



Integrating Common Learning Outcomes Across the Curriculum and Co-Curriculum

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Institutional Context

- 4400 undergraduates and 600 graduates
- Liberal Arts emphasis with pre-professional preparation programs
- One of six senior military colleges, though only 14% of students are participants in military program
- New President in Jan 2005
 - Chaired *Powerful Partnerships: A Shared Responsibility for Learning* (1998)
- March 2007 SACS reaffirmation visit





Historical Timeline

- January 2005
 - New President
- Spring 2005
 - Student Affairs' paradigm shift
- Summer 2005
 - New Vice President of Academic Affairs
 - AAC&U Institute on General Education
 - AAC&U Greater Expectations Institute
- Fall 2005
 - New Executive Director of Institutional Effectiveness
- Spring 2006
 - Adoption of new learning outcomes
- Summer 2006
 - AAC&U Institute on General Education
- Fall 2006
 - The real work begins





Previous Gen Ed Outcomes

- Communicate effectively in standard English
- Find information and evaluate it quantitatively, qualitatively, and analytically
- Use mathematics and solve problems
- Observe natural phenomena and use data to test an hypothesis
- Knowledge of the history, values, and culture of the United States and world civilizations
- Knowledge of wellness principles/strategies related to the maintenance of a healthy lifestyle
- Knowledge of literature



A New Vision of Learning

- Shift from content-based outcomes
- From “silos” to an integrated conceptualization of learning
- Learning as the foundation across the entire educational landscape
- Develop and educate for diverse lives
- Knowledge for practice





New Learning Outcomes

- Communicate effectively using multiple literacies and forms of expression
- Demonstrate analytic, contextual, and holistic thinking
- Engage in integrative learning
- Reflect critically and take informed action individually as a citizen
- Analyze ethical interactions in the local and global communities





Student Affairs Paradigm Shift

- Shift emphasis from participation and satisfaction to learning outcomes
- *Learning Reconsidered: A campus-wide focus on the student experience* (2004, NASPA & ACPA)
- “Learning is a comprehensive, holistic, transformative activity that integrates academic learning and student development” (p. 4)





Student Affairs Visioning Exercise

- Spring 2005
- Traits and skills we want students to develop and learn through participation in student affairs programs and services
 - Leadership
 - Communication
 - Healthy Behaviors
 - Responsibility and Accountability
 - Integrity and Ethics
 - Interdependence
 - Practical Applications
- Lacked measurement/assessment methods





Co-Curricular Learning Matrix


- Connection between traits/skills desired by Student Affairs and the academic learning outcomes
- Initial idea by Associate Dean of Students and Exec Director of Institutional Effectiveness
- Support by President and VPAA resulted in collaborative team (originators + 4 faculty) at 2006 AAC&U Institute on General Education
- Refinement by Student Affairs
- [Example](#)

Examples:

Assessment of Learning Outcomes in Co-curriculum

- Effective Communication: Career Services
 - Survey employers at career fairs and on-campus recruiting about quality of students' written (cover letters, resumes) and oral (interviews) communication skills
- Integrative Learning: Student Health Services
 - 85% of new freshmen will satisfactorily complete the Alcohol Edu. Program. Report behavior changes.


Examples:
Assessment of Learning Outcomes in Co-curriculum



- Critical Reflection/Taking Action: Discipline Process
 - Participants (accused, accusers, and discipline committee members) will answer reflective questions on what they have learned. Track number of repeat offenders in discipline process

- Analysis of Ethical Interactions: Student Counseling
 - Counselors will be surveyed at end of each semester regarding how frequently values and ethics exploration are part of therapeutic process in outreach or individual counseling


Learning Centered






“Revise our approach to liberal education to ensure that it meets the changing requirements for military and citizenship education, provides curricular and co-curricular offerings to educate the whole person, leadership development opportunities, and the chance for students to use knowledge in practice.”

David Potter, President
 North Georgia College & State University
 January 2006


Assessment of Learning Outcomes



- Multiple methods
 - Primarily embedded measures
 - Supplement with nationally normed assessments
- Multiple points
 - General Education
 - Major
 - Capstone experiences
 - Co-curriculum






Example:
Assessment of Learning Outcome on Communication in Gen Ed




- Physics 1111L & 2211L: Assess logical and descriptive writing and tabulation and graphing of data in through points on essay questions, data tables, and graphs in Labs 2 and 8. Evaluate the gain in scores between Labs 2 and 8

Example:
Assessment of Learning Outcome on Analysis of Ethical Interactions




- Embedded essay question on test in World Civ II (pilot test in fall 2005)
- Required students to demonstrate an introspective analysis of ethics (personal, communal, and national)
- 10% of the students answered the ethical question adequately
- History Department will expand the content material related to ethics within course and will encourage students to engage seriously in ethical discussion, consideration, and analysis.


Examples:
Assessment of Learning Outcome on Analysis of Ethical Interactions



- GEOG 1111 (Core): Essay question on test that asks student to describe any of their activities that impacts Earth's energy balance, being specific about the activity and the impact. Class average of 70% or better on this question represents successful outcome.
- Political Science: Students in Senior Seminar will be required to attend and analyze an open meeting of some governmental entity.




Example:
Assessment of Learning Outcome on Critical Reflection in Gen Ed




- Essay question embedded in 4 ENGL 2100-level literature courses (pilot test in fall 2005)
- Required students to see changes over a chronological period to an aspect of social importance
- Evaluated by committee of English faculty using rubric
 - Adequate thesis (71%)
 - Textual examples (85%)
 - Adequate completeness (72%)
 - Writing skills (92%)

Example:
Assessment of Learning Outcome on Communication in Gen Ed and the Major



- Research papers in English Composition I (some classes) and English Composition II (all classes) evaluated by rubric
- Required research papers in upper-level writing and literature courses evaluated
- Some elements of evaluation:
 - MLA style citations and quotations
 - Effective use of Standard English
 - Information literacy standards (new addition) on how to access sources and differentiate between types of sources

Example:
Assessment of Learning Outcomes in Capstone Course by Portfolio



- Assessment portfolio for English Senior Seminar course embeds several Learning Outcomes in one assignment
- Range of required documents addresses content knowledge of the field (Literature, Writing, and/or Teaching)
 - Integrative Learning aspect (programs)
 - Information literacy standards (new)
 - Standardized tests (English Ed majors)
 - Ethical Interactions aspect (internships)
 - Job Placement issues (self-reflection)



Examples: Assessment of Learning Outcome on Integrative Learning

- Criminal Justice & Political Science: Students will complete journal integrating classroom learning with in-field internship projects. 75% will score "C" or better on assignment
- Physics 1111 & 1112 (Core): Physics concepts are often used to describe phenomena from biology and chemistry. Record grades on homework problems specifically related to biology, chemistry and other natural sciences.



Our Policies--Your Institutions

- Departmental practices: What do your departments already do?
 - Presentations in the capstone course?
 - Oral communication skills
 - Research methods and citations
 - Computer literacy (visual aids)
 - Biology fieldtrip with reaction paper?
 - Content knowledge
 - Ethical interactions on a community level
 - Cross-over with Co-curricular assessment
 - Writing skills



Challenges and Successes

- Points of resistance
- Institutional politics
- Assessment methods
- Connection of learning outcomes with information literacy outcomes (QEP)
- Institutional support
 - President and VP Academic Affairs
 - Student Affairs rep on Gen Ed Committee and Information Literacy Committee
- Continuing the progress





Conclusion

"The assessment of general education is about examining the consequences of not any particular body of coursework that may be labeled as "general education" but of the undergraduate experience as a whole."

--- Peter Ewell
General Education and the Assessment Reform Agenda (pp 5-6, AAC&U)



Questions/More Information

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Example of Co-Curricular Learning Matrix (possible assessment methods)

Learning Outcome	Career Services	Student Discipline	Student Organizations/Activities	Residence Life
Communicate Effectively	Cover letter & Resume <i>(Individual feedback; employer feedback)</i>	Student defense before board	Running a meeting <i>(Peer and Advisor evaluation of how effective and efficient meetings are run.)</i>	Roommate negotiations <i>(Roommate Contracts; number of room changes)</i>
Analytical/Holistic Thinking	Job search skills <i>(Job placement rates)</i>		Developing a budget for an organization or project <i>(Budget approval process; budget audit)</i>	
Integrative Learning	Internships-Work habits <i>(Work site supervisor evaluations; student reflection paper)</i>	Student serving judicial sanctions <i>(Include reflection opportunity with rubric)</i>	Political Science Major involved in SGA Accounting Major serving as treasurer of Student organization <i>(Demonstrating knowledge of discipline in new setting)</i>	Organizing residence hall programs
Reflect Critically/ Informed Action		Serving on judicial board <i>(Student evaluation with rubric)</i>		
Ethical Interactions	Ethical representation of skill set		Holding members accountable for policy <i>(Number of referrals to internal judicial processes within organizations)</i>	Setting up community living standards <i>(Hall climate survey; reported violations)</i>