Appendix L

03/15/22

Standing Joint Committee for General Education Assessment

Update on General Education Assessment

(Informational)

Introduction

Regular and sustained assessment of General Education is critical for the University. It provides the University and Faculty Senate data on the effectiveness of the curriculum. This allows for timely adjustments and provides assurance to stakeholders and accreditors that we are aware of and responsive to strengths and areas for improvement. Such responsiveness allows the University to create, deliver, and demonstrate excellence in undergraduate education. This report serves as an update on General Education assessment at the University and follows a report that was presented to the University Faculty Senate in January 2020. (https://senate.psu.edu/senators/agendas-records/january-28-2020-agenda/appendix-h/)

Penn State faculty are responsible for the General Education curriculum and its delivery. Assessment of General Education is a requirement that has long been supported by the Faculty Senate and is a requirement of our accreditor, The Middle States Commission on Higher Education (MSCHE). We have an obligation as an institution to engage in the assessment of the breadth of General Education; as such, collecting evidence of student learning in General Education courses will eventually impact all faculty members who teach General Education courses. For that reason, the information in this report is of particular importance as it provides background, rationale, as well as expectations for these processes.

After reviewing the data presented in this report, we make three recommendations:

1. The General Education recertification goals need to be refined and the process should be aligned accordingly.
2. The Integrative Studies component needs to be simplified and the Linked course pathway should be phased out based on a lack of course availability.

3. There is a need to establish and support greater opportunities for faculty to gain awareness of and be involved in collaborative discussions and learning assessment to maintain and strengthen the quality of students' experiences in General Education.

Characterizing our General Education Program

Course Recertification

In 2015, the University Faculty Senate approved updated General Education student requirements and new General Education Learning Objectives (GELOs). Subsequently, in 2016, the Foundation/Knowledge Domain criteria were updated by Senate legislation. To understand how our existing General Education courses mapped to the new Learning Objectives and to ensure those courses reflected the updated domain criteria, the Senate initiated a course recertification process. All General Education courses were recertified via normal curricular processes using a course change proposal. A curricular proposal was created for each General Education course documenting the course content, course learning objectives, and demonstrating alignment with select domain criteria and GELOs. Each proposal was reviewed by relevant consultants across the academic community and was finalized through a review process undertaken by the Senate Committee on Curricular Affairs. Given the large number of courses designated as part of the General Education program, this process has been ongoing for the past 5 years.

The review process has recertified just over 800 courses. During the same period, over 300 new General Education courses have been proposed, approved, and listed in the undergraduate catalog (LionPATH; September 14, 2021). There are approximately 230 courses that have not been recertified because they have not completed the process. As the recertification process concludes, any course that has not yet been recertified will lose its General Education designation (e.g., GA, GN). To avoid the incorrect decertification of any courses, there was final review and opportunity for courses to be identified for recertification during the FA 21 semester. This process was undertaken in collaboration with ACUE and was similar to the routine 5-year drop process. As a result, approximately 60 courses were found to have been missed in recertification; these have already begun the curricular process. An additional 162 courses have been identified as those that will not be recertified. These courses will have the General Education attributes dropped via an administrative process with support from the University Registrar's office as approved by vote by the Senate Committee on Curricular Affairs at their January 2022 meeting. Finally, there are a very small number of MATH GQ courses that are under redevelopment and the decision on the General Education status of those courses will be made by SU 23.

Recommendation: Future Recertification Processes

With the introduction of a new General Education paradigm, it was imperative to review General Education courses to ensure courses aligned with the learning objectives and updated domain criteria. Though this was accomplished through normal curricular procedures, it is apparent that the approach was overly time-consuming and bureaucratic for the outcomes it produced. In some cases, it did not advance the University as we consider our strategic initiatives such as One Penn State 2025 and supporting the development of our shared curriculum. One goal of the recertification process was to help connect faculty across the Commonwealth that

teach the same courses or in the same discipline. Unfortunately, in most cases this did not happen. The consultation process did not support engagement with disciplinary networks, and it failed in welcoming all faculty who teach our General Education curriculum to contribute to the process.

Current Senate policy requires that General Education courses need to be reviewed every 5 years and a new 5-year cycle is about to begin. Before we embark upon that new cycle, however, we have an opportunity to re-envision the processes that are needed to keep our General Education courses up to date, address curricular drift, and ensure that our courses reflect the General Education program that the University aspires to deliver. The Senate Committee on Curricular Affairs has discussed various strategies to change the recertification processes. Our recommendation is that the process be external to normal curricular workflow, support the development of educational communities, contribute to developing a culture of collaboration amongst those teaching the same or related courses, and help faculty recognize the contribution the courses make to the General Education curriculum.

<u>Distribution of Courses by Domain and Learning Objective</u>

There are two main ways to characterize and describe General Education courses at Penn State, by the 7 Foundations or Knowledge Domains areas, or by the seven GELOs.

The Foundation/Knowledge Domain attributes of General Education courses include Arts (GA), Humanities (GH), Health and Wellness (GHW; previously GHA), Natural Sciences (GN), Quantitative Reasoning (GQ), Social and Behavioral Sciences (Social Sciences), and Writing and Speaking (GWS). A course is approved as a Foundation (GQ or GWS) course, a knowledge domain course (GA, GH, GN, GS, GHW, and Linked courses), or as an Inter-domain course (carry two of the previously listed domain attributes). The knowledge domains form the basis of how students' General Education requirements are operationalized.

The 7 GELO reflect specific types of learning the University community has collaboratively identified as important for all undergraduate students to engage in, and achieve, by completing their General Education courses. Each course has been identified (as part of the recertification or curricular process) as being aligned with, or mapped to, between 2 and 4 GELO.

Table 1 below summarizes the number of all schedulable General Educations courses by domain and GELO (LionPATH; June 2021 with GE attribute). This includes some Inter-domain courses that carry two domain designations, so the sum does not reflect the total number of General Education courses. Table 2 summarizes the number of General Education courses mapped to each of the seven GELO. This includes courses that have been created since the 2017 curriculum update or that have been recertified through the curricular process. Each of these courses has been certified as aligned with between 2 and 4 GELO (LionPATH; June 2021). In addition, the distribution of courses is presented as a percentage of courses mapped to each Learning Objective in each Domain (Table 3). The overall large number of GH courses is apparent in this figure as GH courses make up a majority of courses for many of the GELOs. Some predictable trends are also apparent; for example, more than 40% of Integrative Thinking courses are also Inter-domain courses, and more than half of the courses that

address Creative Thinking are Arts (GA) courses. Some of these trends are expected, but it is also important to note that courses are University courses rather than owned by any unit and no unit inherently owns a domain.

Table 1: Number of General Education courses approved for each Foundation or Domain area

FOUNDATION/DOMAIN	# OF COURSES
GA	358
GH	927
GHW (formerly GHA)	136
GN	300
GQ	64
GS	521
GWS	38

Table 2: Number General Education courses that map to each GELO

GENERAL EDUCATION LEARNING OBJECTIVE	
Effective Communication	570
Key Literacies	970
Critical and Analytical Thinking	1162
Integrative Thinking	712
Creative Thinking	224
Global Thinking	467
Social Responsibilities and Ethical Reasoning	393

Table 3: The percentage of courses aligned with each General Education domain by Learning Objective (GELO). The percentage of courses mapped to each Learning Objective in each Domain. For example – 53% of all the Creative Thinking courses are also GA and 47% of all Global Learning courses are also GH. Note: Percentages in columns may not sum to 100% due to rounding.

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GELO/DOMAIN	EFFECTIVE COMMUNICATION	KEY LITERACY		CRITICAL & ANALYTIC THINKING	INTEGRATIVE THINKING		CREATIVE THINKING
GA	7%	15%	14%	7%	53%	9%	3%
GHW	4%	9%	8%	2%	5%	1%	8%
GH	30%	34%	25%	23%	8%	47%	29%
GN	13%	10%	10%	7%	4%	3%	5%
GQ	1%	6%	5%	1%	2%	0%	0%
GS	15%	10%	14%	14%	6%	13%	23%
GWS	6%	2%	2%	1%	1%	0%	1%
Inter-D	23%	12%	19%	41%	19%	26%	29%
Linked	2%	3%	2%	4%	1%	2%	3%

<u>Student Enrollment by General Education Domain</u>

Regardless of how a student may approach their General Education requirements, there are a large number of courses available in which they could enroll. One of the key interests faculty routinely express for General Education is its capacity to help students experience the breadth of academic expertise that is encompassed by and expressed through our extensive catalog of courses. The 2020 General Education report referenced in the introduction presented data detailing the General Education courses that comprise 70% of credit hours in each domain in 2016/2017 (see Appendix A for reference). These data presented the courses in which students most commonly enroll. This knowledge can help in designing assessment activities because it shows courses where evidence about students learning in the domain is most easily accessible. At the same time, it revealed that students at that time were not experiencing the breadth of possible offerings. Furthermore, it was noted in the earlier report that the data could be compared to the same dataset in future years to reveal trends or determine if student enrollments were to shift or remain static over time. In Table 4 below, the same data are presented for the 2019/2020 AY, revealing a nearly identical course list 5 years later. Some of this is most likely due to large number of highly prescribed courses for majors that double count with General Education (e.g., GQ, ECON 102/104), but even with that consideration, the remarkable similarities are worth noting. Given faculty interest in supporting students' abilities to explore the breadth of the General Education curriculum, further study the ways majors prescribe or otherwise restrict students' choices is likely warranted. While it is difficult to draw a specific recommendation from this data comparison, it is important to contend with the fact that despite a rich catalog of over 1200 available General Education courses, the overwhelming majority of students do not, or perhaps cannot, experience the breadth of offerings we have for students.

Table 4: General Education Courses that comprise 70% of enrollment in each domain (2019/2020) in decreasing order of enrollment. See Appendix A to compare with 2016/2017 data.

GQ	GA	GH	GH (2ND)	GN	GS			GHA
STAT 200	MUSIC 4	HIST 21	COMM 168	CHEM 110	ECON 102	NUTR 251	ENGL 15	ASTRO 7N
MATH 140	THEA 100	HIST 20	CAMS 33	PHYS 211	PSYCH 100	KINES 61	CAS 100A	COMM 150N
MATH 141	MUSIC 7	RLST 1	HIST 203	PHYS 212	ECON 104	NUTR 100	ENGL 202D	GEOG 30N
MATH 110	ART 20	PHIL 103	HIST 173	BIOL 110	SOC 1	BBH 101	ENGL 202C	ANTH 216N
MATH 21	ENGL 50	HIST 10	PHIL 2	CHEM 111	HDFS 129	KINES 82	_	ANTH 45N
MATH 22	ARTH 112	CAMS 45	PHIL 13	ASTRO 1	IST 110	BBH 119	_	COMM 100N
MATH 220	MUSIC 109	HIST 11	ASIA 100	PHYS 250	ANTH 140	KINES 77	_	BIOL 120N
CMPSC 200	INART 5	HIST 1	PHIL 7	BISC 3	SOC 119	KINES 81	_	HDFS 249N
SCM 200	ARTH 111	PHIL 119	PHIL 3	CHEM 112	PSYCH 212	KINES 88	_	WMNST 106N
_	ARTH 100	HIST 144	CMLIT 153	PHYS 251	PLSC 1	BBH 143	_	ANTH 2N
_	THEA 112	CI 280	ENGL 184	BIOL 161	SRA 111	KINES 68	_	GEOG 6N
_	THEA 105	PHIL 14	CAS 175	PHYS 214	HDFS 229	HPA 57	_	AFR 110N
_	PHOTO 100	CAMS 25	PHIL 4	GEOSC 10	PSYCH 221	KINES 72	_	GEOG 1N
_	MUSIC 9	CMLIT 108	AFR 191	CHEM 113	CRIMJ 100	BBH 146	_	GEOG 2N
_	MUSIC 5	PHIL 1	RLST 107	BIOL 162	ECON 302	KINES 17	_	CAS 101N

_	ART 50	ENGL 83	ENGL 201	BIOL 230W	SOC 5	KINES 84	_	ARTH 202N
_	AA 121	CAS 352	AG 160	BISC 4	HDFS 239	_	_	CAS 271N
_	LARCH 60	HIST 2	HIST 101	BIOL 240W	PLSC 14	_	_	WMNST 105N
_	ARCH 100	HIST 121	HIST 181	_	SOC 12	_	_	AA 120N
_	ART 1	PHIL 10	CMLIT 143	_	CRIM 100	_	_	CMLIT 191N
_	ART 10	HIST 12	AFR 192	_	PSYCH 243	_	_	GLIS 101N
_	DANCE 100	SPAN 131	PHIL 5	_	LER 100	_	_	BBH 197J
_	GD 100	AMST 100	PHIL 106	_	COMM 100	_	_	GLIS 102N
_	MUSIC 8	PHIL 105	AFAM 110	_	_	_	_	THEA 101N
_	THEA 102	PHIL 103W	APLNG 200	_	_	_	_	_
_	AA 100	CMLIT 10	ENGL 136	_	_	_	_	_
_	_	HIST 130	HIST 143	_	_	_	_	_
_	_	PHIL 132	ENGL 191	_	_	_	_	_
_	_	RUS 100	CAMS 5	_	_	_	_	_
_	_	CAS 301	RLST 104	_	_	_	_	_
_	_	COMM 110	CAS 210	_	_	_	_	_
_	_	AFR 150	HIST 108	_	_	_	_	_
_	_	SPAN 130	IT 131	_	_	_	_	_
_	_	AMST 105	CAS 215	_	_	_	_	_

A New General Education Requirement: Integrative Studies

The 2016 update to General Education, which first applied to students matriculating in Summer 2018, included the introduction of a 6-credit Integrative Studies requirement that can be completed by students through two possible pathways – Inter-domain courses or Linked courses. To satisfy the requirement, students must either complete two 3-credit Inter-domain courses, or complete one Linked Course experience (two courses, 6 credits total). Integrative Studies courses may also concurrently satisfy General Education domain requirements. Every campus was able to choose how they wanted to implement the new Integrative Studies requirement and while two pathways were approved by Faculty Senate, the availability of multiple pathways was intended to provide flexibility for campuses. There was no requirement that both pathways be provided at every campus.

Table 4 summarizes the number of distinct courses that are currently available in the course catalog for each of these pathways. Some Linked Course pairs are part of a three-course set that can be utilized by students in pairs, thus creating multiple combinations. The Linked Course search tool in LionPATH shows all historical Linked sets. This database includes some pairs that were only approved for a single semester using one-semester x97 courses and have not been offered again and are thus not available.

Table 4: The number of Integrative Studies courses, Inter-domain and Linked, that are available in the course catalog. (LionPATH June, 2021; see also LionPATH Linked Course search)

INTEGRATIVE STUDIES PATHWAY	# OF C(
Inter-domain	381
Linked courses (pairs)	29 (18)

The relatively small number of Linked courses suggests that the development and implementation of the Linked course pathway was not particularly successful, and that further, the paucity of Linked Course offerings indeed makes it effectively unavailable as a pathway for most students. Table 5 details the Linked Course offerings at each campus from FA18-SP21. At University Park–despite being the campus with the most Linked Courses—there were never more than 12 Linked course sections offered in any one semester. At other campuses during the same 9 semester timeframe, no campus offered more than 8 Linked course sections in total. Most telling, however, is the fact that at World Campus and 6 Commonwealth campuses there have never been any Linked Course sections offered. From an advising perspective, this pathway has created additional barriers to success for students who have completed one Linked course but who have then struggled to complete the requirement when they have found the paired course not to be offered.

Table 5: Linked Course offerings by campus from FA18 through FA 21.

CAMPUS	MAXIMUM # OF LINKED COURSES SECTIONS IN ANY ONE SEMESTER	TOTAL # LINKED (
Abington	1	5

Altoona	3	4
Beaver	2	4
Berks	2	8
Brandywine	3	8
Dubois	0	0
Erie	3	6
Fayette	1	2
Greater Allegheny	2	2
Harrisburg	3	5
Hazleton	1	2
Lehigh Valley	0	0
Mont Alto	1	2
New Kensington	2	3
Schuylkill	0	0
Scranton	0	0
Shenango	0	0
University Park	12	58
Wilkes-Barre	0	0
World Campus	0	0
York	2	2

In contrast, implementation of Inter-domain courses has been more successful and serves as the primary pathway by which most students complete the Integrative Studies requirement. Figure 1 below presents the number of distinct Inter-Domain courses offered (number inside each column) and the enrollment capacity (bars on the graph) of Inter-Domain course by domain pair for the 1) UP campus and 2) all campuses except UP during the Fall 2020 and Spring 2021 semesters. The variety and prevalence of Inter-domain offerings is apparent.
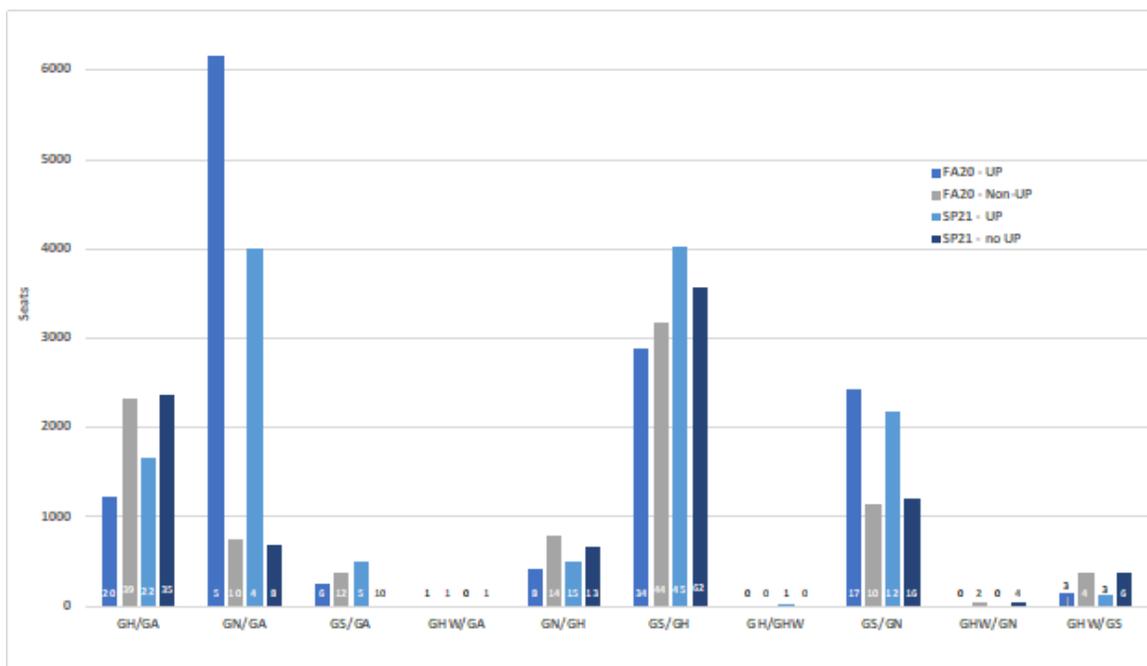
Figure 1. Seats available in Inter-domain courses offered at either the University Park campus (UP) or all campuses other than UP (Non-UP) for FA 20 and SP 21. The number of distinct courses is noted in each column. For Fall 2020 at UP there were 20 distinct GH/GA courses with an enrollment capacity of 1230 (left most bar- medium blue). In the same semester at non-UP locations, there were 39 distinct GH/GA courses with an enrollment capacity of 2329 (far left- grey bar).

Recommendation: Integrative Studies Pathways

When the Senate approved the Integrative Studies requirement in 2015, it was an entirely new proposition for the University. Not knowing how to best implement the program and to accommodate our varied campus and college structures, the University Faculty Senate approved two possible pathways for its completion. It is clear from the data above, however, that the Linked pathway –in its current structure— is not viable. Intentions aside, our University does not offer it in a way that it available to any significant portion of the student population. By offering a pathway in name only, one that is not a truly viable as an option, we create unneeded confusion for students and unnecessarily use University resources. We recommended that the Senate Committee on Curricular Affairs weigh this issue and draft a Senate report recommending phasing out the Linked course pathway for Integrative Studies from the General Education curriculum.

Assessment of Student Achievement of General Education Learning Objectives

The Standing Joint Committee on General Education Assessment is called on to collect and use data to examine student outcomes including student learning. Direct assessment of student learning and performance with respect to GELOs is not something that has been done before at Penn State. Given that such study would represent a new endeavor that would require development of both methodological and cultural approaches and practices, the Committee decided to pursue pilots to help identify study models that would elicit sustainable success and which could inform the direct assessment of additional GELOs in the future. The 2020 General

Education Assessment report referenced in the introduction details the initial efforts to study student learning with respect to the Integrative Thinking learning objective. When that report was published the results of the Fall 2019 assessment effort had not been aggregated and analyzed. Therefore, we pick up from there and report those results here.

In October 2019, a link to an Integrative Thinking Qualtrics form, an instructional document, and Integrative Thinking rubric, were sent to all 413 instructors teaching a course mapped to the Integrative Thinking learning objective. A total of 97 faculty responses were received, for a 23% response rate. While this assessment study garnered a lower participation rate than the Fall 2018 pilot study, the use of the common Integrative Thinking rubric to score student assignments across courses provided more easily interpretable data that could be aggregated.

Integrative thinking as defined by our General Education program as approved by the University Faculty senate was divided into two components, noted as IT 1 and IT 2 and defined below.

IT 1: Synthesizes knowledge across multiple domains, modes of inquiry, historical periods, or disciplinary perspectives.

IT 2: Identifies connections between existing knowledge and new information.

The rubric for this assessment has three levels to rate a student's ability: Exemplary, Satisfactory and Developing and is available in Appendix B for reference.

The results reveal that nearly 80% of students across all courses received Satisfactory or Exemplary ratings, and student performance on integrative thinking components (IT1 & IT2) were reported comparably. Specifically:

- 37% of students received Exemplary ratings for IT1; 33% received Exemplary marks for IT2.
- 42% of students received Satisfactory ratings for IT1; 46% receiving Satisfactory marks for IT2
- 21% of students scored as Developing for both IT1 and IT2 across all courses

Further results from the Fall 2019 study included information about the amount of course preparation faculty reported having undertaken prior to delivering their integrative thinking courses:

- 29% wrote or submitted the integrative thinking course proposal for their course
- 45% had the opportunity to read the course proposal
- 37% received a syllabus for their course
- 22% received supplemental materials for the course
- 18% received a brief introduction to teaching the course
- 11% had not had any of the above preparatory opportunities
- 6% were unaware that the course addressed the integrative thinking objective.

Students enrolled in the Integrative Thinking courses were also solicited to participate in a survey designed to complement the findings from the direct assessment. The survey elicited over 1900 anonymous student responses; the self-reported student characteristics are detailed in Tables 6 and 7. Table 8 summarizes student responses addressing whether faculty articulated that the course was intended to address Integrative Thinking as well as if the course utilized activities associated with teaching Integrative Thinking.

Table 6: Enrollment unit demographics of student respondents to the Integrative Thinking survey

| CAMPUS/COLLEGE OR GROUP	RESPONSE PERCENTAGE
University College	0.128
World Campus	0.045
University Park	0.653
College campuses	0.174

Table 7: Semester Standing demographics of student respondents to the Integrative Thinking survey

SEMESTER STANDING	RESPONSE PERCENTAGE
1 - 2	39%
3 - 4	33%
5 - 6	17%
7 or more	11%

Table 8: Student responses on the Integrative Thinking Survey

SURVEY ITEM		
Did your instructor communicate that the course you selected above addresses the General Education learning objective integrative thinking?	1110 (79%)	291 (21%)
Did the activities (readings, in-class activities, discussion) and/or assignments in the course you selected above differ from other courses you have taken?	1133 (80%)	269 (20%)

These efforts represent part of a first attempt at studying General Education courses, broadly, and assessing their contribution to the program as well as how they forward learning related to a distinct GELO rather than the specific content of a given course. In addition to the encouraging results that nearly 80% of students were
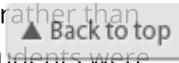
meeting faculty expectations for Integrative Thinking, this study provided the foundation for a process and structure of future assessments. A study of the Effective Communication GELO was initiated in FA 21 and will run through SP 22. It follows a similar structure, with improvements, concerning how we communicate expectations to relevant faculty, provide mechanisms for faculty to provide responses, and streamline data collection. Preliminary outcomes indicate increasing rates of participation by faculty while the study continues this semester. We will report the results of this study in a future Senate report.

In future semesters, assessments will address the remaining 5 GELOs. Rubrics for these Learning Objectives are under development and testing by the General Education Scholars and in collaboration with OPAIR and the Standing Joint Committee on General Education Assessment. Faculty teaching their own courses (often of their own design) who are most expert in their disciplines and who know their students are best positioned to evaluate performance of GELO in those contexts. We are very appreciative of the support and feedback from faculty as we develop these processes and work to provide data to the University Faculty Senate so that the best curricular decisions can be made.

STANDING JOINT COMMITTEE ON GENERAL EDUCATION ASSESSMENT

- Jeffrey Adams
- Anne Behler
- Lisa Chewning
- Jessica Deslauriers
- Kirsten Hochstedt
- Kirstin Purdy Drew
- Betty Harper
- Harold Hayford
- Geoff Mamerow, Co-chair
- Richard Page
- Keith Shapiro
- Margaret Slattery
- Mary Beth Williams, Co-chair

Appendix A

Table 4 General Education Courses that comprise 70% of enrollment by domain (16/17) from Senate report titled *General Education Assessment 2015 – 2019 (Jan 2020)* for comparison.

GQ	GA	GH	GH	GN	GS

STAT200	COMM150	HIST20	AFR191	CHEM110	ECON102	NUTR251	ENGL15
MATH140	PHOTO100	HIST21	HIST143	CHEM111	PSYCH100	NUTR100	CAS100A
MATH21	MUSIC7	RLST1	AFR192	ASTRO1	ECON104	KINES61	ENGL202D
MATH141	ART20	PHIL103	PHIL103W	PHYS211	SOC1	KINES77	ENGL202C
MATH110	MUSIC4	HIST11	SPAN131	CHEM112	IST110	BBH101	CAS100B
MATH22	THEA100	HIST144	CAS201	BIOL141	HDFS129	BBH119	-
MATH220	ENGL50	CAMS45	HIST181	BIOL110	SOC119	BBH143	-
MATH26	INART115	WMNST106	COMM168	PHYS212	COMM100	KINES88	-
CMPSC121	ARTH100	COMM110	SC297	BISC3	ECON302	KINES68	-
-	ARTH112	PHIL1	RLST101	EGEE101	PSYCH212	BBH146	-
-	ARTH111	HIST1	PHIL105	GEOSC10	ECON304	KINES81	-
-	MUSIC5	CMLIT108	HIST130	CHEM113	PLSC1	KINES82	-
-	MUSIC109	PHIL119	CAMS33	BISC4	SRA111	KINES17	-
-	MUSIC9	HIST10	PHIL2	BIOL142	HDFS229	HPA57	-
-	INART116	CAMS25	SPAN130	BIOL129	CRIMJ100	KINES72	-
-	ART1	PHIL14	HIST175	CHEM101	PSYCH221	KINES84	-
-	ART50	HIST121	ENGL184	PHYS250	LER100	FDSC105	-
-	INART5	CI280	PHIL7	PHYS214	AFR110	-	-
-	THEA105	AMST105	RLST104	EGEE102	PLSC14	-	-
-	INART125	AMST100	PHIL102	MICRB106	HDFS239	-	-
-	MUSIC8	HIST150	GEOG122	-	SOC5	-	-
-	INART126	HIST2	PHIL132	-	WMNST100	-	-
-	ART10	CMLIT10	HIST173	-	SOC12	-	-

-	LARCH60	CMLIT153	CMLIT143	-	PSYCH243	-	-
-	THEA102	CMLIT191	AFAM110	-	CRIM100	-	-
-	ARCH100	ASIA100	APLNG200	-	SOC30	-	-
-	-	PHIL10	AG160	-	-	-	-
-	-	AFR150	CMLIT120	-	-	-	-
-	-	ENGL105	CAS175	-	-	-	-
-	-	PHIL3	ENGL136	-	-	-	-
-	-	HIST12	HIST100	-	-	-	-
-	-	RUS100	-	-	-	-	-

Appendix B

Integrative Thinking Rubric –
https://gened.psu.edu/sites/default/files/docs/integrative_thinking_assessment_memo_and_instructions.docx

Please use this rubric to score your students on a significant assignment related to integrative thinking. You will score one or both criteria, depending on the assignment. **The rubric enables consistent scoring of students across multiple courses regardless of the type of assignment or how each instructor grades.** You do not need to include these scores in your students' grades. You will report the scores on a Qualtrics survey (link).

CRITERION	DEVELOPING (1)	SATISFACTORY (2)

IT1: Synthesizes knowledge across multiple domains, modes of inquiry, historical periods, ordisciplinary perspectives.	Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied in a rudimentary, mechanistic way and/or integrated through superficial criteria. Response may include: concepts and theories presented as matter of fact; no evidence that purpose of multi-disciplinary approach was considered; misconceptions are evident.*	Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied adequately with appropriate emphasis. Response may include: use of metaphor, conceptual framework, causal explanations or other devices provides evidence of growing understanding; purpose of multi-disciplinary approach present, but not completely addressed; and/or no major misconceptions are evident.*	Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied and balanced coherently, elegantly and creatively, resulting in a hybrid form or new insight. Response may include: use of metaphor, conceptual framework, causal explanations, or other devices demonstrates a clear and mature understanding; purpose for multi-disciplinary approach is fully articulated; and/or no misconceptions are evident.*
IT 2: Identifies connections between existing knowledge and new information.	Connections between students' prior knowledge and new information are present, but not articulated clearly or thoroughly.	Connections between students' prior knowledge and new information are clearly and thoroughly articulated.	Connections between students' prior knowledge and new information are complex, integrated, and articulated clearly and thoroughly.

* Mansilla, V.B., Duraisigh, E.D., Wolfe, C.R.. & Haynes, C. (2009) Targeted Assessment Rubric: An empirically Grounded Rubric for Interdisciplinary Writing, *The Journal of Higher Education, 80:3,* 334-353.

Slide 1: Update on General Education Assessment (All Text Slide)

Update on General Education Assessment

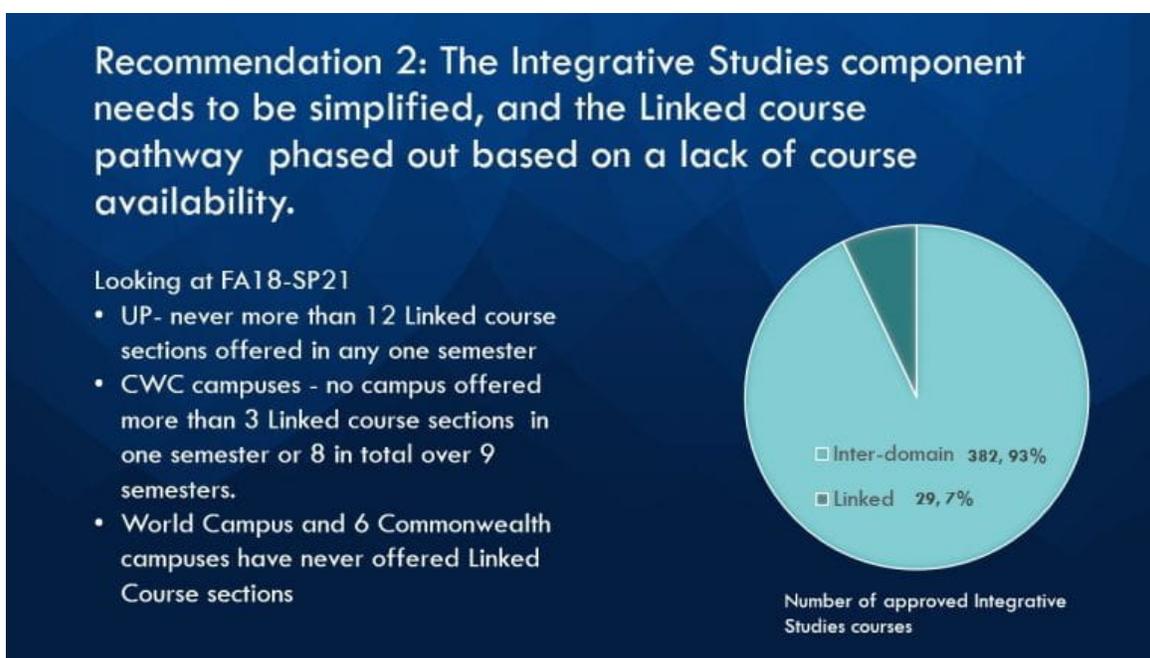STANDING JOINT COMMITTEE FOR GENERAL EDUCATION ASSESSMENT

March 2022

University Faculty Senate Plenary Meeting

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Slide 2: Recommendation 1: The General Education recertification goals need to be refined and the process should be aligned accordingly. (All Text Slide)

- In 2015, new GenEd curricular recommendations were approved by UFS and this included a requirement of assessment with the goal of continual improvement
- Recertification is currently legislated to occur on a 5-year cycle and we need to restart the process very soon.
- The most recent recertification aligned courses with new GELOs and Domain Criteria, but missed other goals of recertification.

Slide 3: Recommendation 2: The Integrative Studies component needs to be simplified, and the Linked course pathway phased out based on a lack of course availability.

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Looking at FA18-SP21
- UP- never more than 12 Linked course sections offered in any one semester
- CWC campuses - no campus offered more than 3 Linked course sections in one semester or 8 in total over 9 semesters.
- World Campus and 6 Commonwealth campuses have never offered Linked Course sections

Inter-domain 382, 93%
Linked   29, 7%

Number of approved Integrative Studies courses

- Looking at FA18-SP21
- UP- never more than 12 Linked course sections offered in any one semester

    - CWC campuses – no campus offered more than 3 Linked course sections in one semester or 8 in total over 9 semesters.
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- Pie Chart showing Interdomain courses make up 382 (92%) of Integrative Studies courses. There are only 29 (7%) Linked courses.

Slide 4: Recommendation 3: There is a need to establish and support additional opportunities for faculty collaborative discussions and participation in learning assessment, to maintain and strengthen students' learning in General Education. (All Text Slide)

- As a University, prioritizing and recognizing assessment time and effort
- Using Educational communities to support collaboration and leveraging digital tools for sharing
- Increase familiarity of GenEd Learning Objectives as part of the GenEd courses and courses as part of the larger GenEd program
- Increasing recognition of excellence in GenEd teaching

Slide 5: Other highlights in the report: (All Text Slide)

- Results of the Integrative Thinking assessment including a student survey

  - 80% of students received Satisfactory or Exemplary ratings based on both components of the Integrative Thinking rubric

- There is a high degree of similarity in course taking patterns between AY 16/17 and AY 19/20. In the future we should examine why student do not, or perhaps cannot, experience the breadth of offerings available. Some possibilities include:
  - Lack of flexibility in programs,
  - Super courses
  - Limited offerings at campuses

Slide 6: Thank you. (All Text Slide)

Questions, comments, or discussion:

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