tasked with evaluating if a course meets Gen. Ed. learning outcomes. Given the interdisciplinary makeup of the committee, the criteria response should be readable by someone that is not an expert in the field. The burden of proof is on the department submitting the course for approval.

Assessment of General Education

The General Education Committee is tasked with creating assessment plans for the General Education Program. This section describes the current state of Gen. Ed. assessment and future assessment plans.

Current Assessment

Writing and Critical Thinking Assessment

The ROAD Project

The academic senate in the spring of 2011 approved the use of the ROAD (Repository of Assessment Documents) to assess students' abilities to communicate in writing and to think critically. Prior to graduation, students seeking a baccalaureate degree will be required to upload two samples of their writing. One document will be from an assignment given in the second English composition course (ENGL 1551). A second document will be a writing sample related to the students major. Departments or programs will determine the assignment that the student will upload.

The General Education Coordinator will report annually on each majors rate of compliance with the policy to the Academic Senate. Both of the writing samples must have been written to complete a graded assignment for a course. The writing samples must be at least 750 words long and should be fewer than 4,000 words and should demonstrate the use of critical thinking. Any guidelines or assignment prompts related to the writing sample should be provided in an electronic format to the students so they can copy and paste those directions into the document being submitted (words in the guidelines or prompts do not count toward the length requirement). Students will be asked to remove any information from the writing sample that could be used to identify them or their instructor.

More information including at set of instructions on using the ROAD and results from the 1551 sample can be found at the General Education Website

Knowledge Domain Assessment

Learning Communities

The General Education Committee endorsed the use of a Learning Community Model to help assess the Knowledge Domains. A Faculty Learning Community is a directed research group for a small group of faculty members who will research, design, and conduct a small experiment related to improving student learning.

The original goal was to run learning communities for each knowledge domain on a regular basis starting in fall 2012. Given the lack of funds available to provide stipends for faculty to participate in the communities, faculty response to the idea has been minimal. However, General Education is running a small pilot learning community in the spring of 2013.

Faculty and Student Surveys

General Education is constructing faculty and student surveys to be distributed in the spring of 2013.

Oral Communications Assessment

Internal Department of Communications Assessments

The Department of Communications performs internal assessments of their CMST 1545 courses. This data is also being used by General Education

Upper-Division Communications Assessments

To be determined …

Mathematics Assessment

To be determined …

Glossary of Abbreviations

AH = Arts and Humanities Domain

HLC = North Central Higher Learning Commission. This is YSU's accrediting body.

NS = Natural Science Domain

OBAR = Ohio Board of Regents

OTM = Ohio Transfer Module. This may refer to the module itself or an attribute of a particular course.

SPA = Social and Personal Awareness

SPA-DD = Domestic Diversity Component of the Social and Personal Awareness Domain

SPA-IP = International Perspectives Component of the Social and Personal Awareness Domain

SPA-WB = Well-Being Component of the Social and Personal Awareness Domain

SPA-ES = Environmental Sustainability Component of the Social and Personal Awareness Domain

SS = Social Science Domain

TAG = Transfer Assurance Guide

General Education Domain Course Proposal Rubric

Score Levels	Clearly meets the learning outcomes	Introduction to an academic discipline or a primary subdivision of that discipline	Open to all students with the appropriate prerequisites	Service significant numbers of students from different academic programs
3	▪ All appropriate learning outcomes are included on the syllabus ▪ Syllabus includes specific examples of how each learning outcome is met ▪ Criteria response includes a thorough description of how each learning outcome is met by demonstrating a correspondence between assignments and learning outcomes.	▪ The course at the 1000 or 2000 level ▪ The course is clearly an introduction to a discipline or sub discipline.	▪ The course has few if any prerequisites. ▪ The course is designed for all students.	▪ Does not limit student's ability to select courses from different academic programs ▪ The course contributes to a student's overall Gen. Ed. experience.
2	▪ All appropriate learning outcomes are included on the syllabus ▪ Syllabus contains some evidence that the learning outcomes are met. ▪ Criteria response includes a rough description of how each learning outcome is met by showing at least some correspondence between assignments and learning outcomes.	▪ The course at the 1000 or 2000 level ▪ The course has some specialized knowledge intended for majors, but is accessible to non-majors. ▪ The course is at the 3000 level or higher, but an exemption is required in order for a program to fulfill accreditation requirements.	▪ The course has minimal prerequisites. ▪ The course is intended primarily for one group of students, but it is still accessible to all students.	▪ Encourages, but does require that students limit their studies to a particular academic program. ▪ Students outside of the major program may consider taking this course.
1	▪ One or more learning outcomes are missing from the proposal ▪ Syllabus does not mention learning outcomes ▪ Criteria response does not adequately describe how learning outcomes are met. There is little to no correspondence between assignments and learning outcomes.	▪ The course is at the 3000 level or higher ▪ The course has highly specialized content intended for a limited number of students.	▪ The course is intended specifically for majors ▪ The course has highly specialized content intended for a limited number of students. ▪ Students are required admittance to a program or college prior to taking this course.	▪ Students outside of the major program will never take the course ▪ Would limit the students' ability to take courses in other fields

Comments: