

DATE: April 26, 2024
TO: BFC Leadership and Members
FROM: Vasti Torres, Co-chair
Michael Lundell, Secretary
RE: 2023-2024 General Education Committee Summary Report

General Education Committee

The 2023-24 General Education Committee is composed of 67 voting faculty (nominated by their degree-granting academic units) and ten non-voting members (including the GEC Co-chair, the Dean of the Hutton Honors College, six UDIV Advisors, the GEC Secretary, and GEC Recorder). The members were formally appointed by the provost in fall 2023.

The Common Ground Subcommittee Chairs were as follows:

Breadth of Inquiry

- Arts & Humanities Julie Van Voorhis
- Natural & Mathematical Sciences Peter Todd
- Social & Historical Studies David Cartledge

Foundations

- English Composition Scot Barnett
- Mathematical Modeling Corrin Clarkson

World Languages & Cultures Kenneth Draper

Annual Course Proposal Process

- In September 2023, the GEC distributed the annual Call for GenEd Course Proposals to the schools and the College. In December, 28 course proposals were submitted for inclusion in the GenEd Curriculum (following approval by the degree-granting unit).
- During January 2024, the Common Ground Subcommittee reviewed course proposals.
- In February, the GEC ratified the decisions of the Common Ground Subcommittees: 24 course proposals were approved, and four were not approved.
- In March, the schools who proposed courses in this cycle received reports of the results. For each proposal that was not approved, the Common Ground Subcommittee sent a brief statement of their rationale.

Curriculum Maintenance

Once approved, courses must be offered regularly in order to retain their eligibility for the GenEd Curriculum. Foundations courses must be offered every fall and every spring semester, while Breadth of Inquiry (A&H, S&H, and N&M) and World Cultures courses must be offered at least once every four years.

The GenEd Committee monitors course offerings and, in consultation with the schools, courses that have been discontinued or have not met the offering requirements are removed. This year, 16 courses were removed from the GenEd lists.

GenEd Assessment

For each offering of each GenEd course, instructors are required to:

- upload a course syllabus
- identify all GenEd Learning Outcomes that are addressed in the class, and
- assess at least one GenEd Learning Outcome (in each GenEd area for which the course is approved), briefly describe how the learning outcome was assessed, and provide aggregate assessment results to the GenEd Committee via the Learning Outcomes Repository (LOR).

The GenEd Committee then uses the LOR data to monitor coverage of GenEd Common Ground Learning Outcomes over time and to aggregate reported student success in attaining those learning outcomes. The following observations on GenEd LO Coverage and Student Success Rates were drawn from LOR data for Spring 2020-Fall 2023:

Common Ground: Foundations

English Composition (EC)

- Nearly every EC class reports covering **and** assessing every EC Learning Outcome
- 89-94% of students assessed were reported as meeting or exceeding expectations

Mathematical Modeling (MM)

- For MM-1, 80% of students assessed were reported as meeting or exceeding expectations
- for MM-2, 75% of students assessed were reported as meeting or exceeding expectations
- for MM-3, 78% of students assessed were reported as meeting or exceeding expectations

Common Ground: Breadth of Inquiry

Arts & Humanities (A&H)

- Reported coverage of all 7 A&H Learning Outcomes is high, with LO 4 being the highest. The percentage of classes assessing each reported LO ranges from 51% for AH-7 to 86% for AH-4.
- 89-93% of students assessed were reported as meeting or exceeding instructor expectations

Natural & Mathematical Sciences (N&M)

- Reported coverage of all N&M LOs is high, as is the reported assessment rate (66-84% for each LO)
- 82-87% of students assessed were reported as meeting or exceeding expectations

Social & Historical Studies (S&H)

- The least covered S&H LO is SH-5 (demonstrate intercultural and/or civic knowledge)
- 87-90% of students assessed were reported as meeting or exceeding expectations.

Common Ground: World Languages and Cultures

World Cultures (WC)

- Most participating WC courses report coverage of WLC-1, WLC-2, WLC-3, and WLC-4. (WLC-5 and WLC-6 are directly relevant only to language classes.)
- 89-92% of students assessed were reported as meeting or exceeding expectations

World Languages (WL)

- In all of the language classes that participated in GenEd assessment, 93% of students assessed for WL-5 (ability to communicate through speaking, listening, reading, and writing) were reported as meeting or exceeding expectations
- Among the language courses that assessed for WL-6 (ability to use foreign language skills to access information, etc.), 91% of students assessed were reported as meeting or exceeding expectations.

GenEd Assessment: Participation

Using LOR data, the GenEd Committee also monitors participation in GenEd assessment, and through LOR, schools and departments are able to monitor participation within their academic unit.

In Fall 2015 through Fall 2016, assessment participation rates were fairly strong, ranging from 63% to 77% across the campus. This was largely the result of a campus-wide push to improve assessment of the GenEd Curriculum prior to our 2017 Accreditation Visit from the HLC. Following that visit, however, participation dropped. With increased attention from the schools and the College, participation rates rebounded in 2019, but with the COVID-19 epidemic, rates dropped again in 2020. Participation increased again in Spring 2021 but has been on a downward trend ever since.

With our next HLC visit coming in 2027, it is imperative that we turn this trend around and get participation rates back to a respectable rate. The GEC sends assessment information and reminders to the schools and the College each semester, the academic units distribute these to their faculty and encourage them to meeting their GenEd assessment obligations. This approach has proven effective in the past, and some schools and departments have outstanding records of participation, but unfortunately, this is not true for all.

The topic of GenEd assessment participation was discussed at length during the 2024 Annual Meeting of the GenEd Committee in February. Several committee members suggested that reminder emails directly from the GEC might help to increase faculty awareness. We are currently working with developers in Undergraduate Education to institute this practice, and we expect to have the direct reminder system in place for Fall 2024.

IUB Beginner Fall Cohort Students with Pre-College Credit Hours

- In the Fall 2023 cohort, 25.6% of beginners brought in 16-30 cr. and 15% arrived at IUB with more than 30 cr.
- Not including undistributed credit, the top ten transfer courses in terms of credit hours brought into IUB from outside sources (i.e., standardized exams and external transfer credit) are as follows:
 - ENG-W 131
 - HIST-H 106
 - HIST-H 105
 - MATH-M 211
 - POLS-Y 103
 - PSY-P 101
 - COLL-P 155
 - ENG-L 202
 - HISP-S 100
 - HISP-S 150

- Nearly all of these courses are part of the IUB GenEd curriculum, and they account for a substantial number of articulated credit hours.

The Indiana College Core

As the general education landscape at the state-level changes, the GenEd Committee has been apprised of the implications for the IUB GenEd Program. Due to initiatives recently launched by the Indiana Commission for Higher Education, issues related to the Indiana College Core now directly affect students who matriculate at IU straight out of high school, including the number of pre-college credit hours these students have completed before enrolling at IUB.

- In 2012, the state legislature mandated the creation of the Statewide Transfer General Education Core (STGEC). It was to be developed cooperatively by the Indiana Commission for Higher Education (ICHE), the members of the Statewide Transfer and Articulation Committee (STAC), and the faculty of the public institutions.
- The goal was to increase college affordability and access by making transfer from one public institution to another—particularly from a 2-year to a 4-year institution—easier and more efficient for students.
- In 2020, the Commission decided to rebrand the Statewide Transfer General Education Core (STGEC) as the **Indiana College Core (ICC)**, and shortly thereafter they launched a campaign to encourage all high schools in Indiana to partner with a higher education institution and make the ICC milestone available to high school students across the state.
- **The ICC is not a common set of courses or requirements** but rather a framework of competencies representing commonalities among the general education programs at the various institutions.
- Each institution has its own set of ICC requirements.
- Students who complete the ICC requirements at their institution earn the ICC milestone (and at many institutions, the ICC Certificate).
- Students who earn the ICC milestone from one institution and subsequently matriculate at another will not be subject to the ICC requirements at the receiving institution.
- Students who matriculate at IUB after earning the ICC milestone are considered to have fulfilled the GenEd EC, A&H, S&H, and N&M requirements. They may still be required to fulfill MM and WLC (depending on the specific course credit that they bring in).
- For more details on the ICC at IUB and its implications for students, see <https://gened.indiana.edu/transfer-students/indiana-college-core.html>.

ICC Trends Influencing IUB GenEd

- From 2015 to 2023, the number of “Beginners” who earned the STGEC milestone prior to IUB matriculation has risen from 21 in 2015 to 256 in AY2023-24.
- This number is expected to trend upward sharply as more and more Indiana high school students earn the ICC milestone before beginning college, and this is certain to have a direct impact on the IUB GenEd Program as more and more students complete less and less of their general education at IUB.
- We’ve also been working with IU Institutional Analytics and other offices to make tracking these numbers easier and more consistent going forward.

IUB GenEd Shared Goals

- The Shared Goals—Diversity in the United States, Sustainability Literacy, Intensive Writing, Information Literacy, and Enriching Educational Experiences—form an essential part of the IU Bloomington GenEd Program.
- When the IUB GenEd Program was created, the BFC and the academic units agreed that students would be best served if the Shared Goals were addressed by the schools and the College within the context of their degree programs.
- Consequently, the Shared Goals are program-specific and vary depending on major and school—unlike the Common Ground requirements, which are the same for all undergraduate students.
- Each fall, undergraduate degree-granting units report to the GenEd Committee whether and how they address each of the IUB GenEd Shared Goals in their degree programs.
- The findings are summarized in the table that follows.
- The two main areas in which the 2030 Strategic Plan could influence the IUB General Education Program in the future are the First-Year Seminar and Experiential Learning. The current recommendation is that these be considered within the context of Shared Goal #5: Enriching Educational Experiences.

School/College	Diversity in the U.S.	Information Fluency	Intensive Writing	Sustainability Literacy	Enriching Educational Experiences
Arts and Sciences	One CASE DUS course	Embedded in CASE Critical Approaches and Public Oral Communication courses	One CASE IW course	One CASE SL course	This category is something of a catch-all, which includes but is not limited to service-learning courses, internships, community service and community-based action research, fieldwork, capstone projects, student teaching, independent research/creative activity programs, approved study abroad experiences, honors theses, shows, recitals, performances, and advocacy in in a particular field. Countless such opportunities are available to IUB students, and many are part of their degree requirements.
Business	BUS-L 375 or L 376	BUS-K 201 and K 203	BUS-C 204 or C 205	BUS-G 202	
Education	EDUC-E 300 or M 300; EDUC-G 375	EDUC-W 200	EDUC-H 205	EDUC-M 464 or EDUC-Q 200 or counseling-specific course in development	
Informatics, Computing, and Engineering	One CASE DUS course	Integrated throughout each SICE degree program	One CASE IW course	One CASE SL course	
Music	Combination of curricular, co-curricular, and extracurricular options	MUS-T 251 and T 252	MUS-M 401, MUS-A 461, or writing course in outside field	In development	
Nursing	Integrated throughout the BS NURS degree program	Coverage spread across the BS NURS curriculum	NURS-H 371, R 375, L 430, B 444, S 474, S 483, S 488	In development	
Public and Environmental Affairs	Integrated throughout each SPEA degree program	Integrated throughout each SPEA degree program	Course varies by degree program	SPEA-E 183, SPEA-H 124, or SPEA-A 163 and embedded across the curriculum	
Public Health	Integrated throughout each SPH degree program	Various program-specific courses	Various program-specific courses such as SPH-H 360 and/or SPH-H 494	In development	
Social Work	SWK-S 102 and	Coverage spread across the BSW curriculum	ENG-W 231 or SWK-S 204	In development	