

WSU GENERAL EDUCATION PROGRAM ESSENCE STATEMENT

The World Civilizations program develops skills and values necessary for global citizenship, capable of understanding different cultures and the value of life-long learning.

STAKEHOLDERS AND THEIR INTERESTS (most of the time it's the ones we forget who determine whether or not this works. Prompts you can use: who has complained recently? Who has congratulated you recently? Who has asked you to do things? Who would be upset if our program went away?)

- Students—range from getting grades to understanding world cultures
- World Civ Instructors—ranging from survival to academic recognition (especially for us non-tenured folk who are doing this) outside our own program to embodying the essence of the program
- All undergraduate faculty—that we teach essential skills
- Faculty Senate—diversity and accreditation, preventing more bad publicity
- Diversity groups—they want to replace one of our core courses
- SALC—Freshman Focus, Freshman Seminar
- Residential Life—Freshman Focus
- Writing Program—needs us to teach the skills and to prepare them for writing in the major courses (we're like English 101 here)
- Office of Undergraduate Education
- Community Service Learning Center—to instill a service learning ethic
- CTLT—we are their laboratory, one among many, especially for Critical Thinking rubric
- Parents—range from getting grades, degrees, good jobs, and understanding world cultures
- Legislators—need us to be doing a good job and to train people for the workforce, keeping costs down
- Provost's Office—we are a service department to them, and they want us to teach larger sections
- College of Liberal Arts—we are a service department for them
- Departments of History, English, and Anthropology
- Teaching Assistants—the money, being mentored in a protective way
- ISS
- WSU Libraries—support; they depend on us to get students into the library during their first semester here
- Mike Tate and that office—Diversity
- CES department—they don't want to join us as faculty, and they don't want us to teach their content, because we can't do it as well as they do
- Program itself—we need to respond to every political misfortune on the campus, because if something's wrong if it's our fault; we need to be a department, not a program, based on teaching.
- Adjunct Instructors in GenEd: we want recognition.

SCOPE OF THE PROGRAM

Table with: columns: who are we, and what are we not.

Who We Are	What We Are Not
<p>A service program</p> <p>More than a service program</p> <p>We allow instructors freedom to design their courses within the guidelines of the covenant</p> <p>A transformational agent for students (we prepare them to be accountable, to be better students)</p> <p>We are one of several agencies to introduce them to college writing and research</p>	<p>We are not the agency of the assessment</p> <p>We are not the evaluator of the assessment</p> <p>Teachers of American Diversity</p> <p>Not the university's catch-all for something they're not doing someplace else</p> <p>The university's scapegoat</p> <p>We are not gatekeepers of content</p> <p>We are not Western Civ</p>

3. leadership team for the implementation of the assessment strategies—choose team members, they experiment in class, and once we've got it together we have a workshop on how to do this, then there would be follow-ups and mentoring, securing release time for the team leaders
4. reviewing other World Civ programs and other core Freshman programs
5. serving as a model for the entire undergraduate faculty
6. Writing an Annual Assessment report—we collect papers, evaluate them,
7. world civ workshops (future, summer) to which we would bring stakeholders, such as TAs, solicit new ideas (take 3 biggest employers of WSU graduates and bring in their diversity office)
8. review the annually collected syllabi
9. regular department meetings (even once a semester)
10. Take advantage of residential learning groups to provide us with data
11. revisit the covenant

PERFORMANCE CRITERIA

Brainstorm current qualities:

- Collegiality
- Autonomy with shared focus
- Students prepared for Tier II courses
- Innovative
- Self-assessing
- Adaptable
- Inquiry-based
- Leadership (technology, implementing critical thinking, experiments)
- Experimental

Innovative

- First to experiment with new technologies (Bridge, WebCT, Blackboard, My.wsu.edu, Wiki)
- First to adopt new pedagogies (Large Classroom Task Force, Freshman Seminar, Freshman Focus)
- First to experiment with assessment
- First to experiment with CT rubric
- First to implement Writing Across the Curriculum recommendations (evaluating only by written assignments)
- leadership[

Future qualities:

- Engaged global citizens
- Use of World History graduate students in our program
- Well funded
- Publication of results

Establishment of a core faculty w/recognition
Clear expectations for faculty

Qualities that are missing:

- Enough support for faculty
- Efforts to secure funding
- Clear identity of ourselves of a program
- Recognition for our program as a leader in diversity education
- Satisfied students & a measure of student satisfaction
- Consistency in faculty focus on Critical Thinking

3 performance criteria

Innovative

First to experiment with new technologies (Bridge, WebCT, Blackboard, My.wsu.edu, Wiki)

First to adopt new pedagogies (Large Classroom Task Force, Freshman Seminar, Freshman Focus)

First to experiment with assessment

First to experiment with CT rubric

First to implement Writing Across the Curriculum recommendations

(evaluating only by written assignments)

leadership

frequent faculty workshops (Susan)

research based innovation

Autonomy w/shared focus—look at syllabus and assignments

Rewrite the covenant

Originality

Syllabi and assignments are owned by the instructor

Bank of diversity assignments is in place

Create bank of syllabi and assignments

Workshops (annual)

Peer coaching

Students Prepared for Tier II courses

Information Literacy

CT studies

Research (Library Assignment)

Competency lists the 3 criteria separately; performance brings them together, that's why you have to put them together into one statement.

Student research practices will demonstrate critical thinking and information literacy.

The World Civilizations program demonstrates innovation in technology, pedagogy, and curriculum.

The World Civilizations faculty has a shared focus and achieves program goals through different means. (collaboration and sharing) disciplinary expertise

When you don't have all your qualities, the performance criteria tend to span out. It's going to be really important to us to come up with all the qualities so that we can more narrowly define the different performance criteria. This will reduce redundancy.

Template
for
Designing your Program Assessment System (PAS) or Unit Assessment System (UAS)

<i>Essence:</i>	
<i>Stakeholders:</i>	
<i>Scope - What we are:</i>	<i>What we are not:</i>
<i>Current Goals:</i>	<i>Future Goals:</i>
<i>Assets/Products:</i>	<i>Processes/Systems:</i>
<i>Qualities:</i>	
<i>Performance Criteria:</i>	

<i>Criteria</i>	<i>Measure</i>	<i>Weight</i>	<i>Means</i>	<i>Instrument</i>	<i>Current</i>	<i>Future</i>	<i>Accountability</i>
innovation	Multi-media in classroom		Survey	Statistical Analysis of survey			
Innovation	Learner-centered pedagogy		Survey	Statistical Analysis of survey			
Innovation	Participation in scholarship of teaching and learning		Survey	Statistical Analysis of survey			
Students ready for Tier II courses	CT		Student paper	CT rubric			
Students ready for Tier II courses	Information Literacy		Libraries Quiz	Evaluation of scores from quiz (to be created)			
Students ready for Tier II courses	Research skills		Library Assignment Paper	Library Assignment Rubric			
Autonomy w/shared focus	Consensus on outcomes		Survey about the covenant	Satisfaction index			
Autonomy w/shared	Degree of academic		Study of course	Qualitative analysis of			

focus	freedom		materials	differences			
Autonomy w/shared focus	Balance between the two		Faculty self- assessments	Assessment of the assessments			