

1997 General Education Report

Introduction

After reviewing this report, the reader should have an understanding of General Education at Sinclair Community College.

This report summarizes General Education at Sinclair Community College. During the past five years, Sinclair evaluated and reinvented its approach to General Education. The objectives for the General Education review included:

- increase the visibility and importance of General Education at the college
- define the desired outcomes for General Education
- develop an assessment plan for General Education.

This report is intended to be a clear and comprehensive statement of the revitalized General Education Program at Sinclair.

DEFINITION OF GENERAL EDUCATION

The terms "General Education" have various meanings in different colleges, geographic areas and state legislatures. The Ohio Board of Regents Operating Manual for Two-Year Colleges specifies three categories of courses within curricula leading to two-year degrees in Ohio: technical, non-technical, and basic.

- 50% of the courses within a two-year program should be technical courses.
- 25% should be basic courses "carefully selected to serve as a base to the technical field and should be closely related to the technical specialty." (quote from the Ohio Board of Regents Operating Manual for Two-Year Colleges)
- 25% should be general or non-technical courses. "These courses should include oral communication, written communication, social studies, and humanities. The general studies requirement may be a standard institutional requirement for all technical programs offered by the institution." (quote from the Ohio Board of Regents Operating Manual for Two-Year Colleges)

In Ohio, the "non-technical" courses are often considered to be the General Education courses. For comparison with other systems, it may at times be appropriate to consider both the basic and non-technical courses as General Education courses.

At Sinclair, basic skills are distinguished from General Education. Basic skills are fundamental skills which are necessary for success in college-level courses. Ideally, in-coming students possess basic skills at entrance to the institution. Mandatory new-student assessment of reading, writing and mathematics and a comprehensive Developmental Studies Program are primary institutional responses to basic skills issues at Sinclair. Assessment of basic skills is separate from assessment of General Education.

General Education is the lifelong learning endeavor to become a well-rounded person who appreciates and contributes to the human community. General Education is the glorious process of challenging oneself, stretching oneself to fulfill more and more of one's unlimited human potential. General Education is the foundation of any education; it is, as Einstein said, "what you have left when you forget everything you learned." General Education is the heart and soul of any educational experience at Sinclair Community College.

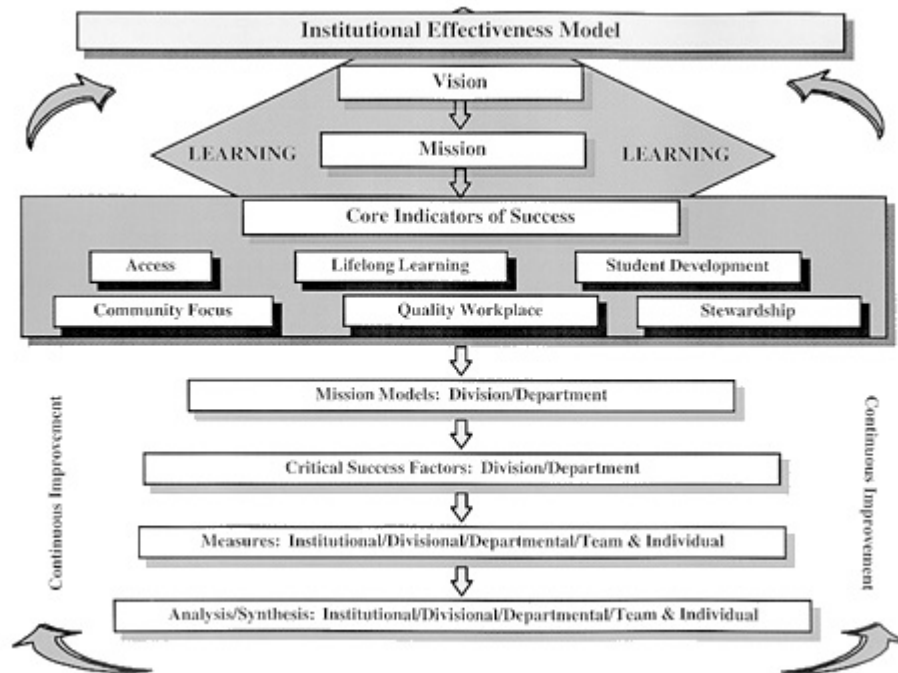
ORGANIZATION OF THIS REPORT

This report progresses from the institutional and theoretical foundations of General Education to concrete applications and assessments. The recent developments in General Education at Sinclair followed the same progression from general to specific.

- This report presents the college vision and model of institutional effectiveness. General Education is described within that broad, institutional context.
- The infrastructure for General Education is outlined, and a description of assessment activities is presented.
- A brief chronological review of recent developments as well as costs of development and maintenance is followed by goals for the future.
- Appendices provide the specifics for several sections of the report.

Institutional Effectiveness Model

Sinclair Community College has recently developed an institutional effectiveness model. One of the goals of this model is to ensure the alignment of institutional vision, mission, operations, measures of success, and quality improvements.



General Education, like all major college initiatives, should be understood within the context of this institutional model:

- The **vision** for General Education flows from the *college vision*.
- The **success** of General Education relates to three college-wide *core indicators of success*: lifelong learning, student development and community focus.
- **Assessment** is the attempt to identify *critical success factors* and *key performance indicators (measures)* for General Education.
- **Assessment data** is analyzed and used to make *continuous improvements*.

FOUNDATIONS OF GENERAL EDUCATION

GENERAL EDUCATION VISION STATEMENT

We believe in unlimited human potential. General Education is a process whereby lifelong learners grow and fulfill that potential. General Education supports individuals in the quest to become whole, complete persons by encouraging development in areas such as thought, communication, values, creativity, feeling, adaptability and awareness. General Education provides foundation skills necessary for successful living in the ever-changing present and future global environment. In addition to encouraging uniqueness and personal development, General Education provides the commonalities which enable us to collaborate and achieve community. Indeed, as we face the challenges inherent in human existence, General Education is a key to solving the problems of survival for individuals, communities, nations and the species.

Vision Statement

Before us lie uncharted worlds of opportunity. Sinclair will be the bridge into that future, giving open access to opportunity, **intellectual challenge**, and **self-discovery** for **students with diverse needs**. With Sinclair, people will pursue their quests for lifelong learning through affordable, high quality education. At Sinclair, people will benefit from a caring approach to teaching and learning that provides personal attention and encourages **individual growth**. Through Sinclair, people will be empowered with knowledge and skills for their journeys into tomorrow. Our success shall hinge on turning these values into action: dedication to quality and excellence; reliance on anticipation, **imagination** and **innovation**; commitment to **responsible citizenship within our community**; adherence to the Sinclair credo -- "find the need and endeavor to meet it;" confidence in the courage, determination, and diversity of our students, employees and supporters; and **belief in unlimited human potential**.

Note that the last phrase of the college vision statement is the opening for the General Education vision statement: *"We believe in unlimited human potential..."*

General Education Vision Expressed with Paintings

For an alternative exploration of the Sinclair vision of General Education, reflect on the two paintings below. The first painting expresses the complex reality of General Education; the second presents a simplified version.



In the first painting, students are arriving from the right. They are unique and they bring much to the educational experience. Sinclair, providing a bridge to the future (see the college vision statement), brightens the color of each student. In addition, there are some marks which Sinclair puts on students in each educational program, and there are marks which appear on all students

who leave the college. There are elements in the top left and center of the picture which represent a computer keyboard and monitor and a satellite dish as reminders that General Education must find its place in new, alternative educational methods.

Two essential points:

- Students are affected by college experiences but they retain their uniqueness. In fact, the uniqueness is accentuated.
- There are marks which appear on all students. Part of the vision of General Education is the answer to the question, "What is the mark we want to put on any student who attends our college?"



The second painting conveys an appealing model of General Education because it avoids the complexity in the first painting. In this painting students arrive on the right and no attention is paid to anything they might bring to the learning situation. There are several clearly defined "things" which are done to all students and they are sent on their way. Unfortunately, the simplicity of the second painting is unrealistic.

Sinclair Community College has attempted to develop an approach to General Education which can accommodate the realities and complexity of the first painting.

*Paintings by Bill Struhar
Sinclair General Education Coordinator*

BELIEFS/ASSUMPTIONS

The following were adopted as assumptions which would guide the planning, implementation, and assessment of General Education practices at Sinclair. *Commonality and Individuality*

College-Wide Identity

1. **STUDENT COMMONALITIES AND INDIVIDUALITY.** Students enter educational experiences and programs with a wide variety of differing strengths, weaknesses, needs, and goals. General Education will provide students with shared educational experiences necessary for building community and a common culture. In addition, students will (and should) leave our courses and programs with important individual differences.

2. **COURSE COMMONALITIES AND INDIVIDUALITY.** Academic freedom and the uniqueness of each section of a course are highly valued. General Education and assessment practices will recognize commonalities and encourage diversity and uniqueness at the same time.

College-Wide Identity

3. **A WELL-DEFINED IDENTITY.** General Education will have a clearly defined identity which is recognized by all students and college personnel.
4. **REINFORCEMENT OF GENERAL EDUCATION IN ALL COURSES.** All courses and educational experiences throughout the college will be responsible for supporting General Education outcomes.

Assessment

5. **MULTI-DIMENSIONAL ASSESSMENT.** General Education assessment will be done using a wide variety of techniques. In addition, assessment will be done at several points throughout the curricula (entry, in-progress, graduation, post-graduation).
6. **IMPROVEMENT (AND VERIFICATION OF SUCCESS).** We will use General Education assessment information to improve both the process of assessment and the effectiveness of General Education at Sinclair.

GENERAL EDUCATION CUSTOMER MAP

Primary Customers

- Students
- Employers
- Higher Education Transfer Institutions

Internal Customers

- Sinclair Program Faculty

External, Indirect Customers

- The Community/Taxpayers
- High Schools
- Ohio Board of Regents
- NCA

Customers or stakeholders of General Education are consulted in the following ways:

Students	Surveys, focus groups, representation on General Education Team
Employers	Survey, representation on Advisory Committee, national research on employer needs
Transfer Institutions	Survey, representation on Advisory Committee
Sinclair Programs	Department interviews, Academic Council Meetings
Faculty	General Education leadership, representation on General Education Team, surveys, General Education Days
Community	Representation on Advisory Committee, local tax levy

High Schools	High Schools Representation on Advisory Committee
Ohio Board of Regents	Certification process
NCA	Regional accreditation process

IMPLEMENTATION OF GENERAL EDUCATION

THE INFRASTRUCTURE TO SUPPORT GENERAL EDUCATION

General Education Coordinator

General Education Coordinator is a rotating position filled by a faculty member for a four-year term. Rotation assures faculty development and fresh ideas. The Coordinator receives three hours of release time each quarter of the academic year. The coordinator is appointed by the Vice-President for Instruction in consultation with the General Education Team. The Coordinator is responsible for overseeing all aspects of General Education and reports directly to the Vice-President for Instruction.

Responsibilities of the General Education Coordinator include:

- lead the General Education Team
- plan and implement activities involving the General Education Advisory Committee
- consult with and inform administrative groups across campus
- plan and carry out General Education Day
- prepare a biennial internal program review
- plan and host the external program review every five years
- participate in national and regional General Education conferences/workshops
- oversee General Education assessment activities
- champion the cause of General Education at the college

An apprentice General Education Coordinator is designated in advance and works closely with the coordinator during the year preceding the apprentice becoming Coordinator.

Advisory Committee

The Advisory Committee is made up of community members from areas such as art, business, government, education, law, sister cities organizations, League of Women Voters. The Advisory Committee defines its own role on an annual basis and typically engages in activities such as:

- participation in Advisory Committee Meetings
- consultation with General Education Coordinator and Team
- contribution to and participation in General Education Day

General Education Team

The General Education Team is comprised of 10 members as diagrammed below. Each of the seven divisional representatives identifies three faculty members and one student to use as resources and information conduits. The team uses a Quality approach which includes development of a yearly mission statement, quarterly team-building activities, use of quality tools, and use of feedback for quality improvements. The General Education Team works with the Coordinator to assure fulfillment of the responsibilities listed above.

General Education Day

Beginning 1994 the college has sponsored an annual General Education Day. During the break between Fall and Winter Quarters, all full and part-time faculty and student services personnel are invited to participate in a day of strategic planning for the design, implementation and assessment of General Education across the college. In addition, faculty collaborate in interdisciplinary groups concerning ways to implement General Education in their classrooms. General Education Days are planned and carried out by faculty, for faculty. The events play a major role in assuring that General Education is a grass roots, faculty-driven initiative at the college.

- During the 1994 General Education Day, faculty determined the vision and focus of General Education at the college.
- During the 1995 General Education Day, faculty determined measurement approaches for General Education components.
- During the 1996 General Education Day, faculty used measurement tools, examined data, and specified quality improvements for General Education.

Details of each General Education Day can be found in the Appendices section of this report.

Part-time Faculty Involvement

A part-time faculty member served on the General Education Development Committee. All part-time faculty members are invited to General Education Days, and approximately 15% of past participants were part-time faculty. Half-day, part-time faculty development workshops focusing on General Education were held Fall, 1996 and Fall, 1997, and are planned for future years.

Internal and External Evaluations

Every program at the college, including General Education, engages in a self-evaluation and administrative review every two years. In addition, an outside evaluation occurs every five years. The report from the most recent outside evaluation can be found in Appendix A of this document.

Award for Innovation In General Education

An award for Innovation in General Education is presented at General Education Day each year to an individual or group within the college.

ACCOMPLISHING GENERAL EDUCATION: THREE MECHANISMS

General Education at Sinclair Community College occurs through three simultaneous mechanisms:

1. **ACROSS-THE-CURRICULUM COMPETENCIES:** students and faculty across all curricula nurture the development of communication, thinking and values/citizenship/community.
2. **CORE COURSES:** each degree-seeking student must complete a core of approximately 20 quarter hours of courses in the areas of communication, English, social science, humanities, mathematics and computer literacy.
3. **A CORNUCOPIA:** Students and faculty are encouraged to nurture all other General Education skills and interests as opportunity and motivation allow. These unique contributions to General Education by individual faculty members and departments contribute to the goal of diversity among faculty and students.

As a result of the self-study evaluation in 1987, Sinclair Community College developed a General Education core of approximately 20 quarter hours covering a range of disciplines and required in all degree programs of the college. During the re-evaluation of General Education at the college during the past five years, an across-the-curriculum approach was designed and implemented alongside the core courses. As the across-the-curriculum focus was chosen, it became obvious that other components of General Education were important to student and faculty growth. These remaining components of General Education are vitally important to groups and individuals across the campus and are thought of as a reservoir to be tapped for future growth of General Education at the college.

Across the Curriculum Competencies

DIFFUSION ACROSS THE CURRICULUM -- DETERMINING OUR PRIORITIES

Assessment requires greater clarity in the definition and desired outcomes of General Education than ever before. Initially, in the search for a new definition of General Education at Sinclair, the committee reviewed theorists, models from other two and four-year colleges, the SCANS report, other related systems such as Kwanzaa, and systematic student input in order to develop a comprehensive understanding of General Education. Seventeen components of General Education were identified and are presented in the Determining Our Priorities section with some elaborative concepts.

Determining Our Priorities

What do we focus on?

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One Attempt at a Comprehensive Definition of General Education

1. Thinking Skills
 - critical thinking
 - understanding complex systems
 - analysis and synthesis
2. Decision-Making/Problem Solving
 - respect for problems
3. Communication Skills
 - oral communication skills
 - listening skills
 - writing skills
4. Aesthetics/Cultural Literacy/Creativity
5. Math Skills
6. Global Perspective/Multiculturalism
7. Information Literacy
 - acquire and evaluate information
 - interpret and communicate information
 - organize and maintain information
 - use computers to process information
8. Flexibility/Adaptability
 - mental flexibility including openness to new ideas
 - emotional flexibility necessary to cope with change
9. Application of Knowledge and Skills to the World and One's Own Experiences
10. Lifelong Learning Skills
11. Values/ Citizenship/ Community
 - integrity
 - self-management
 - being productive
 - honesty
 - sociability
 - responsibility
 - self-worth
 - civic awareness
 - self-determination

- community service
- 12. Social Interaction
 - collaboration
 - respect for others
 - teamwork
- 13. Other Ways of Knowing -- the Ability to Sense the World
 - intuition
 - affect/feeling
- 14. Understanding of Current Issues in Business, Manufacturing, Technology
- 15. Science Literacy
 - scientific method
 - human connectedness to nature
 - ecology
 - understanding of the physical, biological and social world
- 16. Knowing the Past and One's Place in Time
- 17. Healthy Lifestyle
 - physical health
 - sense of humor
 - emotional health
 - sexual responsibility

The 17 components above were the basis for the following activities:

- surveys of students
- faculty from 26 departments working in interdisciplinary groups
- a survey of college administrators

The data from those activities was used to construct the [fortuitous chart](#). The chart is fortuitous because there is near-exact agreement between three major components of the college concerning the desired focus for General Education at Sinclair.

The Fortuitous Chart

Student, Faculty and Administrator Rankings of General Education Components

COMPONENTS OF GENERAL EDUCATION	STUDENTS	FACULTY	ADMINISTRATORS
1. Thinking Skills	28	18	6
2. Decision-Making/Problem Solving	17	3	-
3. Communication Skills	51	19	4
4. Aesthetics/Cultural Literacy/Creativity	1	1	1
5. Math Skills	9	0	-
6. Global Perspective/Multiculturalism	2	5	-
7. Information Literacy	9	6	1
8. Flexibility/Adapability	23	4	2
9. Application of Knowledge and Skills to the World and One's Own Experiences	8	1	-
10. Lifelong Learning Skills	17	13	4

11. Values/Citizenship/Community	24	16	9
12. Social Interaction	14	2	-
13. Other Ways of Knowing -- the Ability to Sense the World	3	3	-
14. Understanding of Current Issues in Business, Manufacturing, Technology	3	0	-
15. Science	1	2	-
16. Knowing the Past and One's Place in Time	3	2	-
17. Healthy Lifestyle	NA	4	-

STUDENT INPUT:

Students were asked to pick the one, most important component of General Education.

n = 173:

100 = Liberal Arts and Sciences (PSY classes)

63 = Engineering (AUT, DRT, EET, INT)

10 = Experience Based Education

(The survey has been administered to numerous, additional groups of students and similar results were obtained.)

FACULTY INPUT:

Approximately 65 faculty members and 10 department chairpersons (from all 6 college divisions) were divided into interdisciplinary groups of three or four members. As a result of discussion among the small group members, each group voted for five components of General Education which that group deemed most important.

ADMINISTRATOR INPUT:

Members of the President's Cabinet, which includes the college president, provost, vice-presidents, deans and directors, each selected the one, most important component of General Education (n = 30).

As a result of college-wide agreement, the initial, threefold focus for General Education across-the-curriculum is

COMMUNICATION

THINKING

VALUES/CITIZENSHIP/COMMUNITY

Initial emphasis is limited to three components in the spirit of realism and continuous improvement. When the college community can document that graduates have achieved desired outcomes in those three areas, other components can be readily added.

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Traditional Core Course Requirements

Sinclair students who are seeking degrees are required to complete a series of courses to fulfill General Education requirements. This series of courses is incorporated into the curriculum plan for each program of study. The minimum required courses include:

- at least two courses of written communications (selected from one of the following sequences: ENG 111, 112, 113; ENG 131, 132; ENG 121, 122)
- one course of oral communications (COM courses)
- one course of mathematics (MAT 100 level or higher OR demonstrated proficiency via examination)
- one course of humanities from any on the specified list
- one course of social science (PSY, SOC, PLS, HIS, GEO, ECO, SWK, or HUM 115)
- a computer theory/application course (This may be a course within the program of study, a module within a course in the program of study, OR a CIS course.)

"If the major aims mostly to help students make a living then general education is concerned with how to make a life or how to make a self worth being."

- John Nichols

A Cornucopia of Remaining Activities

It is obvious that the other components of General Education on the list of 17 are important both conceptually and to significant numbers of students, faculty and administrators. Therefore, the college will continue to encourage and nurture activities at personal, departmental and college-wide levels which focus on development of the other 14 components of General Education. However, communication, thinking, and values/citizenship/community are the highest priorities for across-the-curriculum General Education. The reader may wish to reflect back on the two paintings presented earlier in this report for a representation of the vision behind this approach which attempts to specify a focus and, at the same time, encourage diversity among faculty and students.

ASSESSMENT OF GENERAL EDUCATION

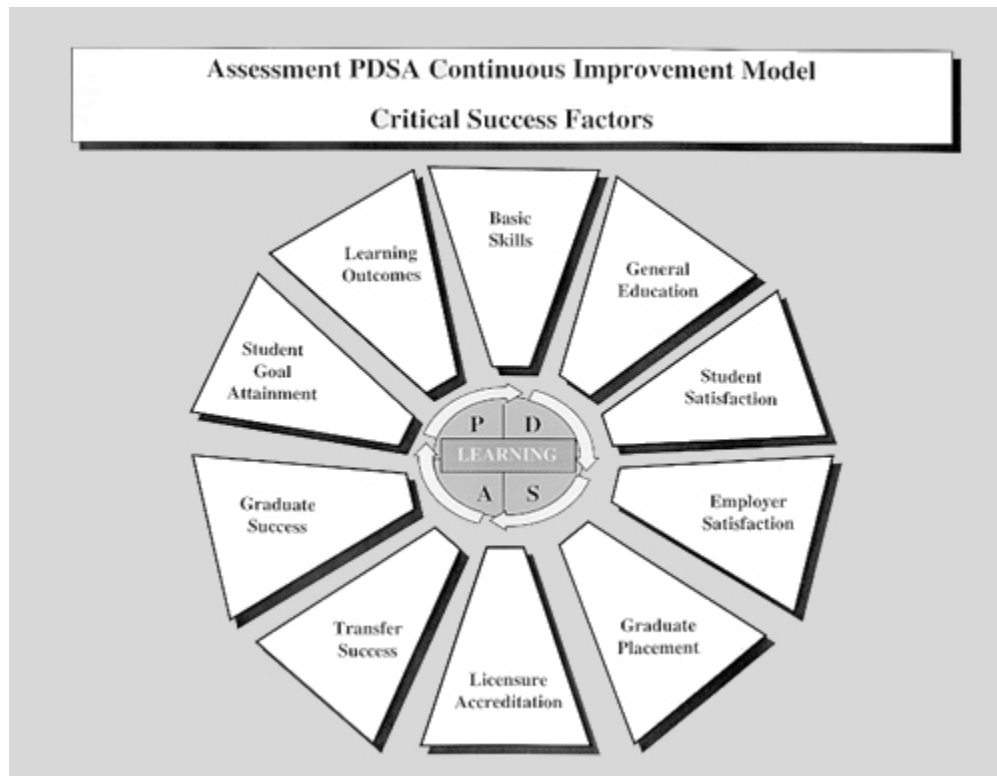
THE BIG PICTURE: The Sinclair Windmill

THE APPROACH	THE TOOLS	THE DATA	IMPACT: QUALITY IMPROVEMENTS
The Measurement Approach	Student Performance Checklists	The Pattern of Evidence	Greatest Opportunity for Improvement
Measurement Methods Preferred by Faculty	IPR Surveys General Education		Other Quality Improvements

	Committee Surveys Student Focus Groups General Education Days Department Interviews Outside Evaluator's Report		
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THE WINDMILL

Sinclair Community College has identified ten areas for assessment of student academic achievement. General Education is one of those areas. The complete approach to assessment of student academic achievement is summarized with the graphic below.



As you can see, General Education is one of 10 critical success factors for student academic achievement. Each of the 10 factors has an assessment component.

Assessment: The Approach

Measurement Approach

Data is collected to meet the needs of all General Education Customers identified in the customer map which can be found in the FOUNDATIONS section of the General Education Report. External customers such as the Ohio Board of Regents and the local community may desire institution-wide data which demonstrate accountability for public funds and mandates. Internal customers, particularly students and faculty, require data which is program or even class specific in order to make continuous improvements in the learning process. Therefore, multiple measures which are derived from the information needs of various customers are the order of the day.

The multiple measures can be viewed together as a pattern of evidence which demonstrates both General Education effectiveness and opportunities for improvement.

INDICATORS OF SUCCESS-- FACULTY PREFERENCES

During the 1995 General Education Day, faculty in interdisciplinary teams designed activities and measures for the three central components of General Education. There was a clear preference among faculty for the following types of measures:

- student peer evaluation
- faculty evaluation of student work
- student self-evaluation
- internally developed criteria/checklists/rubrics for evaluating

There was some preference for measures such as employer feedback, behavior, video documentation, graduate survey, oral presentations/exams, pre-post surveys, journaling, juried competitions, portfolio.

There was very little preference during this faculty exercise for comprehensive exams or nationally standardized tests as measures of General Education outcomes.

The measures preferred by faculty have the advantage of providing feedback directly to students and faculty. For continuous educational improvement, feedback at this level is essential.

"We all know that art is not truth. Art is a lie that makes us realize truth."

- Picasso

Measurement Tools/Data Sources

STUDENT PERFORMANCE -- CHECKLISTS

Checklists have been developed locally to measure writing, oral communication, listening, thinking and values/citizenship/community. These checklists are used to generate data on student performance of General Education skills.

Writing Checklist

The *Writing Checklist* is a Sinclair Community College, faculty-developed instrument used to assist with the measurement of writing.

Good writing is demonstrated in the following ways:

CONTENT (40%)

Is the main idea clear, whether direct or implied, and well-supported? Consider quality of thought: accuracy, authority, depth and insight.

ORGANIZATION (20%)

Is the writing organized appropriately and effectively?

STYLE (20%)

Consider vocabulary, diction, transitions and sentence variety.

MECHANICS (20%)

Consider spelling, usage, mechanics and format.

The *Writing Checklist* is used as a guide by the General Education Assessment Committee, college departments, faculty members, and students to evaluate writing.

Oral Communications Checklist

The *Oral Communication Checklist* is a Sinclair Community College, faculty-developed instrument used to assist with the measurement of public speaking, small-group communication, interpersonal communication, and listening skills.

Good **PUBLIC SPEAKING** is characterized by the following preparation and presentation components:

- **Preparation**
 - Determine the purpose of oral discourse.
 - Choose a topic and adapt it according to the purpose and the audience.
 - Fulfill the purpose of oral discourse by:
 - formulating a thesis statement
 - providing adequate support material and documentation
 - selecting a suitable organizational pattern (sequence)
 - demonstrating careful choice of words
 - providing effective transitions
 - providing internal summarization
 - Establish source credibility.
- **Presentation**
 - Employ vocal variety in rate, pitch and intensity
 - Articulate clearly
 - Employ the level of language appropriate to the designated audience
 - Demonstrate nonverbal behavior that supports the verbal message
 - Use appropriate speaking aids (visual, auditory)

Good **SMALL-GROUP COMMUNICATION SKILLS** are characterized by the following:

- Demonstrate understanding of facilitator role
- Facilitate a group meeting
- Ask appropriate questions
- Encourage balanced participation
- Demonstrate effective use of agendas
- Demonstrate effective collaboration
- Utilize idea generation techniques
- Utilize appropriate decision-making processes
- Manage conflict effectively
- Recognize nonverbal factors unique to teams
- Recognize stages and outcomes of stages in teams
- Demonstrate effective informal and formal team roles
- Differentiate between task and relationship behaviors

Good **INTERPERSONAL COMMUNICATION SKILLS** are characterized by the following:

- Phrase questions in order to obtain information
- Demonstrate understanding of and ability to contribute to a climate which is open, descriptive, supportive
- Verbalize feelings in appropriate situations for disclosure
- Describe opposing points of view
- Paraphrase information given by others
- Effectively manage conflicts with others
- Strive for consensus

Good **LISTENING SKILLS** are characterized by the following attending, understanding and evaluating components:

- **Attending**
 - Recall basic ideas and details
 - Recognize main ideas
 - Identify supporting details
 - Recognize explicit relationships among ideas
 - Listen attentively
- **Understanding**
 - Discriminate between statements of fact and statements of opinion
 - Distinguish between emotional and logical arguments
 - Detect bias and prejudice present in an interaction
 - Recognize the speaker's frame of reference
- **Evaluating**
 - Synthesize and evaluate by drawing logical inferences and conclusions
 - Recall implications and arguments
 - Recognize discrepancies between the speaker's verbal and nonverbal messages

Thinking Checklist

The *Thinking Checklist* is a Sinclair Community College, faculty-developed instrument used to assist with the measurement of thinking skills.

Good thinking is characterized by the following ten traits:

DEMONSTRATES CLARITY

Has definition/precision/clarity.

PROVIDES SUPPORT

Supports position with reason and evidence (can recognize reasoning errors; no over-reliance on intuition/authority/testimonial; can analyze and evaluate evidence; uses statistics appropriately; withholds judgment when there is insufficient evidence).

RECOGNIZES ASSUMPTIONS

Can identify assumptions/points of view/values.

RESPECTS ALTERNATIVE APPROACHES

Recognizes alternative approaches and conflicting viewpoints.

SEES IMPLICATIONS

Can see consequences/implications.

INVENTS NEW PROBLEMS

Can invent new problems. Asks pertinent questions.

PRIORITIZES/SEES RELATIONSHIPS

Can see relationships and salient points.

CAN BE APPLIED

Can apply thinking to real life situations.

DEMONSTRATES INTEGRITY

Demonstrates intellectual integrity, humility, empathy, courage, confidence....

CAN BE ASSESSED

Creates standards to assess the accuracy/usefulness of the thinking.

The *Thinking Checklist* is used as a guide by the General Education Assessment Committee, college departments, faculty members, and students to evaluate thinking skills.

Values/Citizenship/Community Checklist

The *Values/Citizenship/Community Checklist* is a Sinclair Community College, faculty-developed instrument used to assist with the measurement of values and community involvement.

Values/Citizenship/Community are evidenced in the following ways:

RECOGNITION OF ONE'S VALUES

Students have the chance to make explicit and select upon their personal values.

UNDERSTANDING OF AND RESPECT FOR THE VALUES OF OTHERS

Students demonstrate understanding of diverse value systems and show respect for value systems which differ from their own.

IMPLEMENTATION OF VALUES

Students exercise their values in ways such as performing community service or volunteer work, voting, etc.

The *Values/Citizenship/Community Checklist* is used as a guide by the General Education Assessment Committee, college departments, faculty members, and students to evaluate social beliefs and community involvement.

IPR SURVEYS

The Office of Institutional Planning and Research administers a series of surveys each year. The following surveys include assessment data for General Education:

- Point of Graduation Survey
- Student Satisfaction Survey
- Employer Survey
- Transfer Study

The Office of Institutional Planning and Research also does periodic *Transfer Studies* which compare the success of our former students at a local four-year institution with the success of students who began their academic studies at the transfer institution.

GENERAL EDUCATION COMMITTEE SURVEYS

The General Education Committee has gathered information with student and faculty surveys. Where possible, when the information proves useful it is obtained in future years by the Office of Institutional Planning and Research.

A brief faculty survey was used to obtain broad measures of full-time and part-time faculty awareness and satisfaction with General Education at the college. An earlier, more elaborate student survey was a primary factor in the determination of the three universal components of General Education at Sinclair.

STUDENT FOCUS GROUPS

Periodic student focus groups provide student input and guidance to the General Education Team. Early in the process of rethinking General Education, discussions with students in beginning classes, intermediate classes, and final classes provided information which assured that the work of the committee was aligned with the views of students.

DEPARTMENT INTERVIEWS

The co-chairs of the Assessment Steering Committee did in-depth interviews with every department head at the college to gauge the status of assessment within each department. The interviews included questions concerning General Education assessment.

GENERAL EDUCATION DAY PARTICIPATION AND OUTCOMES

Attendance at General Education Days which are held during Winter break is a strong measure of faculty interest in and involvement with General Education at the college. The work of faculty members during General Education Days yields other measures of faculty attitudes and preferences. (Descriptions and outcomes for General Education Days can be found in the Appendices section of the 1997 General Education Report.)

OUTSIDE EVALUATOR'S REPORT

An external evaluator will review the General Education program every five years. The most recent external review occurred in 1997. (The external evaluator's report can be found in the Appendices section of the 1997 General Education Report.)

Data Summary - Pattern of Evidence

This table displays the pattern of evidence which comprises General Education assessment at Sinclair. Each designation within the matrix indicates that assessment data is available. Each cell of data is an indicator of success or opportunity for improvement for General Education.

	Checklists: Measures of Student Performance	IPR Surveys	Committee Surveys	Student Focus Groups	Department Interviews
Student Performance: Communication	data	data	data	data	
Student Performance: Thinking	data		data	data	
Student Performance: Values, Citizenship,	data		data	data	

Community					
Customer Satisfaction: Students, Employers, Transfer Institutions		data	data	data	data
Customer Satisfaction: Faculty, Programs, Community, Accrediting Bodies		data	data	data	data
Occasional Miracles (large and small)				data	

DATA for Student Communication Skills

The data for student communication skills come from four sources:

- Student Performance (gathered using the Writing Checklist)
- Student Focus Groups
- Institutional Planning and Research Surveys
- General Education Committee Surveys

The data from each source is summarized below.

Student Performance

A Pilot Study

During General Education Day, 1996, 58 faculty members in approximately 20 groups evaluated 37 pieces of work from five classes. Each piece of work was evaluated by several small groups, and each piece of work was evaluated on three dimensions: thinking, writing and handling of values. One of the five classes was a developmental writing class used for benchmark purposes. In addition, one professional level piece of work (an example of good classroom writing from Webster's New World Student Writing Handbook) was secretly included as a reference point.

Thinking			
	Professional/Proud Of	Student/Progressing	Embarrassing
All Students	18%	60%	22%
Dev Students	6%	56%	37%
Other Students	23%	61%	16%
Ringer	83%	17%	0%

Writing			
	Proud Of	Student/Progressing	Embarrassing
All Students	8%	54%	38%

Dev Students	0%	37%	62%	
Other Students	10%	60%	30%	
Ringer	83%	17%	0%	
Values				
	Proud Of	Student/Progressing	Embarrassing	NA
All Students	35%	40%	12%	13%
Dev Students	37%	31%	19%	13%
Other Students	34%	43%	9%	14%
Ringer	33%	33%	0%	33%

Conclusions:

- Despite the meagerness of this first pilot effort, the data is meaningful and descriptive.
- Scores for the "ringer" work are significantly different from the other scores.
- This data, or data of this general type, could serve as a benchmark for comparison with future data and capstone course data. For example, one simple overall indicator of improvement would be a reduction in the "embarrassing" percentages over time, or between formative and summative measures.

A More Systematic Study

During Winter and Spring Quarters, 1997, the attempt was made to gather more systematic data. Institutional Planning and Research identified 52 classes across divisions which would be representative of Sinclair courses and students. The number of classes was chosen with the expectation that not all would cooperate. Examples of student writing on value-laden topics were requested from each of the classes, and 364 pieces of work were submitted to the General Education Committee from 21 of the classes.

On Saturday, May 10, 1997, six faculty members (one from each of the six academic divisions of the college) spent the full day at an off-campus site scoring the student work. Prior to working independently, the group of six discussed the scoring method and scored a half dozen papers together, discussing areas of agreement and disagreement. The Sinclair-developed checklists for writing, thinking and handling of values were reviewed together and were used as guides.

Both internal and external experts had suggested that we increase the number of rating categories for student work from three to four. Therefore, student work was divided into the following four categories:

- Embarrassing -- work that would clearly embarrass the institution if it were typical of graduate performance
- Student performance leaning toward embarrassing
- Student performance leaning toward professional
- Professional -- work that is of professional or publishable quality

The six faculty members worked independently. Each piece of work was scored on all three dimensions: writing, thinking, handling of values.

Results for the writing dimension: 6% of the writing was at an embarrassing level, 33% was at a student level leaning toward embarrassing, 46% was at a student level leaning toward professional, and 15% was professional.

Next Step: Capstone courses have been identified, and the General Education Committee has requested student writings on value-laden topics from those courses. Papers from several courses have been submitted.

Student Focus Groups

Focus groups were conducted with students in beginning classes (e.g. introductory Sociology), intermediate classes (e.g. a second-year Psychology class), and final classes (e.g. the last course in the nursing program).

Several major, overriding themes emerged. One of those themes was that students consistently identified interpersonal communications courses among the most valuable of their educational experiences.

Institutional Planning and Research Surveys

The following data is from these Institutional Planning and Research Surveys:

- Current Student Survey
- Point of Graduation Survey
- Transfer Study
- Employer Survey
- Long-Term Graduate Survey

1996 Current Student Survey

Survey Item	Agree	Disagree	Don't Know
SCC/Quality Educational Experience	94.3%	4.1%	1.6%

1996-97 Point of Graduation Survey

No General Education Data At This Time.

1997 Transfer Study

Transfer students were asked to compare their current GPA with the GPA they earned at Sinclair. Among the 133 respondents to this question, 44.4% indicated that their GPA had remained the same, 30.8% indicated that their GPA had increased, and 24.8% indicated that their GPA had dropped since transferring.

1997 Employer Survey

Employers were asked to rate the technical education received by the graduate in several areas:

Educational Dimension	Good/Very Good	Average	Poor/Very Poor
Communication/Interpersonal Skills	79.1%	18.3%	2.6%

1997 Long-Term Graduate Survey (administered to those who graduated three years ago)

Sinclair Provided Educational Benefit For:	Agree	Disagree
Improve my communication skills	95.5%	4.5%
Use critical thinking skills	93.9%	6.1%
Develop stronger personal values	86.0%	14.0%
Understand and respect the values of others	85.5%	14.2%
Be a more informed citizen	85.1%	14.9%
Become more actively involved in my community	67%	33%

General Education Committee Surveys

A survey of faculty during Spring, 1996 yielded the following encouraging results.

In my class, there are activities/assignments which cause students to develop in the following areas (check none, one, two or all three):

	Full-Time Faculty	Part-Time Faculty
Communication	84%	76%
Thinking	92%	98%
Values/Citizenship/Community	59%	58%

Data from students: COMMUNICATION is most important.

Surveys of students across divisions of the college were the first step in determining the focus of General Education at Sinclair. When asked, "What is the most important component of General Education?" the top three choices in rank order were:

- **COMMUNICATION**
- THINKING
- VALUES/CITIZENSHIP/COMMUNITY

Later work with faculty and administrators also yielded COMMUNICATION as the most important component of General Education. (For details of the process of determining Sinclair's focus for General Education, see the IMPLEMENTATION section of the 1997 General Education Report.)

DATA for Student Thinking Skills

The data for student thinking skills come from four sources:

- Student Performance (gathered using the Thinking Checklist)
- Student Focus Groups
- Institutional Planning and Research Surveys
- General Education Committee Surveys

The data from each source is summarized below.

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- Student performance leaning toward professional
- Professional -- work that is of professional or publishable quality

The six faculty members worked independently. Each piece of work was scored on all three dimensions: writing, thinking, handling of values.

Results for the thinking dimension: 4% of the writing was at an embarrassing level, 29% was at a student level leaning toward embarrassing, 48% was at a student level leaning toward professional, and 19% was professional.

Next Step: Capstone courses have been identified, and the General Education Committee has requested student writings on value-laden topics from those courses. Papers from several courses have been submitted.

Student Focus Groups

no data yet

Institutional Planning and Research Surveys

The following data is from these Institutional Planning and Research Surveys:

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Transfer students were asked to compare their current GPA with the GPA they earned at Sinclair. Among the 133 respondents to this question, 44.4% indicated that their GPA had remained the same, 30.8% indicated that their GPA had increased, and 24.8% indicated that their GPA had dropped since transferring.

1997 Employer Survey

Employers were asked to rate the technical education received by the graduate in several areas:

Educational Dimension	Good/Very Good	Average	Poor/Very Poor
Problem-solving ability	77.4%	20.9%	1.7%

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Sinclair Provided Educational Benefit For:	Agree	Disagree
Improve my communication skills	95.5%	4.5%
Use critical thinking skills	93.9%	6.1%
Develop stronger personal values	86.0%	14.0%
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- COMMUNICATION
- **THINKING**
- VALUES/CITIZENSHIP/COMMUNITY

Later work with faculty and administrators also yielded THINKING as one of the three most important components of General Education. (For details of the process of determining Sinclair's focus for General Education, see the IMPLEMENTATION section of the 1997 General Education Report.)

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No Data From This Survey

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DATA for Awareness of and Satisfaction with the General Education Program: Students

The General Education Program is primarily designed to meet the needs of:

- students
- employers
- higher education transfer institutions

STUDENT SATISFACTION is measured with Institutional Planning and Research surveys of students, former students and graduates.

Pieces of evidence which can be gleaned from various IPR surveys to demonstrate overall student satisfaction with General Education include:

- The majority of respondents rated the various aspects of their major courses as good or excellent. Ratings of courses outside major field (Point-of-Graduation Survey):

COMPARISONS WITH NON-MAJOR COURSES

	(N)	PERCENT WHO CHECKED
Significantly worse than major	(30)	3.4%
About the same as major	(772)	87.5%
Significantly better than major	(80)	9.1%

- 84% of students said Sinclair was excellent or good at assisting them to increase communication skills (Point of Graduation Survey)
- 91% of students said Sinclair was excellent or good at assisting them to broaden general knowledge (Point of Graduation Survey)

IPR surveys have recently been adjusted to yield more information on student satisfaction with General Education in the future.

An opportunity for improvement is identified by IPR in the introduction to Current Student Survey, Fall, 1995: " There are also implications for curriculum development in that the acquisition of computer skills and the improvement of math and writing ability are all benefits which students indicated they would like to receive while at Sinclair." (12% of students listed " learning to work with computers," 10% listed " strengthening math skills" and 8% listed " learning to write well" when asked to pick the two most important skills they would like to have attained by the time they leave Sinclair.)

EMPLOYER SATISFACTION is measured with the Institutional Planning and Research Employer Satisfaction Survey. Overall, employers are satisfied with Sinclair graduates. An opportunity for improvement is signaled by the fact that while graduates are satisfied that Sinclair has assisted them with development of communication skills, employers would like those skills to be improved.

HIGHER EDUCATION TRANSFER INSTITUTION SATISFACTION is measured with the Transfer Study. Results show that Sinclair transfers outperform students of the same level who began their college careers at a local four-year institution.

DATA for Awareness of and Satisfaction with the General Education Program: Faculty

Internal customers for General Education include Sinclair programs and faculty. Other external customers include High Schools, the community/taxpayers, Ohio Board of Regents, and NCA. External customers demonstrate their satisfaction with Sinclair programs, including General Education, by passing tax levies and accrediting or certifying the college. In addition, a Community Advisory Committee has been formed to give community guidance to the Sinclair General Education Program.

Faculty Awareness of General Education

Faculty participation in General Education Days provides solid evidence of faculty involvement with General Education. During Winter breaks for the past two years, approximately 100 faculty members and administrators participated in a full day of General Education development.

However, since the program has been in a stage of development for the past several years, it is not surprising that a majority of faculty members are not clear about the definition of General Education at the college. A recent concerted effort was made to define faculty awareness of and satisfaction with General Education as a benchmark for future improvement. The results from a short, General Education Committee survey are presented below. The survey was administered in Spring, 1996, and response rates were 50% for full-time faculty and 40% for part-time faculty.

Survey of Faculty Awareness Of and Satisfaction With General Education

Do you feel that you understand the official Sinclair General Education Program well enough to accurately explain it to someone?

	Understand	Not Sure If I Understand/Do Not Understand
--	-------------------	---

Full-Time Faculty	28%	72%
Part-Time Faculty	27%	73%

If yes (you understand the program), are you satisfied with the General Education Program at Sinclair?

	Satisfied	Not Sure	Not Satisfied
Full-Time Faculty	80%	17%	3%
Part-Time Faculty	78%	15%	7%

Conclusions:

- No significant differences between full-time and part-time faculty
- Most faculty members do not understand the General Education Program (Spring, 1996)
- Those who do understand, are satisfied with the program

Clearly, the hope is that we will be able to show a significantly greater awareness of General Education among full-time and part-time faculty now that the program has been clearly redefined. The survey will be repeated next year.

College Programs and General Education

During Winter-Spring of 1996 all programs were interviewed by the co-chairs of the Assessment Steering Committee. During these interviews, each program specified any General Education assessment activities taking place within the department.

The Community and General Education

A Community Advisory Committee for General Education was created in Spring, 1996. At the first meeting, the advisory committee reviewed the General Education program at Sinclair and approved of the focus and direction. The committee defined a first draft of the checklist for the Values/Citizenship/Community competency.

DATA for Documenting the Miracles

Those who have worked in the field of education for any length of time know the profound effects that educational experiences can have on students (and faculty and staff). Assessment programs are not usually designed to document these transformations bordering on "miracles" in the lives of students.

Focus groups are the best method for verifying the **miracles**. The following statement provides a clear example of a major transformation assisted by education: "I divorced my abusive husband and the confidence gained from college was part of what gave me the courage."

Other, milder transformations are captured in the following statements:

" I thought college wasn't really for me or I would just take courses to be able to get a job, but I got turned on to learning. I find myself wanting to take courses because I want to learn."

" I came to Sinclair just to play baseball; I didn't care about classes. But I experienced a turnaround, a change of attitude. I became interested in ideas....These General Education courses do come in handy at being a general person."

We will continue to document some of the miracles which occasionally take place as a result of General Education experiences

CHRONOLOGICAL DEVELOPMENT AND RESOURCES REQUIRED TO MAINTAIN GENERAL EDUCATION

General Education provides the knowledge, skills, and attitudes that all of us use and live by during most of our lives--whether as parents, citizens, lovers, travelers, participants in the arts, leaders, volunteers, or good Samaritans.

Association of American Colleges
Task Group on General Education

Chronological Development of General Education

Pre-1993

As a result of the Sinclair Community College self-study in 1987, a core of 19-21 quarter hours became part of every degree program. The core courses are in the areas of communication, English, social science, humanities, mathematics and computer literacy. Previous to the assessment initiative, the assumption was that successful completion of courses signified proficiency in the course area. With the dawn of the assessment movement, it became necessary to define measurable outcomes, and that necessity provided an opportunity to rethink the goals and philosophy of General Education for the college.

1993-94

The General Education Committee performed a review of concepts, theory, and models for General Education. The Committee identified assumptions from which they would work, and specified definitions which would allow them to discuss the complex area of General Education.

1994-95

The Committee obtained student input which became fundamental to the development of a new General Education focus. At the first General Education Day, faculty members defined a direction for General Education which was perfectly aligned with student input. Communication, Thinking, and Values/Citizenship/Community became the initial focus of General Education. Development of instruments for measurement began with the Writing Checklist.

1995-96

At the second General Education Day faculty identified classroom activities which support General Education goals, and identified approaches for measuring General Education outcomes in the classroom. The General Education Committee developed a new, revitalized infrastructure for General Education at Sinclair. Checklists for Writing, Oral Communication, Thinking, and Values/Citizenship/Community were developed.

1996-97

At the third General Education Day faculty

After five years of work, the first cycle of design--implementation--assessment--improvement is completed and a new cycle begins.

The Future

Align the core courses with new approach? Add a fourth competency? Change General Education Day? General Education embedded in distance learning and other future, alternative learning strategies? Greater focus on students? What would students identify as indicators of success for General Education outcomes?

Resources Allocated for Redesigning and Maintaining General Education

Pre-1993

General Education was totally embedded within department, division and vice-presidential operating budgets. General Education was invisible in the college budget. Committee work was voluntary and non-paid. Dollars designated specifically for General Education: \$0.

1993-94

Money designated for all assessment activities, including General Education assessment, was placed in the assessment budget. Eventually, money was placed in the assessment budget specifically for General Education development and assessment. Approximate dollars available from the assessment budget to support General Education in 1993-94: \$4,000.

1994-95

A two-year, intra-college grant of \$12,000 was awarded to the General Education Development Committee to fund grass-roots faculty development in General Education 1994-1996. The first General Education Day and part of the second were funded from this grant. Approximate dollars designated specifically for General Education, including dollars from the intra-college grant, in 1994-95: \$11,000.

1995-96

Money to create the General Education infrastructure, including three hours of release time per quarter for the new General Education Coordinator, was embedded in the assessment budget. Approximate dollars, including the two-year grant, designated specifically for General Education: \$11,000.

1996-97

General Education is still funded within the Assessment budget. Approximate dollars designated for General Education in 1996-97: \$5000.

A maintenance budget for General Education was defined as follows:

General Education Coordinator (3 hours release time/quarter including Summer: \$310 x 12)	\$3,720
Advisory Committee	\$500
General Education Day	\$2,000
Duplicating/Printing	\$500
Secretarial Support	\$1000

Attendance and Presentation at a Conference	\$1,000
TOTAL:	\$8,720
(additional money every five years for an external evaluation)	

At this time, an independent budget for General Education has not been approved.

Appendix A

Outside Evaluator's Report

Evaluator:

J.L. McClure
 Kirkwood Community College
jmclur@kirkwood.cc.ia.us

On Dec. 9, 1996, I participated in Sinclair Community College's "General Education Day," after reviewing various information about SCC's general education assessment project. Following is my summary of what I find the strengths of the project and suggestions for further development.

Strengths

1. The most obvious strength of the SCC general education program and assessment is the clear commitment to general education across the college. In my one-day visit I witnessed participation that included not only faculty, but also students and the college president. In one session I attended, there were numerous "testimonials" to the process of general education instruction and assessment -- particularly praising General Education Day -- from various faculty. SCC appears to me to be committed to treating the teaching and assessment of general education as integral to the mission of the college.
2. Another strength of the general education program at SCC is the collegiality that is being fostered. One of the most important -- perhaps **the** most important -- function of assessing general education is faculty development. When faculty reflect on and share their experiences with teaching and assessing general education, that process can only help in the improvement of general Education learning. And that reflection and sharing is clearly occurring at SCC, particularly during General Education Day.
3. Related to #2, I was impressed by the number of faculty participating in General Education Day. As I understand it, this was not an official "work day" for the faculty who participated. While not a majority of faculty participated, enough were present to represent a commitment to general education teaching and learning, as well as a respect for the process as a whole.
4. Finally, there is in the SCC general education assessment process a clear pattern of progress, of making a "loop" that connects assessment with instruction and learning. At the very beginning of the day, for example, it was noted that a previous survey concerning "citizenship" had identified a possible area of weakness, and so that had helped to determine a focus for this year's General Education Day. Similarly, the "Quick Sort Writing" assessment grew out of previous assessment work and is planned to grow from this year's

experience. The idea of progression -- not simply "one-shot" attention -- appears central to SCC's general education assessment plan.

Suggestions

1. The main suggestion I have for SCC's general education assessment plan is to focus more on the collection of measurable data of the general education objectives. I think that this is the purpose of the "Quick Sort" exercise during the morning of General Education Day -- a sort of "prototype" for collecting data on student performance in three general education areas. It is important not simply to define "general education" and discuss it as a college (though that is crucial), but it is also important to devise means of measuring the progress of general education across the college beyond student grades in courses identified as general education courses.
2. I also think it important to find ways of getting more faculty involved with General Education Day (especially if it becomes a means of assessing student work, as the "Quick Sort" exercise suggests). While it is commendable to have the number of faculty volunteer their own time to this process (see #3 from "Strengths" above), it would be better to have even more faculty (full- and part-time) participate. Again, assessment is inexorably tied to faculty development and student learning; the more faculty participating, the deeper and broader the effect across the college. I don't know if it would be feasible to have the General Education Day on a work day, or to have other incentives for further faculty involvement, but the importance of this effort does seem to call for finding whatever ways possible for maximum faculty involvement.

J.L.McClure

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Kirkwood Community College
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Cedar Rapids, IA 52406-2068

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Appendix B

General Education Day, 1994

General Education Day was designed as an experiment to further the cause of grass-roots faculty involvement. The success of the day led to repetition of the event annually and General Education Days have become the centerpiece of General Education reform at the college.

The first General Education Day was held Dec. 5, 1994 and approximately 90 college personnel participated. The morning activities focused on identification of General Education goals for the college. During the afternoon, participants attended break-out sessions designed to nurture various components of General Education within classrooms.

The major outcomes of the day were:

1. development of a vision for General Education
2. determination that faculty views were in line with student views and the across-the-curriculum focus would be:
 - **COMMUNICATION**
 - **THINKING**
 - **VALUES/CITIZENSHIP/COMMUNITY**

Appendix C

General Education Day, 1995

The second General Education Day was held Dec. 4, 1995 and approximately 100 college personnel participated, an 11% increase over the previous year. The morning activities focused on identification of classroom activities to further the three universal General Education goals, and identification of accompanying measures to document the effectiveness of those activities. During the afternoon, participants attended break-out sessions designed to nurture the 14 non-universal components of General Education.

The major outcome of the day was to identify the following as the measurement methods preferred by faculty for General Education assessment:

There was a clear preference among faculty for the following types of measures:

- student peer evaluation
- faculty evaluation of student work
- student self-evaluation
- internally developed criteria/checklists/rubrics for evaluating

There was some preference for measures such as employer feedback, behavior, video documentation, graduate survey, oral presentations/exams, pre-post surveys, journaling, juried competitions, portfolio.

There was very little preference during this faculty exercise for comprehensive exams or nationally standardized tests as measures of General Education outcomes.

The measures preferred by faculty have the advantage of providing feedback directly to students and faculty. For continuous educational improvement, feedback at this level is essential.

Appendix D

General Education Day, 1996

The third General Education Day was held Dec. 9, 1996 and approximately 80 college personnel participated. As a result of a faculty survey which indicated that virtually all faculty had classroom activities which nurtured the development of communication and thinking skills but only half of the full and part-time faculty used activities which dealt with values/citizenship/community, morning activities focused on best practices for integrating values into educational processes.

In addition, faculty generated the first pilot data for student performance of general education skills by working in teams to evaluate student work from five classes on three dimensions: writing skill, thinking, and handling of values. The data is discussed in the Assessment section of this report.

During the afternoon, faculty members participated in breakout groups to

- evaluate and implement uses for the writing, oral communication, thinking and values checklists
- perform an assessment of the Sinclair General Education Program using the AACU *Assessing General Education* instrument
- continue discussing of methods, including Civic Forums, for integrating values into educational processes.

The major outcomes of the day were increased awareness of the role of values in education and the generation of our first pilot data for student performance of general education skills.

Appendix G

General Education Committee

Bill Struhar, Chair

Professor, Psychology
Liberal Arts and Sciences Division

Teresa Hieronymus, Co-Chair

Associate Professor, Developmental Studies
Extended Learning and Human Services Division

Jenny Barr

Chair, Medical Assistant Program
Allied Health Division

Jack Bennett

Professor, English
Liberal Arts and Sciences Division

Patte Brewer

Associate Professor, ATA, AIS
Extended Learning and Human Services Division

Mary Connolly

Professor, Early Childhood Education
Extended Learning and Human Services Division

Linda Denney

Professor, Computer Information Systems
Business Division

Dona Fletcher

Chair, Sociology Department
Liberal Arts and Sciences Division

Judy Gebhart

Associate Professor, Mathematics
Liberal Arts and Sciences Division

Tom Huguley

Assistant to the Vice-President for Instruction

Mildred Melendez

Professor, English
Liberal Arts and Sciences Division

Gary Mitchner

Professor, English
Liberal Arts and Sciences Division

Dave Stover

Associate Professor, Automotive Technology
Engineering Division

Titus Thompson

Part-Time Faculty, Psychology
Liberal Arts and Sciences Division

Clarence Walls

Dean
Fine and Performing Arts Division

Eleanor Young

Professor, Developmental English
Extended Learning and Human Services Division

Dave Bodary

Assistant Professor, Communication Arts
Fine and Performing Arts Division

Jim Walter

Professor, History
Liberal Arts and Sciences Division

Appendix H

General Education Community Advisory Committee

The General Education Advisory Committee was formed and held its first meeting during Spring, 1996.

Members include:

Sandra Neargarder

League of Women Voters

Dr. William Drury

Chair, Educational Administration
University of Dayton

Dr. Richard Portune

Chair, Dayton Sister Cities Association

Dr. Gregory R. Bernhardt

College of Education and Human Services
Wright State University

Juliette Dowling

Congressional District Office

Paula Recko

Director, Dayton Visual Arts Center

William Black

Wright Patterson Air Force Base
Sinclair Student

Marie Lowe

Lead Principal
Fairview Elementary School