The AGLS conference was inspiring. Leaders in general education shared their triumphs and challenges with their general education programs. Getting buy-in, avoiding push back, and developing institutional commitment and memory were some lessons learned. Closing the assessment feedback loop has been a challenge for many institutions. We met colleagues who are experts in the field that we look forward to inviting to NIU. We came away with many new ideas to incorporate into a more realistic time frame and an understanding of the complexities of adapting out existing general education program in a way that enhances student success.

Points of Observation:

1. Coherence
   a. National data on the benefits of SLOs are clear
   b. Struggles to overlay/integrate SLOs with distributional requirements (adaptive reuse)
   c. Those programs that have done so have become cumbersome/unwieldy
   d. Streamlining a GE program is essential to success (some programs identify an inner set of broad and foundational CORE courses and an outer set of CORE courses that are considered more transitional to particular majors/specialized study)

2. Budgeting and Planning
   a. A sense of institutional financial and resource fortitude/commitment is important
   b. Oversight of program development, implementation and enforcement is important

3. Faculty Ownership
   a. Direct correlation between faculty involvement and success
   b. Faculty will not take ownership without a clear institutional commitment
   c. Time consuming; faculty need to have sense that efforts to revise program and/or individual courses is valued

4. Outreach
   a. Engage our community college partners immediately
   b. Changing campus perceptions of GE is an essential step
   c. Branding/renaming the program changes perceptions
   d. Faculty, students, advisors, and parents are critical partners
   e. Printed and social media should be developed
   f. SLO/GE Transformational Institute (how to engage students in and out of the classroom, HIPS; integrating SLOs in coursework/curricula; Themed Learning Communities/FIGS)

5. Assessment
   a. We saw no single program that was successful at closing the loop
   b. Many assessment systems are cumbersome
   c. A mosaic of techniques have been employed
d. Students need to take an active role in their own assessment via E-portfolios and scrapbooking

e. Summative “senior year” GE assessment of some sort for all students rather than requiring assessment in all GE classes every year?
Facility Forum on Current Topics in Higher Ed
Sponsored by the Learning Outcomes Coordinating Council and College Training and Development
To Register: www.mdc.edu/ctd/register
BIG 10 WORKSHOPS

How to Unpack the MDC College-wide Learning Outcomes for Deeper Student Learning

September 5th | Wolfson, 8216 | 1:30-3:30 p.m.
LO-1. Communicate effectively using listening, speaking, reading, and writing skills.
LO-4. Formulate strategies to locate, evaluate, and apply information.

October 10th | Kendall, R-403 | 1:30-3:30 p.m.
LO-2. Use quantitative analytical skills to evaluate and process numerical data.
LO-8. Use computer and emerging technologies effectively.

November 21st | North, 9118 | 1:30-3:30 p.m.
LO-3. Solve problems using critical and creative thinking and scientific reasoning.
LO-10. Describe how natural systems function and recognize the impact of humans on the environment.

Additional Resources about Learning Outcomes
http://www.mdc.edu/learningoutcomes

CTD Workshop Registration Page
http://www.mdc.edu/ctd/register
Assessing the ‘‘Big Ten’’
A Quick Look at the Collegewide Student Learning Outcomes Assessment (CSLOA) Process

Purpose
- To measure students’ attainment of Miami Dade College’s Ten Learning Outcomes upon graduation.
- To engage the College community in strategic actions that will continue to advance and improve student learning and.
- To fulfill appropriate institutional priorities (MDC 2010-2015 Strategic Plan) and accreditation standards (SACS Comprehensive Standards 3.3.1, 3.4.1 and 3.5.1).

About the Assessment Participants
- A representative sample (10%) of MDC potential term B.A.S., B.S., A.A. & A.S. graduates is assessed.
- An assessment team (aka Learning Outcomes Assessment Team/LOAT) comprised of 30 full-time faculty from various disciplines and from various campuses design the CSLOA and score student responses accordingly.
- Support is provided by the Learning Outcomes Assessment team in the Office of Institutional Effectiveness. This Office administers the CSLOA at all 8 campuses; orients all participating faculty about the process; communicates with all assessment site support (e.g., computer courtyard directors); collaborates with Institutional Research to capture required data and report findings; and collaborates with the Learning Outcomes Coordinating Council (LOCC) to communicate results to the college community.

About the Assessment Methods
- The CSLOA is an institution-level assessment that employs an “authentic assessment” approach known as performance-based assessment. LOAT designs performance-based assessment tasks where student performance is observed and scored using a rubric accordingly. All assessment tasks have real-world relevance.
- CSLOA currently consists of a collection of 11 performance-based assessment tasks designed by MDC faculty to measure the College’s Ten Learning Outcomes. Most tasks assess multiple outcomes. The LOAT develops and pilots new tasks each year.
- The tasks are administered online except for those that require videotaping. Only one task is administered at a time during the 50 minute class period.

Excerpt from a task: “Imagine that you are part of a production team for a television series entitled ‘The Global Citizen.’ From a list of possible global issues, what considerations and process would you use to identify the most pressing issue, and how would you convince your production team of the urgency of this issue?” This task measures LO1/Communication, LOS/Global Perspectives and LO4 Information Literacy.

- The LOAT scores student products using a double-blind scoring process and a 4-point rubric based on the following levels of performance: Emerging, Developing, Proficient and Exemplary. As part of each scoring process, the LOAT participates in a norming/calibration session to improve inter-rater reliability. Additional validation strategies are implemented throughout the entire assessment process.

About the Assessment Results and Uses
- The scores are aggregated to provide a snapshot of the graduates’ level of achievement, which allows for comparisons from year to year.
- A series of LOCC conversations and workshops occur which include LOCC-to-faculty dialogues and updates to the academic and student affairs leadership collegewide.
- The Learning Outcomes Coordinating Council (LOCC) is charged with reviewing the assessment results and implementing strategies to improve teaching and learning at the classroom- and discipline levels. They have engaged faculty in curriculum mapping and will use the CSLOA results in concert with the maps. Authentic assessment and design workshops facilitated by the LOAT and by consultants have been offered in the past year to help fulfill the Council’s charge.
- Disciplines have identified areas of additional exploration in their annual reports and student services professionals have instituted communication campaigns to increase student awareness about the learning outcomes and assessment processes.
- The LOAT has continued to improve its instrumentation and its expertise in assessment design.

Looking Ahead
The College will continue to implement the CSLOA as part of its Learning Agenda and will continue to support strategic actions that will advance:

- More Intentional, Interactive and Interdisciplinary integration of the learning outcomes collegewide;
- Strengthened and systematic curricular and co-curricular learning experiences; and
- Discipline/program improvement plans that support student learning and success.
The "Big Ten"

Purpose
Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of MDC, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.
Understanding the University Studies Program

Why University Studies?

UNIST UNIVERSITY STUDIES

Senior Capstone

Engaged Citizenship

Life-long Learning & Inquiring Minds

Upper Division Cluster

Transferable Skills

UNIST equips students with

Transferable Skills. UNIST equips students with the core skills and perspectives to be successful in this ever-changing world.

Senior Capstone

Engaged Citizenship

Life-long Learning & Inquiring Minds

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The General Education Curriculum at the University of Saint Francis

Goal 1: Develop a personal awareness of our diverse and global society.

• 1. Analyze current issues with historical perspective
• 2. Demonstrate the interconnectedness of knowledge within the Catholic and Franciscan liberal arts tradition
• 3. Recognize the interrelationship between society and the natural environment.

Goal 2: Demonstrate leadership, service, and social responsibility.

• 4. Develop a critical understanding of human behavior within various contexts in order to address issues of social justice.
• 5. Demonstrate an awareness of and compassionate response to human needs and struggles.
• 6. Understand how to serve local, national, and global communities in order to foster a just, peaceful, and sustainable world.
• 7. Exercise leadership in fostering and promoting peace and justice in personal and professional interactions.

Goal 3: Communicate effectively in personal and professional interactions.

• 8. Read competently.
• 9. Write clearly and logically.
• 10. Speak clearly and coherently.
• 11. Listen effectively.
• 12. Interact effectively in a collaborative and respectful manner.

Goal 4: Demonstrate competence in applying current and emerging technologies.

• 13 [removed from curriculum]
• 14. Research, evaluate, and apply information using technology
• 15. Integrate changes in technology within their discipline

Goal 5: Demonstrate personal and social awareness of the importance of lifelong health and wellness.

• 16. Recognize human behaviors, attitudes, and current principles that impact health and wellness.
• 17. Participate in activities that demonstrate the importance of integrating lifelong physical activity into one's lifestyle.

Goal 6: Think analytically, synthetically, critically, and creatively in the pursuit of knowledge.

• 18. Demonstrate the ability to understand and critically evaluate arguments
• 19. Demonstrate an understanding of basic principles of ethical decision making and the ability to apply these principles.
• 20. Examine critically the role ambiguity and uncertainty play in the quest for knowledge and truth.
• 21. Demonstrate creativity and leadership in developing and framing problems and effective solutions and applications.
• 22. Demonstrate proficiency in mathematical reasoning and problem solving.
• 23. Demonstrate scientific literacy and an understanding of the process of scientific inquiry.
• 24. Develop a critical understanding of human behavior within a defined context.

Goal 7: Develop awareness and understanding of the artistic and expressive aspects of the human experience.

• 25. Develop an understanding of the human experience as conveyed through creative expression.
• 26. Demonstrate knowledge of the creative expression of diverse cultures.

Goal 8: Appreciate the spiritual dimension of life and be conscious of one's own religious perspective within a community context.

• 27. Demonstrate literacy in Franciscan values and traditions.
• 28. Examine personal, professional, and communal choices and actions from a moral perspective.
• 29. Explore personal spiritual development.
• 30. Demonstrate an ability to explore theologically a faith tradition.
• 31. Exhibit an informed understanding of different religions

Ted Remington, Director of General Education: tremington@sf.edu
**Distributions** (students take one course per distribution to complete GE program)

1. History (any history course)
2. iConnect (First Year Experience)
3. Society and the Environment (courses in varied disciplines)
4. Social Responsibility and Leadership (courses in varied disciplines)
5. Communication Common Content (first year speaking course)
6. English Common Content (first year writing course)
7. Writing Intensive (done in student’s major field of study)
8. Technology Application (done in student’s major field of study)
9. Physical Education (physical education course)
10. Philosophical Ethics (one of several ethics classes taught by philosophy faculty)
11. Mathematical Reasoning (one of several mathematics courses)
12. Life or Physical Science (course in biology, chemistry, physics, or other sciences)
13. Social Science (course in psychology, political science, sociology, or similar field)
14. Creative Expression—Fine or Performance Arts (visual or performing arts)
15. Creative Expression—Literature (English)
16. Theology Distribution (theology)
17. Religious Studies Distribution (religion)
18. Capstone (Senior seminar done in student’s major field of study)

---

**Sample Assessment Rubric for iConnect (First Year Experience) Artifact**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>1 = None</th>
<th>2 = Marginal</th>
<th>3 = Adequate</th>
<th>4 = Strong</th>
<th>5 = Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 2: Demonstrates the interconnectedness of knowledge within the Catholic and Franciscan liberal arts.</td>
<td>Learning outcome is not present in artifact.</td>
<td>Artifact demonstrates a poorly developed understanding of the interconnectedness of knowledge within the Catholic and Franciscan liberal arts.</td>
<td>Artifact demonstrates a developed understanding of the interconnectedness of knowledge within the Catholic and Franciscan liberal arts.</td>
<td>Artifact demonstrates a well developed understanding of the interconnectedness of knowledge within the Catholic and Franciscan liberal arts.</td>
<td>Artifact demonstrates a fully developed understanding of the interconnectedness of knowledge within the Catholic and Franciscan liberal arts.</td>
</tr>
<tr>
<td>LO 27: Demonstrate literacy in Franciscan values and traditions.</td>
<td>Learning outcome is not present in artifact.</td>
<td>Artifact demonstrates a poorly developed understanding of Franciscan values and traditions.</td>
<td>Artifact demonstrates a developed understanding of Franciscan values and traditions.</td>
<td>Artifact demonstrates a well developed understanding of Franciscan values and traditions.</td>
<td>Artifact demonstrates a fully developed understanding of Franciscan values and traditions.</td>
</tr>
<tr>
<td>LO 29: Explore personal spiritual development.</td>
<td>Learning outcome is not present in artifact.</td>
<td>Artifact demonstrates a poorly developed exploration of personal spiritual development.</td>
<td>Artifact demonstrates a developed exploration of personal spiritual development.</td>
<td>Artifact demonstrates a well developed exploration of personal spiritual development.</td>
<td>Artifact demonstrates a fully developed exploration of personal spiritual development.</td>
</tr>
</tbody>
</table>

---

**GE Cycle**

1. Course designed to meet GE outcome(s)
2. Assignment chosen to be artifact
3. Results collected and serve as partial basis for report on student learning
4. Course is taught
5. Students complete artifact assignment
6. Artifacts are sampled and assessed
7. Artifacts are tested until goal is due to be assessed
8. Instructor collects and submits artifacts for all students

**Modes of Assessment at USF**

- Indirect measures
- Direct measures
- Internal measures
- External measures

IDEA Student Ratings of Instruction
Noel Levitz SSI
MLK Survey
Student rating of progress on LO
Review of artifacts for progress on LO
Locally developed rubric

---

Ted Remington, Director of General Education; tremington@sf.edu
# AT A GLANCE

## Foundation Courses
- Academic Writing I
- Academic Writing II
- College Math or higher
  (MAT-141 for Business Majors - MAT-003 or placement prereq)
- Basic Computer Skills

## The Human Adventure
*Studying the past, living in the present, and shaping the future*
- Economics for Life
  NOTE: not for students with fewer than 15 credits
- Revolution Now! Democracy in Troubled Times
- Psychological Well Being: How to Be Sane in an Insane World
- The McDonaldization of Society

## The Creative Life
*Expressing the human experience through the arts*
- Living the Theatre: Dramatic Skills for All Disciplines
- Giants of the Arts
- Spirituals to Rock and Roll—The Story of How American Popular Music Conquered the World
- Love and Desire in Literature
- Monsters and the Monstrous in Literature
- On the Proverbial Road: Journeys of Transformation in Narrative
- Writing Wild: Exploring the Four Genres

## The Human Mosaic
*Learning to live in a global society*
- Curves Ahead: Women Artists and the Female Form
- Native American History & Life: More Than Tipis and Tomahawks
- Television and the American Family: Your Shows, My Shows
- Once Upon a Time: Readings in Folklore and Culture
- Building a Multiracial Society

## Science in a Changing World
*Expanding the Possible*
- Evaluating the Predictions of Global Warming
- Is Evolution True? Your Inner Fish
- Energy & Its Impact on Global Society
- Science in Science Fiction

## Reflective & Spiritual Life
*Examining human and divine life*
- Encountering the Real: Faith and Philosophical Enquiry
- Thinking and Doing Ethics
- The Emergence of Christianity: Examination of Foundational Christian Texts
- Christian Spiritual Vision
- Many Are Called, But Who Is Chosen? Christian Understandings of Salvation
- World Religions: East and West

---

**UE is a 42-credit hour program.**
Vertically Integrated General Education at UNLV

First-Year Seminar
2-3 credits

Second-Year Seminar
3 credits

Milestone Experience

Culminating Experience

University Undergraduate Learning Outcomes
- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global/Multicultural Knowledge and Awareness
- Citizenship and Ethics

Color code:
- Gen Ed
- Gen Ed/Major
- Major

http://generaled.unlv.edu/
Implementing and Assessing a New Vertically Integrated General Education Model at UNLV

Christopher L. Heavey, Daniel K. Bubb, & Carl L. Reiber
University of Nevada, Las Vegas
Association for General and Liberal Studies
Indianapolis, IN, September 20, 2013

2010-2011

Events: Adopted University Undergraduate Learning Outcomes (UULOs)
Challenges: Building consensus and buy-in for university-wide learning goals
Assessment: Conducted department meetings and on-line survey to assess faculty support

2011-2012

Events: Adopted new Gen Ed model (diagram); created 10 First-Year Seminars (FYS)
Challenges: FYS course review and approval process; shape FYS vision and goals
Assessment: Developed initial plan for assessing FYSs

2012-2013

Events: Launched FYSs (3600+ students); Created 5 Second-Year Seminars (SYS)
Challenges: Shaping vision of FYS, SYS; broadening awareness of UULOs.
Assessment: Administered College Outcome Survey in FYSs.

2013-2014

Events: Launched SYSs (1800+ students this fall); Beginning work on milestone experiences
Challenges: Getting departments to relate UULOs to their learning outcomes, complete curriculum maps
Assessment: Retention data for FYSs; create rubrics for communication and critical thinking UULOs

2014-2015

Events: Launch milestones; build capstones; continue to improve FYSs & SYSs
Challenges: UULOs reflected in degree program courses and assessments
Assessment: Build authentic assessments of communication and critical thinking into milestone courses

2015-2016

Events: Launch capstones; continue to improve FYSs, SYSs, and milestones
Challenges: Resources for capstones in large majors
Assessment: Build final assessment of UULOs and degree program outcomes in capstone experiences
"Your Institution" General Education Workshop

"Insert Date"

**Brainstorm:** What is a generally educated person?

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General education is "the thread that ought to weave a pattern of meaning into the total learning experience."
- *Earl J. McGrath, 1974*

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"Never before has there been so great a need for learned and adaptable citizens capable of taking apart and understanding complex problems."
- *Paul L. Gaston, 2010*

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"Our campuses are producing citizens, and this means that we must ask what a good citizen of the present day should be and should know. The present-day world is inescapably multicultural and multinational. Many of our most pressing problems require for their intelligent, cooperative solution a dialogue that brings together people from many different national and cultural and religious backgrounds."
- *Martha Nussbaum, 1997*

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The General Education Task Force

"List the members of your institutions General Education Committee here."
Think-Pair-Share
For the following questions, please spend a few minutes jotting down your ideas. Then, as a group discuss what you wrote. Write ideas you wish to share with the larger University Community on the flip charts at your table.

1. What are our institution’s values, intellectual traditions, or guiding principles that should be evident in the general education program?

2. What do you think all students graduating from our institution, regardless of their major, should know and be able to do?

"I believe the purpose of an undergraduate education is to develop a person of judgment, discernment, and balance, with professional competence in some specific area. That will mean that our graduates will not only be well informed but knowledgeable enough to have a sense of relatedness and implication of one area in relation to another."
- Frank H. T. Rhodes, 1994

"General Education programs should suggest intentionality at every level: the program itself, its constituent elements (first-year programs, learning communities, capstone courses), and individual courses."
- Ann S. Ferren, 2010

"General education programs should incorporate effective pedagogies throughout their curricula, with particular focus on crossing disciplinary boundaries, putting students at the center of learning and including reflective meaning-making exercises to ensure students understand their progress."
- J. Elizabeth Clark, 2010
3. Are there any other particular competencies that would be needed to prepare our students for today’s complex, diverse, and globally interdependent world?

"A general education gives us knowledge about the world and those who live in it, and the ability to continue pursuing knowledge both within the university and outside of it. The knowledge that we gain at the university both enables and requires us to learn throughout our lives, for what we come to know is that we only have knowledge as long as we continue to pursue it. Knowledge is not something that is acquired once and for all; rather it is what comes from the activity of a critical intelligence. When we gain this knowledge we are in the position to be effective in whatever life requires of us."
- Joanne Waugh, USF Tampa
2012

4. What could make our general education program distinctive from those at comparable campuses?

"General Education programs that continue to grow in strength and effectiveness depend on the friendly scrutiny and dedicated support of faculty, administrators, and the university community as a whole."
- Paul L. Gaston, 2010