General Education Refresh through a Data-Informed Design Thinking Approach

Presented by:
Eva Lewis, Vice-Provost, Institutional Effectiveness and Academic Planning, University of Alabama at Birmingham
Dawn Ford, Assistant Provost of Teaching and Learning, the University of Tennessee at Chattanooga

General Education’s Challenges

- Sequencing
- Assessment
- Box-Check
- Consistency
- Alignment
- Complex
- Inconsistency
- Pre-requisites
- Weeders
- Irrelevant
- Hours
- DFW
- Dual-Enrollment
- Outcomes
- Delayed-Completion
- Options
- Faculty-Centric
- Transfers
- Relevance
- Syllabus-Drift
- Quality
- Class-Size
- Major-Centric
- Online
- Instructor
- Gateway
- Integrated

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UTC General Education Overview

2014 General Education Revision

- Faculty-Led
- AAC&U Consultation
- 5 Goals, 7 Categories, 4 Sub-categories
- 85 Total Category/Subcategory Outcomes
- 41 Credit-Hour Requirement
- GE Certification Process Improvement

UTC 2014 General Education Category Outcomes

Please use these statements and outcomes for the appropriate category(ies) in your course syllabi.

<table>
<thead>
<tr>
<th>Category</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric and Writing: Course I</td>
<td>7 course-related learning outcomes</td>
</tr>
<tr>
<td>Rhetoric and Writing: Course II</td>
<td>6 course-related learning outcomes</td>
</tr>
<tr>
<td>The Fine Arts and Humanities: Historical Understanding Category</td>
<td>6 course-related learning outcomes History Understanding Subcategory Outcomes: 6 different course-related outcomes</td>
</tr>
<tr>
<td>The Fine Arts and Humanities: Literature Category</td>
<td>Literature Subcategory Outcomes: 7 course-related learning outcomes</td>
</tr>
<tr>
<td>The Fine Arts and Humanities: Thought, Values &amp; Beliefs Category</td>
<td>6 course-related learning outcomes Thought, Values &amp; Beliefs Subcategory Outcomes: 4 different course-related learning outcomes</td>
</tr>
<tr>
<td>The Fine Arts and Humanities: Visual and Performing Arts Category</td>
<td>6 course-related learning outcomes Visual and Performing Arts Subcategory Outcomes: 4 different course-related learning outcomes</td>
</tr>
<tr>
<td>Non-Western Culture Category</td>
<td>3 course-related learning outcomes</td>
</tr>
<tr>
<td>The Natural Sciences Category</td>
<td>8 course-related learning outcomes</td>
</tr>
<tr>
<td>Behavioral and Social Science Category</td>
<td>5 course-related learning outcomes</td>
</tr>
<tr>
<td>Mathematics Category</td>
<td>5 course-related learning outcomes</td>
</tr>
<tr>
<td>Statistics Category</td>
<td>6 course-related learning outcomes</td>
</tr>
</tbody>
</table>
2016

Provost-initiated review of General Education

• Curriculum
• Guidelines and Policies
• Assessment Cycle of Gen Ed Courses
• Streamline Course Offerings
• Ensure Coherence with SACSCOC

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Gen Ed Courses – Who are they for?
UTC General Education Overview

2016-2018 Provost Request for Gen Ed Evaluation

- Faculty-Led Process
- Year 1 Focus – Hours, Categories, & Defense
- Year 2 Focus – Philosophy, Purpose, Outcomes

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Design Thinking…

https://www.youtube.com/watch?v=M66ZU2PCiCM
Let’s practice

If you could design the “perfect” wallet, what would it be like?

• Pair up with a colleague.
• Choose one of your wallets to discuss and take notes.
  • What does the owner like about the wallet? What is their experience with the wallet? (Empathize)
  • What does the owner not like about the wallet (Define Problem)
  • What would make the wallet better? Are there features from other wallets that are desirable? (Ideeate)
• Based on your discussion, design a prototype of a new wallet based and make a sketch.

Product design has become less about the hardware and more about the user experience. (IDEO's David Kelley)

• Empathy for the user…
• What is user experience in Gen Ed?
  • The user as instructor?
  • The user as learner? employee, citizen, parent?
  • The user as employer?
• How could it be better? More meaningful, impactful, and interesting?
The General Education Refresh project provides the faculty design team a collaborative process to explore a broad range of information to formulate a recommended path forward. Insights from key stakeholders, general education trends, AAC&U Value Rubrics, and SACSCOC standards, as well as broad faculty input are a part of the process.

First: How might we refresh UTC’s Gen Ed curriculum to fully realize learning outcomes and enhance student engagement and success?

- Gen Ed learning spans all years.
- Gen Ed learning outcomes apply through any degree program.
- Honor the 2014 GE framework to focus on program outcomes.
- Align 5 broad GE outcomes with AAC&U ELOs/VALUE rubrics.
Design Thinking – 5 Principles

- **EMPATHIZE**: The best designs are human-centered.
- **DEFINE**: Framing the problem is the foundation to the design.
- **IDEATE**: Innovation is born from the clash of ideas.
- **PROTOTYPE**: Showing is better than telling.
- **TEST**: The difference between creative people and innovative people is action.

Design thinking begins with...

- **inspiration**: something that gives a person an idea about what to do or create
November 10th, 2017 - Mid-March, 2018

November 10
3-5:30 PM

Inspiration Scan Kick Off
Register for Design Thinking Crash Course for Dec 2nd

November 20
10am-11am

Virtual Coaching Check-in with Team Leaders

November 29

8 AM - 9:15 AM
Employer/ Citizenship Inspiration Intensive

10:30 AM - 11:30 AM
Student Inspiration Intensive

Inspiration Scan Slide Decks DUE

December 1
3-4 PM

Inspiration Scan Webinar

December 6-7
9 AM - 4 PM

GEN ED Refresh Design Session

January 5
9 AM - 4 PM

Change Framework Planning Session

Mid Jan - Early March

Experiment Kick Off
Conduct 2 Two Week Test Sprints

Mid March

Learning Consolidation & Leadership Mobilization

General Education Refresh Timeline

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What is an Inspiration Scan?

In its final form, the scan is a wall gallery of slides for design participants to “walk” at the beginning of the accelerated design session.

Teams will scan the external environment for leading practices and disruptive shifts and engage in activities to build empathy.

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Objective:
Teams create 10-15 SLIDES of leading practices & key data/trends by 11/29. Indicate the top 5 slides as these will be presented by team on webinar 12/1.

Gen Ed Inspiration Scan Team Approach

<table>
<thead>
<tr>
<th>TEAM 1</th>
<th>TEAM 2</th>
<th>TEAM 3</th>
<th>TEAM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Gen Ed Pathways for Higher Ed at Peer and Aspirational Institutions</td>
<td>Best practices in integrating Gen Ed outcomes through degree programs</td>
<td>Creative student course planning techniques to achieve graduation within target time frames and student engagement</td>
</tr>
<tr>
<td><strong>Team Leader</strong></td>
<td>Anne Smith</td>
<td>Kira Robison</td>
<td>Shewanee Howard-Baptist</td>
</tr>
<tr>
<td><strong>Team Members</strong></td>
<td>Catherine Middleton, Arisakan Elshafie, George Hynd</td>
<td>Bev Brockman, James Neiman, Dawn Ford</td>
<td>Will Sutton, Gregory O’Dea</td>
</tr>
<tr>
<td><strong>UTC Staff</strong></td>
<td>Eva Lewis</td>
<td>Eva Lewis, Stuart Berlant</td>
<td>Stickia Graham, Sherry Marlow Ormsby</td>
</tr>
<tr>
<td><strong>Bridge Coach</strong></td>
<td>Collin Young</td>
<td>Jenny Whitener</td>
<td>Collin Young</td>
</tr>
<tr>
<td><strong>Key Persona Views</strong></td>
<td>Graduate Student</td>
<td>Employer</td>
<td>Undergraduate Student</td>
</tr>
</tbody>
</table>

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**External Data**
- Published Research
- Best Practices
- Other Institutions
- Other Industries

**Faculty Data**
- Teaching Load
- The "A" Word
- Course Certification
- Qualitative

**Student & Course Data**
- Course Enrollments
- Credits Earned
- Section Capacity
- Majors Requirements
- Pre-requisites
- Surveys
- Qualitative

**Employer Data**
- Hiring Practices
- Surveys
- Environment
- Qualitative

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Where to find information to build knowledge scan slides…

- Google search
- Innovative blogs
- Professional Organization websites
- Thought Leader websites
- Interview successful people you know
- Relevant Conferences: Interview speakers/ ask for speaker notes
- Specific Chapters in Top Books
- LinkedIn forums and groups
- Twitter hashtags
- Photographs

In each place, look for innovations, success stories, lessons learned.

Found some Good Stuff? Now What?
- When you find something interesting and relevant to our challenge, capture the most important point on a slide in the google drive.
- Add quotes, images, charts, infographics, or other visuals to emphasize your point – or attract readers to the slide.

General Education Constituent Views

Why GE? College?
Degree Completion!
Reduce Expenses
Prove Value
Life / Market Relevance

Limited Time
Demonstrate Learning
Expected Skills
Funding Formula
Collaborative Support
## General Education Learning Outcomes Comparison

<table>
<thead>
<tr>
<th>(2014) UTC Gen Ed Competencies</th>
<th>UTC Gen Ed Outcomes to Assess + 1 in practice</th>
<th>Employers’ Top 6</th>
<th>Students’ Top 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express a broad knowledge of human cultures and the physical and natural world;</td>
<td>Critical Thinking</td>
<td>Problem Solving</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Think critically, analytically, and reflectively;</td>
<td>Written Communication</td>
<td>Inquiry &amp; Analysis</td>
<td>Foundations and skills for lifelong learning</td>
</tr>
<tr>
<td>Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and to make informed decisions;</td>
<td>Ethical Reasoning</td>
<td>Critical Thinking</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Communicate effectively, especially in speech and in writing; and collaborate on common tasks; and</td>
<td>Problem Solving</td>
<td>Oral Communication</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Synthesize information and concepts across general and specific disciplinary studies, demonstrated through the application of knowledge, skills and responsibilities to new settings and situations.</td>
<td>Intercultural Knowledge</td>
<td>Written Communication</td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Integrative Learning</td>
<td>Inquiry &amp; Analysis</td>
<td></td>
</tr>
<tr>
<td>Integrative Learning (in practice through ePortfolios)</td>
<td>Ethical Reasoning</td>
<td>(strong #7)</td>
<td></td>
</tr>
</tbody>
</table>

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## Design: Enhance Student Engagement

- Developed a conceptual model through:
  - Evaluating best practices.
  - Listening to feedback – Faculty, Students, Employers, Staff

- The Model still reflects the Gen Ed structure:
  - 5 broad learning outcomes (span all curricula)
  - 7 categories with content expectations aligned w/5 outcomes

- The Model (Prototype Solution) includes four components.
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UTC Gen Ed Refresh and Assessment

https://vimeo.com/291911117
General Education Steering Committee 2018
Two Components - Assessment

Visioning for Gen Ed Program – Enhance Student Engagement

Learning Assessment for Effectiveness & Improvement

Assessment Cycle – SACSCOC Timeline

2018
- Pilot Assessment Methods
- Evaluate
- Improve
- Define

2019
- 1st Full-Year GE Program Assessment
- Report & Use Results
- Improve

2020
- 2nd Full-Year GE Program Assessment
- Report & Use Results
- Improve

2021 – Sept.
- Compliance Report Due
- Off-Site Review

2022 - Spring
- On-Site Visit
- Referral Report?
- C&R Committee

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UTC Gen Ed Refresh and Assessment

Summer and early Fall 2018:
Ashley Finley, Senior Advisor to the President, AAC&U: August 9th – Let’s Talk about General Education
Kate McConnell, Assistant VP for Research and Assessment: September 20th – General Education, Assessment, and VALUE Rubrics

Fall 2018
• Follow-up with General Education Refresh Committee.
• Development of Faculty Director of General Education job description.
• Identification and collection of authentic student work. (Written Communication and Critical Thinking).
• Develop and pilot assessment process for VALUE rubrics.

Spring 2019
• Continue collecting student work.
• Use results to make improvements.
Rubric Scoring Process for GE Learning Outcomes

- **Simplifies** assessment with identified outcome-specific assessments
- **Strengthens** Gen Ed assessment by separating assessment from grading
- **Streamlines** Gen Ed assessment by sampling work once per academic year
- **Creates** a focused feedback loop

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Strategic Alignment & Integration
Rubric Scoring Process

Example from a Prior Institution

Scoring Example:

Each team member scores every sample of work from their assigned group (~30 pieces).
Thereafter, each team discusses their findings to calibrate results.
### Phased Implementation: Phase 1
#### 2013 Critical Thinking/Analytical Skills: Findings

**Data Findings:**
- Overall student evidence scores evaluated.
- Rubric Elements scores ranges from 1 – 4.
- Identify critical weaknesses to address.
- Used scores to benchmark the Gen Ed learning outcome.

**Process Findings:**
- Apply original rubric for pilot testing.
- Aligned assessments and rubrics post-pilot.
- Inter-rater reliability improved when weak assessments were excluded.

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### Phased Implementation: Phase 2
#### 2013 Assessment Team Recommendations for 2014
1. Assess 4 ELOs.
2. Prioritize two every year for assessment, two for development.
3. Develop workshops on teaching and assessing and ELO in conjunction with the TLA. Special focus for the year was on critical thinking.
4. Continued to refine assessments and rubrics to measure specific learning outcomes.

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Phased Implementation: Phase 2 Timeline

- **Fall term week 1**: Recruit team members.
- **Mid-Sept**: Finalize assessment map and rubrics.
- **First day spring term**: IE collects student evidence and samples.
- **Mid-Feb**: Scoring workshop (each member attends a half-day session).
- **2-3 weeks after scoring**: Complete data analysis (IE); ELO teams meet to discuss results.
- **March end**: Deliver analysis to Academic Affairs/GE Committee.

Critical Actions for Success

- Recruit team members.
- Select (modify if necessary) **rubrics** that align with campus SLO definitions.
- Determine sampling method and size.
- Carefully identify (modify if necessary) common course **assessments** that demonstrate the learning outcome.
- Provide SLO and rubric-related **training** opportunities throughout the year.
- Complete the continuous improvement cycle – **use results** for documented program improvements.
Student Engagement

General Education Steering Committee 2018
Two Components – Student Engagement

Visioning for Gen Ed Program – Enhance Student Engagement

Learning Assessment for Effectiveness & Improvement
Enhancing Commitment

• Engage students in the conversation.
• Design integrative learning/courses/programs.
• Create a unique core curriculum/common intellectual experiences.
• Partner with academic/professional advisors.
• Integrate HIPs - reflective ePortfolios, community engagement, writing intensives, FYEs, etc.

Additional Questions & Challenges

• General Education requirements vs. majors requirements
• Gen Ed course certification and recertification
• Pre-requisites for Gen Ed courses
• Course sequencing, times offered, and online availability
• Syllabus creep
• High number of Gen Ed courses (no longer offered or low interest)
Questions or Comments?

Eva W. Lewis  
Vice Provost, Institutional Effectiveness & Academic Planning  
University of Alabama at Birmingham  
evalewis@uab.edu

Dawn Ford  
Assistant Provost, Teaching and Learning  
University of Tennessee at Chattanooga  
dawn-ford@utc.edu