

August 22, 2012

**TO: Dr. Lynette Olson, Provost
Dr. Peter Chung, Faculty Senate President**

FROM: Summer 2012 General Education Work Group

RE: Final Report

The General Education Work Group met various times during Summer 2012 to discuss the issues raised in your letter dated May 29, 2012. That letter contained four charging statements. The deliverable for the first statement, to establish the composition and charge for a Critical Thinking Taskforce, was completed and submitted in mid-July, ahead of the August 1 deadline. This memo involves the second deliverable reflecting discussion and recommendations for charges two, three, and four.

Included with this cover memo are four attachments, each providing a detailed discussion and/or set of recommendations for issues we were asked to consider. The first attachment is a summary and review of data generated by a Spring 2012 survey of general education course coordinators (or relevant Department Chairs) regarding assessment of Goal #3 in general education courses beyond the core. The second document provides our detailed recommendation for an alternative approach and supportive infrastructure for assessing whether general education courses are meeting their designated General Education Program goals and objectives. The third document provides discussion supporting our recommendation for a campus-wide conversation leading to significant revision of the General Education Program at Pittsburg State University. The last attachment provides a justification for our recommendation concerning an external consultant assisting us in implementing our general education assessment process.

While each attachment provides some detail and specific endorsements, here is an “executive summary” of findings and recommendations regarding assessment of General Education, particularly assessment of Goal #3 in courses beyond the core:

Recommendations Regarding Current General Education Assessment at Pittsburg State University-

- 1) Goal 3 neither is universally acknowledged nor well assessed in general education courses beyond the core.
- 2) Pittsburg State needs to do a better job linking general education goals and objectives with student learning outcomes in specific general education courses.

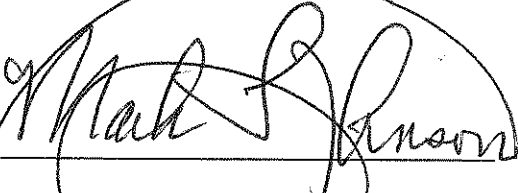
Recommendations Regarding Development of Infrastructure and Oversight for General Education Assessment-

- 3) A General Education Program Coordinator position should be created to oversee and facilitate the General Education Program. This Coordinator should be a faculty member who receives adequate compensation in workload and reports to the Associate Provost for Enrollment Management and Student Success.
- 4) Pittsburg State should develop infrastructure for expected assessment of general education learning objectives by providing structured oversight of the process and assistance with assessment techniques.
- 5) Analysis of assessment data should be used by departments/units to make needed course revisions to better meet selected general education goals and objectives. Departments should be provided assistance with analyzing assessment data and connecting this analysis to course revisions to better meet selected General Education goals and objectives.
- 6) In Attachment Two, the work group provides detailed and specific recommendations for a proposed assessment oversight process for general education courses. These recommendations include offering guidance and assistance to departments and the Faculty Senate General Education Committee when developing assessment plans as well as suggesting the Faculty Senate General Education Committee provides an annual report of assessment activities to the University Assessment Committee including aggregated data so the Assessment Committee can evaluate the overall effectiveness of the general education curriculum.
- 7) An external consultant should be brought to campus to assist the Faculty Senate General Education Committee, the General Education Program Coordinator, individual course coordinators, and other administrators with developing assessment plans and techniques. This consultant also should advise stakeholders on the use of gathered assessment data to measure overall general education program effectiveness.

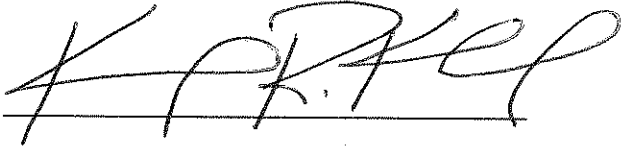
Recommendations Regarding Future Reconsideration of General Education at Pittsburg State University-

- 8) A campus-wide conversation should be initiated and on-going regarding the purpose and structure of General Education in light of the Pittsburg State University mission and various general education models available in contemporary higher education. This conversation should not only focus on the purpose of General Education, but also consider unique characteristics of the students we serve.
- 9) This conversation should include KBOR core competencies and directions for General Education.
- 10) The work group believes a leaner General Education Program could provide both a better model for creating the generally educated person as well as a more manageable structure for assessing whether or not approved goals and objectives are being met.

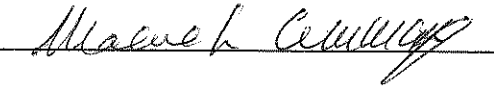
Please contact either Dr. Johnson or Dr. Kunkel, the work group co-chairs, if you have any questions or need additional information.



Dr. Mark Johnson, Co-Chair



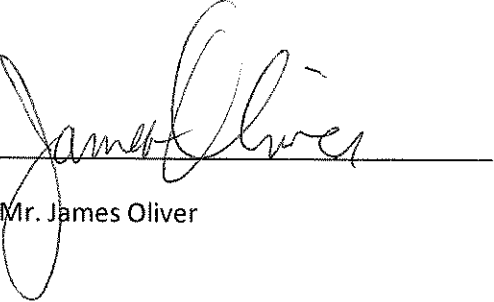
Dr. Karl Kunkel, Co-Chair



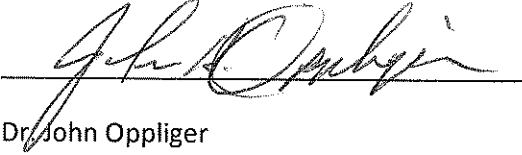
Dr. Maeve Cummings



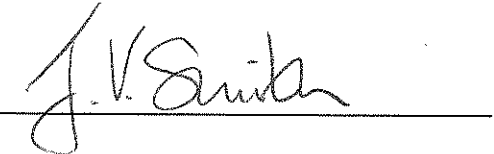
Dr. Patricia Lindley



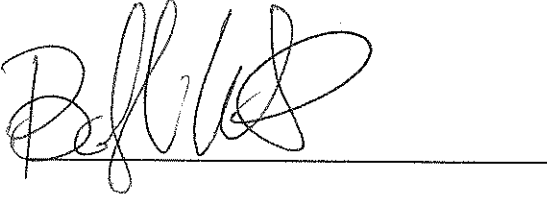
Mr. James Oliver



Dr. John Oppliger



Dr. Janet Smith



Dr. Bobby Winters

ATTACHMENT ONE

Review of Survey Results on Assessment of General Education Program Goal #3

Survey Description

The purpose of this survey was to analyze current assessment practices in general education courses outside the “core” (Goal 1). Specifically, we are trying to determine to what extent these courses are assessing whether particular, designated general education objectives are being met. The survey also is attempting to better understand if the general education curriculum and structure adopted in 2004 still is viable.

The 2003 General Education Task Force identified specific goals and objectives for the collective program. These objectives are attached. Obviously, each course is not expected to pursue every objective, but is asked to identify a few relevant objectives from the list. Thus, after completing the general education program, students should be exposed to each goal and objective.

Specifically, representatives from each course were asked:

- If a designated person to coordinate multiple sections of this course is identified?
- Are specific general education objectives identified on the course syllabus?
- Are specific general education objectives addressed in course content?
- What assessment techniques are used to assess each relevant general education objective?
- Provide a brief summary of recent assessment results.
- Describe curricular changes resulting from assessment results.

The survey was approved by the Faculty Senate General Education Committee and administered through the Office of Analysis, Planning, and Assessment. Participation in this electronic survey initially was solicited from relevant Department Chairs or course representatives through an email from the Provost.

It should be noted when the 2003 task force developed the current general education curriculum, assessment deliberately was separated from curriculum development to avoid the possibility of assessment driving creation of courses and the program. To date, these courses have not received instruction on assessment of established general education goals and objectives.

Seventy course surveys were distributed with 67 completed surveys returned. The three unrepresented courses are:

- MLL 194: This course is taught by a graduate assistant who was out of the country and nobody was available to complete the survey.
- PHYS 162/163: This course has not been offered for several years.
- TM 350: According to the Department Chair, the syllabus and content parallel GT 350 and the department has been using GT 350 for the last few years instead of TM 350.

Brief Summary of Survey Findings for Goal 3

- For courses with multiple sections (47 courses), only about half (24) have a designated course coordinator.
- The attached *General Education Survey Matrix* provides a visual overlay of survey responses and the existing general education curriculum map. Color coding indicates current status with several possible scenarios. From these data we can see which courses listed particular objectives on the syllabus, the courses that include particular objectives in course content, courses that practices assessment of these objectives, as well as various combinations of these practices.
- The attached *Summary of General Education Objectives Addressed and Assessed* demonstrates objectives in Goal 3 are assessed only 53.8% of the time, addressed but not assessed an additional 21.3% of the time, and not addressed 24.8% of the time. There is considerable variation between the eight areas of goal three. In terms of assessment, percentages range from a high of 71.4% for area one to a low of approximately 35% for areas four and eight. In terms of selected objectives not being addressed, this ranges from a low of approximately 5% for areas five and eight to a high of 40.7% for section four.
- Data on assessment methods reveal embedded assessment (332 instances reported) and course assignments (296 instances reported) are most frequently used. Portfolio use was reported in 51 instances and scores on rubrics were reported as assessment tools in 49 instances. Occasionally, course grades were reported as the assessment technique for a specific objective.
- In response to the request for a summary of recent assessment data, very few respondents provided actual examples. Most respondents simply did not reply to this question or noted they did not keep any centralized data set.
- Similarly, very few respondents identified curricular changes due to assessment results. Again, most simply did not respond to this question. Some noted results had been satisfactory and no curricular changes were needed. A very limited number of responses indicated meaningful changes in courses content or assignments and, even in these instances, it was unclear how these changes resulted from assessment data.

Conclusion

- Given the fact no prior specific mandate or support for assessment of general education courses exists, the current level of Goal 3 assessment is both surprising and pleasing. However, the survey also demonstrates, with just a few exceptions, Goal 3 is neither universally acknowledged nor well assessed in general education courses beyond the core either within sections of courses or across courses.
- Across the board, PSU needs to do a better job linking general education goals and objectives with student learning outcomes in specific courses.
- PSU should develop infrastructure for expected assessment of general education learning objectives by providing structured oversight of the process and assistance with assessment techniques.
- PSU should encourage departments/units to use analysis of assessment data to make needed revisions to courses so they better meet general education goals and objectives.

General Education Policy

Philosophy

General Education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.

Goals of General Education

General Education plays a pivotal role at Pittsburg State University. As a key component of undergraduate education, it furthers the University's mission of "providing programs and services that create opportunities for students to develop intellectually, ethically, aesthetically, emotionally, socially and physically."

The overall purpose of the General Education program is to provide an environment in which students can acquire the basic knowledge and skills common to educated people in our global society. To do this, the program provides instruction in certain basic disciplines ranging from the arts to science and technology. But it does more. It stimulates critical thinking and encourages decision-making free from prejudice or insularity. It develops the ability to communicate effectively via a variety of means. The program promotes ethical and aesthetic growth. It cultivates an appreciation of different cultures and the rights of others. In short, the foundation provided by General Education helps Pittsburg State University graduates lead satisfying lives and function responsibly in a complex and ever-changing world. And above all, the program provides a basis for future growth.

The General Education program accomplishes its task through a set of courses that meets the following goals and objectives.

Goal #1: Students should be able to communicate effectively.

OBJECTIVES:

1. Apply the principles of effective oral communication either in-group or individual presentations.
2. Apply the principles of effective writing and other forms of communication.
3. Demonstrate the ability to formulate and solve problems using the tools of mathematics.

Goal #2: Students should be able to think critically.

OBJECTIVES:

1. Demonstrate the ability to distinguish between relevant and irrelevant information in problem solving.
2. Articulate a problem and develop a logical and reasonable response to it using appropriate sources.
3. Apply generalizations, principles, theories, or rules to the real world.
4. Demonstrate the ability to analyze and synthesize information.

Goal #3: Students should be able to function responsibly in the world in which they live.

OBJECTIVES:

Part I: Sciences

1. Demonstrate an understanding of the basic principles, facts, and theories of the biological and physical sciences.
2. Demonstrate an understanding of the basic methods of inquiry, analysis and description in the biological and physical sciences.
3. Demonstrate an understanding of how the natural sciences contribute to the general welfare of civilization.

Part II: Social Studies

1. Demonstrate an understanding of contemporary social issues.
2. Evaluate the impact of scientific, technological, economic, and intellectual change on social and political institutions.
3. Demonstrate an understanding of cultural diversity within the United States and in the world at large.

Part III: Political Studies

1. Demonstrate an understanding of the basic governmental institutions of the United States.
2. Demonstrate an understanding of the principles underlying democracy.
3. Demonstrate an awareness of the impact of public policy on people's lives.
4. Demonstrate an understanding of the global context in which the political system of the United States operates.

Part IV: Producing and Consuming

1. Demonstrate an understanding of fundamental philosophies, principles, and theories that govern the world of producing and consuming.
2. Demonstrate an understanding of how the world of producing and consuming impacts the individual, society, institutional structures, the economy, and the world.
3. Demonstrate an understanding of how the practices and outcomes of producing and consuming apply to our daily decision-making and to the solution of societal problems.

Part V: Aesthetic Studies

1. Demonstrate an understanding of the creative process, both practical and theoretical, and its relationship to an audience or viewers.
2. Demonstrate the ability to make informed critical responses when exposed to artistic endeavors.
3. Understand the relationship between the arts and society in a multicultural environment.

Part VI: Cultural Studies

1. Demonstrate the ability to recognize the value of diverse cultural, national, and ethnic backgrounds.
2. Demonstrate an awareness of the rights of individuals and groups from diverse cultural, national, and ethnic backgrounds.
3. Demonstrate an understanding of the relationships of gender, race, and class within and across cultures.

Part VII: Health and Well-being

1. Demonstrate an understanding of the relationships between lifestyle and functional health.
2. Demonstrate the ability to incorporate concepts of the human body, mind, and emotions that lead to a well-adjusted individual.

Part VIII: Human Heritage

1. Demonstrate an appreciation for the range and diversity of humankind's wisdom, values, ideas, beliefs, and reasoning.
2. Demonstrate an understanding of human behavior, the human condition, and human institutions in the context of historical, literary, or philosophical inquiry.
3. Demonstrate recognition of the inter-relatedness of the past, present, and future.

General Education Survey Matrix

P primary goals S secondary goals

I. BASIC SKILLS	Comm Skls			Critical Thkg				Sciences			Social Stds			Political Stds				P & C			Aesthetic			Cultural Std			Health		Human Her				
	G1			G2				G3 I			II			III				IV			V			VI			VII		VIII				
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2
COMM 207	P	P		P	P	P	P																										
ENGL 101		P		P	P	P	P																										
ENGL 190		P		P	P	P	P																										
ENGL 299		P		P	P	P	P																										
MATH 113/110		S	P	P	P	P	P																										
MATH 143		S	P	P	P	P	P																										
MATH 133	S	S	P	P	P	P	P																		S								

II. GENERAL EDUCATION ELECTIVES

II. GENERAL EDUCATION ELECTIVES	Comm Skls			Critical Thkg				Sciences			Social Stds			Political Stds				P & C			Aesthetic			Cultural Std			Health		Human Her				
	G1			G2				G3 I			II			III				IV			V			VI			VII		VIII				
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2
SCIENCES																																	
<i>Natural Sciences</i>																																	
BIOL 111/112	S			P	S		P	P	S	P		S																P	P				
BIOL 113								P	P	P									S	S								P	P				
BIOL 211																																	
<i>Physical Sciences</i>																																	
CHEM 105/106	S	S	P	P	P	P	P	P	P	P	S	P				S			S	S					S								
CHEM 107/108																																	
PHYS 160/165	S	S	P	P	P	P	P	P	P	P	S	P				S			S	S					S	S							
PHYS 162/163	S	S	P	P	P	P	P	P	P	P	S	P				S			S	S					S	S							
PHYS 166/167	S	S	P	P	P	P	P	P	P	P	S	P				S			S	S					S	S							
PHYS 171/172	S	S	P	P	P	P	P	P	P	P	S	P				S			S	S					S	S							
PHYS 175/176	S	S	P	P	P	P	P	P	P	P	S	P				S			S	S					S	S							
PHYS 375/176	S	S	P	P	P	P	P	P	P	P	S	S				S			S	S					S	S							

SOCIAL STUDIES	Comm			Critical Thkg				Sciences			Social Stds			Political Stds				P & C			Aesthetic			Cultural Std			Health		Human Her						
	G1			G2				G3 I			II			III				IV			V			VI			VII		VIII						
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2	O3	
SOSCI 100	S	P		P	P	P	P				P	P	P		S	S					S	S	S				P	P	P						
WOMEN 200*	S	S		P	P	P	P				P	S	P			P											P	P	P	S					

POLITICAL STUDIES	Comm			Critical Thkg				Sciences			Social Stds			Political Stds				P & C			Aesthetic			Cultural Std			Health		Human Her				
	G1			G2				G3 I			II			III				IV			V			VI			VII		VIII				
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2
SOSCI 101		S		S	S	P	P				S	S	S		P	P	P					S	S	P				S	S	S			
SOSCI 324		S		S	S	P	P				S	S	S		P	P	P					S	S	P				S	S	S			

General Education Survey Matrix

	Comm G1			Critical Thkg G2				Sciences G3			Social Stds II			Political Stds III				P & C IV			Aesthetic V			Cultural Std VI			Health VII		Human Her VIII					
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2	O3			
PRODUCING & C <i>Economy</i>																																		
ECON 191		S		S	P	P	P				S					S		P	P	P							S	P	S	S	S			
FCS 230	P	P	S	P	S	P	P				P	P	S	P	P	P	S	P	P	P	S						S	P	S	S	S			
Technology																																		
GT 190		S	S	S	S	S	S	S		S		P				S		S	S								S	S						
GT 350	S	S	S	S	S	S	P	S		S	S	P	S			S		S	P	P							S	S	S					
TM 350	S	S		P	P	P	P				P	P	S			S			P	P							S	S	S					
TE 551	S	S	S	S	S	S	S	S		S	S	P	S	S		S	S	S	P	P							S	S						
SSLS 330																																		
Business																																		
ACCT 201		S	P	P		P	P											P	P	P														
MGMKT 101													S					P	P	S														
CSIS 130		S	P	P	S	S	P				S	P				S			P	P							S							

	Comm G1			Critical Thkg G2				Sciences G3			Social Stds ii			Political Stds iii				P & C iv			Aesthetic v			Cultural Std vi			Health vii		Human Her viii						
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2	O3				
AESTHETIC STDS	S	S																																	
ART 155	S	S			P		P																	P	P	S									
ART 178	S	S			P		P				S		P											P	P	P	S		S						
ART 188	S	S			P		P																	P	P	P									
ART 217	S	S		P	P		P																	P	P	S									
ART 222	S	S			P		P																	P	P	S									
ART 233	S	S		P	P		P																	P	P	S									
ART 244	S	S			P		P																	P	S	S									
ART 266	S	S			P		P																	P	P	S									
ART 277	S	S		P	S		P																	P	P	S									
ART 288	P	P			P		P				S		S											P	P	P	S		S						
ART 289-01	P	P			P		P				S		S											P	P	P	S		S						
ART 311	P	P			P		P																	P	P	P									
COMM 105	P	P		S	S	S	P												S	S				P	P	P	S								
COMM 205		S		S	S	S	S																	P	P	P	S								
COMM 295		S		S	S	S	S																	P	P	P	S								
ENGL 250	S	P		S	S		P																	P	P	S	S		S						
HHP 151	S	S											P											P	P	P	S	S	S	S	S				
MUSIC 120		S		S	S	S	S						S											P	P	P	P	S	S						
MUSIC 121	S	P		P	P	P	P		S		S		P				S		S	S				P	P	P		S	S						
MUSIC 321	S	P		P	P	P	P					S							S	S				P	P	P	S	S	S						

General Education Survey Matrix

	Comm G1			Critical Thkg G2				Sciences G3			Social Stds II			Political Stds III				P & C IV			Aesthetic V			Cultural Std VI			Health VII		Human Her VIII					
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2	O3
CULTURAL STDS	P	P		P	S	S	P				S	S	P														P	S	P					
MLL 124	P	P		P	S	S	P				S	S	P														P	S	P					
MLL 134	P	P		P	S	S	P				S	S	P														P	S	P					
MLL 144	P	P		P	S	S	P				S	S	P														P	S	P					
MLL 154	P	P		P	S	S	P				S	S	P														P	S	P					
MLL 184	P	P		P	S	S	P				S	S	P														P	S	P					
MLL 194	P	P		P	S	S	P				S	S	S														P	P	P					
GEOG 106		S				S	P				S	S	P		S		S						Pp				P		S					
GEOG 300				P		P	S					P	P				P		P				Pp				S		S					
GEOG 304				P		P	S					P	P				P		P			P	Pp				P	P	P					
WOMEN 399																																		

	Comm G1			Critical Thkg G2				Sciences G3 I			Social Stds II			Political Stds III				P & C IV			Aesthetic V			Cultural Std VI			Health VII		Human Her VIII					
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2	O3
HEALTH & WELLB																																		
<i>Psychological</i>																																		
PSYCH 155		S		P	S	P	P				S	S	S														S	S	S	P	P			
<i>Physical</i>																																		
FCS 203				P	S	S	S	S			P		S																	P	P			
HHP 150				S			P								S															P	P			

	Comm G1			Critical Thkg G2				Sciences G3 I			Social Stds II			Political Stds III				P & C IV			Aesthetic V			Cultural Std VI			Health VII		Human Her VIII						
	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O4	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O3	O1	O2	O1	O2	O3	
HUMAN HERITAGE																																			
<i>History</i>																																			
HIST 201	S	P		P	P	P	P					S	P	P	P	P	P						S				P	P	P				P	P	
HIST 202	S	P		P	P	P	P					S	P	P	P	P	P						S				P	P	P				P	P	
HIST 101	S	P		P	P	P	P					S	P		S	P											P	P	P				P	P	
HIST 102	S	P		P	P	P	P					S	P	S	P	P	S										P	P	P				P	P	
<i>Literature</i>																																			
ENGL 113		S		P	P	P	P						S										P	P	P	P	P	S	S				P	P	S
ENGL 114		S		P	P	P	P						S										P	P	P	P	P	S	S				P	P	S
ENGL 116		S		P	P	P	P						S										P	P	P	P	P	S	S				P	P	S
ENGL 120		S		P	P	P	P						S										P	P	P	P	P	S	S				P	P	S
ENGL 315							S						S												S	S	P		S				P	P	S
<i>Philosophy</i>																																			
PHIL 103		S		P	P	S	P				P																						P	P	
PHIL 105				S	S	P	P				P																	P					P	P	
PHIL 208			P	P	P	P	P																										P	P	
PHIL 111																																			
PHIL 231											P	S	P														P	P	S				P	P	S

Color Coding							
Syllabus		X	X				X
Course Content		X	X	X	X		
Assessed		X		X		X	

Courses highlighted in dark brown are no longer offered

Summary of General Education Objectives Addressed and Assessed

	Included in Course Content but Not Assessed	Assessed	Neither Addressed nor Assessed
Goal 2: Objective 1	16 (29.1%)	31 (56.4%)	8 (14.5%)
Objective 2	16 (25%)	36 (56.3%)	12 (18.7%)
Objective 3	15 (29.4%)	28 (55%)	8 (15.6%)
Objective 4	16 (23.9%)	44 (65.7%)	7 (10.4%)
Goal 2	63 (26.6%)	139 (58.6%)	35 (14.8%)
Goal 3: Section 1: Objective 1	0 (0%)	8 (61.5%)	5 (38.5%)
Objective 2	0 (0%)	6 (66.7%)	3 (33.3%)
Objective 3	0 (0%)	11 (84.6%)	2 (15.4%)
Goal 3 Section 1	0%	25 (71.4%)	10 (28.6%)
Goal 3: Section 2: Objective 1	2 (6.5%)	20 (64.5%)	9 (29%)
Objective 2	3 (10%)	18 (60%)	9 (30%)
Objective 3	9 (26.5%)	19 (55.9%)	6 (17.6%)
Goal 3 Section 2	14 (14.7%)	57 (60%)	24 (25.3%)
Goal 4: Section 2: Objective 1	0 (0%)	5 (71.4%)	2 (28.6%)
Objective 2	0 (0%)	8 (88.9%)	1 (11.1%)
Objective 3	3 (13%)	12 (52.2%)	8 (34.8%)
Objective 4	0 (0%)	6 (50%)	6 (50%)
Goal 3 Section 3	3 (5.9%)	31 (60.8%)	17 (33.3%)
Goal 3: Section 4: Objective 1	5 (50%)	4 (40%)	1 (10%)
Objective 2	5 (20.8%)	8 (33.3%)	11 (45.8%)
Objective 3	4 (16%)	9 (36%)	12 (48%)
Goal 3 Section 4	14 (23.7%)	21 (35.6%)	24 (40.7%)
Goal 3: Section 5: Objective 1	5 (20%)	19 (76%)	1 (4%)
Objective 2	10 (40%)	15 (60%)	0 (0%)
Objective 3	11 (42.3%)	13 (50%)	3 (11.5%)
Goal 3 Section 5	26 (33.8%)	47 (61%)	4 (5.2%)
Goal 3: Section 6: Objective 1	8 (19.5%)	20 (48.8%)	13 (31.7%)
Objective 2	5 (17.9%)	13 (46.4%)	10 (35.7%)
Objective 3	8 (24.2%)	19 (57.6%)	6 (18.2%)
Goal 3 Section 6	21 (20.6%)	52 (51%)	29 (28.4%)
Goal 3: Section 7: Objective 1	2 (25%)	4 (50%)	2 (25%)
Objective 2	1 (16.7%)	2 (33.3%)	3 (50%)
Goal 3 Section 7	3 (21.4%)	6 (42.9%)	5 (35.7%)
Goal 3: Section 8: Objective 1	6 (75%)	2 (25%)	0 (0%)
Objective 2	6 (46.2%)	6 (46.2%)	1 (7.6%)
Objective 3	6 (60%)	3 (30%)	1 (10%)
Goal 3 Section 8	18 (58.1%)	11 (35.5%)	2 (6.4%)
Goal 3	99 (21.3%)	250 (53.8%)	115 (24.8%)
Overall	162 (23.1%)	389 (55.5%)	150 (21.4%)

ATTACHMENT TWO

Recommendation on Process and Infrastructure for an Alternative Approach to Assessment of Goal 3: General Education assessment Beyond the Core

Upon closer inspection, the work group determined suggestions 3 and 4 in the letter from the HLC Assessment Academy Team, dated May 14, 2012, were closely related. As a result, we elected to incorporate our recommendations into a single response.

Suggestion 3 in the letter calls for consideration of an alternative approach for assessment of Goal 3 in the General Education Program. Suggestion 4 involves four notions- 1) exploring the possibility of creating a Coordinator of General Education position and/or a standing steering committee for general education; 2) exploring the possibility of adding a sunset clause to general education courses specifying a time to revisit whether a particular course still fits with the program's goals and objectives; 3) training faculty in both the assessment of general education courses beyond the core and uses of assessment data to improve student learning; and 4) exploring the possibility of incorporating general education into the program review cycle. Each of these ideas is addressed in the following recommendations for an alternative approach and infrastructure for assessing general education goals and objectives beyond the core courses.

Recommendation to create a General Education Program Coordinator-

- A General Education Program Coordinator should be named and this person should serve under the Associate Provost for Enrollment Management and Student Success. This role should be centralized, institutionalized, and sit within the existing administrative structure. We recommend this person be a faculty member who receives adequate compensation in workload to serve as Coordinator. Recommended tasks for this person might include:
 - Coordinating the assessment and course approval work of the Faculty Senate General Education Committee.
 - Working with the Director of Assessment to facilitate student learning outcome assessment training for the Faculty Senate General Education Committee, general education course coordinators, and faculty teaching general education courses.
 - Serving as initial contact for students requesting transfer articulation of general education courses, substitutions, and waivers. In this role, the Coordinator should consult with appropriate deans, chairs, and program directors.
 - Providing a liaison for PSU with state-level general education initiatives and policies, including KBOR involvement with general education at Regent's institutions.
- The General Education Program Coordinator should serve a three-year renewable term to provide continuity in oversight of the program.

Recommendations on the composition and charge of the Faculty Senate General Education Committee-

- As opposed to creating a new steering committee for general education, the Faculty Senate General Education Committee should have an active and regular role overseeing assessment of the General Education Program, approving new general education courses, and monitoring the curriculum. In essence, this standing committee should operate as the steering committee.
- To ensure continuity in oversight of the General Education Program, terms of Faculty Senate General Education Committee members should be changed to three years with one-third of the committee rotating off (and on) each year.
- The committee chair should be elected by the committee members and serve a one-year term with possible re-election to a second one-year term.
- The General Education Program Coordinator and the Director of Assessment should serve as ex-officio members of the Faculty Senate General Education Committee.
- Given the size, complexity, diverse and interdisciplinary nature of the General Education Program, it continually should be reviewed by the Faculty Senate General Education Committee and not fall under the purview of the Program Review Committee. Rather than having the entire General Education Program undergo the regular program review process, every three years each general education course should be required to submit a portfolio to the Faculty Senate General Education Committee summarizing assessment of student learning in the past three years. One-third of general education courses should be reviewed each year.
- The Faculty Senate General Education Committee should establish a process to get this cycle initiated so one-third of the program is reviewed by the committee every year and each course is reviewed every three years.
- The Faculty Senate General Education Committee should determine a common template for courses to use when organizing and presenting assessment data in course portfolios.
- The Faculty Senate General Education Committee should provide feedback to the department/unit on the implemented assessment process for their general education courses. This feedback could be confirmation the process is working well in the course or it could involve suggestions for improving the assessment plan and process.
- The Faculty Senate General Education Committee should consider whether reviewing the portfolios is sufficient or if a meeting with a representative of the course is most beneficial process for reviewing the materials and providing feedback.
- For each reviewed course, the Faculty Senate General Education Committee should make a final recommendation to 1) continue in the General Education program, 2) remove the course from the General Education program, or 3) place the course on “probation” with specific provisions pending a successful review at a future time (possibly the next three year interval).
- The Faculty Senate General Education Committee must approve any new courses seeking inclusion in the General Education program. In order to gain approval, a new course should demonstrate alignment with established general education goals and objectives, present student learning objectives linked to these established general education goals and objectives,

and provide a coherent assessment plan for examining how well the course meets both the student learning and general education goals and objectives.

- The Faculty Senate General Education Committee should submit an annual summary report of their assessment activities and outcomes for review by the University Assessment Committee since the Assessment Committee has ultimate responsibility for monitoring assessment activities at Pittsburg State University. This report should include aggregated assessment data the Assessment Committee can use to evaluate the overall effectiveness of the general education curriculum.
- The Assessment Committee will report any recommendations or identified concerns about the General Education Program to the Provost in the Annual Assessment Report.

Recommendations for General Education Courses and Contents of Review Portfolios-

- A tenured faculty member should be identified as the “Course Coordinator” for each general education course. This role particularly is important when multiple sections of a course are offered in a given semester. Course Coordinators strongly are encouraged to work with the General Education Program Coordinator and Director of Assessment in the development of assessment plans for general education courses.
- Each general education course should identify common general education goals and objectives pursued in every section of the course and establish course-wide student learning outcomes linked to these general education goals and objectives.
- The specific selected common general education goals and objectives pursued by a general education course should be listed on each copy of the syllabus distributed for every section of the course each semester. Further, each syllabus should contain course-wide student learning outcomes linked to selected general education goals and objectives.
- Each General Education Course Coordinator should be responsible for making certain the course has an assessment plan implemented each semester to generate data. The data regularly should be analyzed in order to determine how well the course is achieving established student learning outcomes as well as selected general education goals and objectives.
- It should be an expectation that departments/units regularly reflect on assessment results and adjust course content to improve student learning related to the selected general education goals and objectives.
- Every three years each general education course should be required to submit a portfolio to the Faculty Senate General Education Committee. There should be a single portfolio for each course and include data from every section taught. The portfolio should demonstrate the selected general education goals and objectives are listed in the syllabus for each section of that course each semester, provide a brief description of the assessment plan used to assess student learning related to these goals and objectives, include a brief sample, summary, and analysis of assessment data gathered over the three year period, and provide a discussion of any changes made to the course resulting from the analysis.

ATTACHMENT THREE

Considering an Alternative General Education Model

While deciding whether the university should adopt a different model for general education is far beyond the charge of the current group, it is clear that the time is now ripe both on this campus and in the larger environment of higher education to initiate a campus-wide conversation regarding the purpose of general education in the light of the mission of this institution and various models of general education that are available.

We believe this conversation should be wide-ranging. In the area of the purpose of general education it should include but not limit itself to:

- The function of general education as a foundation for the remainder of the university experience.
- The function of general education as a venue for exploring a wider intellectual world.
- The function of general education in creating global citizens.

This conversation should not neglect focusing on unique characteristics of the students we serve, primarily from this region of the country, many of whom are of the first generation of their families to attend college and are vocationally oriented.

The Distribution Model and the Core Model are two models that are generally discussed. The Distribution Model is generally understood to provide a broad distribution of classes whose purpose is to give the student breadth. The Core Model is a tighter, layered, and integrated model which provides a coherent core for a student's education. These are discussed by Ken Waltzer in "General Education Models: Pros & Cons of General Education Strategies" Council of Colleges of Arts and Sciences --Toronto, Canada, Nov. 9, 2000.

As a beginning, these models would provide a framework for the conversation, but, in addition, there is a remarkably rich collection of resources available for study. For example,

- The Association of American Colleges and Universities provides a webpage with resources for general education ; it is located at <http://www.aacu.org/resources/generaleducation/index.cfm>
 - Their page for Liberal Education and America's Promise (Leap) also has a good page at <http://www.aacu.org/leap/index.cfm> .
- The Lumina Foundation also provides good resources such as http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

These models provide a framework in which courses are to be offered, heed should also be paid to the type of course offered within that model. Should general education courses be surveys for those desiring to know more about a particular topic without becoming an expert? Should general education courses serve the role of introductory courses for those within the major? Are these always necessarily

different things? Is there room for both types within the model? There isn't necessarily a correct answer to any of these questions, but the conversation will profit by including them.

In addition, also included in the conversation should be practices at universities of a mission similar to ours. Our peers within the state and our aspirational peers should be included. Along these lines,

- K-State <http://www.k-state.edu/kstate8/> and
- Illinois State University <http://gened.illinoisstate.edu/faculty/structure/> provide good places to look as well as A Model for Comprehensive Reform of General Education: Portland State.

The books,

- *The Reforming of General Education: The Columbia Experience in Its National Setting* by Daniel Bell and David B Truman and
- *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*, by Derek Bok

are both available on Amazon and would be germane to the conversation.

Conversation should include KBOR core competencies and other directions for general education, such as the Smarter Balanced initiative. See <http://www.smarterbalanced.org/>.

The current general education model has suffered the sort of bloating that comes from being adrift on an ocean of politics and apathy; this is the natural consequence of the lack of a shared vision. It is felt that a leaner, less bloated general education model would provide for fitter minds better able to educate themselves. The hope is that a better vision of general education will arise from a campus-wide conversation and such a vision would foster a leaner, more energetic general education program.

In any conversation, the above suggestions should be viewed as scaffolding as opposed to prison bars.

ATTACHMENT FOUR

Recommendation on a Consultant for the Assessment of General Education

Given PSU's participation in the HLC Academy for the Assessment of Student Learning formally ends in November 2012, this is an opportune time to bring an external consultant to campus to advance our general education assessment efforts. The purposes of the consultation would be the following:

1. Educate and motivate general education course faculty, course coordinators, department chairs, and administrators on the assessment of general education goals as in a formal 1-2 hour presentation.
2. Advise the General Education Committee on the development and implementation of a General Education Assessment Plan in a 3-4 hour workshop, with specific attention to the selection of techniques to measure general education Goal #3 and the implementation of assessment techniques across courses with one or multiple sections, and across courses from one or multiple departments.
3. Review results of the first implementation of the Assessment Plan and advise the General Education Committee on the analysis of results and on strategies for improvement of the plan.

Purposes #1 and #2 could be accomplished during a one-day campus visit. Purpose #3 would necessitate a follow-up campus visit (one day) or conference call (one or more conference calls).

The work group offers the following suggestions for a consultant:

- Dr. Susan Hatfield, a visiting scholar with the HLC Assessment Academy known for her expertise and speaking skills.
- A consultant from AAC&U, such as identified from the AAC&U Promising Models (<http://www.aacu.org/resources/generaleducation/promisingmodels.cfm>) or from an April 9, 2012 e-mail to Dr. Olson, in which Ashley Finley, the AAC&U Senior Director of Assessment and Research:

"Someone we recommend often is Jo Beld at St. Olaf College (beld@stolaf.edu). Jo is simply fantastic and has been instrumental in revamping and revitalizing St Olaf's assessment program. We consider it an exemplar in institutional assessment. Their general education webpage is a great example of why they're so good: <http://www.stolaf.edu/offices/ir-e/generaled/requirements.html>. Jo serves as a faculty member at another of our AAC&U institutes. Depending upon timing, Peggy Maki is also phenomenal. Peggy is on the institute faculty for the Gen Ed institute and has been doing full-time assessment consulting for years. She's currently working on multi-institution reform in Massachusetts, which has limited her availability. But going into next year may be better. Her email is peggymaki@aol.com. Peggy would certainly provide a national perspective. If you're looking for additional national insights, either myself or Terry Rhodes (rhodes@aacu.org) could also consult with you. We often travel to campuses to

engage conversations in a variety of different formats, depending upon your particular goals and needs.”

- Dr. John Catau, now retired, former Associate Provost at Missouri State University who was the General Education Coordinator during the development, implementation, and multi-year continuation of an assessment process linked to a major revision of the general education program in the mid-1990s.