NOTE: The committee agreed today that the subcommittees would revise criteria by the next meeting. Below are suggested revisions and a draft of where the committee might obtain the answers. Changes are highlighted in yellow.

DRAFT

Criterion Three: Teaching and Learning: Quality, Resources and Support
(4 page, single-spaced response + appended data)
SWOT Analysis. Provide analysis of the General Education program’s strengths, weaknesses, opportunities, and threats relative to this criterion. The following are suggested items for consideration as you develop the analysis:

1. Instructional Credentials. Describe or list the minimum required credentials of instructional staff, including faculty and full and part-time lecturers, to teach in the General Education program.
2. Support for Program. Describe and evaluate whether or not there are adequate instructional and staff support to maintain effective learning environments and opportunities for instructors’ and students’ success.
3. Role of General Education for Degree Programs. Describe the intended role and contribution of the General Education program for degree programs.
4. Resources and Opportunities for Students. Describe how the General Education program guides students in effective use of resources and provides academic advising, community engagement opportunities and overall educational opportunities.
5. Support of Student Research or Creative Interests. Describe how the General Education program supports student research or creative activities.
7. Changes to Current General Education Program Since its Inception (2007). Describe changes to procedures and processes for General Education curricula.

Criterion Four: Teaching and Learning: Evaluation and Improvement
(3 page, single-spaced response + appended data)
SWOT Analysis. Provide an analysis of the General Education program’s strengths, weaknesses, opportunities, and threats relative to this criterion. The following are suggested items for consideration as you develop this analysis:

1. Process for Assessing Student Learning. Describe the General Education assessment of student learning process, including student learning plans, reports, and feedback from the General Education Assessment Committee.
2. Student Success Indicators. Describe the General Education program’s student success indicators (e.g., research and creative accomplishments, community engagement, co-curricular learning, or other achievements).
3. **Links among Grades, Retention and Completion.** Describe trends in the General Education program evidenced by grading practices, student retention rates, and time to degree completion.

4. **Gen Ed & Degree Completion.** Describe any roadblocks in the General Education program that appear to impede students’ time to degree completion.

*Note: Item #5 on original draft to be deleted and moved to section 1.a.3.*

**Links between National and Local Goals.** Consider or describe how national criteria for General Education (e.g., LEAP) might be appropriate for supporting the program’s educational goals.

**DRAFT of Potential Data Collection**

NOTE: The points were drafted from the CAS template for program review (pp. 7-8).

**Potential data/information collection for each of the items in criterion #3.**

1. **Instructional Credentials.** Describe or list the minimum required credentials of instructional staff, including faculty and full and part-time lecturers, to teach in the General Education program.
   - University expectations or requirements
   - Current abbreviated faculty, full & part-time lecturer chart showing minimum instructor credentials for departmental Gen Ed courses.

2. **Support for Program.** Describe and evaluate whether or not there are adequate instructional and staff support to maintain effective learning environments and opportunities for instructors’ and students’ success.
   - List of (non-teaching) support staff and their roles for General Ed program

3. **Role of General Education for Degree Programs.** Describe the intended role and contribution of the General Education program for degree programs.
   - List of programs and relevant Gen Ed courses

4. **Resources and Opportunities for Students.** Describe how the General Education program guides students in effective use of resources and provides academic advising, community engagement opportunities and overall educational opportunities.
   - List of advisors designated as Gen Ed advisors in degree program
   - List of resources that support students’ community engagement opportunities or other academic opportunities
   - List of other university resources that support Gen Ed (e.g., Writing Center)

5. **Support of Student Research or Creative Interests.** Describe how the General Education program supports student research or creative activities.
   - List of research or creative opportunities through Gen Ed

6. **Support for Interdisciplinary Collaboration.** Describe how the General Education program supports interdisciplinary collaboration.
   - List of interdisciplinary projects, opportunities, etc. (e.g., through Honors College or Global Awareness team-teaching, etc.)

7. **Changes to Current General Education Program Since its Inception (2007).** Describe changes to procedures and processes for General Education curricula.
   - Information from transfer agreements, MACRO, etc.
   - Committee procedures for vetting courses, etc.
Potential data/information collection for each of the items in criterion #4.

1. **Process for Assessing Student Learning.** Describe the General Education assessment of student learning process, including student learning plans, reports, and feedback from the General Education Assessment Committee.
   - Information gathered from the Gen Ed Assessment Committee on its current plans and status
   - Descriptions and results of assessment plans/reports from Gen Ed evaluations of student learning (e.g., First-Year Writing, CTAC 124, MATH 110, WI courses)

2. **Student Success Indicators.** Describe the General Education program's student success indicators (e.g., research and creative accomplishments, community engagement, co-curricular learning, or other achievements).
   - List of student participants in Celebration of First-Year Writing, and other similar types of student performances relevant to Gen Ed
   - List of students participating in service learning, or other community projects

3. **Links among Grades, Retention and Completion.** Describe trends in the General Education program evidenced by grading practices, student retention rates, and time to degree completion.
   - Cumulative grade totals for Gen Ed courses
   - Retention rates (IRIM)
   - Years to completion rates (IRIM)

4. **Gen Ed & Degree Completion.** Describe any roadblocks in the General Education program that appear to impede students' time to degree completion.
   - List compiled from DIH surveys
   - List compiled from student surveys