

# SUNY Cortland

## General Education Committee

### 2010 - 2011 Summary Report

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#### **Committee Members:**

one member representing mathematics/science  
 one member representing social/behavioral sciences  
 one member representing fine arts/humanities  
 one member representing education  
 one member representing professional studies  
 one member representing the library

two at-large members from the academic faculty

one member representing the professional staff  
 one student member  
 dean of arts and sciences or designee, ex officio, non-voting  
 director of Institutional Research and Assessment Office or  
 designee, ex officio, nonvoting  
 provost or designee, ex officio, non-voting

Klotz, Larry - Biological Sciences (2010-2012)  
 Schutt, Amy - History (2010-2012)  
 Kelley, Sam - Communication Studies (2010-2012)  
 White, Orvil - Childhood/Early Childhood Education (2010-2012)  
 Trunfio, Tony - Health (2010-2012)  
 Kuiken, Anita - Memorial Library (2009-2011)  
 Harms, Daniel - Memorial Library (fill in during maternity leave)  
 Hokanson, James - Kinesiology (2010-2012)  
 Latimer, Christopher - Political Science (2009-2011)  
 Thomas, Abby, Chair - Advisement and Transition (2009-2011)  
 Vacant  
 Mattingly, Bruce  
 Canfield, Merle  
  
 Van Der Karr, Carol

#### **Committee Meeting Dates**

<b>Fall 2010</b>	<b>Spring 2011</b>
September 16	February 3
September 30	February 17
October 14	March 3
October 28	March 31
November 11	April 14
December 9	April 28
	May 12

Minutes from all meetings are posted on the Curriculum website at:

[http://www2.cortland.edu/academics/curriculum/committees/gen\\_edu.dot](http://www2.cortland.edu/academics/curriculum/committees/gen_edu.dot)

#### **GE Course Approval**

The following courses were approved by the GE committee and then approved by the Provost:

<b>Course</b>	<b>Category</b>
WST 230	GE 11
ANT 318	GE 12
CIN/ENG 208	GE 7
POL 307	GE 12
COM 100	GE 7

Additional course discussions:

ENG/AAS 251: Approved as GE 11. After approved, it came to the attention of the committee that the course was already designated as GE 7 Humanities. After discussion amongst the GE committee as well as faculty teaching within the Humanities category, it was decided the course would remain GE 7.

According to the General Education policies in the College Catalog it states, "no course used by an individual student to satisfy the humanities category may be used to satisfy another subject category". Therefore, the GE Category 11 previously approved is no longer in effect.

Based on this discussion, a statement was added to the GE course proposal form asking if the course currently fulfills a GE category and if so, which category.

MUS 105: Proposal for GE 8 designation. Awaiting revisions from department.

SPM 440: Proposal for GE 11 designation was not passed.

### **Assessment**

Following the GE assessment calendar the following assessments occurred:

#### **Results, Review, Recommendation**

In fall 2010, the results of the previous spring's assessment were distributed. Courses in GE categories 7 (Humanities), 10a (Basic Communication: Writing Studies), 11 (Prejudice and Discrimination) and Critical Thinking were involved in this round of assessment. The GE committee organized meetings with the faculty whose courses were assessed and the department chairs within the categories to review the results and make recommendations. A one page review of assessment results form was created (see appendix 1). It was challenging to get the groups together and the attempts to organize review groups were met with minimal success. However, the committee felt getting groups together who teach within the category would be a successful way to share information and recommend change. Under the leadership of Mary Kennedy, the Writing Studies committee conducted a thorough review of the results from the 10a assessment. A formal report was created and shared with the GE committee and Institutional Research and Assessment (IRA). The Writing Studies committee is a model in which other category subcommittees could be developed.

### **Assessment**

The following GE categories were assessed in the spring 2011 semester: 1 (Quantitative Skills), 4 (United States History and Society), 8 (The Arts), 9 (Foreign Language) and 10b (Basic Communication: Presentation Skills). Faculty whose courses were randomly selected to participate in the assessment were encouraged to use course embedded assessment instruments. The Quantitative Skills committee reviewed all of the assessment instruments developed by the faculty within that category. This committee functioned independently with consultation from the GE committee chair and the director of OIRA. The remaining assessment instruments were reviewed by subcommittees from within the GE committee.

#### **Next Assessment Plan**

The committee spent a great deal of time discussing the next GE assessment cycle. The number of years between the assessment of each category was discussed at great length. Discussions ranged from continuing with a three-year cycle to moving to a six-year cycle. Finally a four-year assessment cycle was agreed upon. A four-year assessment cycle was developed to be shared with the Faculty Senate in the Fall 2011 semester. The committee also decided to move the syllabi review to the fall semester and to review the syllabi for only those courses randomly selected to be included in the assessment. Syllabi review previously occurred in the spring, a full year prior to the actual assessment. This shift was in recognition of the time and work involved both by the faculty being assessed and the GE committee doing the syllabi review. A draft of this assessment calendar is included as appendix 2.

### **Other**

- Creation of summary sheet for those teaching GE courses highlighting learning outcomes and expectations (appendix 3).

Appendix 1

## Review of 2009 - 2010 GE Assessment Results

GE Category Assessed:

Assessment review committee members:

Summary of findings:

Comments on assessment instrument(s) and administration:

Recommendations for next round of assessment:

Recommendations for category:

## Appendix 2: GE Assessment Schedule

General Education Category	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
1. Quantitative Skills	RRR				Syllabus Review	Assessment	RRR	
2. Natural Sciences	Syllabus Review	Assessment	RRR					
3. Social Sciences	Syllabus Review	Assessment	RRR					
4. United States History and Society	RRR				Syllabus Review	Assessment	RRR	
5. Western Civilization	Syllabus Review	Assessment	RRR					
6. Contrasting Cultures			Syllabus Review	Assessment	RRR			
7. Humanities			Syllabus Review	Assessment	RRR			
8. The Arts	RRR						Syllabus Review	Assessment
9. Foreign Language	RRR						Syllabus Review	Assessment
10 a. Basic Communication: Writing Studies			Syllabus Review	Assessment	RRR			
10 b. Basic Communication: Presentation Skills	RRR						Syllabus Review	Assessment
11. Prejudice and Discrimination					Syllabus Review	Assessment	RRR	
12. Science, Technology, Values and Society			Syllabus Review	Assessment	RRR			
Information Management	Syllabus Review	Assessment	RRR					
Critical Thinking					Syllabus Review	Assessment	RRR	

### **Fall Semesters**

Syllabi review will begin in the fall semester for courses that have been randomly selected for review in the upcoming spring. Results, review and recommendation meetings will take place for the course assessed the prior spring semester.

### **Spring Semesters**

**March:** Review of embedded assessment instruments

**April:** Assessment conducted    **May - July:** Assessment scores    **August:** Assessment results processed by IRA

**RRR – Results, Review, Recommendations**

## Appendix 3

# Information for General Education Faculty

### Overview

The purpose of a general education is to provide students with an intellectual and cultural basis for their development as informed individuals in our society. This requires an understanding of the ideas that have formed our own civilization, an appreciation of other cultures, and having a knowledge of the fundamental principles that govern the physical universe.

The Cortland General Education Program fulfills all SUNY General Education requirements and includes additional elements specific to the Cortland degree. Students must take one course in each of the learning outcome categories with the exception of (Category 2) Natural Sciences which is a two course requirement, (Category 9) Foreign Language where the requirement depends on degree program, and (Category 10) Basic Communication where both academic writing and presentation skills must be completed.

### Learning Outcomes

To see the specific learning outcomes in each of the General Education Categories, refer to [www2.cortland.edu/offices/registrar-office/pdfs/Cortland\\_GE\\_Requirements.pdf](http://www2.cortland.edu/offices/registrar-office/pdfs/Cortland_GE_Requirements.pdf)

### Teaching

As a faculty member teaching an approved General Education course, you have the privilege of contributing to the development of our students outside of your department. Through the teaching of your course you are exposing students to a variety of disciplines and building a foundation of knowledge. The General Education program strengthens students' knowledge in the liberal arts as they develop competence in their chosen major.

### Syllabus

As a GE faculty member, please be sure to include the following information in your syllabus:

- Clearly identify which GE category the course fulfills.
- List learning outcomes associated with the appropriate category (which can be found at the above website).
- Include the number of written pages required for the course. All GE courses require a minimum of 5 - 7 written pages.

### Assessment

SUNY Cortland has a long and systematic history of general education (GE) assessment (SUNY Cortland General Education Assessment Plan, April 2002). Initial assessment of the Cortland GE Program commenced in 1996 and then a rigorous and systematic approach was subsequently developed and implemented in 1999. General education courses are assessed on a multi-year assessment cycle. As a faculty member teaching in the GE program you may be asked to assess your course(s), evaluate other GE courses, and/or provide feedback on assessment results. Your participation in the assessment process is critical in the continual review and improvement of program.