

**Action Plan for General Education:
Becoming a LEAP Success Story**

Using the LEAP Student Learning Outcomes:

- 4 To Shape Policy
Action:
 - **Provide LEAP documents to GE Governing Committee (and TIME!)**
 - **Recommend revision of GE policy to Senate (widening discussion of SLOs to Senate)**

- 4 To Change the Culture of Faculty Governance
Action:
 - **Raise issue of need for different vision**
 - **Two-year Moratorium on GE Governing Committee 'usual' business**
 - **Immersion in a plan to focus on Enhancing Student Learning**
 - **Ambassadorship to campus community to promote transparency, dialogue, and opportunities for input**

- 4 To Change the Conversation about Assessment
Action:
 - **Openly address the failures and concerns of previous assessment**
 - **It's busy work for 'them' not for us**
 - **It's about blaming faculty**
 - **It adds workload but not value for faculty**
 - **Create a model that explodes the old way of doing business**

- 4 To Dialogue with Students about Learning Goals for GE
Action:
 - **Challenge faculty to discuss the importance of GE learning goals directly with students**
 - **Include the student voice in development of practice, and cater the message to students' understanding**
 - **Bring message of LEAP goals to entire campus community**
 - **The "GE Game" in Academic Advising**

A Few of the Lessons Learned So Far:

- **Take the 'SLO' Road:** It takes patience and a multi-pronged approach to develop buy-in
- **Lather, rinse, repeat:** Stay on message, stay on message, stay on message
- **It takes a village:** Be inclusive. Let them say nay. Hear them and address issues

California State University
Long Beach

Pre-LEAP

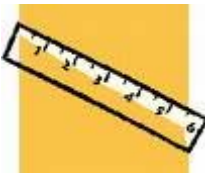
Post-LEAP



Each course is an “island of innovation”
Does it fit one category?

Cohere**n**ce

How does each course contribute to one or more of the **shared** LEAP learning outcomes?



In policy?
Yes
In practice?
No

A**s**essment

Faculty Learning Community:
What do we want to know about how well students are achieving an outcome?



Students ask:
Have I completed my checklist of GE requirements?

N**av**igation

Students ask:
How do I find GE courses to support the learning goals of my major?

General Education Assessment and the Learning Students Need
LEAP Pre-conference Workshop
February 26, 2009
Lisa Maxfield maxfield@csulb.edu
For more information about GE at California State University,
Long Beach visit <http://www.csulb.edu/divisions/aa/ge/>

A. The Process of Curriculum Revision at Drake

2004/05	Presidential retreat of faculty, staff, and students begins process of mission explication, identifying learning outcomes for key mission terms. The explication is approved by the Faculty Senate and Board of Trustees in January 2005.
Winter 2005	Mission Mapping: mapping the outcomes against the current Drake Curriculum
Summer 2005	Four mission working groups review best practices and AAC&U's <i>Greater Expectations</i> report and made proposals on active learning, critical thinking, engaged citizenship, and reflective thinking/senior capstones.
April 2006	The proposal, "Achieving Mission Learning Outcomes through the Drake Curriculum," was approved by Faculty Senate
2006/07	Curriculum development workshops for the first Engaged Citizen Experience were held in January, May, and August 2007
2007/08	First year of implementation – supported partially Bringing Theory to Practice" grant.
2008/09	Drake Curriculum Task Force undertakes a broader revision of the curriculum drawing from explicit comparisons of 2007 LEAP report and the Drake mission.

B. Using the Mission Explication definition of "Responsible Global Citizenship" we redefined the learning outcomes to be met by all Engaged Citizen courses.

1. Courses were revised and new courses created to meet these outcomes. Students will
 - Learn to evaluate the mix of diverse values and interests that influence democratic decision-making.
 - Establish skills, knowledge, or dispositions that will lead them to be active stewards for the common good.
 - Critically reflect on the social, economic, or political issues that they will face as citizens.
 - Learn democratic practices or public engagement through participatory activities organized in the classroom and/or in the community."
2. We moved to sequence knowledge by moving the Engaged Citizen category to the sophomore level (30 credits and above).
3. The Drake Curriculum Analysis and Planning Committee planned the faculty development and assessment activities for the Engaged Citizen revision. The University Curriculum Committee reviewed revisions of existing Engaged Citizen courses and proposals for new courses to determine if they meet the new outcomes. Examples of courses:
 - Biology 145: Disease, Dialogue, and Democracy
 - English 83: English in America: Language, the Citizen, and National Identity
 - History 170: The U.S. and Vietnam: War, Dissent, and American Society
 - Law, Politics, and Society 135: Contemporary American Indian Law and Politics
 - Law, Politics, and Society 138: Reproductive Politics in the United States, Dissent and The Possibility of Dialogue
 - Politics 51: Presidential Politics
 - Politics 127: Global Public Health and World Politics
 - Politics 156: Environmental Politics and Policy
 - Psychology 134: Ethnopolitical Conflict and Peacemaking
 - Religion 120: Black Christians and Prophetic Politics
 - Statistics 198: Using Statistics to Shape Health Policy

C. The Engaged Citizen Experience is based on an issue that has local, national, and global significance and is intended to engage the entire community in co-curricular events on the theme.

1. **The Engaged Citizen Experience** theme is chosen using input from students in the first year seminars
 - It is used both as the source for course development and for programming by residence life and student organizations.
 - Engaged Citizen instructors can choose how to have their students participate with the events: some are required, some are extra credit, some are optional.
 - Theme for Spring 2008: "Voices of Democracy: Dissent and Dialogue."
 - Theme for Spring 2009: "Poverty, Development, and Social Responsibility: Whose World is it Anyway?"

2. Examples of 2008 programs:

- **Drake Students and the Caucuses:** Drake students who researched the caucuses in Politics 115: The Presidential Nominating Process and/or who interned or volunteered for campaigns or the media reflected upon the caucus experience.
- **Super Tuesday, Political Dialogue, and the Presidential Campaign:** Drake faculty and journalists held a roundtable discussion
- Engaged Citizen Experience and Phi Beta Kappa Speaker: Dr. William Cronon, “**Only Connect: What Does It Mean to Be a Liberally Educated Person?**”
- Engaged Citizen Experience Speaker: Dr. Austin Sarat, “**Patriotism, Dissent, and Democratic Citizenship.**”
- **Engaged Citizen Experience Town Hall Meeting Keynote.** Ernesto Cortes, Jr., Southwest Regional Director for the Industrial Areas Foundation : “**Towards a Democratic Culture: Faith, Politics and Justice.**”

3. We provided mini-grants of \$50-\$500 for events generated by student organizations:

- Domestic Workers United –speakers
- What I Believe – faculty-student discussion
- Earth Week 2008
- Blacks: Casualties of the War on Crime
- Black Male/Black Female Authenticity
- Steve Brodner – political satire lecture
- 10,000 Hours Show
- Do We Need Feminism Any More? – faculty-student discussion
- Global and Regional Citizenship – discussion of definition of citizenship
- Global Trivia for Global Citizens
- Stem Cells: Hope or Hype

4. Culminating Event: Engaged Citizen Experience Town Hall Meeting

Student groups from Engaged Citizen courses engaged the campus in roundtable discussions of critical issues that they have studied. Students sat at small tables with 6-10 members of the audience (open to the entire university: students, faculty, staff, community members), made a 15 minute presentation on their research topic and then engaged the table in open discussion on these topics:

1. *Global Health and Engaged Citizenship.*
2. *Alternative Religious Experiences in the Context of Civil Engagement.*
3. *Black Christianity: From Pulpit to Politics.*
4. *Class Differences in Reproductive Politics.*
5. *Roll the Dice: The Question of Tribal Gaming.*
6. *Religious Fundamentalism and Its Implications in American Politics.*
7. *(Mis)Representation of the Hezbollah in the American Media.*

D. Benefits to Drake and Drake Students:

- **University Identity** – Engaged Citizenship has provides a language to help shape both co-curricular programming and curriculum planning.
- **Intentionality** – Engaged Citizenship puts a distinctive stamp on Drake's curriculum and allows us to sequence knowledge.
- **Consensus** – Faculty from all six of Drake's schools and colleges have been involved in developing courses and co-curricular experiences.
- **Collaboration** – Faculty and student life staff have collaborated as have numerous groups on campus: Adams Leadership Institute, Writers and Critics Series, Iowa Caucus Project.
- **Student Learning** – Drake students are becoming more aware of public issues and finding what individual citizens can do to engage in those issues. They are able to more clearly draw a line between a general education requirement and the mission of the university.
 - **Student Evaluations indicated that most students believed they had achieved the basic outcomes:**
 - 91.6% - increased knowledge
 - 89.5% - increased interest in achieving common good
 - 95% - developed skills to critically analyze key issues
 - 91.2% -- active learning helped learning
 - 77% -- co-curricular activities helped learning
 - **The LEAP outcomes call for Civic Knowledge and Engagement. We developed a Civic Engagement Survey (modeled on the CERCLE project at the University of Maryland) and found a high level of engagement.**
 - 41% -- volunteered to work for candidate
 - 63% -- worked in community groups to solve problems
 - 65% - talked with others to show why they should vote for a candidate
 - 83% -- chose a class to learn about civic issues
 - 83% -- voting is extremely important or very important personally
 - 93% -- engaged in a volunteer service activity
 - 96% -- agree that individuals can contribute in meaningful ways to solving social/political problems**

 <p>AAC&U Essential Learning Outcomes</p>	
<p>Knowledge of Human Cultures and the Physical and Natural World</p> <ul style="list-style-type: none"> •Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts •Focused by engagement with big questions, both contemporary and enduring 	<p>Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.</p>
<p>Intellectual and Practical Skills</p> <ul style="list-style-type: none"> •Inquiry and analysis •Critical and creative thinking •Written and oral communication •Quantitative literacy •Information literacy •Teamwork and problem solving 	<p>Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.</p>
<p>Personal and Social Responsibility</p> <ul style="list-style-type: none"> • Civic knowledge and engagement—local and global • Intercultural knowledge and competence • Ethical reasoning and action • Foundations and skills for lifelong learning <p><i>Anchored through active involvement with diverse communities and real-world challenges</i></p>	<p>Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.</p>
<p>Integrative Learning</p> <ul style="list-style-type: none"> •Synthesis and advanced accomplishment across general and specialized studies •Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems 	<p>Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities</p>

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Rita Kean rkean1@unl.edu

For information about *Achievement Centered Education*, the UNL General Education Program, visit <http://ace.unl.edu>.



Institutional Objectives and Student Learning Outcomes

Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.

1. Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.
2. Demonstrate communication competence in one or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by creating and interpreting visual information.
3. Use mathematical, computational, statistical, or formal reasoning (including reasoning based on principles of logic) to solve problems, draw inferences, and determine reasonableness.

Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

4. Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable.
5. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.
6. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.
7. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

8. Explain ethical principles, civics, and stewardship, and their importance to society.
9. Exhibit global awareness or knowledge of human diversity through analysis of an issue.

Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities

10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

Approved by UNL faculty as of January 2008.