Reimagining OHIO General Education

Faculty Senate | September 9, 2019
University Curriculum Council | September 10, 2019
Agenda

- Background Information
- Reasons for Reform
- Timeline
- Principles
Reimagining OHIO’s General Education Program

BACKGROUND INFORMATION
May 2014: Faculty Senate passed "Resolution for the endorsement of the General Education common goals"

Established General Education Common Goals

Directed steps for implementation
### REQUIRED GOALS

<table>
<thead>
<tr>
<th>Knowledge of Human Cultures and the Physical and Natural World</th>
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<tbody>
<tr>
<td>• Broad, basic understanding</td>
</tr>
<tr>
<td>• Knowledge and skills from major</td>
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<table>
<thead>
<tr>
<th>Intellectual, Practical, and Professional Skills</th>
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<tbody>
<tr>
<td>• Critical inquiry and analysis</td>
</tr>
<tr>
<td>• Written and oral communication</td>
</tr>
<tr>
<td>• Quantitative literacy</td>
</tr>
<tr>
<td>• Interpersonal Skills</td>
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</table>

<table>
<thead>
<tr>
<th>Citizenship as embodied by Personal, Social, and Professional Responsibility</th>
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<tbody>
<tr>
<td>• Intercultural knowledge and competence</td>
</tr>
<tr>
<td>• Ethical reasoning and action</td>
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### A Culminating Experience

<table>
<thead>
<tr>
<th>EXPERIENCED EXPERTISE</th>
</tr>
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<tbody>
<tr>
<td>Experiential learning</td>
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<tr>
<td>Study of languages</td>
</tr>
<tr>
<td>Community engagement</td>
</tr>
<tr>
<td>Intensive study of a social issue</td>
</tr>
<tr>
<td>Participation in communities of learning</td>
</tr>
</tbody>
</table>
Establish learning outcomes representing concrete milestones in achieving the Common Goals;

Propose changes to general education in order to meet outcomes; and

Incorporate the common goals learning outcomes and their measurement into those changes.
Reimagining OHIO’s General Education Program

What’s Next? (2019-20)

Establish learning outcomes representing concrete milestones in achieving the Common Goals;

Propose changes to general education in order to meet outcomes; and

Incorporate the common goals learning outcomes and their measurement into those changes.
Reimagining OHIO’s General Education Program

Why do we need to reform OHIO’s General Education Program?
Need for General Education Reform

- Achieve OHIO Common Goals learning outcomes
- Communicate the intent and value of general education to stakeholders
- Align with HLC and ODHE expectations for teaching, learning, and assessment
- Align curriculum and intentions for deeper learning
- Update a 40-year-old program to capture revisions and initiatives adequately
Research Question
• Do the stated learning outcomes for OHIO’s current general education \((n=62)\) match the learning outcomes for the Common Goals \((n=42)\)?

Answer = NO
• Written Communication \((6) = YES\)
• Critical Thinking \((5) = It \text{ depends}\)
• Ethical Reasoning \((5) = It \text{ depends}\)
• Quantitative Literacy \((5) = NO\)
• Teamwork \((5) = NO\)
• Oral Communication \((5) = NO\)
• Intercultural Knowledge \((6) = NO\)
• Integrative Learning \((5) = NO\)
## Communicate Intent and Value

<table>
<thead>
<tr>
<th>Students</th>
<th>Employers</th>
<th>Competitors</th>
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</table>
| • Does not fully explain the purpose of general education  
• Does not connect the true value general education to their overall educational goals  
• Does not encourage them to explain learning to others | • Does not specify students’ knowledge and skills using easily understood language  
• Does not provide a clear sense of our graduates' value as employees | • Is not differentiated by easy-to-understand outcomes  
• Is behind others’ general education reforms (e.g., Ohio State, Miami, Cincinnati, and Akron) |
Align with HLC and ODHE Requirements

HLC Accreditation

- "Outstanding Opportunity" in gen ed assessment (2015 HLC site visit)
- Cannot be assessed meaningfully
- Requires evidence of successfully completing cycles of assessment and improvement based on assessment

State-level (ODHE)

- State requirements
- ODHE Good Principles for General Education
Align Curriculum and Intentions for Deeper Learning

System
- Current categories organized by what classes students should *take* rather than what students should *learn*.
- Most learning outcomes (63%) do not meet ICC standards for learning outcome language.

Development
- Some curricular components are missing (e.g., teamwork, oral communication, and ethical reasoning).
- Curricular improvements are not being developed systematically.

Evaluation
- Learning outcomes are not measured.
- Potential deficiencies in learning cannot be identified.
### Update a 40-year-old program

<table>
<thead>
<tr>
<th></th>
<th>OHIO in 1979</th>
<th>OHIO in 2019</th>
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</thead>
<tbody>
<tr>
<td>UG Enrollment</td>
<td>11,685</td>
<td>28,000+</td>
</tr>
<tr>
<td>OHIO In-State Tuition</td>
<td>$352</td>
<td>$6,306</td>
</tr>
<tr>
<td>OHIO Room/Board</td>
<td>$623</td>
<td>$6,666</td>
</tr>
<tr>
<td>Course Instruction Codes</td>
<td>67</td>
<td>166</td>
</tr>
<tr>
<td>A&amp;S UG Major Programs</td>
<td>23</td>
<td>71</td>
</tr>
<tr>
<td>Athens Campus Concerts</td>
<td>Doobie Brothers, Eddie Money, &amp; Styx</td>
<td>Josh Turner, Lee Brice, &amp; Lyle Lovett</td>
</tr>
<tr>
<td>Consumer Tech</td>
<td>Sony Walkman</td>
<td>Augmented Reality</td>
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Reimagining OHIO’s General Education Program

What is the TIMELINE to reform OHIO’s General Education Program?
Timeline (2019-20)

- **September**: Principles for General Education Reform
- **October**: Proposed General Education Model(s)
- **November**: Updates & Feedback
- **December**: General Education Model: First Reading
- **January**: General Education Model: Second Reading & Vote
What? THAT FAST?? NOW?!?

- Will create longer disruption if OneOHIO solidifies around current Gen Ed structure
- Opportunity to improve recruitment by implementing what we believe in
- HLC has given us a timeline for completing Gen Ed assessment and improvement cycle
OHIO UNIVERSITY
GENERAL EDUCATION PRINCIPLES

Principles
- LEARNER CENTRIC
- FACULTY DRIVEN
- INCLUSIVE
- FLEXIBLE
- CHALLENGING
### Reimagining General Education Leadership Team

1. **Cynthia Cogswell**, Director of Strategic Planning & Assessment, Division of Student Affairs  
2. **Todd Eisworth** (MATH), Lead, Quantitative Literacy Assessment Faculty Learning Community  
3. **Katie Hartman** (BUS), Chair, UCC General Education Committee  
4. **Sara Helfrich** (EDU), Chair, UCC & Vice-Chair, Faculty Senate  
5. **Elizabeth Sayrs**, Dean, University College; Senior Vice Provost, Undergraduate Education and Student Success  
6. **Beth Quitslund** (ENG), Co-Chair, UCC Individual Course Committee  
7. **Sarah Wyatt** (PBIO), Chair, Faculty Senate Professional Relations Committee

### Advisory Group

**32 members**  
- Faculty Senate (5)  
- University Curriculum Council (4)  
- Common Goal Faculty Learning Communities (4)  
- Faculty reps (5)  
- Administration (7)  
- Student Services (3)  
- Student Affairs (2)  
- Student Senate (2)
Open Discussion Hours

• September 12 (Thurs) 1:30-2:30pm, Multicultural Center Conference Room (Baker)
• September 16 (Mon) 3:00-4:00pm, Baker University Center 230
• September 17 (Tues) 12:00-1:00pm, Baker University Center 230