

General Education Revision

April 14, 2017

Process

- Workgroup convened throughout Winter 2017:
 - January 10: 5 pm – 9 pm
 - January 11: 5 pm – 9 pm
 - January 19: 8 am – 10 am and 3 pm – 5 pm
 - January 26: 3 pm – 5 pm
 - February 28: 3 pm – 7 pm
 - March 15: 3 pm – 5 pm
 - March 20: 3 pm – 5 pm
 - March 21: 3 pm – 5 pm
- Approximately 40 faculty and administrators attended at least once, although most attended multiple times.

Process

- Build on what has been done over the last 5 years including: SSRC, CFC, Current GE, Chairs' group, CF model proposed in the fall.
- Incorporate AAC&U high-impact practices.
- Include as many faculty as possible from across campus.
- Start with SWOT of current and proposed systems to build on our strengths and address weaknesses.
- Groups examined and discussed goals.
- Groups created several models, then selected and refined from those.

Features of currently proposed revisions:

- Reduced credits from current system (from 74 to 60)
- Simple for students to understand, advisors to explain, and for transfer students
- Fewer goals than current system which leads to clearer purposes for students and streamlined assessment
- Balance of content and skills; breadth maintained, but with simplified lists
- Diversity and International Studies maintained
- Potential for more departmental participation in breadth
- Expanded ownership of writing and quantitative requirements
- Verticality: students encounter some goals repeatedly
- First Year Experiences (FYE): flexible but strives to maintain an ideal of two course cohort sequence.
- Second Year Experience (SYE) possible

Goals

Content remains important

Incorporate skills from AAC&U that support improved learning and that employers value

https://www.aacu.org/sites/default/files/files/LEAP/EssentialOutcomes_Chart.pdf

Initial definitions of skills are based on AAC&U Rubrics *BUT EWU faculty will refine and adapt them, and the rubrics for use at EWU.*

- **Knowledge of Human Cultures and the Physical and Natural World**
 - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- **Intellectual and Practical Skills (IPS) for Life-long Learning**
 - Inquiry and analysis (IA)
 - Critical and creative thinking (CT)
 - Written and oral communication (WC/WP/W)
 - Quantitative literacy (QL/Q)
 - Information literacy (IL)
 - Integrative learning and Problem Solving (INT)
- **Personal and Social Responsibility (PSR)**
 - Civic knowledge and engagement—local and global (G)
 - Ethical reasoning and action (CT)
 - Intercultural knowledge and responsiveness (D)

Model

Required Courses		Outcomes
Humanities/Arts	Humanities/Arts	Each class addresses one of: Inquiry and Analysis, Critical Thinking, or Information Literacy, <u>and</u> either Writing (communication) or Quantitative.
Social Science	Social Science	
Natural Science	Natural Science	
Writing Competency	Writing Proficiency	WC/WP
Quantitative Literacy		QL
Diversity		Must address Diversity <u>and</u> one other Skill
Global		Must address Global <u>and</u> one other Skill
Capstone		Integrative
Notes		
FYE's take up to two spots that fit the requirements of those spots. FYE's are strongly encouraged for all new first time freshmen.		
One optional SYE (takes any spot) SYE's substantially incorporate three of the Intellectual Skills and are recommended for students who do not take an FYE.		
<i>FYE's and SYE must fulfill the requirements of the course they are replacing.</i>		

Proposed Timeline (draft)

- **Spring 2017:** Share with students, faculty, EWU community; vote in Senate
- **First Year:**
 - Reduce the general education requirements to 2 courses in each breadth area, shaving 10 credits off
 - Build more FYEs and support for FYEs (summer workshops, integration of goals, assessment)
 - Choose Faculty Fellows to lead defining, implementing, and assessing goals
 - Each currently approved general education course identifies the goals that best fit their course
- **Second Year:**
 - Phase out CPLA requirement (possibly replace with technology across the curriculum (TAC))
 - Continue to build capacity in FYEs and assess them
 - Provide stipends to faculty who volunteer to incorporate goals into their courses and assess them
 - Build capacity for writing and quantitative stand-alone courses
 - All new courses submitted to CPAC intended to meet GE requirement describe the goals they intend to integrate and assess

Proposed Timeline (draft)

- **Third Year:**

- Continue building capacity for and assessing FYEs
- Implement and assess writing (LW & UW) and quantitative (QR) intensive courses
- Provide stipends to faculty who volunteer to incorporate goals into their courses and assess them.
- Finalize strong assessment structure and start “closing the loop”

- **Fourth Year and Beyond:**

- Fully implement model
- Make changes as identified through assessment

Notes

- System allows for continuous improvement
- System allows for significant innovation
- Transfer students are held to similar standards as current model
- Still allows for courses to count in both the major and GE
- If same number of courses offered, allows reduced class sizes
- New courses will go through appropriate approval, e.g. a new Natural Science course is approved by CPAC, but also by a committee of Natural Science faculty
- Courses currently in breadth will be held harmless for at least three years
 - Will provide an avenue for easy transition into the new system: Courses currently in the system will be able to submit course changes to CPAC describing the goals they will teach and assess and how they are assessing the goals rather than submit an entirely new course to CPAC.

Resources

- FYE Director
- Summer workshops and school-year meetings
- General Education Program Director
- Faculty Fellows
- Stipends for faculty who integrate and assess goals
- Part-time/overload pay to replace faculty who teach FYEs
- Resources for large sections to integrate and assess goals

Issues for future improvement

- Potential for some students to not encounter some of the IPS
- Weak verticality
- ...

What would we like you to do?

- Discuss with your colleagues
- Send us questions and concerns: jcoomes@ewu.edu
- Attend Senate on April 24 to share your concerns