GEN ED REFORM

Senate adoption of the Gen Ed Goals and Learning Outcomes: PSF28/03-04
Communication: Literacy, Oral communication, Information technology competence, Creative expression
Reasoned Judgment: Critical thinking, Ethical thinking, Scientific thinking, Analytical skills, Aesthetic skills
Social and Personal Responsibility: Individual accountability, Social equality, Civic engagement, Global perspective, Teamwork

Graphics at right reveal distribution of outcomes in the program by percent.

These competencies cannot be "taught" in a handful of required courses, nor should students view these competencies as disconnected from their major. These abilities are gained and maintained with practice across the array of academic disciplines: Humanities and the Arts, Social and Behavioral Science, Natural Science.

PSF 29/03-04 was revised in 2013
- No more than five courses may be offered per department/program, unless one of the offerings fulfills the diversity (DV) requirement whereby a sixth course may be accepted. Courses are restricted to the 100 and 200 levels and should have minimal prerequisites.
- All General Education courses will address at least one learning outcome from each of the three learning goals in all sections of that course.
- The General Education Committee and the Director of General Education will work collaboratively with the Teaching and Learning Center, the Committee for Teaching and Learning, and the Academic Achievement Assessment Committee to offer assistance to departments/programs in the development and revision of courses, and assessment techniques for student learning.

http://www.uwp.edu/learn/departments/generaleducation/

LEAP AT UW-PARKSIDE GENERAL EDUCATION REFORM

PUSHES THEN PULLS

Push from the Past
- Enrollment issues
- HLC recommendations (2002)
- Absence of stated learning outcomes
- Encourage interdisciplinary programs by the development of additional cross-disciplinary courses.

Pull to the Future
- Student-centered focus
- Shift from course-based learning outcomes to program level competencies
- Establishment of an interface between faculty, advisors, students and employers

INSTITUTIONAL CHALLENGES

- Need for a consistent metric for measuring all Gen Ed sub goals across all disciplines to promote consistency for students.
- Development of assessment report criteria
- During the review process, inconsistencies emerged in the way the sub goals were being implemented and assessed across the whole range of courses. Minimum Expectations were developed to address inconsistencies.
- VALUE rubrics used in the development of Minimum Expectations
- Minimum Expectations for most common GE goals were developed first.

MINIMUM EXPECTATIONS

- The AAC&U VALUE rubric specifies: This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics.
- The AAC&U version was modified for the Parkside context:

<table>
<thead>
<tr>
<th>Ethical Self Awareness</th>
<th>Introductory…</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Students state either their core beliefs or articulate the origins of the core beliefs but not both, and with a lack of detail, depth and/or clarity.</td>
<td>Students discuss in detail/analyze both core beliefs and the origins of the core beliefs and their discussion has greater depth and clarity.</td>
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LESSONS LEARNED/ FUTURE PLANS

- Momentum towards more formal expectations was enhanced through collaborations with key campus groups - ethnic and international studies were eager to assist with expectations for social justice and global perspective.
- The importance of consistent leadership
- After the first year in which Minimum Expectations were passed by the Senate, the passage of successive revisions has been less arduous
- Minimum Expectations are helping to shift from course-based learning outcomes to program level competencies to place the focus on what students are able to know and do as a result of their learning.
- Parkside has a new student developed APP for the Global Studies Certificate. It displays student progress in achieving Program Goals along the competency axes. We plan to adopt this model for the Gen Ed program.