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**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 Williams, 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.

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COMMITTEE RECOMMENDATION: Received as information. DATE: November 14, 2011

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BOARD ACTION: DATE:

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# ***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

## 1<sup>st</sup> Assignment

- Purpose: 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).
- Directions: 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.



# GER TASK FORCE: Assessing Student Learning Outcomes

- Assignment #1: Identify the GE Capstone Course that will be used to assess the mastery level for the SLO(s). Due December 13<sup>th</sup>.
- Assignment #2: 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 18<sup>th</sup> – 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

# CSU Plan of Study (40 GERS) COURSE OPTIONS

<p><u>Category I – English Composition</u> Total Credits = 6 ENGL101 – English Composition I <b>And</b> ENGL 102 – English Composition II</p> <p><u>Category II – Arts &amp; Humanities</u> Total Credits - 15 WLIT 207 – World Literature <b>Or</b> WLIT 208 – World Literature Honors <b>Or</b> Any 200 level English or Literature <b>And</b> PHIL 102 – Introduction to Logic <b>Or</b> PHIL 103 – Introduction to Philosophy <b>And</b> HIST 201 – World History I HIST 202 – World History II <b>Or</b> HIST 203 – U.S. History I HIST 204 – U.S. History II <b>Or</b> HIST 205 – African American History HIST 206 – African American History <b>And</b> IDIS 103 - Visual Arts and Theatre <b>Or</b> IDIS 102 – Music and Dance <b>Or</b> <u>(any Foreign Language)</u> SPAN101 – Spanish SPAN102 – Spanish SPAN201 – Spanish SPAN202 – Spanish FRENCH101-French FRENCH102 – French FRENCH 103 – French FRENCH 104 – French <b>Or</b> ART105 – Introduction to Ceramics <b>Or</b> MUSC201 – Survey of Jazz Music <b>Or</b> DANC226 - Fundamentals of Choreography <b>Or</b> THEA211 – Fundamentals of Acting</p> <p><u>Category III - Social and Behavioral Sciences</u> Total Credits = 6 ANTH207 – Cultural Anthropology <b>Or</b> ECON 201 – Introduction to Economics <b>Or</b> ECON103 – Intro to Business &amp; Entrepreneurial Economics <b>Or</b> POSC301 – U.S. Government <b>Or</b></p>	<p><u>Category III - Social and Behavioral Sciences (Continued)</u> PSYC201 – General Psychology <b>Or</b> SOC1201 – Intro to Sociology <b>Or</b> SOSC200 – Intro to Social Science</p> <p><u>Category IV - Mathematics</u> Total Credits = 3 MATH 110 – College Algebra <b>Or</b> MATH 103 – Math for Elementary Teachers <b>Or</b> MATH 125 – Mathematics for Liberal Arts <b>Or</b> MATH 131 – College Algebra for Math &amp; Science Majors <b>Or</b> MATH 203 – Basic Statistics</p> <p><u>Category V – Natural Sciences (One course from each of two disciplines BIOL, or CHEM, or PHSC)</u> Total Credits = 7 BIOL 101 – Biological Science <b>Or</b> BIOL 107- Comp. Review of life Sciences <b>And</b> CHEM 101 - General Chemistry (Prerequisite MATH 101) <b>Or</b> PHSC 101 – Physical Science <b>Or</b> PHSC 103 – Physical Science</p> <p><u>Category VI – Interdisciplinary &amp; Emerging Issues</u> Total credits = 3 HEED 101 – Personal Health <b>Or</b> <u>(any health course)</u> HEED 102 – Human Sexuality HEED 103 – Health and Wellness (Honors) HEED 110 – Drug Abuse Education HEED 201 – First Aid and Safety Education HEED 203 – Health and Urban Living HEED 205 – Nutrition, Exercise and Weight Control <b>Or</b> SPCH 105 Introduction to Speech Communication <b>Or</b> SPCH 202 – Principles and Practices of Interviewing <b>Or</b> SPCH 204 – Critical Listening <b>Or</b> GEOG 102 – World Regional Geography</p> <p>Effective date: Fall 2011</p>
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Additional Advisor notes: \_\_\_\_\_

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