



Engaging the University Community

Building a Comprehensive General Education Program and First Year Experience

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OVERVIEW OF GOVERNORS STATE UNIVERSITY

Founded in 1969 as an upper division university

Currently offers 28 Bachelor's degree programs; 28 Master's degree programs; 5 Doctoral programs, and 23 Certificate programs

Admitting our first freshmen class in fall 2014

Evolving from a commuter institution to residential in fall 2014



Essential Learning Outcomes

- Provide the guiding vision and national benchmarks for college learning and liberal education in the 21st century

High-Impact Educational Practices

- Help students achieve essential learning outcomes

Inclusive Excellence

- Ensure that every student gets the benefits of an engaged and practical liberal education.

Authentic Assessments

- Determine whether students can apply learning to complex problems and real-world challenges

Conceptual Framework

- **Liberal Education and America's Promise - LEAP**, the movement works with colleges, universities and community colleges that enroll large numbers of minority and first-generation students, as well as with schools that have a strong liberal arts tradition.

- **Focus on Writing across the curriculum**

Essential Learning Outcomes

- Provide the guiding vision and national benchmarks for college learning and liberal education in the 21st century

Conceptual Framework

Development of General Education Curriculum

General Education Task Force

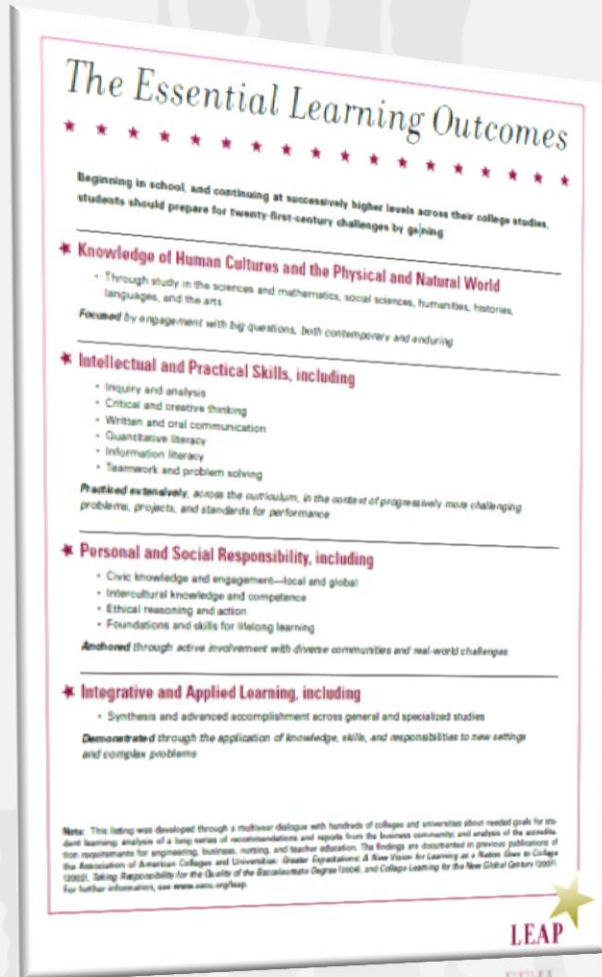
Faculty Senate and Administration
appointed members;

Comprised of 10 to 15 members,
including two per academic college,
one from University Library, and
two or more Provost appointees;

Started work in December 2011 by
meeting twice a month during the
academic year to investigate best
practices and consider their
implementation.



Development of General Education Curriculum



The charge was to investigate best practices for general education and make recommendations for GSU general education requirements, in consultation with the appropriate Senate standing committees and other university committees.

Members reviewed research reports, read websites and reports from other institutions, discussed general education with colleagues at other institutions, and attended national conferences.

Completed Student Learning Outcomes for General Education with input from the Committee on the Assessment of Student Learning Outcomes (CASLO) and Faculty Senate.

Development of General Education Curriculum



Lower Division Steering Committee

Operational campus-wide committee focused on implementing admission of first year students;

Also focused on significant changes that included Housing, Health needs of students, and development of Athletics;

Chaired by Dean of the College of Arts & Sciences;

Membership: General Education Task Force Chair; representatives from Admissions, Marketing, Housing, Registrar and Financial Aid, and Student Affairs.

High-Impact Educational Practices

- Help students achieve essential learning outcomes

Conceptual Framework

HIP at GSU

Identified three cohort themes:

Civic Engagement

Sustainability

Global Citizenship

Created course sequences for each of the three themes for the Fall and Spring Semesters of the student's first year and Fall Semester of the second year;

Developed a robust First Year Seminar course that meets the IAI requirements for interdisciplinary humanities AND includes a peer mentoring program using upper division students;

Supported development of new courses in IAI format to meet state wide deadlines.



HIP at GSU

Developed guidelines for other general education courses:

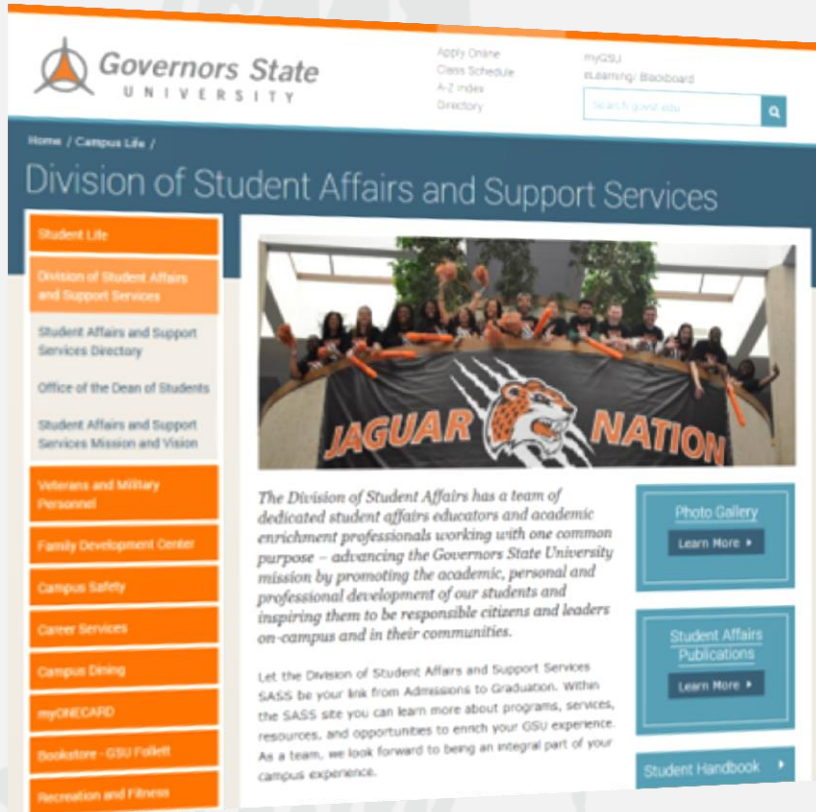
Sophomore year - Career Explorations elective

Junior year - Seminar course within the major to integrate transfer students

Senior year - Capstone designed as an integrative experience



HIP at GSU



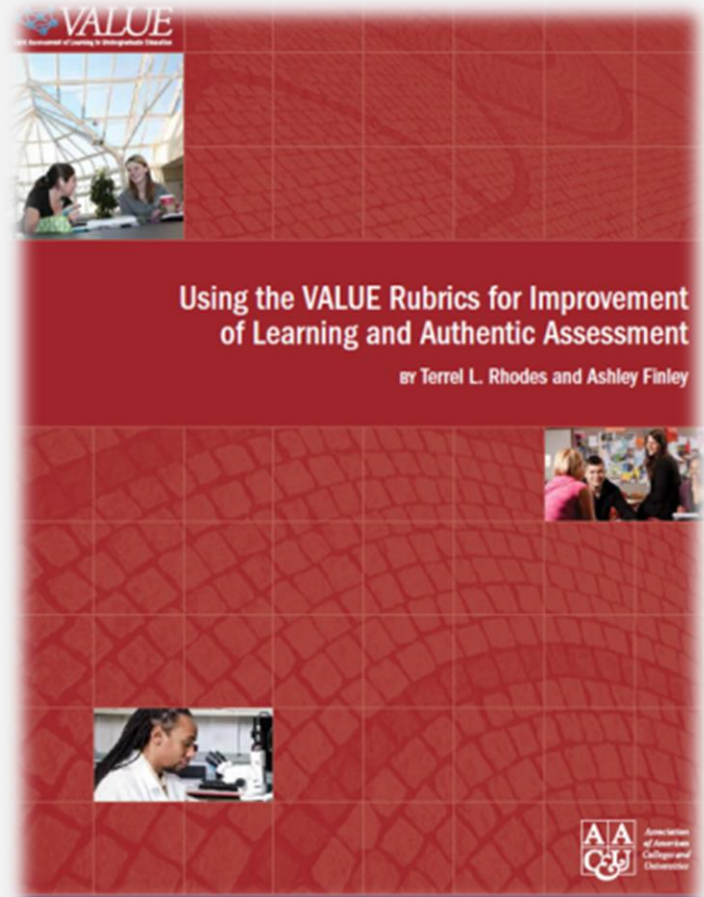
Freshmen will follow a set schedule that ensures they obtain 15 credits per semester; be able to work on campus as much as possible, and be taught by new and veteran full-time professors rather than by part-time or adjunct professors.

Freshmen classes will be limited to no more than 30 students, except for freshmen composition class, which will be limited to 15 students.

HIP at GSU

Integrative seminars taught by faculty selected via competitive application.

Assessment of learning outcomes using VALUE - Valid Assessment of Learning in Undergraduate Education – system.



Inclusive Excellence

- Ensure that every student gets the benefits of an engaged and practical liberal education.

Conceptual Framework

Student Affairs as a partner in Student Learning

Division reorganized as part of Academic Affairs;

Adopted principles of “Student Learning Imperative” document by ACPA and NASPA;

Established learning focused mission and vision, rather than previously existing “student services” model;

Introduced learning outcomes assessment at departmental level and mapped to divisional learning outcomes focused on: student success, self-efficacy and determination, multicultural competence, leadership and civic engagement.



Professional Development Symposia



**Dr. Carol Geary
Schneider**

Feb 2012 – LEAP Webinar

**March 2012 – Campus wide
symposium on Liberal Education
and Planning for the Freshmen
Experience**

Discussions on:

- Essential Learning Outcomes
- High Impact Practices
- Themes

Professional Development Symposia



**Drs. Betsy Barefoot and
John Gardner**

October 2012

**Betsy Barefoot and John Gardner
From the John N. Gardner
Institute for Excellence in
Undergraduate Education**

**“The Essentials of First-Year Student
Success: Planning for 2014”**

**Day-long symposia on planning for
the freshmen experience –
discussion on topics from Your
College Experience: Strategies for
Success**

Professional Development Symposia

March 2013

Dean of The University of Texas
School of Public Health

Known for TED talk on Innovative
Thinking

Discussion on:

Teaching Students to Think
Through College

Innovation Generation

Ripple effect created across campus
by her presentation that
promoted innovative thinking,
looking outside existing frames
of reference and traditional
expectations.



Dr. Roberta Ness

Professional Development Symposia

October 2013

Professor of English at University of
California, Berkeley;

Led GSU faculty and staff in a series of
activities addressing Writing Across the
Curriculum – one of the AAC&U High
Impact Practices;

Faculty and staff worked together on
understanding the power and
complexity of the writing process; the
specifics of incorporating writing into
syllabi; and for staff they worked on the
writing tasks that are part of their
everyday work;

Returned February 2014 to continue the
discussion.



Dr. Don McQuade

Professional Development Symposia

April 2014

NCTE Past President, Florida State
University

She leads the Inter/National
Coalition for Electronic Portfolio
Research

Facilitated ePortfolio conversations,
explaining what they are, ways to
begin developing, using, and
scoring them.



Dr. Kathleen Yancey

Authentic Assessments

- Determine whether students can apply learning to complex problems and real-world challenges

Conceptual Framework

Beginning Fall 2014

Implementation of Assessment Plan at multiple levels:

University
College
Program
Course

Assessments designed to determine
the extent to which learning
outcomes are met through the
implementation of High Impact
Practices

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact valrub@gsu.edu



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all any) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Control of and Purpose for Writing <i>(Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Lessons Learned to Date

Strategies to engage campus community in development of general education and first year experiences;

Strategies to engage academic affairs and student affairs in developing holistic learning experience for all students, especially first year students;

Modifications of student learning outcomes to address specific regional and thematic needs;

Active learning strategies to generate discussion;

Identification and embracement of the challenges presented in providing a liberal education to today's undergraduate students.

Questions?

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