



2017/18 Annual Report on IUB General Education

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September 4, 2018

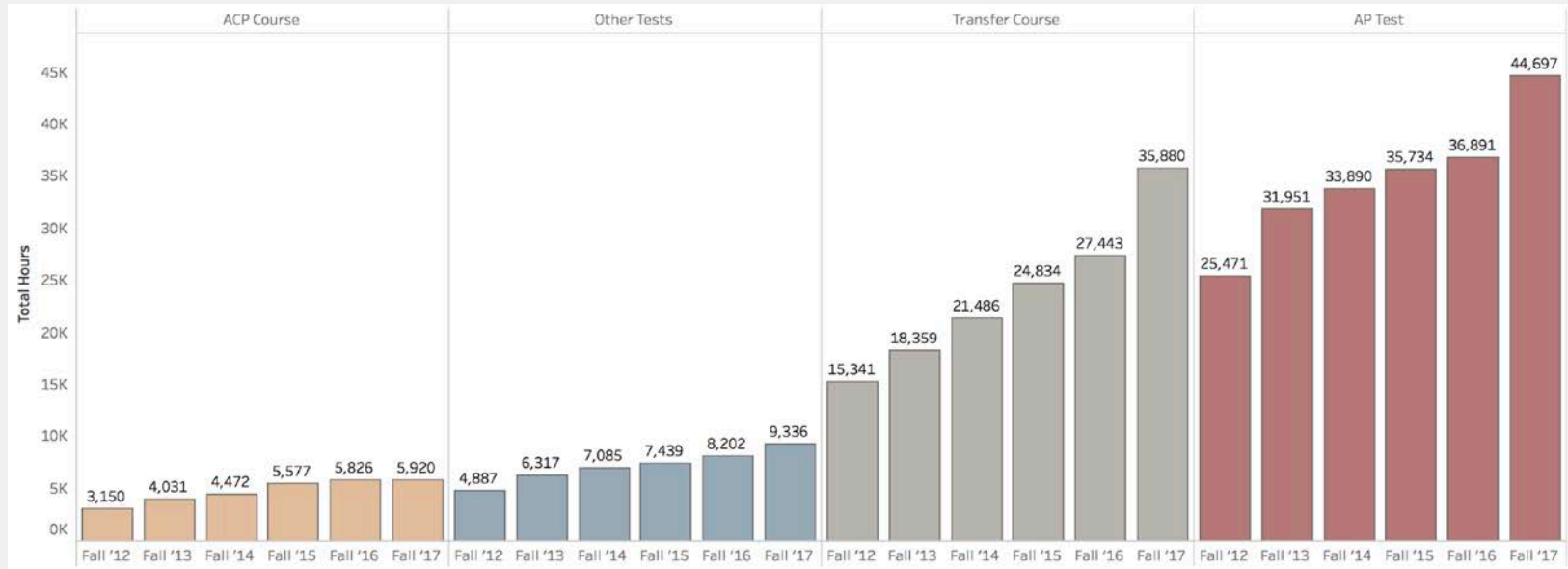


Overview

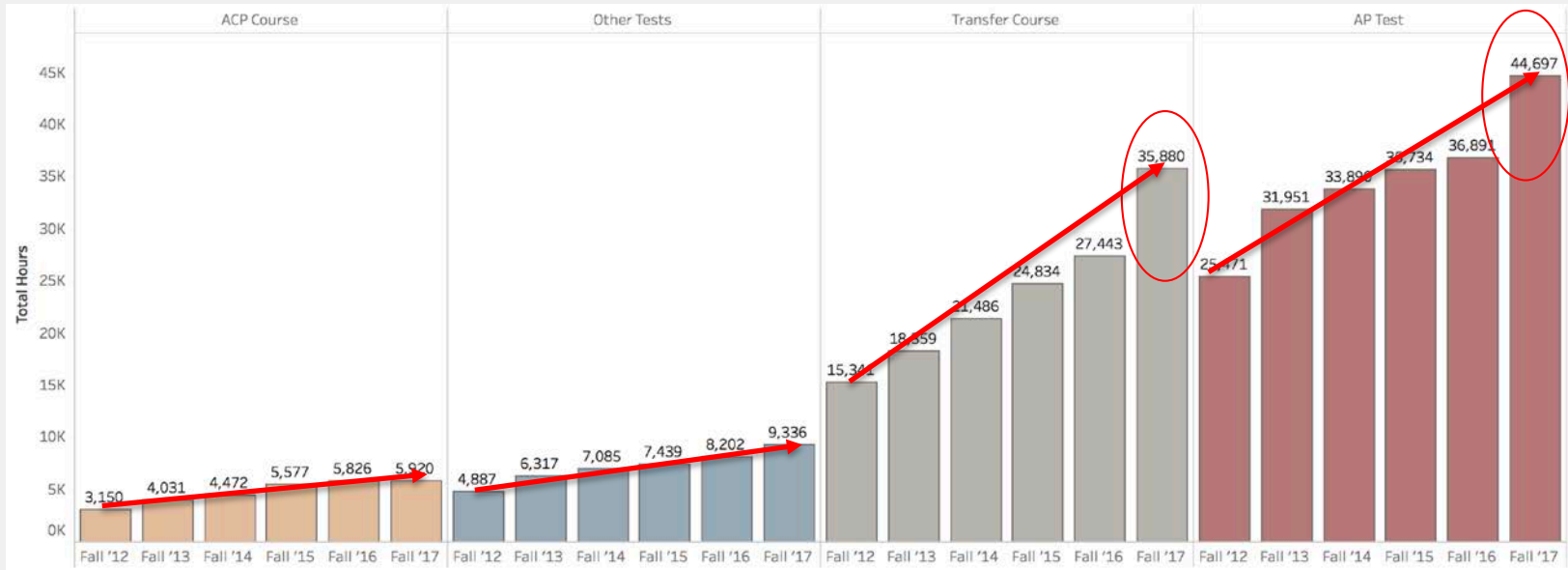
1. Data Trends
2. Assessment – Coverage of Learning Outcomes
3. GenEd Committee Actions 2017/18
4. Diversity in the U.S. – Update and Next Steps



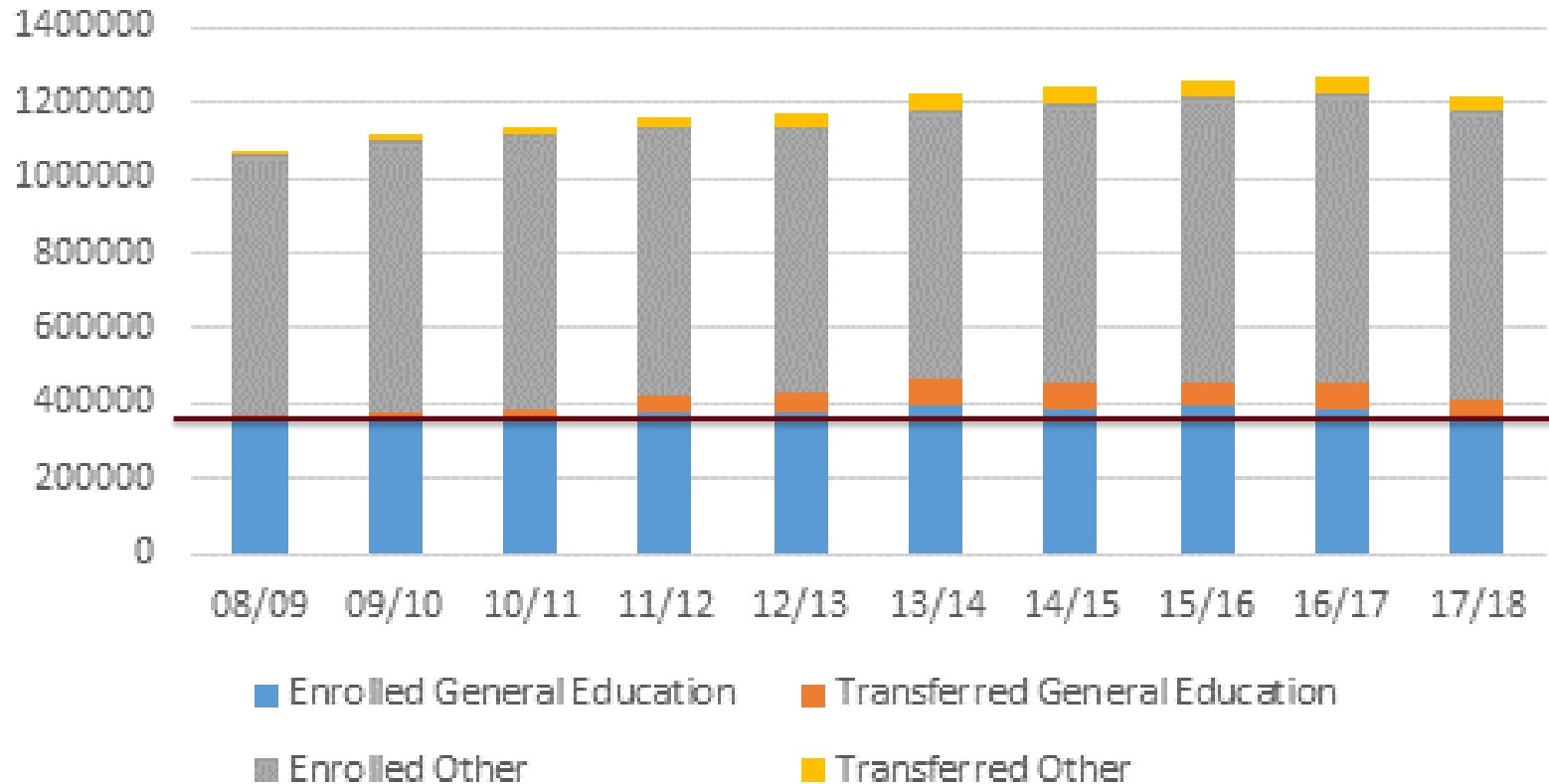
Background Data – Sources of Credit Upon Entry to IU-Bloomington



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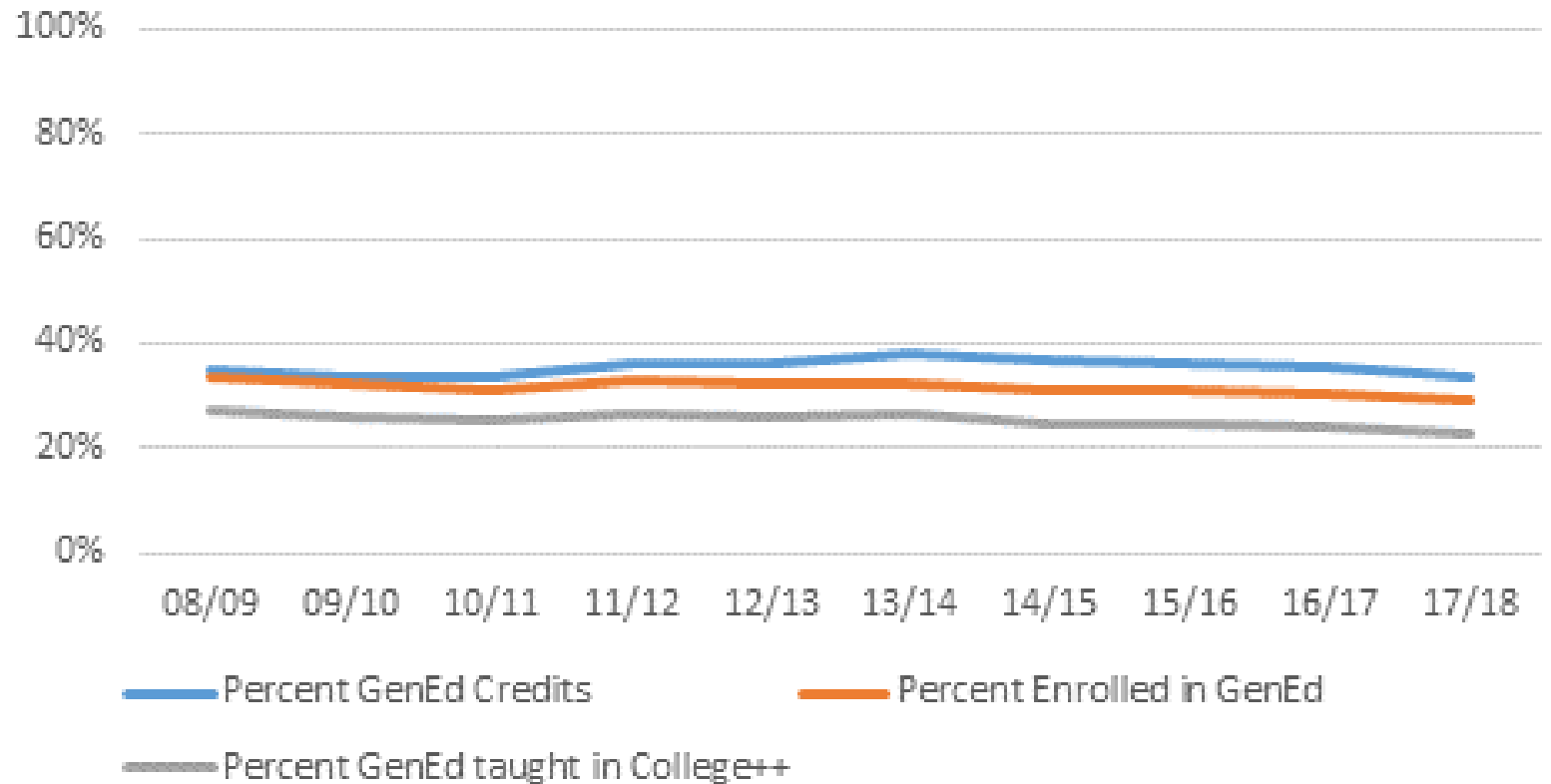


Total Credits





Percent Enrolled in General Education



Who's Enrolling in GenEd in the College++

Fall 2010

Course Sc..	Student School											
	BUS	COLL	EDUC	HPER	INFO	JOUR	MUS	NURS	SCS	SPEA	SWK	UDIV
COLL	8.0%	29.4%	0.4%	4.2%	0.9%	1.8%	1.1%	0.0%	1.3%	1.9%	0.1%	50.9%

Fall 2011

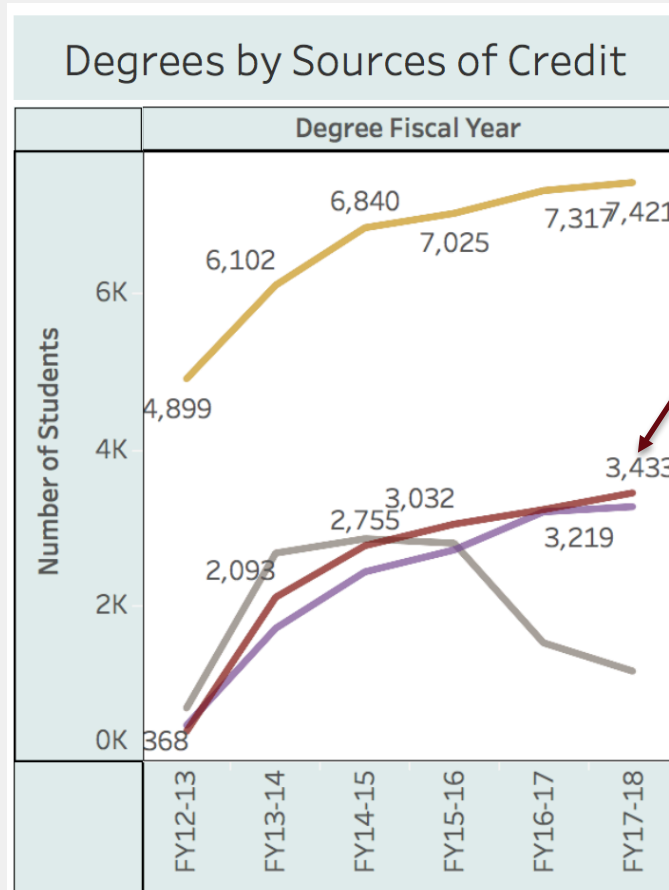
Course Sc..	Student School											
	BUS	COLL	EDUC	HPER	INFO	JOUR	MUS	NURS	SCS	SPEA	SWK	UDIV
COLL	7.9%	29.1%	0.4%	3.7%	1.0%	1.7%	1.1%	0.0%	1.1%	1.8%	0.1%	52.1%

Fall 2017

Course Sc..	Student School														
	BUS	COAD	COGI	COLL	COMS	COSP	EDUC	INFO	MUS	NURS	SIT	SPEA	SPH	SWK	UDIV
COAD	7.7%	17.2%	2.0%	8.6%	7.6%	0.4%	2.4%	4.5%	0.1%		0.4%	1.8%	1.7%	0.3%	45.2%
COGI	8.0%	1.6%	16.9%	17.8%	3.9%	0.2%	1.3%	2.4%	1.0%		0.1%	3.5%	2.6%	0.1%	40.5%
COLL	11.5%	1.2%	1.3%	23.8%	4.4%	0.3%	1.7%	3.0%	1.3%	0.0%	0.2%	2.9%	4.0%	0.2%	44.2%
COMS	3.3%	1.0%	0.4%	7.2%	32.1%	0.4%	0.4%	1.5%	0.3%		0.1%	0.4%	0.4%		52.6%



Post-Matriculation Transfer



46% of graduates have at least one course transferred Post-matriculation



GenEd Assessment – English Composition

Learning Outcomes

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. produce substantial revisions of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.



GenEd Assessment – English Composition

SLOs Reported and Assessed

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
EC-1*	226	0	0.00%	0				0.00%	0.00%	0.00%
EC-2*	226	0	0.00%	0				0.00%	0.00%	0.00%
EC-3	226	226	100.00%	4444	1486	2627	331	33.44%	59.11%	7.45%
EC-4	226	226	100.00%	4442	1663	2468	311	37.44%	55.56%	7.00%
EC-5	226	226	100.00%	4440	1339	2727	374	30.16%	61.42%	8.42%
EC-6	226	226	100.00%	4441	1508	2676	257	33.96%	60.26%	5.79%
EC-7	226	226	100.00%	4440	1570	2639	231	35.36%	59.44%	5.20%

* The nature of SLOs EC-1 and EC-2 makes them impossible to assess through evaluation of a single artifact. Although the final grade for the course is based in part on these process-oriented SLOs, attainment data is not part of what has been submitted for GenEd assessment.



GenEd Assessment – Math Modeling

Learning Outcomes

Mathematical Modeling courses provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. The modeling skills provide analytical methods for approaching problems students encounter in their future endeavors.

MM-1: Students proficient in Mathematical Modeling should demonstrate the ability to create mathematical models of empirical or theoretical phenomena in domains such as the physical, natural, or social sciences.

MM-2: Students proficient in Mathematical Modeling should demonstrate the ability to create variables and other abstractions to solve college-level mathematical problems in conjunction with previously-learned fundamental mathematical skills such as algebra.

MM-3: Students proficient in Mathematical Modeling should demonstrate the ability to draw inferences from models using college-level mathematical techniques including problem solving, quantitative reasoning, and exploration using multiple representations such as equations, tables, and graphs.

SLOs Reported and Assessed

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
MM-1	140	86	42.79%	8245	2477	4174	1594	30.04%	50.62%	19.33%
MM-2	201	47	23.38%	5120	1660	2738	722	32.42%	53.48%	14.10%
MM-3	201	0	0.00%	0	0	0	0	0.00%	0.00%	0.00%



GenEd Assessment – Natural & Mathematical Sciences

Learning Outcomes

NM-1: Students who successfully complete courses in the Natural and Mathematical Sciences will demonstrate an understanding of scientific inquiry and the bases for technology.

NM-2: Students who successfully complete courses in the Natural and Mathematical Sciences will demonstrate the ability to model and understand the physical and natural world.

NM-3: Students who successfully complete courses in the Natural and Mathematical Sciences will demonstrate the ability to collect and interpret data, think critically, and conduct theoretically based inquiry.

NM-4: Students who successfully complete courses in the Natural and Mathematical Sciences will demonstrate the ability to solve problems.

NM-5: Students who successfully complete courses in the Natural and Mathematical Sciences will demonstrate analytical and/or quantitative skills.

SLOs Reported and Assessed

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
NM-1	190	46	24.21%	6019	2924	2341	754	48.58%	38.89%	12.53%
NM-2	233	69	29.61%	7554	2450	3956	1148	32.43%	52.37%	15.20%
NM-3	274	67	24.45%	7459	3574	2961	924	47.92%	39.70%	12.39%
NM-4	419	154	36.75%	8505	3531	3351	1623	41.52%	39.40%	19.08%
NM-5	365	62	16.99%	6986	2775	3093	1118	39.72%	44.27%	16.00%



GenEd Assessment – Arts & Humanities

Learning Outcomes

Courses in the Arts and Humanities area of the Common Ground in General Education explore expressions and artifacts of human experience from past and present cultures throughout the world. Courses taken in fulfillment of the Arts and Humanities requirement introduce students to a range of knowledge, analytical frameworks, and critical perspectives, and are intended to contribute to any or all of the following learning outcomes.

AH-1: Students who complete the Arts and Humanities requirement will demonstrate knowledge of origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, (c) musical compositions, and (d) dramatic performance (live theater, dance, film, video, digital, etc.).

AH-2: Students who complete the Arts and Humanities requirement will demonstrate knowledge of the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted.

AH-3: Students who complete the Arts and Humanities requirement will demonstrate an understanding of the modes of symbolic expression and aesthetic and/or literary conventions that are used in these expressions and artifacts.

AH-4: Students who complete the Arts and Humanities requirement will demonstrate the ability to develop arguments, ideas, and opinions about forms of human expression, grounded in rational analysis and in an understanding of and respect for the historical context of expressions and artifacts, and to express these ideas in written and/or oral form.

AH-5: Students who complete the Arts and Humanities requirement will demonstrate the ability to create or reinterpret artistic works, as performer or as critic, through the development of skills of performance or skills of analysis and criticism.



GenEd Assessment – Arts & Humanities

AH-6: Students who complete the Arts and Humanities requirement will demonstrate the ability to explain and assess the changing perspectives on the meanings of arts and humanities traditions.

AH-7: Students who complete the Arts and Humanities requirement will demonstrate the ability to explore one's own identity within prior and current intellectual, aesthetic, and cultural frameworks.

SLOs Reported and Assessed

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
AH-1	559	146	26.12%	8751	3553	4148	1050	40.60%	47.40%	12.00%
AH-2	456	91	19.96%	5077	1861	2577	639	36.66%	50.76%	12.59%
AH-3	426	70	16.43%	4010	1476	2064	470	36.81%	51.47%	11.72%
AH-4	630	145	23.02%	10252	3988	5122	1142	38.90%	49.96%	11.14%
AH-5	408	137	33.58%	4864	2265	2172	427	46.57%	44.65%	8.78%
AH-6	292	17	5.82%	663	186	414	63	28.05%	62.44%	9.50%
AH-7	380	43	11.32%	2037	942	939	156	46.24%	46.10%	7.66%



GenEd Assessment – Social & Historical Studies

Learning Outcomes

Social and Historical studies courses help students gain knowledge of human cultures and the impact of historical events that shaped their development. The theoretical underpinnings and methodologies introduced will provide students with critical analytical skills. The courses are also expected to increase the social awareness of students through intercultural knowledge and the ability to reason ethically. Knowledge of specific historical and social situations will help students integrate an appreciation for diversity and inclusiveness into their approach to life-long learning.

SH-1: Students who complete the Social and Historical Studies requirement will demonstrate knowledge of human cultures based on an understanding of history, social situations, and social institutions.

SH-2: Students who complete the Social and Historical Studies requirement will demonstrate the ability to think critically and creatively.

SH-3: Students who complete the Social and Historical Studies requirement will demonstrate skills of inquiry and analysis.

SH-4: Students who complete the Social and Historical Studies requirement will demonstrate quantitative and/or qualitative literacy through theory and methodology.

SH-5: Students who complete the Social and Historical Studies requirement will demonstrate intercultural and/or civic knowledge.

SLOs Reported and Assessed

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
SH-1	548	199	36.31%	10953	5674	4089	1190	51.80%	37.33%	10.86%
SH-2	586	154	26.28%	14768	6157	7099	1512	41.69%	48.07%	10.24%
SH-3	603	199	33.00%	18573	6442	9525	2606	34.68%	51.28%	14.03%
SH-4	436	185	42.43%	12506	4767	5761	1978	38.12%	46.07%	15.82%
SH-5	394	57	14.47%	4204	1962	1821	421	46.67%	43.32%	10.01%



GenEd Assessment – World Languages & Cultures

Learning Outcomes

WLC-1: Students who complete the World Languages and Cultures requirement will demonstrate an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).

WLC-2: Students who complete the World Languages and Cultures requirement will demonstrate knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).

WLC-3: Students who complete the World Languages and Cultures requirement will demonstrate knowledge of other cultures (including beliefs, values, perspectives, practices, and products).

WLC-4: Students who complete the World Languages and Cultures requirement will demonstrate the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems.

WLC-5: Students who complete the World Languages and Cultures requirement will demonstrate the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.].

WLC-6: Students who complete the World Languages and Cultures requirement will demonstrate the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.



GenEd Assessment – World Languages & Cultures

SLOs Reported and Assessed in WC Classes

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
WC-1	169	34	20.12%	2499	1374	883	242	54.98%	35.33%	9.68%
WC-2	121	21	17.36%	1785	584	916	285	32.72%	51.32%	15.97%
WC-3	167	47	28.14%	2592	855	1392	345	32.99%	53.70%	13.31%
WC-4	143	29	20.28%	1676	667	772	237	39.80%	46.06%	14.14%
WC-5	12	1	8.33%	16	4	8	4	25.00%	50.00%	25.00%
WC-6	25	1	4.00%	23	17	6	0	73.91%	26.09%	0.00%

SLOs Reported and Assessed in WL Classes

	Classes Reporting Coverage	Classes Assessing	Percentage of Classes Assessing	Students Assessed	Students Exceeding Expectations	Students Meeting Expectations	Students Not Meeting Expectations	Percentage Exceeding Expectations	Percentage Meeting Expectations	Percentage Not Meeting Expectations
WL-1	202	27	13.37%	538	263	212	63	48.88%	39.41%	11.71%
WL-2	57	30	52.63%	475	177	208	90	37.26%	43.79%	18.95%
WL-3	356	135	37.92%	2195	723	1205	267	32.94%	54.90%	12.16%
WL-4	124	35	28.23%	772	211	433	128	27.33%	56.09%	16.58%
WL-5	878	566	64.46%	19201	14590	3799	812	75.99%	19.79%	4.23%
WL-6	256	100	39.06%	1501	700	647	154	46.64%	43.10%	10.26%



General Education Committee (GEC)

Membership

66 voting faculty, proportional to the distribution by campus unit

Course proposals consider by subcommittees of experts from each area

- 62 Courses were proposed for the inclusion in the GenEd Curriculum
- 48 Proposals were approved
- 14 Proposals were not approved

Currency reviews for all MM courses and for all variable title courses with “blanket approval” continued this year.

- 8 Variable title courses were reviewed
- Two subcommittees raised concerns about one of the courses they reviewed



GenEd Subcommittees

Foundations

- English Composition
- Mathematical Modeling

Kathy Smith
Chris Connell

Breadth of Inquiry

- Arts & Humanities
- Natural & Mathematical Sciences
- Social & Historical Studies

Julie Van Voorhis
Peter Todd
Nathan Ensmenger

World Languages & Cultures

Margaret Gray



Other GenEd Committee Actions

- Refined course eligibility rule #5 from:
 - Breadth of Inquiry courses must be offered at least once every four years.To:
 - Breadth of Inquiry **and World Culture** courses must be offered at least once every four years.
- Codification of assessment for "double counting" courses:
 - Instructors of courses that are approved for both World Cultures and Breadth of Inquiry (A&H, S&H, or N&M) are expected to assess for at least one learning outcome in each of the approved areas and to provide aggregate data from that assessment.



Diversity in the U.S. (Subcommittee)

Cara C. Caddoo: History

Selene Carter: Theatre, Drama, and Contemporary Dance

Justin R. Garcia: Gender Studies & Kinsey Institute

Paul Charles Gutjahr: Dean of English Arts and Sciences

Israel Fernando Herrera: Center for Study of Global Change

Michael Kaulana Ing: Religious Studies

Katherine Dowell Kearns: Center for Innovative Teaching and Learning

Marcia M. Laux: Nursing

Jennifer Catherine Lee: Sociology

Sylvia Martinez: Latino Studies

Rasul A. Mowatt: School of Public Health

Richard G. Mynark: IUSM

Ashlyn Nelson: Public & Environmental Affairs

Tammi L. Nelson: Social Work

Josh Perry: Kelley School of Business

Ranu Samantrai: English

Greg Siering: Center for Innovative Teaching and Learning

Michael D. Stucker: Jacobs School of Music

Tom Sweeney: IUSA

Michael Aubrey Vivier: Near Eastern Languages and Cultures

Mary Waldron: School of Education

Eryicka J.G. Wesley: IUSA

Yuzhen Ye: Computer Science



Recommended Outcomes

Knowledge

Students will:

1. Know about the social constructions of identities created through legal, cultural, political, and historical practices.
2. Understand the personal protections guaranteed by the US Constitution, its amendments, and legal code and how federal, state and local laws do and do not provide a foundation for equity and social justice.
3. Know about social, political, and historical movements that shape and challenge systems of power, privilege, and oppression.
4. Be able to identify the ways in which power differentials operate, are experienced, and are reinforced at individual, group, community, institutional, and global levels.
5. Be able to identify the concerns of Indigenous populations and issues related to marginalization, sovereignty, and colonization within borders, territories, and other State boundaries.

Analysis and Interpretive Skills

Students will:

1. Be able to identify, analyze, and evaluate the ways in which individuals and groups in the US have unequal experiences, access to opportunity, or life outcomes based on the intersections of race, gender, social class, citizenship, (dis)ability, indigeneity, sexual orientation, religion and creed, or other dimensions of difference.
2. Be able to identify, analyze, and critique tropes, narratives, and other discursive strategies around race, gender, social class, citizenship, (dis)ability, indigeneity, sexual orientation, religion and creed, or other dimensions of difference.
3. Be able to develop and support an argument that accounts for needs and concerns of marginalized groups reacting to systems of control and that brings to bear evidence from a range of sources, artifacts, and worldviews.
4. Acknowledge and affirm cultural practices and artifacts that represent the pasts, the present, and the self-determined futures of communities other than their own.
5. Analyze and critique the methods, goals, and actions of groups and individuals within movements towards political, social, and legal change.

Intra- and interpersonal Skills

Students:

1. Will learn and employ communicative tools for the practice of civil discourse while seeking common ground in discussing concepts of diversity, inclusion, and equity.
2. Will be able to identify and challenge their implicit biases and inherited assumptions and will ask questions to understand backgrounds and perspectives different than their own.
3. Will cultivate a growth mindset of openness and tolerance and be willing to stretch beyond their comfort while learning about their position in relationship to others.
4. Can practice relevant skills of civic engagement and can address equity and inclusion at different levels of advocacy.



Subcommittee Recommendations

1. If courses are proposed to meet the requirement, then they must go through an approval process similar to the Common Ground courses
2. Courses must meet at least two learning outcomes from each category
3. Seek approval from GEC, then BFC, then to academic units for comment
(timing of report completion made the steps in this exact order impractical, so at academic units for comment, then we will discuss at EPC and GEC, when formed)



What is next?

- Feedback from academic units – Sept. 20
- Discuss at EPC – Sept. 28
- Move towards implementation, but need to wait for feedback and process to continue



Acknowledgements

- 2017/18 GenEd Co-Chair Jonathan Michaelsen
- Chairs of the GenEd Common Ground Subcommittees: Kathy Smith, Chris Connell, Julie Van Voorhis, Peter Todd, Margaret Gray, and Nathan Ensmenger
- Members of the IUB GenEd Committee
- Michael Lundell, OVPUE
- Marie Crow, OVPUE
- Clinton McKay, OVPUE
- Bloomington Assessment and Research
- All of the faculty who have provided assessment information, served on review panels for the CTL, served on TSAP panels, and supported undergraduate education at IUB



Any Questions?

