General Education Task Force Final Report

April 27, 2012

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General Education Task Force Final Report

Introduction

In January 2011, Provost Sheri Everts charged the General Education Task Force (GETF) with responsibility for reviewing and, where necessary, recommending revisions to Illinois State University's General Education program. The Provost's charge (Appendix A) did not ask the GETF to propose a wholesale redesign of the General Education program. Rather, the GETF was asked to identify specific aspects of the program that may need to be revised in light of changing circumstances since its inception in 1998. In carrying out its charge, the GETF met several times as a whole and in specific subcommittees through April 2012. Co-chairs Claire Lamonica and Jim Palmer also led four University-wide open forums—two in the fall of 2011, and two in the spring of 2012. The co-chairs also presented a progress update to the Academic Senate on April 11, 2012

This report summarizes the GETF's recommendations, noting how they are intended to strengthen General Education at Illinois State University. These recommendations cover the following areas specified in the Provost's charge:

- program goals and objectives;
- structure and curriculum mapping;
- writing across the curriculum;
- co-curriculum and integrative learning;
- pedagogy and faculty development;
- assessment; and
- administrative structure and communication.

Most of these recommendations were developed through extensive work by Task Force subcommittees that—in addition to reflecting on experiences here at Illinois State University—examined best practices delineated in the literature and studied educational and administrative approaches at benchmark and aspirational institutions. Full subcommittee reports are appended.

Program Goals and Objectives

A key recommendation is that the University adopt a revised set of General Education goals and objectives, which were developed by the GETF as a whole in an iterative process over the course of its deliberations. (The subcommittee examining assessment of General Education also made several recommendations for clarifying the wording in this document.) The revised goals (mapped to the program's existing goals and shared learning objectives, which were last revised in 2007) are delineated in Appendix B and fall under four broad areas:

- knowledge of diverse human cultures and the physical and natural world
- intellectual and practical skills

- personal and social responsibility
- integrative and applied learning

Although the GETF acknowledges that no one document can adequately communicate the purpose of General Education to the University's multiple constituencies (including students, parents, faculty members, accrediting bodies, trustees, legislators, etc.), the simplified language of this revised document offers a more concise framework than the program's current goals and shared learning objectives. This framework can be adapted as needed in communications with different groups.

The revised document also has the advantage of being closely aligned with the Essential Learning Outcomes established in the Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U).   The LEAP outcomes were "developed through a multiyear dialogue with hundreds of colleges and universities …, analysis of a long series of recommendations and reports from the business community, and analysis of accreditation requirements" from a variety of professions.[1] In addition, the assessment rubrics developed by the AAC&U for the LEAP outcomes provide helpful frameworks that can be adapted for use in our own efforts to assess the General Education program at Illinois State University.

Structure and Curriculum Mapping

The GETF's assessment of the curriculum structure of General Education was led by a subcommittee co-chaired by Sally Parry and Wendi Whitman. (See the subcommittee report in Appendix C.)   Its overarching recommendation is that Illinois State University's General Education structure be simplified from three "cores" to two tiers (as delineated in Table 2 in Appendix C). The first tier includes a set of courses that are particularly suited to first-year students; the second tier includes courses that may be taken by students later in their undergraduate careers. In the revised structure, the Middle Core–Individuals and Societies (MC-IS) is merged with the Outer Core –Social Science (OC-SS), thereby reducing the total number of required General Education hours by three and bringing parity to the distribution requirements: 3 science courses, 3 courses in the humanities and fine arts, and 3 social science courses (as opposed to the current 4).

This simplified structure will enhance our capacity to communicate curriculum requirements to students. In addition, the Structure and Curriculum Mapping Subcommittee points out that this change from three "cores" to two tiers reflects what already has been implemented in practice. Because of limitations in instructional resources and other logistical issues, students have often completed middle-core and selected outer-core courses in their freshman year, with little effect on achievement, at least in terms of grades.

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[1] National Leadership Council for Liberal Education and America's Promise. (2007). *College learning for the new global century*. Washington DC: Association of American Colleges and Universities. (p. 12). [Although the LEAP outcomes were developed as indicators of what students should learn over the course of their entire undergraduate program, GETF members felt that they reflected our intentions for General Education specifically here at Illinois State University.]

Writing Across the Curriculum (WAC)

The GETF's assessment of writing across the curriculum was led by a subcommittee chaired by Klaus Schmidt. (See the subcommittee report in Appendix D.) The key recommendation of this group is that Illinois State University consider three alternative approaches to enhancing student writing:

- the "status quo+" approach, in which current modes of writing instruction are retained, with additional attention paid to utilizing available resources (such as the Visor Center) and strengthening faculty development;
- the "English++" approach, which places primary responsibility for writing on the Department of English through the addition of an English course (e.g., ENG 145) within the General Education requirements; and
- the "writing+" approach, which relies on the inclusion of "writing-intensive" courses across the curriculum in both the General Education program and in curricula for specific majors. These writing-intensive courses would be designated by a "w" on the course registration page.

The WAC subcommittee report notes the advantages and disadvantages of each approach, pointing out that each offers opportunities with attendant costs. Resources for both faculty members and students will be necessary for any of the proposed models, and incentives will be needed as a way of encouraging faculty members to include writing in their courses. The subcommittee concludes that "the writing+ model has had the most consistent support in feedback from the campus forums and General Education committee."

Co-Curriculum and Integrative Learning

The role of the co-curriculum in General Education was examined by a subcommittee co-chaired by Danielle Miller-Schuster and Sandi Zielinski. (See the subcommittee report in Appendix E.) The subcommittee's overarching recommendation is that the University move toward "integrative learning" that employs out-of-class experiences (both on and off campus) to reinforce and advance classroom learning. Recommended actions leading toward achievement of this goal include, among others:

- requiring the inclusion of co-curricular assignments in General Education courses as active learning strategies;
- enhancing awareness of opportunities and accessibility to the co-curriculum through tools, resources, and professional development;
- broadening representation on the Council on General Education to include staff involved with co-curricular programs and services;
- promoting co-curricular programs and projects as unique features of General Education; and
- including assessment of the co-curriculum within the methods used to evaluate course requirements and the General Education program.

These actions will help bring the University's expansive co-curricular programming into the service of General Education, benefitting students and faculty members alike.

Pedagogy and Faculty Development

The subcommittee examining this aspect of the General Education Program was co-chaired by Jennifer McDade and Jeff Wood. (See appendix F.) Key recommendations emanating from this group include the following:

- General Education pedagogy should utilize active learning strategies within information- and technology-rich environments that require incorporation of new approaches to teaching and learning.
- The University should develop, implement, and designate resources (human, financial, materials, technology, etc.) to support a comprehensive and rich professional development program that aligns with General Education goals and outcomes and promotes, elevates, and recognizes the role of those with General Education teaching responsibilities.
- The University should designate responsibility for coordination and dissemination of resources to a university-supported unit that will fully support the needs of faculty, staff, and students involved in the General Education program.
- The addition of a position in each college that would be known as the General Education Fellow could forge a strong connection between Gen Ed and the faculty. This person could be the source of Gen Ed knowledge that could be directly applied to the College. This Fellowship position could be elected and also recognized strongly in the ASPT process.
- Teaching General Education courses should be recognized in the ASPT process.

These recommendations point to the importance of active, engaging instructional practices carried out by well-trained faculty members whose contributions to General Education are acknowledged in promotion and tenure decisions.

Assessment

A subcommittee chaired by Renée Tobin took the lead in examining approaches to assessment of the General Education program. The subcommittee's report (Appendix G) included the following recommendations:

- Adopt a multi-source, multi-method approach to assessment, employing the institutional artifact portfolio as the centerpiece of the assessment effort (with incentives for increased faculty participation), but also including systematic audits of syllabi, alumni surveys, and analyses of data drawn from surveys of student engagement.
- Identify a full-time director for General Education, with expertise in administration, instruction, and assessment.
- Systematize the professional development of General Education faculty members in ways that foster a culture of participation in assessment of the General Education program.

- Simplify the wording of General Education goals and objectives in ways that will facilitate program assessment. [The subcommittee's recommendations for clarified wording have been incorporated into the revised goals and objectives listed in Appendix B.]
- Give a new name to "General Education."

Adoption of these recommendations will allow the University to broaden the assessment of student learning in the General Education program and provide feedback for program improvement over time.

Administrative Structure and Communication

Finally, a subcommittee chaired by Sherrilyn Billger examined how the General Education program is organized and administered at Illinois State University. The subcommittee also examined approaches to communicating the program's goals, outcomes, and structures to students and other key constituencies. (See Appendix H.) Three major recommendations emerged from this subcommittee's work:

- Move the Director of General Education position into the Provost's Office. This will allow the Director to promote the strategic vision for General Education and to facilitate effective professional development for faculty members.
- Add three more workgroups to the existing structure which has a workgroup for Critical Inquiry. These new workgroups should be discipline-focused: Science and Numeracy, Arts and Humanities, and Social Sciences. Each workgroup should have a facilitator who will report to the Council on General Education
- Change the current institutional culture surrounding the General Education program. The General Education Director should coordinate consistent, enticing, and effective communication about the program, including advising, Preview, web page, course syllabi, etc. The program should be renamed, to clearly indicate its central importance to the overall mission of the university.

The revised administrative structure, with a centrally located General Education director and an expanded number of workgroups, will enhance the visibility of General Education and provide the infrastructure needed for faculty development, strengthened program assessment, and improved communications.

Summary

Taken together, the recommendations of the GETF envision a General Education program that is easily understood by students and other stakeholders, employs engaging pedagogical techniques, integrates learning both in and outside of the classroom, and leads students to competency in skills required for success in a rapidly changing and culturally diverse world. The recommendations also envision a General Education program with a centralized and visible administration that facilitates ongoing faculty development and assessment efforts. All reflect Illinois State University's historical commitment to making General Education a signature feature of the student experience.

Appendix A: Provost's Charge to the General Education Task Force

Provost Everts charged the General Education Task Force at its first meeting on January 14, 2011 to undertake a review of and, where necessary, recommend revisions to Illinois State's General Education program. The intent of the review is not a wholesale redesign, but to identify specific aspects of the program that may need to be revised in light of changing circumstances since the program's inception in 1998.

Specifically, the task force should examine and provide recommendations for change if needed to the program's:

- overall goals and specific learning outcomes;
- structure and curriculum map (how specific courses contribute to specific outcomes);
- assessment strategy;
- signature features that may make the program distinct from others.
- strategy for communicating goals, structures, and outcomes to a variety of constituencies;
- ongoing instructional needs and other resources;
- ongoing needs for faculty development in order to ensure that goals are clear and current and that pedagogies and expectations are consistent; and
- administrative structure;

In conducting its review, the task force should be attentive to the following parameters:

- General Education must be consistent with *Educating Illinois* and the review should reference the Illinois Board of Higher Education's *Public Agenda*.
- General Education must align with the preparation needs of majors, certification, and licensure.
- Better alignment with the *Illinois Articulation Initiative* is highly desirable.
- Hours required in General Education will not increase and possibilities for decreased hours should be examined as a function of the program's goals.
- Structural simplification is needed and justified by assessment data on student success in courses.
- Assessment is to be built in as the committee discusses program goals, structures, and outcomes.
- Implementation of any revision will have to be consistent with resources at our disposal.
- While some revisions to the program are certainly to be expected, the review should not assume that the program is not functioning well as currently configured.
- There will be no restructuring of colleges, departments, or schools.

The task force should submit to the provost the results of its review and recommendations by May 15, 2012.

Appendix B: Revised General Education Goals and Objectives

Preamble

Illinois State University's General Education Program prepares students to be globally engaged citizens who seek knowledge, appreciate diversity, think critically, communicate effectively, act responsibly and work collaboratively.

Illinois State University is committed to:

- A motivating and engaging faculty and staff who inspire curiosity and empower students;
- A seamless integration of curriculum and co-curriculum that engages students, extends beyond the classroom, and broadens their perspectives.

Goals

Upon the successful completion of the General Education Program, students will have gained

I.   **knowledge of diverse human cultures and the physical and natural world, allowing them to**
   a. use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world
   b. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
   c. experience and reflect on global issues

II. **intellectual and practical skills, allowing them to**
   a. make informed judgments
   b. analyze data to examine research questions and test hypotheses
   c. report information effectively and responsibly
   d. write in a variety of genres, contexts, and disciplines
   e. deliver purposeful presentations that inform attitudes or behaviors

III. **personal and social responsibility, allowing them to**
   a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community
   b. interact competently in a variety of cultural contexts
   c. demonstrate ethical decision making
   d. demonstrate the ability to think reflectively

IV. **integrative and applied learning, allowing them to**
   a. identify and solve problems
   b. *transfer learning to novel situations*
   c. work effectively in teams

Appendix C: Subcommittee Report, Structure and Curriculum Mapping

Members:

> Alycia Hund
> Krista Jackson
> Sally Parry (Co-Chair)
> Jonathan Rosenthal
> Paul Walker
> Wendi Whitman (Co-chair)

Guiding Questions:

> Is the structure of the current General Education program (distribution of courses across the 3 "cores") functioning well? That is, does the current structure best meet the needs of students today? Would the current curriculum structure adequately lead students to any newly revised General Education goals and outcomes? Would it contribute to a newly articulated vision for the program? If not, how should the General Education program be restructured?

> Do the General Education courses offered in support of the last revision of the General Education program best meet student needs today? Would they adequately lead students to any newly revised General Education goals and outcomes? Would they contribute to a newly articulated vision for the program? If not, what courses need to be added, deleted, revised? Specifically, what courses will contribute to each goal and outcome of the revised program?

Structure and Curriculum Mapping Subcommittee Report

Subcommittee Membership:

Alycia Hund, Psychology (Chair, Council for General Education)
Krista Jackson, Registrar's Office (Illinois Articulation Initiative coordinator)
Sally Parry (Co-chair), CAS (Director of General Education)
Jonathan Rosenthal, EMAS (Past Director of General Education)
Paul Walker, Agriculture (Member of original General Education Pilot Implementation Committee)
Wendi Whitman (Co-chair), University College (Planning for demand and student flow)

I. Program Structure

Guiding Questions:

The Subcommittee on Structure and Curriculum Mapping met regularly throughout fall 2011 to address Provost Everts' charge. The committee first discussed key questions relating to program structure:

> "Is the structure of the current General Education program (distribution of courses across the three cores) functioning well? That is, does the current structure best meet the needs of students today? Would the current curriculum structure adequately lead students to any newly revised General Education goals and outcomes? Would it contribute to a newly articulated vision for the program? If not, how should the General Education program be restructured?"

Observations and Process:

Illinois State's General Education program was originally designed with a three-tier structure enforced by course prerequisites. From the outset, because of available instructional resources and other logistical issues, compromises on that structure had to be made to ensure that students had full schedules of meaningful coursework. This meant that new freshmen would frequently take middle- and selected outer-core courses in their first semester.

Studies of grades given in representative General Education classes indicate that students who did not have the prerequisites initially required by the program received, on average, grades equal to students who had the prerequisites. This fact led the subcommittee to the conclusion that a simplification of the General Education structure was warranted.

The subcommittee compared Illinois State's General Education program to the Illinois Articulation Initiative (IAI) "General Education Common Core," (GECC), a statewide transferrable Gen Ed program. Removing the prerequisite structure from Illinois State's General Education program allowed it to be mapped with few exceptions directly onto the IAI GECC, as indicated in Table 1 below. GECC was selected as a comparator since transfer students represent almost half of undergraduate degree recipients at Illinois State, and many transfer students use Illinois State's General Education coursework to complete GECC after transfer.

In both programs, there are basic "literacy courses" in composition, oral communication, and mathematics with distribution requirements in the three traditional areas: Humanities and Fine Arts, Social Sciences, and Sciences.

Table 1
Comparison of General Education with IAI GECC

General Education			IAI	
Course	**Level**	**Hours**	**Category**	**Hours**
IC-ENG	IC	3 hrs	Writing Course 1	1 course, 3 hours
IC-COM	IC	3 hrs	Oral Communication	1 course, 3 hours
IC-M	IC	3 hrs	Mathematics	1 course, 3 hours
IC-NS or NSA	IC	3 hrs	Physical Sciences and Life Sciences	2 courses 7 hours
IC-NS or NSA	IC	3 hrs	Physical Sciences and Life Sciences	2 courses 7 hours
MC-UST	MC	3 hrs	Social and Behavioral Science	3 courses, 9 hours
MC-ICL	MC	3 hrs	Social and Behavioral Science	3 courses, 9 hours
MC-IS	MC	3 hrs	-	
MC-LH	MC	3 hrs	Humanities and Fine Arts	3 courses, 9 hours
MC-QR	MC	3 hrs	-	
OC-SS	OC	3 hrs	Social and Behavioral Science	3 courses, 9 hours
OC-H	OC	3 hrs	Humanities and Fine Arts	3 courses, 9 hours
OC-FA	OC	3 hrs	Humanities and Fine Arts	3 courses, 9 hours
OC-SMT	OC	3 hrs	-	
-			Writing Course 2	1 course, 3 hours
14 courses, 42 hours*				12 courses, 37 hours

*The vast majority of students have an exemption from one course based on their major.

Notable differences between Gen Ed and IAI GECC are:

- Gen Ed requires two math courses and one composition course, while IAI GECC requires two composition courses and one math course.
- Gen Ed requires one additional course (2 additional hours) in the sciences beyond IAI GECC.
- Gen Ed as currently structured requires one additional course in the social sciences beyond IAI GECC.

On the last difference, the subcommittee noted that freshmen are very frequently placed in Middle Core Individuals and Society (MC-IS) and Outer Core Social Science (OC-SS). Psychology 110, not originally intended to be part of General Education, accounts for the great majority of seats in MC-IS (75% of all MC-IS seats in fall of 2011).

Recommendations to the Provost:

The subcommittee's analysis leads to the conclusion that Illinois State's General Education structure can be simplified from three "cores" to two tiers, maintaining a set of courses that are particularly suited to first-year students—an important "signature" of Illinois State's original approach to General Education and sound pedagogical practice. First-year courses/categories would include the following (core designations would be dropped): Composition as Critical Inquiry (ENG 101), Communication as Critical Inquiry (COM 110), Inner Core Mathematics, Inner Core Natural Science (two courses required), Middle Core United States Traditions, Middle Core Individuals and Civic Life, and selected courses from Humanities and Fine Arts. In practice, these changes have already been implemented for logistical reasons (instructional staffing and student scheduling) with little effect on student achievement, at least as measured by grades. Remaining courses/ categories would have prerequisites as appropriate and might be taken later in a student's academic career.

Additionally, the subcommittee recommends that MC-IS and OC-SS be merged into a single category, reducing the total number of hours required in General Education by three. This brings parity to the distributional requirements in the program: Three science courses, three humanities/fine arts courses and three social science courses (as opposed to the current four). The fact that many social science courses are taught in relatively large lecture format would mitigate staffing dislocations to some extent. An issue that needs further investigation and thought is the extent to which Middle Core United States Traditions might fit either into social science or humanities categories.

The absence of a second writing course is perceived by many as a lacuna in the current program. The committee recommends that (beyond the current Middle Core Language in the Humanities, a "writing-intensive" course) additional coursework be required in the major that would meet criteria to be determined to improve student writing. Such suggestions are under consideration by the Writing Across the Curriculum subcommittee.

The Middle Core Quantitative Reasoning category is part of the major requirements of a great number of programs. The committee recommends that it continue in its current form with the addition of a "financial literacy" option that is increasingly part of General Education programs on many other campuses. Both the Department of Economics and College of Business have expressed interest in offering such a course. (LAN 115 would continue to be substituted for MC-QR for BA degree candidates.)

At least one Humanities and one Fine Arts course would continue to be required in the revised structure. This is consistent with the current program as well as IAI GECC.

The subcommittee's recommendations will require considerable discussion with colleges, departments and schools to ensure that appropriate prerequisites / levels are established for courses under the revised structure. The subcommittee does not recommend that any course be disestablished as part of the new structure, although some may no longer have as robust enrollment and some may require some reworking. The subcommittee also recommends that courses currently offered for IAI GECC credit be considered for General Education credit in addition to other suitable courses that may be proposed

by departments and schools. Proposals for new, modified, or reclassified courses would be handled through the current Council for General Education process (http://gened.illinoisstate.edu/council/).

The current global studies requirement, a graduation requirement that is most frequently satisfied through a General Education course, is, in fact, a non-Western studies requirement. It should either be renamed or broadened in scope to match its current name. There is broad agreement in the subcommittee and the task force as a whole that we need to find ways to meaningfully increase intercultural competencies and knowledge of non-US cultures in our graduates.

Finally, the subcommittee recommends that an ongoing program of faculty development be established to maintain the integrity of the General Education program over time and encourage a deliberate tie to the revised General Education goals.

The revised structure is summarized in Table 2 and in a more fully annotated format in Table 2a.

Table 2
Current General Education and Proposed Program Structures Compared

Current General Education Structure Distributed over Three Cores (14 courses)		
Inner Core	Middle Core	Outer Core
English 101	United States Traditions	Sciences, Math, and Technology
Communication 110	Individuals in Civic Life	Social Sciences
Math	Individuals and Societies	Fine Arts
Natural Science or NS Alternative	Language in the Humanities	Humanities
Natural Science or NS Alternative	Quantitative Reasoning	

Proposed Two-Tier Structure (13 courses)	
First Year – Core	Additional Courses that may require prerequisite
English 101	Language in the Humanities
Communication 110	Humanities and Fine Arts (adapted from current)
Math	Quantitative Reasoning
Natural Science or NS Alternative	Science, Math and Technology
Natural Science or NS Alternative	OC-SS and MC-IS Combined Category
United State Traditions	
Individuals and Civic Life	
Humanities and Fine Arts (adapted from current)	

Table 2a
Proposal for Revised General Education Structure

Current GE Category	Proposed Simplified Structure	Notes	Prerequisite
IC-ENG	Comp. as Cr. Inq.		-
IC-COM	Com. as Cr. Inq.		-
IC-M	Math		COMPASS placement
IC-NS or NSA	Science		-
IC-NS or NSA	Science		-
MC-UST	Social Science	(1)	-
MC-ICL	Social Science	(1)	-
OC-FA	Humanities/FA	(5, 6)	-
MC-LH	Humanities/FA	(2, 6, 9)	ENG 101
MC-QR	Quantitative Reasoning	(3)	Math 1
OC-SS	Social Science	(1, 4)	various
OC-H	Humanities/FA	(2, 5, 6)	various
OC-SMT	Science		various
MC-IS	-		-
Global Studies requirement		(8)	

Courses in Red=The ISU First- Year Core
(1) Part of 3-course social science requirement with one course from current MC-ICL and one from MC-UST required. Merges MC-IS and OC-SS into a single category.
(2) Category could also include ENG 145 and ENG 145.13
(3) Category could be broadened to include financial/economic literacy
(4) This is a combination of MC-IS and OC-SS. Some courses (eg. PSY 110) will not have prerequisites and will be available to first-semester students.
(5) Will require evaluation of which current courses are appropriate for—or could be modified for—first-semester students.
(6) At least one Humanities and one Fine Arts course will be required.
(7) Retain the current category exemptions by major. New structure will require dep't review for some.
(8) Consider broadening "global studies" graduation requirement definition beyond non-Western. Could also be satisfied by study abroad rather than a course.
(9) Consider requiring a writing-in-the-discipline requirement for graduation.

II. Curriculum Mapping

Guiding Questions:

"Do the General Education courses offered in support of the last revision of the General Education program best meet student needs today? Would they adequately lead students to any newly revised General Education goals and outcomes? Would they contribute to a newly articulated vision for the program? If not, what courses need to be added, deleted, revised? Specifically, what courses will contribute to each goal and outcome of the revised program?"

Observations and Process:

Based on our knowledge of curriculum in the current General Education program, the committee mapped the proposed program goals and outcomes on the course categories as they are proposed in the revised program structure. That map is included as Table 3 with goals enumerated in Table 4.

The subcommittee notes that the LEAP goals adapted for our General Education program were drafted through the AAC&U process as the basis for measuring outcomes of a four-year undergraduate education, not a General Education program alone. That said, the goals are pertinent and outcomes are generally measurable. This subcommittee realizes the challenges faced by the Assessment Subcommittee and appreciates the fact that program assessment will have to be selective and spread over multiple years.

Table 3
Curriculum Map

Proposed Simplified Structure	Outcome mapping
Comp. as Cr. Inq.	II a, b, c, d; III (c), d; IV a, c
Com. as Cr. Inq.	II a, c, e; III (a), c, d; IV a, b, c
Math	I a; II a, b, (c); III d; IV a
Science	I a, b, (c); II a, b, c; III (c); IV a
Science	I a, b, (c); II a, b, c; III (c); IV a
Social Science	I b, c; II a, b, (c, d, e); III b, c, d; IV a, (b, c)
Social Science	I b, c; II a, b, (c, d, e); III b, c, d; IV a, (b, c)
Humanities/FA	I b, c; II a, c, (d, e); III b, c, d; IV a, b, (c)
Humanities/FA	I b, c; II a, c, (d, e); III b, c, d; IV a, b, (c)
Quantitative Reasoning	I a, (b); II a, b, (c); III c, d; IV a, b, (c)
For BA only (1):	I b, c; II a, c, d, (e); III b, c, d; IV a, b, (c)
Social Science	I b, c; II a, b, (c, d, e); III b, c, d; IV a, (b, c)
Humanities/FA	I b, c; II a, c, d, (e); III b, c, d; IV a, b, (c)
Science	I a, b, (c); II a, b, c; III (c); IV a
Global Studies requirement (2)	I b, c; II a, b, (c, d, e); III a, b, c, d; IV (a), b
Co-curriculum	I (c); II (a, b, c, d, e); III a, b, c, d; IV a, b, c

Courses in red are particularly suited to first-year students.
Goals in parentheses are secondary and may not be addressed in all courses.
(1) BA candidates take LAN 115 as a substitute for Quantitative Reasoning.
(2) Global Studies is a graduation requirement but is often fulfilled through General Education.

Table 4
Program Goals and Outcomes

Preamble

Illinois State University's General Education Program prepares students to be globally engaged citizens who seek knowledge, appreciate diversity, think critically, communicate effectively, act responsibly and work collaboratively.

Illinois State University is committed to:

- A motivating and engaging faculty and staff who inspire curiosity and empower students;
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   a. make informed judgments
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III. **personal and social responsibility, allowing them to**
   a. participate in activities that are both individually life-enriching and socially beneficial to a diverse community
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   c. demonstrate ethical decision making
   d. demonstrate the ability to think reflectively

IV. **integrative and applied learning, allowing them to**
   a. identify and solve problems
   b. transfer learning to novel situations
   c. work effectively in teams

Appendix D: Subcommittee Report, Writing Across the Curriculum

Members:

Cara Rabe-Hemp
Klaus Schmidt (Chair)
Joe Trefzger
Elizabeth Zold

Guiding Questions:

What is "writing across the curriculum"? What is the current state of writing across the General Education curriculum? Does the current situation re: writing in General Education best meet the needs of students, General Education faculty, and other faculty? If not, would a WAC program help meet those needs? What our current "best practices" in WAC?

Models for Writing across the Curriculum

Subcommittee Membership:

Cara Rabe-Hemp, Criminal Justice Sciences
Klaus Schmidt, Technology
Joseph Trefzger, Finance, Insurance, and Law
Elizabeth Zold, English

Model 1: Status Quo +

This model is corroborated with NSSE data collected by Illinois State University. In short, based on the assessment data, students believe that the writing instruction at ISU is good, as a matter of fact, better than the national average. [2]

Advantages: No structural change required, no major change in costs.

Disadvantage: Perception of current model on campus is rather negative. While students believe their writing has improved, instructors who guide their writing believe differently.

Suggestions and Needs: Enhance and advertise additional use of existing resources such as Visor Center. However, if all classes were to take advantage of the existing resources, they would need to be enhanced in order to accommodate the students. Provide support for faculty (such as better/more effective grading techniques) and incentives for faculty to add more writing (ASPT?).

Model 2: English+

This model would require the "burden" of writing on the Department of English by adding additional English course(s) such as ENG 145 as requirements for General Education.

Advantages: Professionals will teach this writing class, and students get writing experience in their early college career, relatively easy to assess, relatively easy to measure direct learning outcomes and enhancement of writing skills.

Disadvantages: the Department of English will assume the major responsibility on campus for writing skills development. Major funding will be necessary. Writing will/may not be continued after the courses in the English Department are finished, departments across campus may believe that Department of English should be responsible for all teaching of writing on campus. Students in their junior and senior years may not get enough writing experience in their respective disciplines.

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[2]Please see National Survey of Student Engagement (NSSE) data available at http://assessment.illinoisstate.edu/downloads/Reports/NSSE2007.pdf. In addition, please see Faculty Survey of Student Engagement (FSSE) data at http://assessment.illinoisstate.edu/downloads/Reports/FSSE2006.pdf.)

Suggestions and Needs: Major funding will be necessary specifically for the Department of English. Students should be required to take an additional General Education course and/or the General Education curriculum should be expanded by one course.

Model 3: Writing+: This model would require "writing intensive" courses throughout the curriculum in both the GenEd curriculum and also the major curriculum. Courses will be designated by a "w" on the course registration page. The "w" designated courses do not have to be the same every semester/year and could be marked by either course or by instructor. This model could also include writing intensive independent studies and/or honors projects.

Advantages: Students learn that they need to be writing throughout their entire college career, not only during their early years at ISU. Because students will get continuous writing practice, their writing skills will no doubt have a better chance of improving. Writing in both discipline specific and more general curricula will be encouraged, broadening the students writing experience. Students will learn from practical experience how to adapt their writing for new genres, disciplines, and situations.

Disadvantages: Some cost in training of teachers to become more effective in designated courses. Faculty may not be qualified/interested.

Challenges: Who will decide what should and what should not be a "writing intensive" course? What will be the reward system for faculty that each one of those courses? What will be the training for those faculty members?

Suggestions/Needs: What process is needed to decide what should and what should not be a "writing intensive" course? What will be the reward system for faculty that teach one of those courses? What will be the training for those faculty members?

Conclusion:

All proposed models have advantages and disadvantages. Some of the challenges relate to finances and academic structure, others however, to political realities that go beyond the scope of the charge of this committee. All models have opportunities, some may be more cost-effective than others, some may promise better learning outcomes and yet others may have the potential to communicate the significance of better writing to faculty, staff, administrators and ultimately to students.

Recommendations:

Resources for faculty and students will be necessary for any of the proposed models. Incentives need to be created for faculty to include writing into their courses. The Writing+ Model has had the most consistent support in feedback from the campus forums and General Education committee.

Appendix E: Subcommittee Report, Co-Curriculum and Integrative Learning

Members:

Debbie Layzell
Danielle Miller-Schuster (Co-Chair)
Carlyn Morenus
Kim Pereira
Sandi Zielinski (Co-Chair)

Guiding Questions:

Is the co-curriculum integrated with the General Education curriculum, supporting and reinforcing student learning in General Education courses? If not, what changes in student services programming might be made?

General Education *Co-curriculum Sub-committee Recommendations*

Committee members:

- Debbie Layzell, College of Education
- Danielle Miller-Schuster, Division of Student Affairs
- Carlyn Morenus, School of Music
- Kim Pereira, Honors Program and School of Theatre
- Sandi Zielinksi, School of Theatre

Introduction:

As the proposed preamble for General Education advances, Illinois State University is committed to:

- a motivating and engaging faculty who inspire curiosity and empower students; and

- a seamless integration of curriculum and co-curriculum that engages students, extends beyond the classroom, and broadens their horizons.

With an emphasis on integrating the curriculum and co-curriculum, a committee of faculty and staff were assembled to discuss the role and contributions of the co-curriculum to the General Education program with the following questions to guide their inquiry.

> *Is student services programming aligned with General Education, supporting or reinforcing student learning in General Education courses? If not, what changes in student services programming might be made?*

As committee members reviewed the size, scope, and diversity of the co-curriculum institution-wide, it was recommended that the question guiding the inquiry be expanded to include:

> *Is the co-curriculum integrated with the General Education curriculum, supporting and reinforcing student learning in General Education courses? If not, what changes in student services programming might be made?*

The review included a collection and categorization of co-curricular opportunities available in departments/colleges across campus. The number of available opportunities for students was estimated at over 4000 in a given calendar year. It is believed that this number falls far short of the actual opportunities that exist.

Defining Integrative Learning and the Co-curriculum:

According to a statement written by the Association of American Colleges and Universities (AAC&U) and the Carnegie Foundation for Advancement of Teaching, fostering students' abilities to integrate learning across courses, over time, and between campus and community life is one of the most important goals and challenges of higher education. [3]

Our committee asserts that a cultural shift will need to occur across campus as it relates to the notion of Integrative Learning, more specifically how we think and operationalize Integrative Learning. Therefore, we recommend we adopt the definition of Integrative Learning as developed by the AAC&U, which states:

> *Integrative Learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.[4]*

In an effort to clarify the term *co-curriculum*, the committee recommends the following definition:

> *A collection of educational opportunities occurring beyond the classroom either on or off campus that may be seen as a partner or extension of the curriculum towards the goal of Integrative Learning.*

This collection of educational opportunities includes, but is not limited to the following types:

- Athletics
- Camps
- Ceremonies
- Civic engagement
- Conferences/symposia
- Dance performances
- Elections
- Exhibits
- Fundraisers
- Intramurals

- Leadership development
- Lectures or talks
- Master classes
- Meetings
- Movies and films
- Recitals/concerts
- RSO involvement
- RSO leadership
- Panels, seminars, colloquia

- Performances
- Professional development
- Recreation
- Research
- Service learning
- Speakers
- Theatre
- Webinars
- Workshops

The good news at Illinois State University is that co-curricular opportunities are plentiful; however, it is essential to increase the campus' understanding of what is considered co-curricular and its value to student learning outcomes.

Goal:

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[3] This statement was developed in conjunction with the national project, Integrative Learning: Opportunities to Connect (March 2004) by AAC&U and the Carnegie Foundation for the advancement of teaching.
[4] Association of American Colleges and Universities, www.aacu.org

The recommended goal of this committee is to foster Integrative Learning by encouraging and helping students "develop the capacity to make and evaluate sound and useful connections between the things that they encounter in different courses, disciplines, and domains of life".[5]

This becomes possible when we are intentional about helping faculty and staff "build links into the General Education curriculum, which create opportunities for all students to integrate their learning at multiple points throughout their college careers".[3]

Intentionally embedding the co-curriculum in General Education creates habits of involvement, engagement, and reflection for Illinois State University students.

Role:

Understanding that learning is not compartmentalized, our committee recommends the following role of Integrative Learning in the General Education program:

> *To ensure that curricular and co-curricular educational experiences inform each other to place the student's reflective processes at the core of the learning experience. This will enable students to evaluate both new information and the frames of reference through which the information acquires meaning in the world around them.*[6]

Recommendations:

The following recommendations provide support for the co-curriculum as one of the ways to foster Integrative Learning in the General Education program. Our committee's recommendations are mapped onto the other five sub-committees' recommendations.

Structure and Curriculum Mapping:

- As syllabi are created or redesigned for General Education, co-curricular assignments should be required.

  Examples of support could include:

  o Include examples of co-curricular assignments for CTLT workshops on course design/redesign.

  o Provide examples of rubrics for faculty incorporating co-curricular assignments.

  o Provide samples of syllabi from courses using co-curricular assignments to illustrate the variety of ways to implement.

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[5] Huber, M. T. (2006). *Fostering Integrative Learning through the Curriculum.* This essay was prepared for the public report on the Integrative Learning project. For the full report, visit www.carnegiefoundation.org/elibrary/integrativelearning.
[6] Adapted from the National Association of Student Personnel Administrators & American College Personnel Association. (2004). *Learning reconsidered: A campus-wide focus on the student experience*.

- Provide easy accessibility to the co-curriculum through tools, resources, and professional development.

    Examples of support could include:

    o   Include a co-curriculum module or support page on the General Education website.

    o   Create taxonomy of activities and events showcasing the size, scope, and diversity of the co-curriculum.

    o   Identify and provide examples of unique ways to incorporate the co-curriculum.

    o   Be an active voice in campus discussions on teaching and learning – blogs, CTLT newsletter, ISUTeach listserv, etc.

    o   Create specific tagging on the University calendar to indicate how an activity/event may be used as part of General Education courses.

    o   Effectively utilize, promote, and navigate the university calendar as a resource for the co-curriculum.

    o   Increase the cross-promotion of events and activities across departments and colleges.

Administrative Structure and Communication:

- Broaden representation on council to include staff involved with co-curricular programs and services.

- Incorporate a broader definition of learning through the use of such terms as integrative, transformative, interdisciplinary, and connected, etc.

- Communicate and market the value of the co-curriculum within the goals of General Education (recruitment, orientation, syllabi reinforcement, Blackboard, etc.).

- Promote co-curricular programs and projects as unique features of General Education.

- Include proponents of Integrative Learning when recognizing excellence in General Education.

- Include assessment of the co-curriculum within the methods of evaluating course requirements.

- Use reflective exercises in programs and activities coordinated by Student Affairs/Services to connect learning outcomes to curricular goals.

Pedagogy and Professional Development:

- Use the co-curriculum as an active learning strategy to provide learner opportunities.

- Ensure the implementation of Integrative Learning through a dedicated General Education unit.

- Provide resources and tools for successful implementation and utilization of the co-curriculum.

    Examples of support could include:

    o Create a teaching and learning community or professional development circle around the topic of Integrated Learning.

    o Create a workshop by request surrounding different co-curricular topics from hands-on seminars to panels/showcases.

    o Include the co-curriculum as a topic for a General Education speaker series.

    o Targeted professional development for new and early career faculty.

    o Include workshops/seminars on Integrated Learning as part of the Teaching Excellence Series.

    o Develop an *Expand Your Horizons* series for faculty and staff members to participate in events and activities beyond their disciplines. The series would include opportunities to attend events, performances, workshops, etc. to experience first-hand areas of interest. Participants would meet in small group discussion after each event to discuss how the experience could be integrated into the courses he or she teaches.

- Include the use of Integrative Learning as a criterion of General Education Faculty Distinction and ASPT processes.

- Broaden representation of General Education Fellows to include staff involved with co-curricular programs and service units other than colleges (if not fellows, identify designees).

Writing Across the Curriculum:

- Co-curricular components can be utilized for writing assignments to promote learning and the construction of knowledge, integrate disciplines, and engage students as critical thinkers.

Assessment:

- Conduct a syllabus audit to determine the current co-curricular practices in GE courses:

    o Is it happening?
    o What's happening and to what extent?
    o Are the activities/experiences promoted within the department/discipline? Outside?
    o What is the reflective experience?
    o How is it being described?
    o How is it evaluated?

- Code artifacts as curricular and co-curricular assignments as part of the institutional artifact portfolio process.

- Create co-curricular rubrics for use by faculty and staff.

- Identify and communicate contributions of the co-curriculum to student learning.

Partnerships:

Illinois State University's ability to integrate a curriculum and co-curriculum that engages students extending beyond the classroom will depend in large part on the strength of its partnerships between and across departments, colleges, divisions, and the community.

Appendix F: Subcommittee Report, Pedagogy and Faculty Development

Members:

Jennifer McDade (Co-Chair)
Marilyn Moore
Jennifer Sharkey
Jeff Wood (Co-Chair)

Guiding Questions:

Will our current instructional practices adequately lead students to the intended General Education outcomes and goals? If not, what changes might be made? What resources, if any, might be needed to support revised instructional needs and practices?

What professional development resources are currently available to support General Education faculty in meeting the instructional needs of today's students? What professional development resources are currently available to support General Education faculty in meeting the instructional needs of the General Education program? What additional professional development resources, if any, are needed to support General Education faculty as they work to design and successfully implement courses that address the learning outcomes, goals, and vision of the General Education program?

Pedagogy & Professional Development

Subcommittee Membership:

Jennifer McDade (Co-Chair), CTLT
Marilyn Moore, Curriculum and Instruction
Jennifer Sharkey, Milner Library
Jeff Wood (Co-Chair), CAST

Question 1: Will our current instructional practices adequately lead students to the intended General Education outcomes and goals? If not, what changes might be made?

We anticipate some changes being necessary to the current instructional practices to support curricular and co-curricular General Education learning experiences.

We anticipate the need to continue to encourage a shift from lecture to active learning principles to support the accomplishment of goals and objectives. Embedding active learning in the General Education curriculum and co-curriculum is well documented in recently revised programs.[7]

Beyond this, we must recognize the need to consider support for significant learning experiences for students in a changing and evolving environment.[8] Pedagogy should acknowledge the changing needs of today's students and their impacts on learning.[9] We must consider the role General Education should play in student development of core skills to support the necessary shift from being knowledgeable to knowledgeable.[10]

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[7] Northern Kentucky University: Quality Enhancement Plan: The SEAL Project,
http://gened.nku.edu/qualityenhancement.php;
Kansas State University: University General Education, (March 7, 2011) http://www.k-state.edu/kstate8/uge/
University of South Florida: Foundations of Knowledge and Learning Core Curriculum (2012)
http://www.ugs.usf.edu/gec/fklcc.htm;
Bowling Green State University: BG Perspective, http://www.bgsu.edu/offices/generaleducation/index.html;
University of South Carolina: The Carolina Core (April, 2009)
http://www.sc.edu/provost/forms/proposedcurriculumrevision.pdf;
University of Louisiana Monroe: Quality Enhancement Plan: ULM Common Core Curriculum,
http://www.ulm.edu/qep/about.html;
Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.*
Berrett, D. (February 5, 2012). Harvard conference seeks to jolt university teaching.
http://chronicle.com/article/Harvard-Seeks-to-Jolt/130683/;
Wesch, M. (January 7, 2009). From knowledgeable to knowledge-able: Learning in new media environments.
http://www.academiccommons.org/commons/essay/knowledgable-knowledge-able;
[8] Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.*
[9] Berrett, D. (February 5, 2012). Harvard conference seeks to jolt university teaching.
http://chronicle.com/article/Harvard-Seeks-to-Jolt/130683/;
[10] Wesch, M. (January 7, 2009). From knowledgeable to knowledge-able: Learning in new media environments.
http://www.academiccommons.org/commons/essay/knowledgable-knowledge-able

We recommend that General Education pedagogy utilize active learning strategies to provide learner opportunities and experiences in information and technology-rich environments that require incorporation of new approaches to teaching and learning.

Therefore with regard to pedagogy to support General Education we recommend:

- Identifying specific pedagogical approaches that are clearly articulated in materials adopted by administration and well aligned with an assessment strategy.[11]
- Providing various supports for units, schools, departments, and individuals with General Education teaching responsibilities to align learning experiences with adopted outcomes and goals.[12]
- Suggesting syllabus statements for General Education courses and learning experiences to align individual courses and opportunities with goals and outcomes and assist faculty and staff in understanding the role of individual courses and learning opportunities.[13]
- Supporting integration of assessment at the course and learning experience levels to promote integration with programmatic assessment.

Question 2: What resources, if any, might be needed to support revised instructional needs and practices?

We recommend designating responsibility for coordination and dissemination of resources to a university-supported unit that will fully support the needs of faculty, staff, and students involved in the General Education program that facilitates:

- Establishing and maintaining a strong professional development culture in partnership with the Center for Teaching, Learning, and Technology, designed to promote pedagogy that supports General Education goals and objectives
- Providing outreach among all units to build awareness of opportunities for partnerships, develop programming and services, and leverage resources
- Deploying of state-of-the-art technology that supports a flexible technological environment to facilitate implementation of instructional practices (e.g., social learning, mobile learning, ebooks, applications, learning management, etc.)
- Aligning with *Educating Illinois* to provide individualized attention by utilizing blended learning to facilitate small classroom environments
- Providing illustrations of and resources for instructional strategies related to outcomes and goals. [14]

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[11] UK Core, Design Principles of a Revised General Education Curriculum for the University of Kentucky (2008), http://www.uky.edu/UKCore/principles.html
[12] How to get your program CORE-ready by 2014: A survival guide for departments, University of Southern Maine, http://usm.maine.edu/sites/default/files/Core%20Curriculum/Survival%20Guide.pdf
[13] Center for the CORE Curriculum, University of Texas at Austin, Instructor Consultations, http://www.utexas.edu/ugs/ccc/teaching-resources/syllabus
[14] UK Core, Appendix B—Illustrations, Resources, Etc. (2009), http://www.uky.edu/UKCore/Documents/CurricularTemplateAppendices%20Senate050109.pdf

Question 3: What professional development resources are currently available to support General Education faculty in meeting the <u>instructional needs of today's students</u>?

    At present, we've identified the following resources:

- CTLT
  Professional development workshops regarding teaching and learning strategies, instructional technology, blended and online learning
- Milner Library
  A variety of resources are available including Knowledge Management Tools, Web Guides, Departmental Liaisons, Collaboration Workstations, and SMART table
- College-/school-/department-/unit- level resources (CTSS, CAS-IT, etc.)

Question 4: What professional development resources are currently available to support General Education faculty in meeting the <u>instructional needs of the General Education program</u>?

    At present, we've identified the following resources:

- CTLT
  Professional development workshops regarding teaching and learning strategies, instructional technology, blended and online learning consultations at CTLT can provide specific strategies for tailoring instruction to support goals and outcomes.[15]
- Milner Library
  A variety of resources including Knowledge Management Tools, Web Guides, Critical Inquiry Program, and Technology.

- College-/school-/department-/unit- level resources (CTSS, CAS-IT, etc.)
  University Assessment (Institutional Artifact Portfolio)

- General Education Website

- Training programs: COM 110, ENG 101

Question 5: What additional professional development resources, if any, are needed to support General Education faculty as they work to design and successfully implement courses that address the learning outcomes, goals, and vision of the General Education program?

    We recommend developing, implementing, and designating of resources (human, financial,

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[15] http://www.utexas.edu/ugs/ccc/teaching-resources/consultations

materials, technology, etc.) to support a comprehensive and rich professional development program that aligns with General Education goals and outcomes and promotes, elevates, and recognizes the role of those with General Education teaching responsibilities through the following:

1. Integration of existing resources and development of new ones to establish and maintain a comprehensive and rich professional development program to support faculty, staff, advisors, and graduate students with curricular and co-curricular teaching roles (broadly defined) that provides a range of scalable options:

   a. Support for ongoing low, medium, and high stakes opportunities for professional development that extend current Center for Teaching, Learning, and Technology programs, resources, services, and grants and awards.

      i. Programs
         1. One-time programs about General Education teaching and learning topics: Brown Bags, Conversations, Panels, Spring/Summer Institute workshops, etc.
         2. Series-long programs about General Education teaching and learning: Teaching Excellence, Teaching Learning Communities, Faculty Circles
         3. Cohort-style programs about General Education teaching and learning: Design/Redesign a Course for General Education (summer, fall, and/or spring cohorts)

      ii. Resources
         1. Extension of the Instructional Resource Commons library to provide additional materials to support General Education teaching and learning (books, DVDs, etc.)
         2. Online professional development modules to support teaching and learning related to General Education
         3. Introduce an ISUTEACH-GENED listserv to address specific issues related to teaching and learning in General Education
         4. Online resource toolbox to support teaching and learning in General Education at Illinois State

      iii. Services
         1. Extend instructional consultations including Midterm Chats, Video Advantage, Classroom Observations, and Online/Blended course review.

      iv. Grants and Awards
         1. Consider specific teaching and learning grants related to General Education at Illinois State.

      2. Consider specific teaching recognition awards related to General Education at Illinois State.

    b. Inventory and thoroughly consider existing General Education resources in other departments and units to foster collaboration and partnerships to support professional development opportunities, and support expansion and/or reallocation of resources where possible.

2. Development of a "General Education Faculty Distinction" that recognizes and supports faculty teaching in the program

General Education Faculty Distinction could mean:
a. Teaching assignment in General Education program
b. Opportunities to work collaboratively provide guidance and support for program
c. Serve as liaison to non-General Education faculty and staff
d. Participate in professional development opportunities
e. Serve on Council for General Education

Support for these individuals could include:
- Opportunity for targeted course release for course review and revision
- Opportunity for funding to attend conferences, workshops
- Opportunity for grants available for SoTL related to General Education
- Opportunity for recognition through tenure and promotion process; other types of recognition and support for NTT and staff with teaching responsibilities
- Opportunity for other types of institutional support

3. Development of a "General Education Faculty Fellowship" designation that provides coordination, support, and visibility for the program university-wide

General Education Faculty Fellowship could mean:
a. Oversight and assistance for General Education Faculty in college
b. Guidance for professional development
c. Serve as liaison to curriculum committees
d. Serve as liaison to non-General Education faculty and staff
e. Serve on Council for General Education

Support for these individuals could include:
- Opportunity for funding of course-release and/or additional pay to facilitate involvement in program *(Consider making a named fellowship a university funding priority/private endowment)*
- Opportunity for funding to attend conferences, workshops
- Opportunity for grants available for SoTL related to General Education
- Opportunity for recognition through tenure and promotion process
- Opportunity for other types of institutional support
- Liaison/ex-officio to Council on General Education

4. Integration of professional development strategy and information in a campus-wide project to increase awareness of General Education among all faculty, staff, and students
5. Coordination of an annual, regional General Education Conference at Illinois State

Recognize teaching General Education in ASPT process

1. Suggest ways in which DFSCs/SFSCs can integrate faculty involvement in General Education program in the teaching section of the current ASPT policy
2. Maintain an ASPT process that values contributions toward General Education in department guidelines as an option for demonstrating teaching performance

Appendix G: Subcommittee Report, Assessment

Members:

    Heather Jordan
    Larry Long
    Ryan Smith
    Renée Tobin (Chair)

Guiding Questions

    Do our current assessment practices provide the information required by administrators, faculty members, and the student services staff to gauge the impact of the General Education program on students and make changes as needed? If not, what additional information is needed and how might that information be collected? What resources, if any, might be needed to support a revised assessment process?

30 March 2012

General Education Task Force Assessment Subcommittee Team (GETFAST) Report

Subcommittee Members
Heather Jordon, Mathematics
Larry W. Long, Communication
Ryan Smith, University Assessment
Renée M. Tobin (chair), Psychology

GETFAST charges:

1. Do our current assessment practices provide the information required by administrators, faculty members, and the student services staff to gauge the impact of the General Education program on students and make changes as needed?

2. If not, what additional information is needed and how might it be collected?

3. What resources, if any, might be needed to support a revised assessment process?

Responses to charges

GETFAST charge #1: Do current assessment practices provide adequate information to stakeholders?

The GETFAST met for approximately one hour per week throughout the 2011-2012 academic year. At these meetings, we critically examined current General Education assessment practices at ISU and alternative processes detailed as best practices in the literature. We also consulted with key stakeholder groups on campus, including the Council for General Education, the other General Education Task Force subcommittees, the Assessment Advisory Committee, the Assessment Academy Team, and attendees at the open fora and symposium presentations.

In terms of assessment methods examined, we evaluated the relative merits of the following options (See Sources Consulted section for a list of materials that were used to inform our evaluation):
- Institutional Artifact Portfolio (current)
- AAC&U Essential Learning Outcomes and Values Rubrics (LEAP rubrics)
- Standardized tests (e.g., CLA, CAAP, ETS, MAP)
- e-portfolios (TaskStream webinar)
- Home-grown methods (e.g., COM 110)
- Others (e.g., syllabus review/audit)
- Combinations

Based on these data sources, we concluded that the current Institutional Artifact Portfolio system suits

our campus well. This system involves the examination of samples of student work across the Gen Ed program collected systematically over time. In terms of advantages of the present method, it is non-intrusive, faculty-friendly, familiar to the campus community, conservative of campus resources, and focused on actual student work products. We noted that one major drawback of this system, as with any program-level assessment system, is that it takes time to interpret results and draw conclusions. We identified increased faculty participation in the process as the best way to obtain meaningful data on which to draw conclusions.

GETFAST charge #2: What additional data are needed and how might they be collected?

We recommend integrating data from the following sources to provide a more comprehensive assessment of the General Education program:

- Institutional Artifact Portfolio
- Systematic syllabus audit
- Alumni Survey
- Surveys of Student Engagement

Institutional Artifact Portfolio

We recommend maintaining the Institutional Artifact Portfolio as the centerpiece of the General Education assessment process. This process would continue to involve the systematic collection and evaluation of student work products obtained from every General Education course offered. Although we recommend that the IAP method be retained, we suggest that the rubrics used to evaluate the program be altered. Specifically, we found that the AAC&U Essential Learning Outcomes and Values Rubrics (LEAP rubrics) as well as some well-studied rubrics in use on our campus (COM 110 rubrics) could be adopted for this purpose. Through consultation with key stakeholders, we identified three aspects of the General Education program for assessment every semester, namely written communication, oral communication, and co-curricular experiences. In addition, we recommend adopting the current cyclical approach to evaluating the other goals of General Education. That is, a subset of the final General Education goals would be assessed in any given semester. In addition, we recommend that a brief Teaching Goals Inventory be administered twice during the IAP process: (1) a general evaluation of the course when the instructor registers to participate in the IAP process, and (2) a specific evaluation of the assignment selected for the IAP process when the participation reminder is sent.

Systematic Syllabus Audit

The GETFAST recognized that evaluating student work products provides a measure of student learning, our ultimate goal; however, we also identified that assessing instructor intent as an important component of understanding the value of our General Education program. That is, instructors may be addressing the goals of our General Education program in courses, but this coverage may not be

represented in the artifacts we collect through the IAP process. One way to evaluate whether the General Education goals are being addressed in courses is to conduct systematic audits of General Education syllabi. We reviewed the extant literature on this assessment method (see Sources Consulted section for a list of materials that were used to inform our recommendation). Based on this review, we recommend that using a syllabus audit similar to the one that was conducted in 2007 at ISU. Specifically, we recommend evaluating the syllabus from every section of every General Education course for each of the relevant General Education goals using a 3-point, Likert-type scale (0=no evidence, 1=developing, 2=established). Inclusion of every section of every course would allow for the examination of patterns of goal coverage.

Alumni Survey

Currently, one- and five-year ISU graduates are invited to complete an Alumni Survey. Some items in this survey could be used to assess alumni perceptions of General Education preparation. We also recommend that specific questions about our General Education program be added to this survey to assess the perceptions of former students. These questions could target the specific goals of the General Education program as well as their overall experiences.

Surveys of Student Engagement

ISU participates in a three-year cycle of assessment of student engagement using the National Survey of Student Engagement (NSSE), the Before College Survey of Student Engagement (BCSSE), and the Faculty Survey of Student Engagement (FSSE). These data could be used to supplement our understanding of perceptions of current students' engagement in our General Education program.

GETFAST charge #3: What resources might be needed to support a revised assessment process?

Echoing recommendations provided by other subcommittees, we recommend that a full-time Director of General Education be appointed and serve out of the Provost's office. This director could then coordinate all aspects of the program, including assessment and its interpretation, and coordinate with other units to efficiently manage the whole system. Ideally, the director would have expertise in both quantitative and qualitative research methods, General Education instruction, and administration.

We revised the draft of the General Education goals with a focus on assessment and clarity. This revised version is attached. We also recommend that professional development be built into the program to enhance faculty/staff buy-in, understanding, and participation. It may also help to provide incentives for developing syllabi and assignments that address the goals of General Education. Efforts should also be made to foster the culture of participation in the General Education assessment process. Finally, we recommend that the program be given a new name.

Sources Consulted

Allen, M.J. (2006). *Assessing General Education Programs*. Bolton, MA: Anker.
- This book is a pragmatic guide for developing, aligning, and assessing General Education programs in meaningful, manageable, and sustainable ways. It presents a variety of approaches to help readers understand what other campuses are doing and develop a repertoire of methods so they can make informed decisions about their own programs (from the book description).

Association of American Colleges & Universities. (2010). *Rising to the Challenge: Meaningful Assessment of Student Learning*. Washington, DC: Author.
- Analyzes the validity and reliability of the MAPP (Proficiency Profile), CLA, and CAAP. Also discusses the VALUE rubrics.

Association of American Colleges & Universities. (2012). Assessing Liberal Education Outcomes Using VALUE Rubrics. Peer Review, Volume 13 (4)/Volume 14 (1).
- Issue of Peer Review that provides frameworks and examples of how to use the VALUE rubrics in assessing General Education outcomes.

Arum, R., & Roksa, J. (2011). *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago.
- Uses CLA data to posit that due to a variety of social, policy, and economic reasons, students are drifting through college with little to show in the way of learning outcomes. Identifies factors prior to and after college that correlate with CLA scores. Other articles about this issue:
    o Glen, D. (2010, September 19). A Measure of Education is put to the Test. *Chronicle of Higher Education, 57,* A1-A9.
    o Glen, D. (2011, January 18). New Book Lays Failure to Learn on Colleges' Doorsteps. Chronicle of Higher Education, 57.
    o Glen, D. (2011, February 13). Scholars Question New Book's Gloom on Education. *Chronicle of Higher Education, 57*, A1-A11.
    o Jaschik, S. (2011, January 18). 'Academically Adrift.' Inside Higher Ed.
    o National Public Radio (NPR). (2011, February 9). A Lack of Rigor Leaves Students 'Adrift' in College. Includes audio content.

Bers, T. (Ed.). (2010). *Assessing Student Achievement in General Education (Assessment Update Collection).* San Francisco: Wiley.
- A compilation of articles from the Assessment Update journal/newsletter edited by Trudy Banta.

Bresciani, M.J. (Ed.). (2007). *Assessing Student Learning in General Education.* Bolton, MA: Anker.
- An overview of general education assessment programs from a variety of colleges and universities.

Crawford, B.E. (2003). 21st Century Learning Outcomes Project. *Journal of General Education, 52,* 266-282.
- Case study from Hocking College.

Eder, D.J. (2004). General Education Assessment within the Disciplines. *Journal of General Education, 53,* 135-157.
-    Framework for connecting the disciplines to General Education through assessment.

Francis, P.L., & Steven, D.A. (2003). The SUNY Assessment Initiative: Initial Campus and System Perspectives. *Assessment & Evaluation in Higher Education, 28*, 333-349.
-    Overview of SUNY's new process for the assessment of General Education.

Gaston, P.L., & Gaff, J.G. (2009). *Revising General Education: Avoiding the Potholes.* Washington, DC: AACU.
-    Listing of 50 things to consider when revising General Education, with several pertaining to assessment.

Hamilton, S.J. (2003). A Principle-Based Approach to Assessing General Education through the Majors. *Journal of General Education, 52,* 283-303.
-    Case study from Indiana University-Purdue University at Indianapolis.

Jenkins, J.A. (2002). General Education in the University of Massachusetts Amherst: A New Rationale. *Higher Education Policy, 15,* 45-54.
-    Case study from the University of Massachusetts at Amherst.

Laird, T.F.N., Niskode-Dossett, A.S., & Kuh, G.D. (2009). What General Education Courses Contribute to Essential Learning Outcomes. *Journal of General Education, 58,* 65-84.
-    Uses data from the annual Faculty Survey of Student Engagement (FSSE) to discover the degree to which faculty structure their courses to promote General Education learning outcomes and how those outcomes are emphasized in practice.

Leskes, A., & Wright, B.D. (2005). The Art & Science of General Education Outcomes: A Practical Guide. Washington, DC: American Association of Colleges & Universities.
-    A brief overview of General Education assessment.

Marinara, M., Vajravel, K., & Young, D.L. (2004). Making Sense of the 'Loose Baggy Monster:' Assessing Learning in a General Education Program is a Whale of a Task. *Journal of General Education, 53,* 1-19.
-    Case study from the University of Central Florida.

Meacham, J. (1996). *Assessing General Education: A Questionnaire to Initiate Campus Conversations.* Washington, DC: AACU.
-    Overview of important assessment questions to ask pertaining to General Education.

Millet, C.M., Stickler, L.M., Payne, D.G., & Dwyer, D.A. (2007). *A Culture of Evidence: Critical Features of Assessments for Postsecondary Learning.* Princeton, NJ: ETS.
-    A comprehensive overview of a variety of assessment instruments for higher education. Part of a three-part series.

Penn, J.D. (Ed.). (2011). *Assessing Complex General Education Student Learning Outcomes (New Directions for Institutional Research No. 149).* San Francisco: Wiley.
- Chapters present examples of outcomes, methods, and instruments for assessing specific General Education outcomes.

Pike, G. (2006). Assessment Measures: The Collegiate Learning Assessment. *Assessment Update, 18,* 13-16.
- General information about the CLA.

Ratcliff, J.L., Johnson, D.K., & Gaff, J.G. (Eds.). (2004). *Integrated General Education (New Directions for Higher Education No. 125).* San Francisco: Wiley.
- Chapters present case studies and examples of changes to General Education curriculums and how colleges and universities are responding to them.

Ronco, S.L., & Brown, S.G. (2002, Summer). *Finding the 'Start Line' with an Institutional Effectiveness Inventory.* Association for Institutional Research (AIR Professional File #84), Tallahassee, FL: AIR.
- A general overview of inventory processes.

Shavelson, R. (2009). *Measuring College Learning Responsibly.* Stanford, CA: Stanford University.
- Differentiates and makes a distinction between assessment of persistence, engagement, achievement, propensity to learn, and learning, and discusses assessment approaches for each construct. Focuses on resolving the dual nature of assessment for accountability and improvement.

Steedle, J., Kugelmass, H., & Nemeth, A. (2010). What Do They Measure? Comparing Three Learning Outcomes Assessments. *Change, July/August,* 33-37.
- Summarizes, compares and does validity testing of the three instruments. It concludes that the three instruments are not compatible and that content validity is not significantly correlated. However, slightly higher correlations were found when looking at the same traits (critical thinking, for example).

Stone, J., & Freidman, S. (2002). A Case Study in the Integration of Assessment and General Education: Lessons Learned from a Complex Process. *Assessment and Evaluation in Higher Education, 27,* 199-211.

University of Iowa, Center for Teaching & Learning. (n.d.). *Teaching Goals Inventory database*. Online: http://tinyurl.com/2bf54y
- Based on the Teaching Goals Inventory, from T.A. Angelo & K.P. Cross. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers.* San Francisco: Wiley.

University of West Florida. (2011, May). *Guidelines for Curriculum Maps*. Online: http://uwf.edu/cutla/curriculum_maps.cfm
- An overview of three types of methods for curriculum mapping.

Walvoord, B.E. (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education.* San Francisco: Wiley.

- Ch. 4 (pp. 80-100) and mapping tools and rubrics in the appendices provide concise and brief overviews of General Education assessment.

Wehlburg, C.M. (Ed.). (2010). *Integrated General Education (New Directions for Teaching & Learning No. 121).* San Francisco: Wiley.
- Chapters present case studies and examples of General Education assessment.

Yin, A. & Volkwein, J. (2010). Assessing General Education Outcomes. In *Assessing Student Outcomes: Why, Who, What, How?* (New Directions for Institutional Research 2009 Assessment Supplement), pp. 79-100. San Francisco: Wiley.
- Presents a comprehensive model of General Education assessment.

GETFAST Revisions to the General Education Goals

Upon the successful completion of the General Education Program, students will have gained
- **knowledge of diverse human cultures and the physical and natural world, allowing them to**
  - use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world *(no rubric; ISU 1, 10, 11)*
  - explain how the combination of the humanities, fine arts, natural and social sciences, and/or technology contribute to the quality of life for individuals and communities (ISU
  - experience and reflect on global issues

- **intellectual and practical skills, allowing them to**
  - make informed judgments *(critical thinking)*
  - analyze data to examine research questions and test hypotheses *(quantitative literacy; ISU2)*
  - report information effectively and responsibly *(information literacy)*
  - write in a variety of genres, contexts, and disciplines *(written communication; ISU2)*
  - deliver purposeful presentations that inform attitudes or behaviors *(oral communication; ISU2, 4)*

- **personal and social responsibility, allowing them to**
  - participate in activities that are both individually life-enriching and socially beneficial to a diverse community *(civic knowledge and engagement; ISU7)*
  - interact competently in a variety of cultural contexts *(intercultural knowledge)*
  - demonstrate ethical decision making *(ethical reasoning; ISU5)*
  - demonstrate the ability to think reflectively *(foundations & skills for life-long learning; ISU3, 8, 9, 12)*

  I. **integrative and applied learning, allowing them to**
  - identify and solve problems (*problem solving*)

- o   transfer learning to novel situations *(integrative learning; ISU3, 8, 9, 12)*
- o   work effectively in teams *(team work)*

Appendix H: Subcommittee Report, Administrative Structure and Communication

Members:

>   Sherrilyn Billger (Chair)
>   Dan Holland
>   Cathi Kaesberg
>   Jonathan Rosenthal
>   Stewart Winger

Guiding Questions:

>   Does the current administrative structure of General Education best meet the needs of students and General Education faculty? Is this the structure best suited to support any revisions to the program's vision, goals, outcomes, and assessment? If not, is there another administrative structure that might be better suited to provide the necessary support?

>   How are the goals, outcomes, and structures of the General Education program currently communicated to various constituencies? How might they be best communicated in the future?

Administrative Structure and Communication General Education Task Force Sub-committee

<u>Sub-committee Members</u>

Sherrilyn Billger (Chair), Economics
Daniel Holland, Physics
Catherine Kaesberg, Nursing
Jonathan Rosenthal, EMAS
Stewart Winger, History

<u>Executive Summary</u>

Our primary recommendations to the Provost are:

1. Move the Director of General Education position into the Provost's Office. This will allow the Director to promote the strategic vision for General Education and to facilitate effective professional development for faculty members.
2. Add three more workgroups to the existing structure which has a workgroup for Critical Inquiry. These new workgroups should be discipline-focused: Science and Numeracy, Arts and Humanities, and Social Sciences. Each workgroup should have a facilitator who will report to the Council for General Education
3. Change the current institutional culture surrounding the General Education program. The General Education Director should coordinate consistent, enticing, and effective communication about the program, including advising, Preview, web page, course syllabi, etc. The program should be renamed, to clearly indicate its central importance to the overall mission of the university.

    I.   <u>Current Administration of General Education Program</u>

Director of General Education
and
Associate Dean for Academic
Programs and Student Affairs, CAS

Council on General Education

    A. Director of General Education Responsibilities

The Director is charged with the overall management of the General Education (GE) program. Specific responsibilities include:

- Monitor enrollment patterns
- Work with department chairs to have enough seats for GE courses
- Work with the Provost to gather and allocate resources for teaching GE courses
- Facilitate the Council on General Education
- Manage assessment for the GE program
- Chair the Interdisciplinary Studies program
  - Ensure that courses are offered appropriately
  - Advise students
  - Provide course overrides
  - Approve all relevant sub-waivers
- Serve as primary articulator for GE and Illinois Articulation Initiative coursework

B. Council on General Education (CGE) Responsibilities
    (from http://gened.illinoisstate.edu/council/)

- To coordinate the undergraduate curriculum for General Education and Interdisciplinary Studies (IDS), ensuring that the spirit of the philosophy of General Education is maintained by the program.
- To periodically review and analyze existing General Education and IDS courses and program, based on program objectives and student outcomes.
- To report recommendations to the Academic Senate regarding program modifications.
- To provide consultation to departments, colleges, and other faculty groups who are planning new additions to the undergraduate curriculum for General Education and IDS.
- To review and approve or disapprove all proposals for new programs (majors, minors, sequences), courses, and changes in existing programs/courses connected to General Education and IDS in consultation with the Director of General Education.
- To provide the Academic Senate each year with a report of Council on General Education's proceedings.

C. Benefits of Current Administrative Structure

The CGE appears to work quite well, particularly in managing proposals for GE and IDS courses.
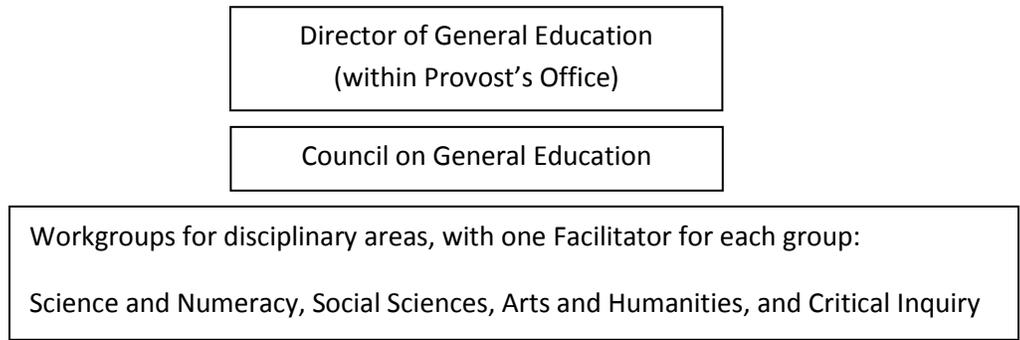
The current GE Director is also an Associate Dean in CAS. This enables the director to more easily communicate with CAS Department Chairs to ensure sufficient seats in GE courses. (Most GE courses are taught by CAS Departments.) In addition, course articulation is also easier and quicker given the Director's affiliation with CAS.

D. Disadvantages of Current Administrative Structure

The current administration of the General Education program does not allow sufficient time for a strategic vision, facilitating effective professional development for faculty, or support of a truly successful program. The main problems we see include:

- Insufficient professional development for instructors teaching GE courses
    - How do we ensure that courses cover required content and use the most effective pedagogies?
    - How do we ensure that courses fit the GE program when they are taught by a variety of different instructors?
    - There is no periodic review of syllabi for GE courses
- Insufficient collaboration between Assessment and the GE program
    - Current assessment may be too broad to ensure meaningful program improvement.
- Insufficient focus on strategy and goals for the GE program
- Lack of effective communication of purpose, goals, strengths, and benefits

II.   Recommended Administration of General Education Program

Director of General Education
(within Provost's Office)

Council on General Education

Workgroups for disciplinary areas, with one Facilitator for each group:

Science and Numeracy, Social Sciences, Arts and Humanities, and Critical Inquiry

A. Directorial Responsibilities

We recommend a new structure with the Director of General Education housed in the Provost's Office. We recommend a 100% appointment, at the discretion of the Provost. The Director's responsibilities would include the current list (as in I.A above). In addition, the Director would be charged with the following responsibilities:

- Faculty development (working with CTLT)
- Strategic vision
- GE program assessment (For example, are GE courses meeting GE goals?)

B. CGE Responsibilities

CGE Responsibilities would remain the same, with one addition. There is currently a very effective work group for Critical Inquiry in General Education. We recommend that three new workgroups (Science and Numeracy, Social Sciences, and Arts and Humanities) be added. Each workgroup would

have a Facilitator, and the Facilitators would report to the CGE. We recommend compensation for each Facilitator; for example, each Facilitator could receive a course release, at the Provost's discretion.

III.   Communicating Goals, Outcomes, and Structures

Current communication to students about the GE program includes advising, Preview, and the GE web page. There appears to be a prevalent attitude about "getting GE courses out of the way" that is problematic, and reflects a less-than-enthusiastic attitude about GE. In addition, chairs communicate about the structure and value of GE directly and through course assignments and the ASPT process. Many GE courses are taught by NTT faculty who have limited job security, and may only learn about their appointments shortly before classes begin, as instructional capacity funds are made available to department chairs. To improve the way the GE program is communicated, it behooves us to consider that "General Education change is not just a task of curricular change: it is also cultural change" (Awbrey, 2005, p.4). Effective communication is vital, if we are to generate "buy-in" from all constituents.

We have a number of recommendations to improve communication about the General Education program. These include:

A. To effectively communicate the value of the GE program, we should use enticing language. For instance, the GE program could be renamed to reflect its importance, perhaps as the Core Curriculum, for example. Furthermore, the structure and course titles could be crafted to entice students. For instance, at DePaul University students participate in "Junior Year Experiential Learning."

B. To clarify how each GE course contributes to the program, syllabi should clearly state which GE goals are met in the class.

C. All communication should be consistent.

D. An important part of effective communication in the courses is the assignment of quality instructors who receive valuable professional development opportunities. We also recommend that all GE faculty, regardless of TT/NTT status, participate in remunerated professional development.

E. We believe the GE web page could be expanded to include testimonials from employers and alumni about the impact and usefulness of GE. An additional option for the web page would be a showcase for specific courses with specific projects. Furthermore, Reggie Net could be an effective avenue to communicate about the GE program and relevant co-curricular activities.

F. Preview provides a unique marketing opportunity for the GE program. In order to communicate the goals and value of the GE program, new students could be shown a video. This video could be produced by students with or without the assistance of faculty and staff.

G. Since the use of student evaluations of teaching can lead to decreased rigor and grade inflation (e.g., Eiszler, 2007 and Langbein, 2008), we recommend the use of student focus

groups. For instance, the GE Director could organize student focus groups to obtain detailed, constructive feedback about GE courses.

H.   To enable the best matching of instructors to courses, we suggest the use of (at least) year-long contracts for NTTs who teach GE courses. To support this goal, instructional capacity dollars could be allocated to departments more quickly.

I.   We encourage the GE Director to consider a GE symposium, or an expanded role for GE in the Teaching and Learning Symposium.

J.   We recommend that a tagline/slogan be developed for the GE program. Possible phrasing that arose from our subcommittee's brainstorming includes:

   a.   Find your calling (as opposed to find your major)
   b.   Broad set of skills for students to be successful in the future
   c.   Improve your quality of life
   d.   Creative and transformative engagement
   e.   Passion
   f.   Dream
   g.   Inspire curiosity
   h.   Sense of purpose
   i.   Foundation for lifelong success as actively engaged citizens of the world
   j.   Passionate commitment to meaningful life work

IV.   Resources

Our subcommittee considered a variety of resources, including those listed at Milner's GE Resources page. We began our work in a detailed meeting with the current GE Director, Sally Parry. In addition, we incorporated feedback from the full task force, open forums, and the Teaching and Learning Symposium. Specific papers and web sites we consulted are listed below.

http://www.jmu.edu/gened/genedcouncil.shtml

http://www.college.ucla.edu/ge/governance.html

http://provost.illinois.edu/committees/gened/docs/ep8909.html

http://liberalstudies.depaul.edu/About/CommonCore/

Awbrey, S. M. (2005) "General Education reform as organizational change: integrating cultural and structural change," *JGE: The Journal of General Education*, 54(1), 1-21.

Eiszler, C. F. (2007) "College students' evaluations of teaching and grade inflation," *Research in Higher Education*, 43(4), 483-501.

Langbein, L. (2008) "Management by results: student evaluation of faculty teaching and the mis-measurement of performance," *Economics of Education Review*, 27(4), 417-28.