Overview

1. General Education Committee
2. Regulatory Environment
3. Course Proposal & Review Process
4. Monitoring of Assessment
General Education Committee (GEC)

- **Membership**
  - 65 voting faculty, proportional to the distribution by campus unit
  - Voting members are nominated by each academic unit

- **Sub-Committee Chairs**
  - English Composition – Kathy Smith
  - Mathematical Modeling – Chris Connell
  - Arts & Humanities – Julie Van Voorhis
  - Natural & Mathematical Sciences – Peter Todd
  - Social & Historical Studies – Nathan Ensmenger
  - World Cultures & Languages – Colleen Ryan

- **Course proposals consider by subcommittees of experts from each area**
  - 35 Courses were proposed for the inclusion in the GenEd Curriculum
  - 23 Proposals were approved
  - Over the last 5 years, ~75% of proposed courses are approved
What Regulations Exist?

Higher Learning Commission

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.
What Regulations Exist?

Higher Learning Commission

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing *assessment* of student learning.

1. The institution has clearly stated *goals* for student learning and effective processes for *assessment* of student learning and achievement of learning *goals*.

2. The institution assesses achievement of the learning *outcomes* that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from *assessment* to improve student learning.

4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of *faculty* and other instructional staff members.
State Regulations

• Core Transfer Library (CTL)
  • A set of courses that transfer between all Indiana public institutions and some Indiana private institutions
  • IUB faculty determine whether a course articulates with one of IUB’s courses, or will articulate as undistributed credit

• Statewide Transfer General Education Core (STGEC)
  • A set of competencies that, if satisfied at an Indiana public institution, must transfer as a block of 30 credits and count towards the institution’s general education
  • Must be completed prior to matriculation, and is noted as a milestone on a student’s transcript
  • Students that matriculate to IUB with the STGEC milestone from another institution (including other IU campuses) will not be subject to IUB GenEd Common Ground requirements, and are still subject to school and major requirements

• Transfer Single Articulation Pathway (TSAP)
  • A set of competencies, that if satisfied at an Indiana 2-year institution via a predetermined AS degree completion, must transfer as a block of 60 credits and count towards the corresponding baccalaureate degree (an AS+BS, 2+2 articulation)
  • Students are subject to the admission standards of the baccalaureate degree granting institution – there is no guarantee of admission
  • Students must have a defined path to allow completion of the BS degree in 2 years
  • Students must meet all degree requirements
# Proposal and Review Process

Frequently Asked Questions

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<thead>
<tr>
<th>Question</th>
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<tr>
<td>When did the GenEd Common Ground curriculum go into effect?</td>
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<td>What are the campus-wide GenEd requirements?</td>
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<td>Which courses have been approved to fulfill the GenEd Common Ground requirements?</td>
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<td>Who approves courses for the campus-wide GenEd curriculum?</td>
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<td>On what criteria are GenEd course proposals evaluated?</td>
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<td>How do I propose a course for the General Education Curriculum?</td>
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<td>Can courses be proposed for more than one GenEd Common Ground category?</td>
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<td>What is the timeline for GenEd course proposals?</td>
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<td>Is it possible to joint-list a GenEd-approved course?</td>
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</table>
Proposal and Review Process

Who approves courses for the campus-wide GenEd curriculum?

The IUB General Education Committee (GEC), which is composed of faculty members from each of the undergraduate academic units on campus (i.e., the schools and the College) approves courses for the GenEd curriculum. Evaluation of course proposals is delegated to the appropriate GenEd subcommittee (English composition, Mathematical Modeling, Arts and Humanities, Social and Historical Studies, Natural and Mathematical Sciences, and World Language and Cultures). Each subcommittee reviews course proposals once annually and forwards their recommendations to the GEC, who ratifies the subcommittee lists.

How do I report revisions (e.g., change of course number, change of title, change of description) to a course that has already been approved for GenEd?

Is it possible to joint-list a GenEd-approved course?
Proposal and Review Process

Frequently Asked Questions

On what criteria are GenEd course proposals evaluated?

Each subcommittee evaluates the appropriate course proposals on the basis of the approved principles of GenEd course eligibility and the learning outcomes and course characteristics for each GenEd category. For details, visit GenEd Learning Outcomes.
Proposal and Review Process

Frequently Asked Questions

How do I propose a course for the General Education Curriculum?

For details on GenEd course proposal, see the GenEd Course Proposals page.

Note: Course proposals may not be submitted directly to the GenEd Committee by individuals or departments. All course proposals must be approved by the appropriate school, who will then forward the proposals to the GenEd Committee.

Can I propose a brand new course for GenEd, even though it has not yet been approved and added to the IU Master Course Inventory?

How do I report revisions (e.g., change of course number, change of title, change of description) to a course that has already been approved for GenEd?

Is it possible to joint-list a GenEd-approved course?
Proposal and Review Process

Frequently Asked Questions

When did the GenEd Common Ground curriculum go into effect?
What are the campus-wide GenEd requirements?

Can courses be proposed for more than one GenEd Common Ground category?

A single course may be proposed for both World Cultures credit and Breadth of Inquiry credit. Such a course, if approved by both the World Languages and Cultures Subcommittee and the appropriate Breadth of Inquiry Subcommittee, may "double count" toward both requirements for students who take the course after its approval for the GenEd curriculum. Courses should not, however, be proposed for more than one Breadth of Inquiry category (i.e., Arts and Humanities, Social and Historical Studies, Natural and Mathematical Sciences).

For additional details, see Course Eligibility.

Is it possible to joint-list a GenEd-approved course?
Proposal and Review Process

Frequently Asked Questions

When did the GenEd Common Ground curriculum go into effect?  
What are the campus-wide GenEd requirements?  
Which courses have been approved to fulfill the GenEd Common Ground?

What is the timeline for GenEd course proposals?

Each fall, the co-chairs of the General Education Committee will send out a call for course proposals to the academic officers of the schools and the College. Departments will in turn receive a call for proposals from the academic officer of their school. Approval procedures for the schools vary. Proposals that receive school approval will be forwarded to the GEC from the schools. Individual faculty members or departments may not submit proposals directly to the GEC. In the spring, course proposals will be reviewed by the appropriate GenEd subcommittee. Subcommittee recommendations are ratified by the General Education Committee and published on this website.

Is it possible to joint-list a GenEd-approved course?
Proposal and Review Process

Can I propose a brand new course for GenEd, even though it has not yet been approved and added to the IU Master Course Inventory?

No. All courses submitted to the GenEd Committee for review must be fully approved and part of the IU course catalog prior to proposal for General Education. A course need not, however, be offered before it is proposed for GenEd.

For additional details, see Course Eligibility.

How do I report revisions (e.g., change of course number, change of title, change of description) to a course that has already been approved for GenEd?

Is it possible to joint-list a GenEd-approved course?
Frequently Asked Questions

How do I report revisions (e.g., change of course number, change of title, change of description) to a course that has already been approved for GenEd?

Changes to the prefix, number, or title of a course will not usually affect its GenEd approval status, provided that the content of the course does not also change. Still, it’s essential that the GenEd Committee be aware of all course revisions. Once such changes have been finalized, the department chairperson should write a memo to the GenEd co-chairs outlining the changes that have been made. This memo should be sent to the academic officer of the school in question, who will attach a letter indicating school support and forward both documents to the GenEd co-chairs. If the co-chairs have questions about the nature or extent of the changes or if they consider the changes extensive enough to warrant resubmission of a course proposal to the General Education Committee, they will inform both the school and the department. Otherwise, they will request an update to the GenEd course listing and notify the school, the department, and the appropriate committee.

Is it possible to joint-list a GenEd-approved course?


Frequently Asked Questions

Is it possible to joint-list a GenEd-approved course?

Joint-listings of courses approved for General Education are permitted only if all four of the following conditions are satisfied:

- Each course in a joint-listing has been approved for meeting the same General Education requirement(s)
- Each course satisfies all other formal requirements, including those governing expected frequency of offering
- The joint-listing has been approved in writing by the chief academic officer (or officers) of the unit (or units) offering the courses to be joint-listed before the "final" schedule for the relevant semester has been submitted to the Office of the Registrar
- Departmental scheduling officers must comply with technical requirements specified by the Office of the Registrar to ensure that students enrolled under different course numbers and titles in joint listed classes can be credited with fulfilling a General Education requirement.
# Learning Outcomes and Course Characteristics

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<tr>
<th>Social and Historical Studies</th>
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## Natural and Mathematical Sciences

### Learning Outcomes

Students who successfully complete courses in the Natural and Mathematical Sciences will demonstrate:

1. an understanding of scientific inquiry and the bases for technology;
2. the ability to model and understand the physical and natural world;
3. the ability to collect and interpret data, think critically, and conduct theoretically based inquiry;
4. the ability to solve problems;
5. analytical and/or quantitative skills.

### Course Characteristics

Courses in this area will expose students to the nature and methods of scientific inquiry, emphasizing quantitative approaches to the testing of falsifiable hypotheses. These courses will begin to provide students with the tools and skills required not only to understand physical and biological phenomena but also to discover them through theoretically based inquiry, rigorous analytical thinking, and/or the collection and interpretation of empirical data, broadly interpreted. Development of these skills is an essential component for enabling the discerning of fact from myth and superstition; evaluating methodology, evidence, and opinion; problem-solving; and generally preparing students to be informed and active participants in modern society.
Proposal Form

PART I: Course Information

Subject area (e.g., ENG-L): ____________  Catalog number (e.g., 111): ____________  Credit hours: ____________

Course title: __________________________________________________________________________________________

Generic/variable-title course:  ☐ Yes  ☐ No (If proposing a single topic of a generic course, please include topic title below.)

Topic title: __________________________________________________________________________________________

Bulletin description:

________________________________________________________________________________________________________

Proposal submitted by: _________________________________________________________________________________

Department or Program: _______________________________________________________________________________

School / College: ______________________________________________________________________________________

Date: ________________________________________________________________________________________________

GenEd A&H Course Proposal (v.20171002)  1
## Proposal Form

### PART I: Course Information

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<thead>
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<th>Subject area (e.g., ENG-L):</th>
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<td>Bulletin description:</td>
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### Arts and Humanities

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

### Student Learning Outcomes

Students who complete the Arts and Humanities requirement will demonstrate:

1. knowledge of origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, (c) musical compositions, and (d) dramatic performance (live theater, dance, film, video, digital, etc.);
2. knowledge of the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted;
3. an understanding of the modes of symbolic expression and aesthetic and/or literary conventions that are used in these expressions and artifacts;
4. the ability to develop arguments, ideas, and opinions about forms of human expression, grounded in rational analysis and in an understanding of and respect for the historical context of expressions and artifacts, and to express these ideas in written and/or oral form;
5. the ability to create or reinterpret artistic works, as performer or as critic, through the development of skills of performance or skills of analysis and criticism;
6. the ability to explain and assess the changing perspectives on the meanings of arts and humanities traditions;
7. the ability to explore one’s own identity within prior and current intellectual, aesthetic, and cultural frameworks.

### PART III: Learning Outcomes for the Proposed Course

Please list below the student learning outcomes for the proposed course as they appear in the course syllabus. (NB. Syllabi for GenEd-approved courses must include a clear statement of the learning outcomes for the course.)

| GenEd A&H Course Proposal (v.201 |  |
PART IV: Alignment of Course Learning Outcomes with GenEd Learning Outcomes

IU Bloomington GenEd Student Learning Outcomes for This Course

Below, please explain how the GenEd A&H learning outcomes are addressed in the proposed course. Please note that a GenEd course need not address all of the GenEd A&H learning outcomes, but a course that does not address most of the A&H learning outcomes is not likely to be approved for GenEd A&H credit. Please leave blank any box (or boxes) that do not pertain to this course.

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

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

...
PART I: Course Information

Subject area (e.g., ENG, HUM, ART, etc.): Arts and Humanities

PART IV: Alignment with Core Competencies

1. Students who cannot read to at least 10th grade level.

PART V: Course Characteristics

A&H Course Characteristics

Courses in the Arts and Humanities enable students to understand and interpret expressions and artifacts of human experience in word, image, music, and gesture. In these courses, students investigate the varieties of aesthetic, intellectual, and cultural expression from both contemporary and historical perspectives. They also develop the abilities to think rationally and to construct and assess opinions, ideas, and arguments. Arts and Humanities courses further encourage students to explore their own identity and traditions, so that they may craft their own responses to a changing and complex, modern world.

In the Arts, students explore human expression through (a) writing in various literary forms, (b) visual arts (painting, sculpture, textiles, etc.), (c) musical composition and performance, and (d) dramatic performance (live theater, video and film, dance, etc.). In the Humanities, students explore areas of knowledge and analysis relating to human history, philosophy, and/or culture.

Courses approved in Arts and Humanities (a) investigate and analyze modes of symbolic representation and artistic and/or literary conventions, (b) explore cultural, historical, and intellectual contexts of literature, art, music, and drama, (c) grapple with religious, philosophical, and moral questions; and/or (d) create and/or re-create artistic works culminating in individual or group publication, production, or performance. Courses included in this last category will integrate analytical papers or formal critiques demonstrating students’ ability to express opinions and ideas, and to argue rationally about them.

Please explain how the proposed course exhibits the A&H course characteristics. If proposing a generic (i.e., variable title) course for blanket approval, please explain how all topics/variable titles of this course exhibit the A&H course characteristics.
GenEd Monitoring and Assessment

Assessment of student learning begins with the instructor asking three basic questions:

- "What do I want my students to learn?"
- "How do I know if my students are learning what I want them to learn?"
- "How can I help my students learn better what I want them to learn?"

Every instructor considers these questions when planning a course. Learning outcomes assessment is simply a way to formalize this basic component of teaching. By answering the first question—"What do I want my students to learn?"—the instructor is identifying the broad learning goals for the course. By asking the question in a somewhat different way—"What should my students be able to do after taking this course?"—the instructor is taking the first step toward identifying measurable student learning outcomes.
GenEd Assessment

The process of learning outcomes assessment is often described as a loop. Here's a concise version:

- identify learning outcomes
- select method(s) of assessment
- assess learning outcomes
- collect assessment data
- interpret assessment data
- consider and revise learning outcomes, methods of assessment, methods of instruction, and plan for future assessment.

Taking what we have learned from the one round of assessment and applying that to how and what we assess (and how and what we teach) the next time around is commonly referred to as "closing the loop." Thus, learning assessment is an ongoing, cyclical process, and each round of assessment ends with reflection on lessons learned and revision of the plan for instruction and assessment.
GenEd Assessment

Instructors of GenEd courses are responsible for

- ensuring that both the course learning objectives and the GenEd learning outcomes addressed by the course are spelled out clearly in the course syllabus
- providing GEMS with the syllabus for each GenEd-approved course
- choosing at least one of the relevant GenEd Learning Outcome(s) to be assessed in the course
- identifying one assignment that will be used to assess the chosen GenEd Learning Outcome(s)
- creating a grading rubric for the specified assignment, indicating how the chosen GenEd Learning Outcome(s) will be assessed within the context of the specified assignment
- providing GEMS with aggregate assessment data on that single assignment.
## SLOs Reported and Assessed

<table>
<thead>
<tr>
<th></th>
<th>Classes Reporting Coverage</th>
<th>Classes Assessing</th>
<th>Percentage of Classes Assessing</th>
<th>Students Assessed</th>
<th>Students Exceeding Expectations</th>
<th>Students Meeting Expectations</th>
<th>Students Not Meeting Expectations</th>
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<th>Percentage Meeting Expectations</th>
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* The nature of SLOs EC-1 and EC-2 makes them impossible to assess through evaluation of a single artifact. Although the final grade for the course is based in part on these process-oriented SLOs, attainment data is not part of what has been submitted for GenEd assessment.
Acknowledgements

• 2018/19 GenEd Co-Chair Vivian Halloran
• Chairs of the GenEd Common Ground Subcommittees: Kathy Smith, Chris Connell, Julie Van Voorhis, Peter Todd, Colleen Ryan, and Nathan Ensmenger
• Members of the IUB GenEd Committee
• Michael Lundell, OVPUE
• Marie Crow, OVPUE
• Clinton McKay, OVPUE
• Bloomington Assessment and Research
• All of the faculty who have provided assessment information, served on review panels for the CTL, served on TSAP panels, and supported undergraduate education at IUB
Any Questions?