

General Education Analysis of OSU Strategic Peer Universities

Baccalaureate Core Implementation and Leadership Workgroup

2018, Jon Louis Dorbolo, Faculty Senate President

Summary

The Baccalaureate Core is Oregon State University's general education curriculum. A *general education curriculum* is a system of courses and credits that forms the common requirements for a university degree. General education requirements are typically in addition to course requirements and electives that count towards a degree major. University general education programs are intended to provide basic foundations of the academic enterprise. These foundations equip learners with concepts and skills needed to succeed in their degree programs.

University general education typically has another aim which is to enrich and broaden the intellectual life of learners and prepare them for citizenship and life-long learning. This broader aim is often called liberal education which is intended to develop "strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings" (AACU 2007).

OSU's Baccalaureate Core program was instituted in 1988 as the common undergraduate curriculum. In 2010 the Baccalaureate Core Ad Hoc Review Committee evaluated the program and issued recommendations in a report that was approved by the full Senate. Now, twenty years from the inception of the program the Baccalaureate Core Implementation and Leadership workgroup (BCIL) was convened by the Faculty Senate Executive Committee with the charge;

"The workgroup will develop a proposal for producing support for the Baccalaureate Core curricular process and increasing the leadership roles of the Baccalaureate Core Committee of the Faculty Senate."

In pursuit of a practical initiative to revise the processes of leadership for the Baccalaureate Core the following analysis of OSU's strategic peer institutions provides a basis for comparison of practices and directions for change. The research question of this study is: How is general education conceived and implemented at universities that are similar to Oregon State University?

Two exceptional aspects of the Baccalaureate Core are Writing Intensive Curriculum (WIC) and Difference, Power, and Discrimination (DPD). Both manifest the attributes of strong curricular programs identified in this study. The Directors who lead the programs are ex officio on the Baccalaureate Core Committee. The theoretical basis and models for DPD and WIC are explicit in publication and University communication. Both WIC and DPD are assessed at the program and course levels, offer robust faculty development, and provide strong campus communication assets to students, faculty, advisors, and academic units developing proposals.

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Method

The OSU strategic peer institutions are a group of seven land-grant and public research Universities.¹ The data was gathered by searches, both Google and site local, of the of the peer University's websites. The data points of interest were assertions and facts about the general education programs of each institution. In particular the following data were sought: what the general education curriculum consists of, faculty governance role in the general education curriculum, central administration role in the general education curriculum, academic unit (colleges) role in the general education curriculum, theoretical and operating model for general education curriculum, assessment strategies for general education curriculum, communication strategies for the general education curriculum, faculty development strategies for the general education curriculum, statements of purpose for the general education curriculum, and most recent total student enrollment.

Results

All of the Universities compared for this analysis have strong similarities in their institutional missions. All are land grant schools, several of which reference the Morrill Act, that established land-grant colleges in 1862, as a conceptual foundation for their general education curricula. OSU's Fall 2017 enrollment - 31,904 - is near the median of all the universities in the sample.

Some institutions distribute their general education to requirements to the academic units. In this sample, Purdue and UC Davis have general education requirements determined by each of the colleges. Other institutions establish an enterprise-wide general education that all undergraduate share. The difference between these approaches determines the governance of general education for an institution. In a distributed model there is likely not to be a central governance of general education because the colleges manage their own. Even in those cases, however, there is are over-arching standards for the college general education programs set by the board of regents/trustees or chancellor as well as by the University administration. In all cases the faculty governance (senate, council, or committee) oversees and advises on curricular issues of the general education.

At Oregon State University the Baccalaureate Core learning goals, categories, requirements, credit hours, policies, and course approvals are governed by the Faculty Senate through the Baccalaureate Core Committee. Curricular policies and procedural changes involving the Baccalaureate Core come to the full Faculty Senate for a vote.

Through the differences of the general education programs considered in the sample factors stand out. These six factors are:

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(1) **Shared General Education Governance:** The general education program is managed collaboratively between faculty governance and administrative leadership. All eight of the peer schools in the sample have faculty committees that oversee general education learning goals and requirements. Six of the peer schools in the have central administrative offices that manage general education communications and assessment among other functions. Two of the peer schools have distributed systems of in which Colleges administer general education for their majors.

►Penn State's Office of General Education led by the Assistant Dean for General Education and Director was created to develop and lead the General Education curriculum. The University Faculty Senate approves review and revision of general education, the learning goals, requirements, and policies as part of it's curricular authority.

►Nebraska-Lincoln's ACE program is governed by the University Undergraduate Curriculum Committee which includes faculty from each of the undergraduate colleges and non-voting members including the Senior Vice Chancellor for Academic Affairs, the University Registrar, and Director of Undergraduate Education Programs. The Director of Undergraduate Education Programs oversees the Achievement-Centered General Education Program (ACE).

►*Among the strategic peer institutions only Oregon State University is asymmetrical in the governance of general education. OSU has a faculty governed and academic unit implemented Baccalaureate Core with no aligned central administrative direction. The fortunate exception to this asymmetry are the directors of WIC and DPD who provide effective leadership for their respective aspects of gneral education at OSU.*

(2) **Explicit Curricular Model:** The University presents a comprehensive explanation and rationale for how the requirements are structured. The model provides a center for the general education strategy by connecting top-level goals with requirement categories and criteria for assessing the program. The model provides the theory of the program.²

►Nebraska-Lincoln developed it's own Achievement Centered Education (ACE) model. Washington State's UCORE is based on the National Institute for Learning Outcomes Assessment (NILOA) framework.

►Wisconsin-Madison Essential Learning Outcomes (ELO) model from the Association of American for Colleges & Universities (AACU).

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► *There is not an explicit model guiding the OSU Baccalaureate Core curriculum or its development. The program has a distinct system of learning goals, categories, and requirements.*

OSU's Difference, Power, and Discrimination (DPD) makes its curricular model explicit in "A History of the Difference, Power, and Discrimination Model at Oregon State University" (Gross & Nishihara, 2007)³. DPD courses fulfill a key category of the Baccalaureate Core.

OSU's Writing Intensive Curriculum (WIC) is aligned with the high-impact practices of the ACCU (National Leadership Council, 2007)⁴. WIC courses fulfill a key category of the Baccalaureate Core.

(3) Vertically Integrated Course Work: The general education requirements and course work are sequentially structured in order to support learning from foundational knowledge and skills to higher curricular levels over the span of the student's degree progress.

► In Washington State's UCORE "the structure of requirements and course work sequences is intentional, intended to provide foundational knowledge and skills, and to develop them over time in higher curricular levels" (UCORE Handbook, 2018, p.6).

► A notable instance of a vertically integrated general education model is University of Las Vegas Nevada's General Education Core which consists of five university-wide learning outcomes and a scaffolded sequence of a first-year seminar, a second-year seminar, a milestone experience and a culminating experience.

► *OSU's Baccalaureate Core are structured so that students may fulfill them at different times in no particular order. Writing I and Writing II courses are vertically integrated.*

(4) Focused Assessment Strategies: Assessment of the general education program is formally managed on a programmatic scale (e.g., measuring learner performance and educational outcomes) and as a continual review of courses to ensure that they meet the requirements and learning goals.

► Madison-Wisconsin has a comprehensive general education assessment plan which reviews courses on a five-year cycle, measures student perceptions, reviews final exams/projects/assignments, and employs peer group analysis/benchmark process. The faculty-led University General Education Committee oversees the assessment.

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“Resources supporting assessment of undergraduate general education are provided by the Provost, via an annual funding request in which projects for the coming year are proposed in the context of activities completed or continuing” (Assessment Plan for General Education at the University of Wisconsin-Madison, 2008, p.8).

▶The Washington State Office of Assessment of Teaching and Learning (ATL) supports UCORE assessment, by managing specific assessment-related initiatives, and works with university leadership to develop policies and infrastructure to sustain assessment and meet standards for university accreditation.

▶UC Davis’s Center for Educational Effectiveness assesses General Education Core Literacies as part of the periodic Undergraduate Program Review process.

▶*Oregon State’s Baccalaureate Core Committee of the Faculty Senate reviews all general education courses on a seven-year category cycle with input from academic units with courses in those categories. There is no central administrative assessment effort of the Baccalaureate core.*

(5) Faculty Development: Specific faculty development and support programs designed to improve the teaching of general education courses;

▶Penn State’s Office of General Education supports faculty through seed grants for new general education courses and the General Education Faculty Scholars Program which is an initiative “to help build the capacity of the faculty to advance General Education implementation, curricular design, learning outcomes and assessment, and high-impact teaching and learning practices.” This is an instance of direct action by the University administration to improve general education.

▶*Oregon State’s Writing Intensive Curriculum supports faculty via multi-part seminars, awards, the WIC Newsletter, as well as support for academic units preparing WIC course proposals. Difference Power and Discrimination conducts the DPD Academy, workshops, lecture series, and offers a graduate course, The Inclusive Classroom: Difference, Power, and Discrimination, twice per year. The other elements of the Baccalaureate Core do not have dedicated faculty support and development efforts.*

(6) Targeted Communication: Targeted communication strategies specifically designed to address the needs of students, faculty, advisors, and academic units making curricular proposals.

▶Washington State’s UCORE positions resources for students, faculty, advisors front and

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center in their communication. The depth of detail and organization of topics is a strong asset for the University.

<https://ucore.wsu.edu/>

►Nebraska-Lincoln’s ACE program makes the purpose, process, assessment, and options immediately available to student, faculty, and advisors, and proposal developers.

<https://ace.unl.edu/>

►Penn State’s Office for General Education provides a comprehensive program resource.

<https://gened.psu.edu/office-general-education>

►*Oregon State has a strong foundation for a Baccalaureate Core web presence with the unique assets of course playlists for students, resources for transfer students, and resources for parents and family. Much of what this website provides was developed in 2010-2013 when the Baccalaureate Core has an interim Director.*

Conclusion

OSU’s Baccalaureate Core serves is not dysfunctional or “broken.” Students graduate with the requirements and the courses are systematically reviewed for quality. DPD and WIC are strong central elements of undergraduate education.

OSU’s Baccalaureate Core is not managed as a program. It is not advanced by design. Establishing a Director under the Vice Provost of Undergraduate Education will put OSU in alignment with our strategic peers. Fortifying the Baccalaureate Core Committee to engage with strategy, policy, and planning in collaboration with a Director will set us on the path of an intentionally designed general education.

This newly constituted leadership should address assessment and communication as first priorities. Faculty development (in collaboration with a renewed Center for Teaching and Learning) and support for academic units preparing for category review (in collaboration with Academic Programs and Assessment) are high priority.

With effective leadership and management OSU faculty may choose a theory and model for the Baccalaureate Core in order to construct a well integrated general education program.

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DATA

The table below and the following notes referenced by it provide the data collected from the Universities. By comparing the data for respective institutions, five primary practices stand out as indicators of highly-functioning general education curricula.

University	GenEd Program	Faculty Governance	Administration	Model	Enrollment
Oregon State	Baccalaureate Core	Baccalaureate Core ⁵ Committee Curriculum Approval Process ⁶ <i>2010 Faculty Senate approved recommendation: Enable leadership functions of Bacc Core Committee (BCC)⁷</i> <i>.Not implemented.</i>	None APA Assessment ⁸ <i>2010 Faculty Senate approved recommendation: Director of Bacc Core, Academic Affairs⁹</i> <i>Not implemented.</i>	Twelve Categories ¹⁰ Seven Learning Goals for Graduates ¹¹ <i>2010 Faculty Senate approved recommendation: adopt ACCU LEAP model¹²</i> <i>Not implemented.</i>	30,896
Washington State	UCORE	UCORE Committee ¹³	Vice Provost for Undergraduate Education ¹⁴	NILOA ¹⁵ Twelve Categories ¹⁶	30,614

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Pennsylvania State	General Education	University Faculty Senate ¹⁷	Office of General Education ¹⁸ Assistant Dean for General Education and Director ¹⁹	Seven Categories Foundations Curriculum	25,260
Nebraska-Lincoln	General Education ²⁰	Participation on the Academic Planning Committee ²¹	Executive Vice Chancellor and Chief Academic Officer ²²	Achievement-Centered Education (ACE) ²³	
Purdue	Core Curriculum	Undergraduate Curriculum Council ²⁴	Colleges	Distributed	40,451
UC Davis	General Education	Academic Senate Committee on General Education ²⁵	Colleges	NILOA ²⁶ Two components - Topical Breadth and Core Literacies (Four areas).	36,441
Wisconsin Madison	General Education	University General Education Committee ²⁷	Associate Dean of Academic Planning (Chair UGEC) ²⁸	AACU Essential Learning Outcomes (ELO) ²⁹	43,820
Oklahoma State	General Education	General Education Advisory Council ³⁰	Vice Provost and Associate Vice President for Undergraduate Education ³¹	Four Categories ³² <i>Finish in Four</i> ³³	23,459

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Illinois Urbana-Champaign ³⁴	General Education	General Education Board ³⁵ Senate of the Urbana-Champaign Campus ³⁶	Vice Provost for Undergraduate Education ³⁷	Eight Categories ³⁸	45,81
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Sources

1. The 2016 OSU strategic peers are Washington State University, Pennsylvania State University, University of Nebraska-Lincoln, Purdue University, University of California Davis, University of Madison Wisconsin, and Oklahoma State University.

2. An effective program of general education requires an explicit curricular model. The American Association of Colleges and Universities (AACU) and National Institute for Learning Outcomes Assessment (NILOA) are sources for such curricular models. The Baccalaureate Core Ad Hoc Review Committee recognized the affinity of OSU’s Baccalaureate Core with the LEAP model of the ACCU;

“The Baccalaureate Core ad hoc Review Committee’s Phase I assessment in 2009 showed a campus-wide consensus that the philosophy and goals of the Bacc Core are sound and consistent with the AAC&U’s Liberal Education for America’s Promise (LEAP) project which contains a distilled list of Essential Learning Outcomes associated with a standard four-year university education. While there was general positive consensus on a philosophical level, the Phase I study also revealed that to a large extent faculty, advisors and students perceived the Bacc Core in practice as a discrete and seemingly unrelated set of classes, presented as random choices on a checklist. In order to better align practice with intent, a fundamental transformation needs to occur across the campus” (p.5).

Proposal for Revision to the OSU Baccalaureate Core, February 11, 2010. Baccalaureate Core Ad Hoc Review Committee.

https://senate.oregonstate.edu/sites/senate.oregonstate.edu/files/bcrproposal_w2010.pdf

The main point: Oregon State University already has a plan to revise the Baccalaureate Core. This plan was approved by the Faculty Senate on December X 2010. The key elements of this plan have not been implemented, hence the stagnation of OSU’s general education program. To rapidly, practically, and efficiently vitalize OSU’s general education curriculum it is necessary to implement these recommendation, the 2018 plan for which is given by the Baccalaureate Core Implementation and Leadership (BCIL).

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3. Xing, J. 2007. Teaching for change : the difference, power, and discrimination model. Lanham: Lexington Books.

4. National Leadership Council for Liberal Education & America's Promise. College Learning for the New Global Century. 2007. Association of American Colleges and Universities. Washington DC, p.53.

5. "The Baccalaureate Core Committee reviews the content and appropriateness of both existing and proposed baccalaureate core courses."

<https://senate.oregonstate.edu/baccalaureate-core-committee> (Cf. *Standing Rules*).

6. Curriculum Approval Process: "The Office of Academic Programs and Assessment works closely with the Faculty Senate and the Registrar's Office to implement the curriculum proposal process. The Curriculum Proposal System (CPS) is the formal mechanism to record any curricular changes and to make those changes publically (and legally) visible via the OSU catalog."

<https://apa.oregonstate.edu/academic-programs/curriculum/submitting-curriculum-proposals>

7. Recommendation for leadership role of the Baccalaureate Core Committee.

The Baccalaureate Core Ad Hoc Review Committee made practical substantive recommendations to enable the Bacc Core Committee of the Faculty Senate to lead on issues of strategy, policy, and planning. These recommendations were approved by the Faculty Senate at the December 2010 Faculty Senate meeting;

"To sustain and support the program appropriately we will need to establish multiple direct and indirect assessment strategies with identified feedback loops to the Faculty Senate and departments. Indeed, ***it will require shared governance*** in its truest sense. To reinforce the curricular authority of the Faculty Senate, we propose to re-name the Baccalaureate Core Committee of the Faculty Senate as the Baccalaureate Core Leadership Team and to ***expand its charge to encompass purview over Learning Goals, structural and implementation issues, and curricular strategies involving the Core in general***. It will also require a dedicated and newly constituted Baccalaureate Core Implementation Team within Academic Affairs, led by a ***permanent Baccalaureate Core Director*** as a partner with the Faculty Senate who is supported by OSU faculty members occupying fixed-term partial FTE appointments according to project-based needs (p. 8).

The recommendations for a leadership enabled Baccalaureate Core Committee were strengthened by specific duties to be codified in the Baccalaureate Core Committee Standing Rules. These recommendations were approved by the Faculty Senate on December X 2010;

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“The role of the Baccalaureate Core Leadership Team (BCLT). The primary roles of the Baccalaureate Core Leadership Team in the Faculty Senate should to define the strategic direction of the Baccalaureate Core, identify central components and initiatives, and to make evaluation decisions about Core implementation at all levels based on compiled assessment data. The following procedural changes would be made to the BCC/BCLT:

- Conduct annual assessments of the appropriateness of OSU’s “Comprehensive Learning Goals for Graduates” in general education and the role of Baccalaureate Core requirements in achieving them;
- Incorporate direct evidence of student learning outcomes in course and category reviews. Category review should include assessment of student achievement of Learning Goals appropriate for the category;
- The BCC maintains full authority for approval and de-certification of Baccalaureate Core courses as well as establishment of categories and criteria;
- Establish and maintain criteria for membership in the Baccalaureate Core Instructional Faculty, and certify and renew membership based on participation in faculty development opportunities (p 15).”

These recommendations for a leadership enabled Baccalaureate Core Committee were delivered, approved, but not implemented.

Vitalization of General Education at Oregon State University - Final report of the Baccalaureate Core Ad Hoc Review Committee presented to the Faculty Senate of Oregon State University on May 13, 2010.

<https://senate.oregonstate.edu/sites/senate.oregonstate.edu/files/vitalizationofgeneraleducation.pdf>

8. Assessment of the Baccalaureate Core is a process of shared governance, a partnership between the Faculty Senate Baccalaureate Core Committee (BCC) and the Office of Academic Programs and Assessment (APA). APA provides administrative support for the process and the BCC conducts the reviews of the courses. APA also compiles aggregate data for the BCC to review and consider in the context of the Bacc Core curriculum, the student learning outcomes, and university goals and resources.

9. A Shared governance model for OSU’s Baccalaureate Core.

The Baccalaureate Core Ad Hoc Review Committee recommended a shared governance model

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for leading and implementing the University Baccalaureate Core program. This may be accomplished by revising the mandate of the Faculty Senate Baccalaureate Core Committee and developing an administratively led Baccalaureate Core Implementation Team with a Director. These recommendations were approved by the Faculty Senate on December X 2010;

“The shared governance model includes a revised role of the Baccalaureate Core Committee leadership team (BCLT) and the establishment of the Baccalaureate Core Implementation Team (BCIT). It is designed to provide a solid structural foundation to realize the other elements described in this proposal by assigning individual responsibility for effectiveness of the Baccalaureate Core. Figure 2 identifies specific primary responsibilities in the cycle of continuous improvement” (p. 15).

The Baccalaureate Core Implementation Team will be led by a Director who reports to the Vice Provost of Undergraduate Education (in 2010 this was the Senior Vice Provost of Academic Affairs). This recommendation was briefly upheld in 2010-12 via a .50fte (which became .25fte) Interim Director. That Director accomplished key goals in faculty development, assessment, and communication (e.g. to advisors and students via the website, course playlists, planning worksheets, timelines, etc.). These resources are still used though there is no clear line of authority for maintaining and updating them. For a short time OSU’s general education moved forward based on the Baccalaureate Core Ad Hoc Review Committee’s recommendations;

“...to provide faculty development, assessment, communication, and liaison to units participating in general education programming. Further resources will need to be allocated to OSU’s Office of Academic Affairs to support assessment. This will enable the Baccalaureate Core Leadership Team (remember, curricular leadership resides in the Faculty Senate) to incorporate evidence of student learning into its review of courses, categories, and the overall Baccalaureate Core program. This arrangement extends the purview of the Faculty Senate in shaping the Baccalaureate Core experience for our students” (p. 14)

No replacement for the Interim Director was advanced and the vision of shared governance model for the Baccalaureate Core was suspended to present. A Director and staff for the Baccalaureate Core is a pragmatic requirement in order to enable the leadership roles of the Faculty Senate Baccalaureate Core Committee by distributing the demands of the course review process.

“This proposal frees the Faculty Senate and the Baccalaureate Core Leadership

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Team from the iterative demands of liaison with departments. A Baccalaureate Core Implementation Team within Academic Affairs will provide services (development, collection of assessment data), facilitate departmental participation, and direct resources to the Core in ways that are not possible for a Faculty Senate committee. The Baccalaureate Core Implementation Team should be led by a dedicated, full-time educator with expertise in general education and who possesses scholarly credentials suitable for a tenurable rank, preferably Full Professor. This team encompasses the faculty development role of the Center for Teaching and Learning, WIC, and DPD, as well as the logistics of assessment duties. This team will work in collaboration with the Faculty Senate, Executive Committee, Baccalaureate Core Leadership Team, and Curriculum Council, directing resources to faculty and course development, coordinating advising practice in relation to the Baccalaureate Core, promoting visibility of the Baccalaureate Core within OSU's institutional identity, and assessing student outcomes relative to Learning Goals and Learning Outcomes established by the Senate" (p. 17)

Re-establishing a shared governance model for OSU's Baccalaureate Core following the recommendations of the Baccalaureate Core Ad Hoc Review Committee is a practical and cost-effective means to contemporize OSU's general education program.

10. Categories: "The Baccalaureate Core is the "core" set of required courses for Oregon State University students. The purpose of the Baccalaureate Core is to develop a well-rounded student with a broad set of skills and knowledge in:"

- Writing
- Speech
- Mathematics
- Fitness
- Biological and Physical Sciences
- Cultural Diversity
- Literature and the Arts
- Social Process and Institutions
- Western Culture
- Contemporary Global Issues
- Science, Technology and Society
- Difference, Power and Discrimination

11. Goals and Values: "Through the Baccalaureate Core at Oregon State University, students explore knowledge in many fields across the university and learn to think critically about

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significant issues--locally, nationally, and globally. Students will learn how knowledge is made in fields from science and mathematics to the arts, geography and political science. While courses in the major provide expertise in a specific field of study, courses in the Bacc Core offer students a broad sense of what it means to be an educated person and to be well equipped for the challenges of the workplace, citizenship, and constructing a life with meaning.”

<https://main.oregonstate.edu/baccalaureate-core/current-students/goals-and-values>

12. Learning Goals for Graduates (LGGs) of Oregon State University:

Competency and Knowledge in Multiple Fields

Critical Thinking

Pluralism and Cultural Legacies

Collaboration

Social Responsibility and Sustainability

Communication

Self-Awareness and Life-Long Learning

<https://leadership.oregonstate.edu/provost/initiatives/learning-goals-graduates-lggs-oregon-state-university>

13. UCORE Committee: “The UCORE Committee is a faculty committee that approves courses and assesses the effectiveness of the UCORE curriculum.”

<https://ucore.wsu.edu/faculty/committees/>

14. “The University-wide programs under the direction of the Vice Provost for Undergraduate Education support academic excellence for all students as well as foster outstanding teaching and learning in a research university setting.”

<https://vpue.wsu.edu/units>

15. National Institute for Learning Outcomes Assessment (NILOA):

<http://www.learningoutcomesassessment.org/TransparencyFramework.htm>

16. UCORE is the general education component of your degree shared by all students. The UCORE curriculum is based on an approach to learning that emphasizes the development of both technical proficiency and the faculties of the human mind. The goal of UCORE is to not only prepare students for their careers, but also empower them as individuals and prepare them to deal with complexity, diversity, and change.”

Roots of Contemporary Issues

Quantitative Reasoning

Communications

Inquiry in the Social Sciences

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Communication
Inquiry in the Creative and Professional Arts
Inquiry in the Humanities
Inquiry in the Natural Sciences
Biological Sciences
Diversity
Physical Sciences
Integrative Capstone

“The structure of requirements and course work sequences is intentional, intended to provide foundational knowledge and skills, and to develop them over time in higher curricular levels” (UCORE Handbook, p6.).

<https://ucore.wsu.edu/documents/2018/04/ucore-handbook-v3-march-2018.pdf/>

UCORE is based in seven learning goals:

1. Critical and Creative Thinking
2. Quantitative Reasoning
3. Scientific Literacy
4. Information Literacy
5. Communication
6. Diversity
7. Depth, Breadth, and Integration of Learning

<https://ucore.wsu.edu/students/learning-goals>

17. “The University Faculty Senate (UFS) has authority over the curriculum and as such all General Education program requirements and details are approved by the UFS.”

18. “The Office for General Education was created to develop and lead the General Education curriculum for all undergraduate students at Penn State University and to support faculty development in this area. The unit was established as a result of recommendations from the University Faculty Senate to Penn State Provost and Executive Vice President Nick Jones regarding the need for a structure to provide ongoing support for General Education at the University. The General Education curriculum will enable students to acquire skills, knowledge, and experiences for living in interconnected contexts so they can contribute to making life better for others, themselves, and the world.”

<https://gened.psu.edu/about-our-office>

<https://gened.psu.edu>

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19. “The Office for General Education is part of Penn State Undergraduate Education, the academic administrative unit that provides leadership and coordination for University-wide programs and initiatives in support of undergraduate teaching and learning at Penn State.”

<http://undergrad.psu.edu/>

20. General Education

<https://catalog.unl.edu/ncta/curriculum/general-education/#text>

21. The Academic Planning Committee (APC) is a university-wide group responsible for formulating and recommending academic and planning goals and initiatives for UNL in the areas of education (resident and extension), research, and service to the Faculty Senate, Colleges, and Chancellor. These goals are coordinated with the responsibilities assigned to UNL as part of the structure under the control of the President of the University of Nebraska and the Board of Regents.

1. Recommends actions and procedures for new and existing academic programs.
2. Reviews with the Chancellor or appropriate Vice Chancellors the Comprehensive Facilities Plan, the campus master land-use plan, and facilities needs as they relate to academic and support program goals.
3. Is empowered to recommend changes in programs, including elimination.
4. Encourages academic planning within the colleges and other units of UNL on continuing basis through joint faculty-administrative-student action. The Committee comments on the review process and visiting team report to the appropriate Vice Chancellor.
5. Assists the Chancellor in seeking remedies for a financial exigency. Such remedies may include elimination of faculty, staff, and administrative positions.

The APC consists of the following members: eight faculty members elected as provided by the Faculty Senate; one non-tenure track faculty member selected by the Faculty Senate; one faculty member at large selected by the UNL Graduate Council; two academic deans; one undergraduate student and one graduate/professional student as selected by the President of ASUN; President of the Faculty Senate, or designee; the Associate to the Chancellor; the Executive Vice Chancellor for Academic Affairs; the Vice Chancellor of the Institute of Agriculture and Natural Resources, and the Vice Chancellor for Research and Economic Development.

22. Executive Vice Chancellor and Chief Academic Officer

https://www.unl.edu/chancellor/topadmin/vc_staff/dplowman

23. UNL's Achievement-Centered Education (ACE) general education program is built on student learning outcomes that answer the fundamental question, "What should all undergraduate

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students - irrespective of their majors and career aspirations - know or be able to do upon graduation?" Consisting of 10 student learning outcomes, ACE was developed to help students of every major develop skills, build knowledge, exercise social responsibility, and integrate and apply those capabilities. ACE is a 30-hour program with a minimum of 3 credit hours for each of the 10 student learning outcomes.

24. "The Undergraduate Curriculum Council (UCC) is charged with the administration and oversight of the undergraduate outcomes-based core curriculum. The UCC determines and oversees the operational guidelines associated with implementation elements of the core curriculum including approval of foundational courses, establishment of guiding rules for the approval, regulation, and monitoring of foundational outcome courses, resolution of issues related to transfer students, and the review of foundational and embedded outcomes." Reports to the Educational Policy Committee.

<https://www.purdue.edu/senate/standing-committees/educational/UCC.php>

25. Committee on General Education (of the Academic Senate)

This committee shall consist of eight members, with balanced representation from the colleges offering undergraduate instruction and from the professional schools, and one member who is a member of the Committee on Courses of Instruction. In addition, there shall be one undergraduate student representative and one representative from the Academic Federation. (Am. 9/1/2014)

This committee shall supervise the General Education program by carrying out the following duties.

- a. Establishment of the criteria that govern certification of courses for the General Education Program.
- b. Periodic review of the rosters of courses that are approved for General Education credit in the components of the program and supervision of their inclusion in the General Catalog, together with other appropriate information regarding General Education.
- c. Determination, on an individual basis, of the extent to which multidisciplinary individual majors satisfy General Education requirements in the components of the program.
- d. Active promotion of the development of new General Education courses and clusters.
- e. Continuous review of the effectiveness of the General Education program and advice to the Representative Assembly on matters relating to the program including desirable changes in Regulations and Bylaws.

26. National Institute for Learning Outcomes Assessment (NILOA):

<http://www.learningoutcomesassessment.org/TransparencyFramework.htm>

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27. University General Education Committee

<https://gened.wisc.edu/Admin>

UW-Madison's program in General Education (and in particular, the Communication, Ethnic Studies, and Quantitative Reasoning requirements) have a long record of being assessed in various ways. Activities include administrative studies of student course-taking patterns, syllabus review and curriculum alignment, standardized testing, and examination of artifacts of student learning. The University General Education Committee has articulated learning outcomes for the four domains of General Education, and has an ongoing plan for assessment of learning relative to the requirements.

<http://guide.wisc.edu/undergraduate/#requirementsforundergraduatestudytext>

28. Academic Planning: The Associate Dean of Academic Planning, chairs the University General Education Committee and coordinates General Education efforts for the campus. The College submits an annual report to the University Academic Planning Council describing work related to administering the requirements and highlighting any issues of interest or concern, including proposals to revise or amend the requirements. The University Academic Planning Council must approve any General Education policy issues proposed by the committee. Proposals or studies to revise General Education are overseen by the committee, in close communication with the UAPC throughout the period of study.

29. UW-Madison adopted the Association of American Colleges and Universities Essential Learning Outcomes (ELOs) as a set of shared learning outcomes for assessment planning across campus. Complemented by the Wisconsin Experience, these broad categories encompass many of the goals and purposes shared by UW Madison's academic degree programs and co-curricular experiences.

<https://assessment.provost.wisc.edu/uw-madison-essential-learning-outcomes/>

Resources supporting assessment of undergraduate general education are provided by the Provost, via an annual funding request in which projects for the coming year are proposed in the context of activities completed or continuing" (Assessment Plan for General Education at the University of Wisconsin-Madison, 2008, p.8).

<https://gened.wisc.edu/sites/gened.wisc.edu/files/documents/2008AssessmentPlanGERfinal.pdf>

30. "The General Education Advisory Council is comprised of representatives from each of the Colleges and is chaired by the Associate Vice President for Undergraduate Education. This group meets six times during the year (more often if needed) to discuss general education. Members of the Council serve three year terms and are responsible for the quality and content of general education. This group is the approval body for new general education requests and

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periodic review of existing general education credit.”

<https://academicaffairs.okstate.edu/content/general-education>

“The Faculty Council consists of 30 elected members of the General Faculty. These elected members represent all branches and undergraduate colleges or divisions throughout the Oklahoma State University system. The Faculty Council works closely with the OSU Administration to effectively formulate, recommend and execute the educational policies, procedures and long-range plans of the University; thus insuring that the channels of communication are established and maintained.”

<https://facultycouncil.okstate.edu>

31. “The Associate Provost and Associate Vice President for Undergraduate Education provides oversight for the general education program for the University. This 40-credit program provides students with general knowledge, skills, and attitudes conducive to lifelong learning in a complex society. The breadth of general education requirements stimulates intellectual curiosity, original thought and expression, the capacity for critical analysis and problem solving, and the ability to make conscious value judgments consistent with personal needs and the public interest. General education assists graduates to function in and appreciate the human and natural environment.

The Associate Provost also provides oversight for the Bachelor of University Studies, The Honors College, Office of Scholar Development and Recognition, Office of University Academic Services, University Re-Accreditation self-study. The Associate Provost also represents Academic Affairs on numerous committees.”

32. General Education Requirements

“Every general education course is aligned with one of four content areas: analytical and quantitative thought (A), humanities (H), natural sciences (N), and social and behavioral sciences (S). In addition, OSU students must participate in an international dimension course (I) and in natural sciences courses that include a lab component and have a scientific investigation (L) designation. Beginning in Fall 2008 all new students will also complete a diversity (D) course. A course is qualified to be part of the general education curriculum if it meets the needs of students in all disciplines without requiring extensive specialized skills and satisfies all the criteria for a specific general education area.”

<https://academicaffairs.okstate.edu/content/general-education-osu>

33. *Oklahoma State University streamlines general education to reduce cost, time to graduation*

<https://newsok.com/article/5518608/oklahoma-state-university-streamlines-general-education-to-reduce-cost-time-to-graduation>

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34. The University of Illinois Urbana-Champaign (UIUC) is not an OSU strategic peer. It is included in this analysis because it is a point of reference for OSU's Provost, who served as Provost at UIUC, and because UIUC exhibits some of the key features that count as best practices in this analysis.

35. General Education Board:

In May 1989, the Urbana Senate established the General Education Board to "ensure, as much as possible, that general education courses will be valuable intellectual experiences." Since then, the Board has been responsible for defining the categories of general education requirements for the campus, as well as the criteria for approval of courses within these categories. The Board also reviews individual course proposals, and on a staggered schedule, reviews and recertifies all courses approved for general education credit.

<https://provost.illinois.edu/about/committees/#genedboard>

36. Urbana-Champaign Office of the Senate:

<http://www.senate.illinois.edu/committees.asp>

37. Vice-Provost for Undergraduate Education.

The Office of the Provost provides campus-wide leadership in undergraduate education and administers general education policy.

<https://provost.illinois.edu/education/general-education>

<https://provost.illinois.edu/staff-directory/pitts-kevin>

38. Guidelines for General Education Courses

To appropriately balance specialized with General Educational aims, the UIUC Senate adopted a revised set of General Education requirements in 1989 and made provisions for the creation of a Campus-wide General Education Board to implement the new requirements. This document outlines guidelines from the General Education Board that must be met by courses proposed for General Education credit. These guidelines are distributed at this time so that departments may make use of them as they undertake revisions in courses and curricula in response to the new requirements. Additional guidelines concerning the specific form course proposals must take and the nature of the course review and approval process will be distributed separately.

English Composition

Qualitative Reasoning

Language Other than English

Natural Sciences and Technology

Humanities and the Arts

Social and Behavioral Sciences

Cultural Studies

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Perspectives on Women and Gender
<https://provost.illinois.edu/policies/policies/guidelines-for-general-education-courses>