

OSU'S GENERAL EDUCATION PROGRAM: WHERE WE ARE, AND THE UPCOMING REVIEW

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Why review OSU's General Education program?

- **Current GE established ~30 years ago; need alignment to new mission/vision statement + teaching and learning mission**
- **Many new faculty; need their input**
- **New/different student population due to selective admissions; different high school experience + increasing importance of credits brought to OSU (AP, dual enrollment, etc.)**
- **Nationwide trend toward student learning outcomes assessment**

What process will be used?

- **Spring 2017 – GE Review Coordinating Committee established; “listening sessions” for input from constituencies across and beyond OSU; possible use of online survey; establish website; electronic newsletter**
- **Summer 2017 – Coordinating Committee uses input to outline GE goals and template(s)**
- **Autumn 2017 – “listening sessions” to collect responses to GE goals and template(s) from constituencies across OSU. Coordinating Committee reports to pertinent bodies and administrators on GE goals and template(s)**
- **Beyond Autumn 2017 – actions by pertinent bodies to approve and implement GE revisions**

The questions to be asked:

- **What should be the big-picture goals of OSU's General Education program?**
- **What should all Ohio State graduates know and be able to do?**
- **What structure(s) will meet these goals? Be coherent? Serve student needs? Be adjustable for the future? Integrate assessment?**

The framework of the future General Education program

- ▣ Has not been determined *a priori*
- ▣ What framework will best support the goals that are identified, for the characteristics of OSU?
- ▣ What can be learned from GE frameworks at other institutions:
 - Distribution model only -- 15% of programs in 2009 survey
 - Distribution model + other features (common experience; themes; upper-level requirements; core curriculum; learning communities) – 64% of programs in 2009 survey
 - Other features only – 18% of programs in 2009 survey
- ▣ Examples of other models:
 - SUNY-Buffalo – hybrid (distribution + themes + upper-level req.)
 - Nebraska-Lincoln – centered on student achievement of 10 ELOs (integrated with majors)
 - Portland State – multi-year tiered program: skills, themes, integration
 - Columbia – structured core curriculum (common set of foundational works)
 - Washington State – tiered distribution + upper-level research/writing outside major; Writing Portfolio