TOPIC: Report on General Education at Coppin State University

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: November 14, 2011

SUMMARY: Today, the Committee will hear about the reform of the general education program at Coppin State University that occurred over the past two years. The institution's University Assessment Committee had as its major charge the development of a response to Middle States Standard 12 (General Education Requirements) that identifies student learning outcomes for the university; the committee worked closely with all campus constituencies on the reform. At today's meeting, the Committee on Education Policy will hear from Interim Provost Ron Collins and from the co-chairs of the University Assessment Committee: Dr. Elaine Sykes, Dr. Jackie W illiams, and Prof. Denyce Watties-Daniels.

This presentation represents a continuation of the series of presentations on general education that began last academic year when the Committee heard from UMCP, TU, and UB. The USM Strategic Plan and the System and state focus on competitiveness and workforce development demand that the governing board take responsibility for understanding general education requirements in the state and at the different USM institutions to ensure that the USM has in place high-quality educational programs to meet statewide needs. At the last meeting, the Committee heard from Frostburg State University, and there will be additional presentations during the remainder of the 2011-2012 academic year.

ALTERNATIVE(S):   This is an information item only.

FISCAL IMPACT: This is an information item only.

CHANCELLOR'S RECOMMENDATION: This is an information item only.

COMMITTEE RECOMMENDATION:		DATE:
BOARD ACTION:		DATE:
SUBMITTED BY: Irwin L. Goldstein	301-445-1992	irv@usmd.edu

COPPIN STATE UNIVERSITY

General Education Reform 2009-2011

Dr. Elaine Sykes, Co-Chair
Dr. Jackie Williams, Co-Chair
Prof. Denyce Watties-Daniels, Co-Chair

CSU Mission Statement

- Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners.

- Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

Charge to the University Assessment Committee

- Respond to Middle States Standard **12**, General Education Requirements by identifying Student Learning Outcomes (SLOs) for the university, and

- To engage CSU constituents in the vetting and adoption process for Student Learning Outcomes (SLOs);

- To respond as an advisory committee to various shared governance councils on matters pertaining to SLOs and GERs;

Descriptions of Learning Outcomes

1. *Written and Oral Communication*

- Writing clear expository and persuasive prose;
- Use of valid research based arguments to support written or oral positions;
- Expression of ideas in language appropriate to the topic and audience; and
- Writing and speaking proficiently for various audiences.

Descriptions of Learning Outcomes

2. Analytical Reasoning

- Thinking critically and analytically to respond to various issues and problems/concerns;

- Applying applications of classical and/or current theories and principles from specific content areas;

- Using critical judgments from a combination of evidences and assumptions to reach viable conclusions;

- Collecting, analyzing, and interpreting data via computational literacy and scientific reasoning.

Descriptions of Learning Outcomes

3. Information Literacy

- Proficiency in the use of technology and its appropriate applicability; and

- Use of multiple information sources such as online databases, videotapes, government documents, and journals in conducting research and/or in problem solving (e.g., electronic and print periodicals, chapters in books, government documents, archival material, and microfilm).

Descriptions of Learning Outcomes

4. Social and Self Awareness

- Understanding of self and responsibilities as an engaged citizen and leader of service in the community;

- Awareness/understanding of economic, political, and organizational systems; and

- Appreciation of diverse cultural heritages and global societies.

Descriptions of Learning Outcomes

5. *Reflective Practice*

- Personal responsibility for intellectual growth through reflective practice in order to engage in continuous personal and academic development;

- Use of professional organizations to develop a comprehensive understanding of the expectations of the chosen profession; and

- Development of professional competence through continuous learning experiences.

Descriptions of Learning Outcomes

6. Responsive Citizenship

- Participation with broader communities;

- Understanding of society and commitment to political and civic engagement;

- Understand and respect diversity of people, ideas, communities and cultures; and

- Appreciation and awareness of environmental issues and initiatives.

GER REFORM: OVERVIEW

PHASE I

- Charge to the University Assessment Committee

- Develop University Wide Student Learning Outcomes (SLOs)

- Formation of GER Task Force

- Construct and Formulate CSU General Education Reformation

PHASE II

- Develop Tools for Reformation
  - Plan of Study
  - Assessing Student Learning Outcomes (Rubrics, Scoring Guides etc.)
  - Syllabus of Record

- Impact on Student Retention

GENERAL EDUCATION REQUIREMENTS TASK FORCE: PHASE I

- To serve as the advisory body for the development of policies and procedures related to General Education Requirements (GERs);

- To respond to various shared governance councils on matters pertaining to General Education Requirements' Reform;

GER TASK FORCE: PHASE II

- To assist academic departments in the sequencing of GERs according to the six (COMAR)categories;

- To ensure that students complete all General Education Requirements by the end of the second year of study;

- To review GERs to ensure alignment with measurable Student Learning Outcomes (SLOs);

GER TASK FORCE: PHASE III

- Assess academic departmental usage of Plans of Study, Rubrics, and Syllabus of Record;

- Refining processes and procedures for assessing student General Education competencies and Student Learning Outcomes (SLOs);

- Apply procedures for revision and modifications

GENERAL EDUCATION COMMITTEE MEMBERSHIP

- **Abeson, Felix** — Management & Marketing
- **Aroruo, Emmanuel** — Acc't. Mang./Econ. Fin.
- **Arisman, Susan** — School of Education
- **Arthur, Alcott** — School of Arts and Sciences
- **Barber, Glynis** — History
- **Barland, Karen** — Records & Registration
- **Braha, Habtu** — School of Mang. Science
- **Bowden, Michael** — Academic Affairs
- **Collins, Ronnie** — The Honors College
- **Copes, Marcella** — School of Nursing
- **Dantley, Scott J.** — Planning & Accreditation
- **Dorsey, Glenn** — Math/Computer Science
- **Eugene, Nicholas** — Math/Computer Science
- **Ezeka, Hyacinth** — Management Sciences
- **Fouad, Aladdin** — Planning & Accreditation
- **Gardner, Bettye** — History
- **Hill-Lyles, Marjorie** — Management Sciences
- **Hudgins, John** — Social Sciences
- **Hyatt, Garey** — Visual & Performing Arts
- **Jiru, Mintesinot** — Natural Sciences
- **Jones, Janey** — School of Nursing
- **Kehe, Judith** — Applied Psychology

- **Knight, Genevieve** — Math/Computer Science
- **Knight, Jackie** — Academic Advising
- **Lewis-Mhoon, A.** — History
- **Martin, Larry** — History
- **Murray, Rolande** — Applied Psychology
- **Newton-Guest, S.** — Social Work
- **O'Bryant, Beverly** — School of Prof. Studies
- **Ogonji, Gilbert** — Natural Sciences
- **Satchell, Gail** — Applied Psychology
- **Schmitt, Brian** — Criminal Justice
- **Shaw, William** — Math/Computer Science
- **Simmons, Edna** — Health/Human Perform.
- **Song, Yangsoon** — Mang. Sc. & Mang. Info.
- **Southall-Owens, M.** — Graduate School
- **Spry, Janet** — Rehabilitation Counseling
- **Stritmatter, Roger** — Humanities
- **Sykes, Elaine** — Humanities
- **Taylor, George** — Special Education
- **Tilghman, Joan** — School of Nursing
- **Watties-Daniels, D.** — School of Nursing
- **Williams, Jacqueline** — Adult and Gen. Education
- **Zauditu-Salassie, K.** — Humanities

GER Requirements

- GERs are the core of the undergraduate curriculum and what we do.

- Consists of a sequence of 40 (approved December 2010) required courses according to COMAR's six categories designed to expose every undergraduate to the broad range of disciplines essential to the development of a liberally educated person:

  Category I – English Composition - 6

  Category II – Arts & Humanities – 15

  Category III – Social & Behavioral Sciences – 6

  Category IV – Mathematics – 3

  Category V – Natural Sciences – 7-8

  Category VI – Interdisciplinary & Emerging Issues - 3

Standardized Plan of Study

- A standardized plan of study was developed for all departments to use for advisement. The plan should be used institution-wide and included in the University catalog for each program of study;

- Used to ensure that students have completed all GERs during their freshmen/sophomore year;

- Sequencing of courses to curtail GER enrollment junior/senior year; and

- Increasing retention and graduation rates if plan is followed.

General Education Matrix 1st Assignment

- <u>Purpose:</u> The purpose of this matrix is to assist faculty in identifying where CSU students are learning and mastering the GE Learning Outcomes. The matrix helps to provide an overview of academic program that have evidences of SLO performance. The matrix also lets us know where GE requirements through program completion are being introduced, developed, mastered, and assessed on the GE Learning Outcomes (GELOs).

- <u>Directions:</u> Please identify the program or GE courses where students are specifically learning and demonstrating either introduction (I) developing (D) or master (M) levels according to the GELOs. Although GELO might occur mostly in the first and second years, the full development of the learning may occur throughout the entire academic program. 17

GER TASK FORCE: Assessing Student Learning Outcomes

- <u>Assignment #1</u>: Identify the GE Capstone Course that will be used to assess the mastery level for the SLO(s). Due December 13th.

- <u>Assignment #2:</u> Collect assignments from the last three years (if possible) from the capstone courses that indicate that one (or all) of the SLOs were assessed. Aggregate grades around the assignments. Please note that there may have been multiple assignments to address a particular SLO. Please include all assignments in the matrix. Due December 18th – January 10, 2011.

GER TASK FORCE: Meeting Middle States Expectations

- Keep assessment simple and useful;
- Tie assessments to important goals;
- For student learning, include some "direct" and "indirect" evidence;
- Use multiple measures;
- Keep doing something every semester, every year- do not stop;
- Make sure our students graduate with the learning we value;

GER TASK FORCE: Meeting Middle States Expectations (Con't):

- What knowledge, skills, competencies, and attributes does a successful student have?
- How are we making sure our students have these when they leave?
- Document assessments that are already underway;
- Document assessments that are planned, when and how;
- Provide assessment results documenting progress toward accomplishing goals;

GER TASK FORCE: Meeting Middle States Expectations (Con't):

- Provide information not just data;
- Not just results, but what the results say to us;
- Have results been used for improvement;
- Provide a chart or roadmap that is easy to follow;
- Provide samples of student work:
  - Exemplary
  - Adequate
  - Inadequate

GER TASK FORCE: Evidence of Reformation

- Provide artifacts that verify rigor and match to SLOs;

- Provide rubrics (local or published);

- Provide tests (local or published);

- Provide certification or licensure exams;

- Provide field experience supervisor evaluations;

GER REFORM: Impact on Retention

- Freshmen/Sophomores have a defined "Plan of Study" to follow;

- Better preparation for progression into upper level courses and into the major;

- Improved planning in Master Scheduling of classes;

- Allows departments to advise and manage majors more effectively;

- Increased departmental support for academic program planning;

- Decreased time to degree completion.

APPENDICES

I. University Assessment Committee Development of CSU

Student Learning Outcomes: Notes and Deliberations

II. General Education Reformation: Grading & Assessment

III. Student Learning Outcomes: How Students Will Be

Different

APPENDICES

CSU Presentation to USM Board of Regents

Education Policy Group

APPENDIX I

University Assessment Committee Development of CSU

Student Learning Objectives (SLO's) Notes and

Deliberations

COPPIN STATE UNIVERSITY

University Wide Assessment Committee

Committee Meeting Notes

April 8, 2009

The meeting began with introductions and a review of the Committee's charge with regards to Middle States. A report is due April 2010. All academic units should have an alignment plan and a report is to be submitted at that time. The Committee reviewed the work (PowerPoint) of the Faculty Assessment Committee (FAC) which included the six institutional learning outcomes. Questions arose and conversation centered on the following:

- Consider merging student's use of technology into the core measures developed by the FAC.
- Discussion arose about changing the title of Reflective Practitioner to include "Reflective Practitioner and Life Long Learner. Concluding comments of the group suggested that adding Life Long Learner should become a core outcome.
- The need of students to practice civil discourse was discussed. The group was not sure of whether to add it to "Written and Oral Communication" or to "Social Awareness." The core outcome of "Responsive Citizenship" was also considered.
- A group member reminded everyone that we would need to be able to measure any new outcomes we develop.
- **A question arose as to whether Middle States wanted a "progress report" or wanted to see a "plan" from our institution in 2010.**
- VSA was discussed in brief along with CLA

HOMEWORK (To Do's)

- Dr. Williams will check with NCATE to examine alignment of our discussion and current FAC definitions to ensure consistency of interpretation (reflective learner).
- The group needs to be prepared to share ways the current six outcomes may be measured

- Incorporate changes/edits to the six outcomes
- Consider inviting representatives from specialized accrediting bodies to help us with alignment
- Decide how to communicate core outcomes (and assessment in general) to the campus
- Development of a framework for measuring the outcomes across the campus

COPPIN STATE UNIVERSITY

University Wide Assessment Committee

Committee Meeting Notes

April 30, 2009

The University Wide Assessment Committee met to review and consider items from the last meeting and establish direction for future meetings. The meeting opened with discussion on the measures previously established by the Faculty Assessment Committee and whether or not the definition of any of those measures should be enhanced, revised or expounded upon to ensure that they would be comprehensive enough to gather needed evidence. Notes on the meeting follow below:
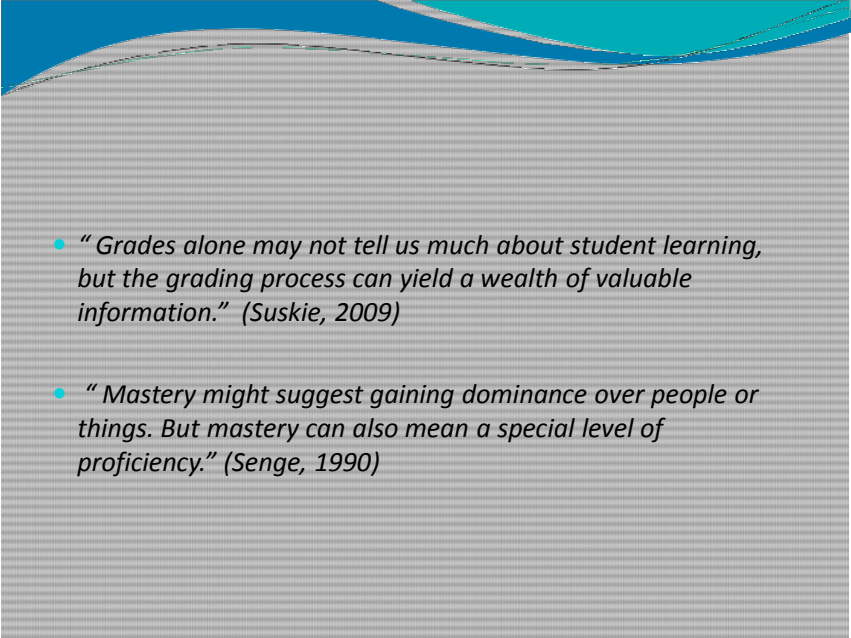
- **Practice Civil Discourse** – Under the sixth outcome, RESPONSIVE CITIZENSHIP, the definition and practice of civil discourse needs to be expanded and unpacked further in order to decide how it should be measured. Further discussion is needed on this item. It was noted in the meeting that the campus has several resources and instruments that may be used in order to assess behavior of students, customer service, etc. There are also resources beyond those resources of the campus

- **Reflective Practitioner** – At the last meeting, Dr. Jackie Williams agreed to provide our group with supplemental information from NCATE and other sources to assist us in deciding whether or not the current title of *Reflective Practitioner* warranted editing to make it more inclusive. The Committee had considered adding "…and Life Long Learner" to the title of the existing measure. After a discussion, the Committee concluded that title of the measure needed no refinements and may be measured in its current state.

- **Discussion of Chapter 2 – Assessing Student Learning by *Linda Suskie*** – Essentially, we all discussed the need to be clear about what we were measuring or going to measure with regards to the six current learning outcomes and <u>how the outcomes are used to effect delivery of instruction</u>. Members discussed how to obtain alignment and evidence among the various departments and units in terms of having "core" or similar data measures at the department level that may be linked to and address the six outcomes for the campus. This was a time of open discussion which continued to cover various topics such as determining and creating a clearinghouse of all the capstone courses and final course experiences – all which would become a part of a body of evidence. For example, within the Division of Academic Affairs there are seminars for both undergraduate and graduate students. These seminars have learning outcomes that may be linked back to the overarching six learning outcomes.

ASSIGNMENTS

- **Communicating to the Campus.** The group also concluded that we need to develop three-to-four PowerPoint slides that describe how the Faculty Assessment Committee originally derived the six core learning outcomes for the campus.

- **List of Direct/Indirect Measures.** The text provided by Linda Suskie describes and separates direct measures from indirect measures. To facilitate understanding on a broader scale, it was concluded that the Committee should develop an inventory of direct and indirect measures to assist the campus community in its interpretations of the measures and to ensure that persons would be able to collect the appropriate types of evidence.

- **Academic Affairs Assignment –** Identify in each department courses that are considered "end-of-year" experiences for students. References may be made to course syllabi since they describe capstone experiences, relevant exams, portfolios and presentations. These are "places of evidence."

- **All Units Assignment –** All units should consider end-of-year activities, tests, etc., that provide evidence which connects to the six original learning outcomes. An evidence inventory is being compiled by the Office of Institutional Research. Once the inventory is complete, we will decide which ones best align and provide evidence information for the six learning outcomes.

- **Assignments Specific to the Academic Deans –** In the spirit of shared governance, the deans should introduce the six learning outcomes to the faculty within their respective schools. Once all faculty members have been introduced, the six learning outcomes will continue a vetting process through appropriate committees such as the Curriculum and Standards Committee and the Faculty Senate.

APPENDIX II

GENERAL EDUCATION REFORMATION: GRADING & ASSESSMENT

- *" Grades alone may not tell us much about student learning, but the grading process can yield a wealth of valuable information." (Suskie, 2009)*

- *" Mastery might suggest gaining dominance over people or things. But mastery can also mean a special level of proficiency." (Senge, 1990)*

What are Rubrics?

- Describe what is to be learned rather than on how to teach (Airasian, 2009}.
- Lays out criteria for different levels of performance, which are usually descriptive... (Suskie, 2009}.
- A scoring guide: a list or chart that describes the criteria that is to be used to evaluate or grade completed student assignments (Suskie, 2009).
- Developed by instructors to assess the performances of their students.
- Different than a simple checklist since they also describe the gradations of quality (levels) for each assignment/task to be evaluated.
- A point value or letter grade can be assigned to each gradation of quality.

Designing Rubrics

- Creating a rubric is easy once you have taken to time to evaluate the assignments/tasks which make up the students' performance.
- The steps to create a rubric are listed in sequential order, however they can be performed in any order as long as the rubric contains the following:
  -Assignments/Tasks to be evaluated
  -Levels of gradation of quality
  -Criterion and points for each level of quality
- Student Learning Outcome (SLO) with descriptors can serve as a guide for an exemplary response for each level of gradation.

Holistic Scoring Guide

- Descriptive rating scales are used to represent different levels of pupil performance. To score, the instructor picks the description that comes closest to the pupil's actual performance.

Holistic Rubric for a Research Assignment

A holistic rubric does *not* list separate levels of performance for each criterion. Instead, a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole. For example, the analytic research rubric in the previous slide can be turned into a holistic rubric:

EXAMPLE:

3 Excellent Researcher
- included 10-12 sources
- no apparent historical inaccuracies
- can easily tell from which sources information was drawn
- all relevant information is included

2 - Good Researcher
- included 5-9 sources
- few historical inaccuracies
- can tell without difficulty from where information came
- bibliography contains most relevant information

1 - Poor Researcher
- included 1-4 sources
- lots of historical inaccuracies
- cannot tell from which source information came
- bibliography contains very little information

Analytic Rubric

- Analytic rubrics articulate levels of performance for *each* criterion of an assignment, task or dimension so the instructor can assess student performance on each criterion.

- Using the Research rubric (see example in slide 7),aa instructor could assess whether a student has done a poor, good or excellent job of "organization" and distinguish that from how well the student did on "historical accuracy."

Analytic Rubric for a Research Assignment

Criteria	1	2	3	Score
Number of Sources	1-4	s-9	10-12	
Historical Accuracy	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies	
Organization	Cannot tell from which source information came	Can tell with difficulty where information originated	Can easily tell from which sources were drawn	
Bibliography	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included	

SAMPLE

SAMPLE Rubric Design for Content and Student Learning Outcome(s) Assignment

General Education Course:
Student Learning Outcome (SLO): **Written and Oral Communication**
Level: Proficient
Course Assignment Description:

Content Indicators	Unacceptable (D – F Grade)	Acceptable (C – Grade)	Above Average (B – Grade)	Target (A – Grade)

Written Communication Definition: **Writing clear expository and persuasive prose; Use of valid research based arguments to support written or oral positions; expression of ideas in language appropriate to the topic and audience, and; writing and speaking proficiently for various audiences.**

LEARNING

OUTCOMES

Are goals that describe

how students

will be

Different