

**2007 AGLS Awards for Improving General Education**  
**Summary of Successful General and Liberal Education Review Processes:**  
**Developing Dialogue, a Vision, and a System**

**Award-Winning Institutions:**

1. Responded to Pressure to Change
  - A. Internal
  - B. External
2. Overcame Previous Failed Efforts or Lost Vitality
3. Relied Upon Broad Leadership
  - A. Administrative
  - B. Core Faculty Group
  - C. One or Two Knowledgeable, Persuasive Campus Leaders
4. Engaged the Campus in Preliminary Conversations and Decision Making
  - A. Early—Strengths and Needs
  - B. Often—Every Stage of Development and Implementation
5. Analyzed and Adjusted Plans to Reflect Suggestions and Comments of Discussions
  - A. Published or Shared Revised Information
  - B. Kept Campus Engaged in the Discussion
6. Researched Means to Address Needs
  - A. Reviewed Current General and Liberal Education Literature
  - B. Visited Schools
  - C. Attended Conferences
7. Shared General and Liberal Education Learning
  - A. Campus Forums
  - B. Internet
  - C. Campus Publications
8. Envisioned Institutional Goals or Principles
  - A. Mission
  - B. Student Needs
  - C. Vision of Educated Student
9. Identified Student-Centered Learning Outcomes
  - A. General Education Outcomes
  - B. Liberal Education Outcomes
  - C. Courses and Methods to Increase Student Understanding of the Curriculum
10. Designed a Purposive, Coherent, Cumulative Curriculum
11. Worked to Build Support and Consensus Prior To Final Campus Presentation
12. Developed Implementation Plans
  - A. Course Selection Process
  - B. Faculty Education/Development Needs
  - C. Timetable for Implementation
13. Worked to Make Transition Easy
  - A. Used Small Working Groups
  - B. Helped Faculty with Proposals
  - C. Helped Faculty with New Pedagogies
14. Made Strong Commitment to Faculty Development
  - A. Generous Administrative Financial Support
  - B. Comprehensive Plan
15. Developed Long-Range Plans to Sustain New System
  - A. Assessment Plans for New Outcomes
  - B. Working Groups/ Discussion Groups
  - C. Continuing Faculty Development
16. Achieved a Dynamic Educational Environment

**2007 AGLS Awards for Improving General Education  
Summary of AGLS Awards Committee Comments**

**University of North Carolina at Asheville**

The UNCA application describes the development and implementation of the new “Integrative Liberal Studies Program.” The Awards Committee praised the application as an excellent example of a creative general education review process reflecting the principles of the AGLS Guide. The review involved considerable research, including the well-designed and executed “Listening Project,” and a great commitment of time and effort to communicate progress and develop faculty buy-in. Strong administrative and faculty support led to a comprehensive four-year program consisting of a coherent set of outcomes for new and existing courses, including a Senior Colloquium, new assessments, and for both freshman and transfer students, a retention program intended to build student support for the concepts of a liberal education.

**Eastern Michigan University**

The EMU application describes the development and implementation of the new program, “Education for Participation in the Global Community.” The application describes a broad-based, innovative general education program that includes diversity, global perspectives, interdisciplinary, and critical inquiry requirements. Strong faculty support for the program grew out of a thorough internal and external analysis of strengths and needs, an extensive review of literature and models, and most significantly, a faculty development plan that celebrates the intellectual richness of the faculty. The program encourages cumulative learning via integration with all programs. Along with the new outcomes, the school launched a new course-vetting program and new assessments, including plans for an ePortfolio-based assessment process.

**Portland State University**

The PSU application describes a creative assessment-driven effort to improve the existing capstone program. Awards Committee members praised the extensive commitment to evaluating a great diversity of capstone courses serving a significant number of students. Driven in part by the need to address student and faculty questions about the capstone courses and their purpose, PSU developed a course evaluation process to “close the loop” on the concerns and to ensure that future courses address the four University Studies goals and connect course content to real-world issues. The application describes a systematic reporting process and the use of data in a variety of faculty development settings, in addition to sharing “best-practices” in both group and one-on-one settings.

**Winning applications, including each institution’s description of its award-winning improvement process, can be found at:**

**[www.agls.org](http://www.agls.org)**