

Jumpstarting General Education Program Review: *A Systems Thinking Approach to the Self-Study*

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Workshop Objectives

Participants in the workshop will be able to:

- Practice using a systems thinking approach by responding to questions about the quality of a general education program
- Use the “AGLS Guide” questions to initiate a program review discussion

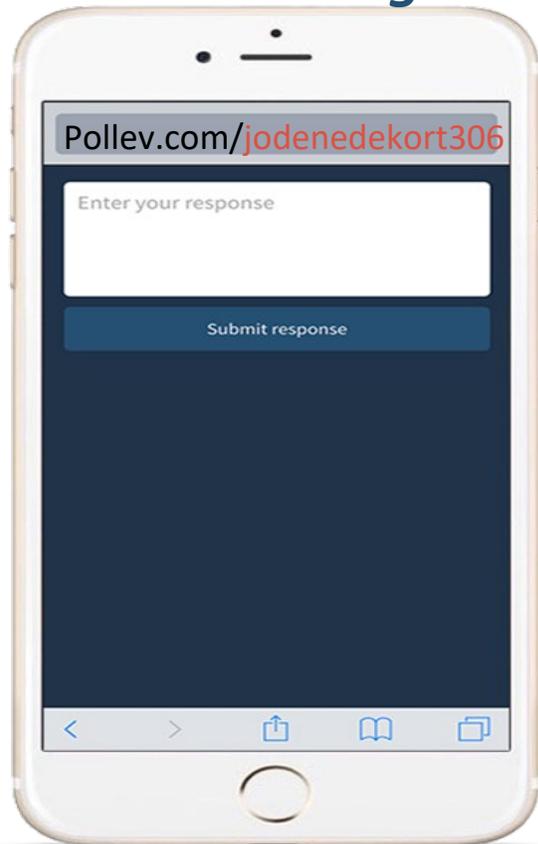
Overview

- Introductions
- What is systems thinking?
- Purpose, History and ways to use the Guide
- Purpose and Major Elements of Program Review
- Activities and Breakout Discussions

Using and Responding with Poll Everywhere

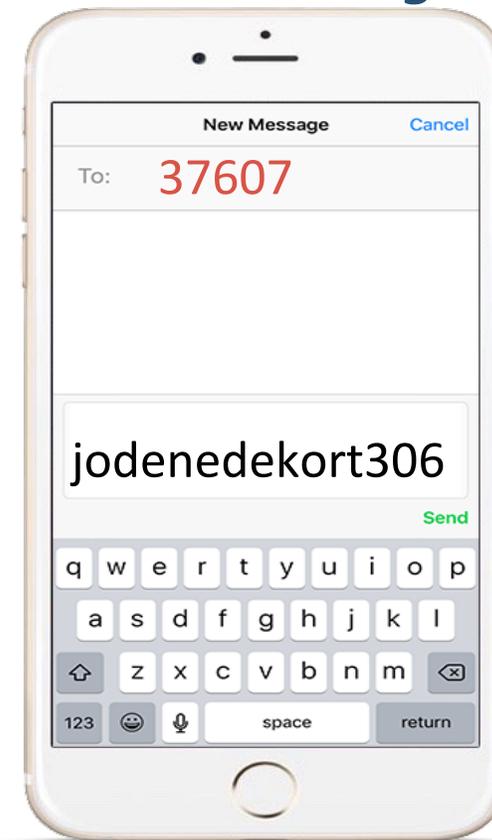
Via the web, visit pollev.com/jodenedekort306
Wait for the question to appear, and respond with a click.

Web voting



Via text message, start a new text message.
You'll type **37607** in the "to" line. Then type in the body of the message jodenedekort306

Text voting



What is your favorite Color

Blue

Green

Red

Orange

Yellow

Other

What is the size of the student body at your institution?

Small:
500-1999
students

Medium:
2000-4999
students

Large:
5000-9999

Very Large:
Over 10000



What role do you play in General Education at your institution?

Who is responsible for teaching most of your General Education courses?

Full Time Tenured
Faculty

Full Time Non
Tenured Faculty

Adjunct Faculty

Graduate/Teaching
Assistants

Who oversees the general education assessment and program review processes at your institution?

Part-time
Faculty

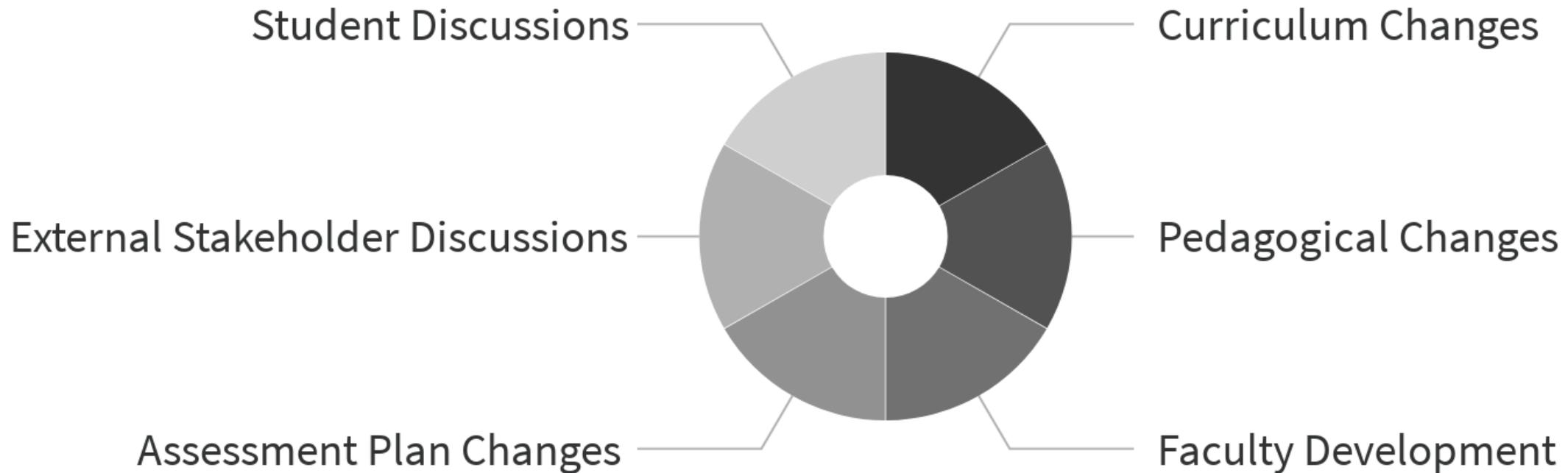
Full-time
Faculty

Institutional
Committee

Assessment
Practitioner

General
Education
Administrator

How are assessment and program review results used at your institution?

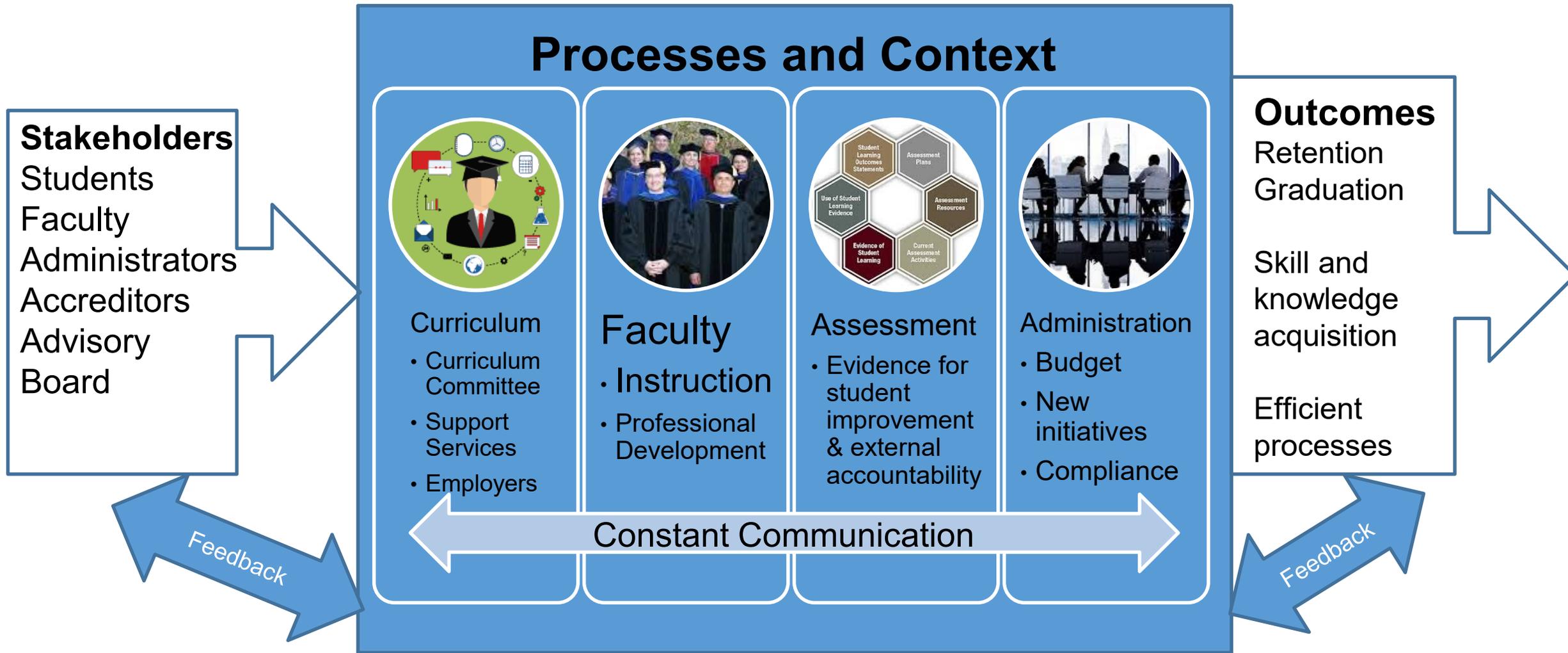


What is Systems Thinking?

- **Systems thinking** is a comprehensive and holistic analysis of how interrelated parts function in an organization
- **Systems thinking** is a discipline of seeing wholes rather than parts, for seeing patterns of change rather than static snapshots, and for understanding the subtle interconnectedness that gives living systems their unique character.

-Peter Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization*

General Education Systems Thinking Model



Purpose, History and Ways to Use the Guide

Association for General and Liberal Studies (AGLS),

<https://www.agls.org/resources/the-guide-to-program-review/>

- Systems thinking approach to general education program—
continuous quality improvement approach to core program
processes or systems
- Questions for developing, renewing, or evaluating a program
- An attempt to get “out in front of” questions of program worth
- For accreditors: models of quality, AGLS Exemplary Program Award

Program Review Purposes

- Assess the quality and effectiveness of General Education
- Stimulate program planning and improvement
- Ensure that general education is consistent with University's mission
- Promotes fairness and efficiency in the allocation of resources
- Supports the planning and budgeting processes of the university

Major Elements of Program Review

- **Mission**

By what means do we ensure that the student learning objectives for general education align with the mission, vision, and philosophy? **AGLS, C2**

Does the department's mission statement and student learning outcomes reflect the department's purpose, primary activities, and stakeholders? **Example: UNC Charlotte**

- **Quality**

What measures of student success in meeting general education learning objectives do we collect and study? **AGLS, J1**

How does the department assess student learning outcomes? **Example: UNC Charlotte**

- **Viability**

How do we provide leadership and resources (human and financial) for the general education program? **AGLS, C4**

How are department resources (equipment, space, staff support) allocated? How could they be reallocated? **Example: UNC Charlotte**

What mode are you in?



Beginning

How do we start?

1. Who is responsible for what? (A5)
2. Do you have common outcomes? (C1)
3. What are traits of robust GE program? (A1)
4. How to set up measures for GE outcomes? (J1)
5. How to set up process for using assessment results? (I1)



Crisis

Depends on the nature of crisis

1. What's working? What's not? (J2)
2. Did you review? (C1)
3. Are you organized? (A2)
4. Do faculty and leadership know what they are responsible for? (A5)
5. Do you have targets for improvement? (I2)



Fine-Tuning

Where are the “squeaky wheels”?

Have you...

1. Examined assessment results? (I1)
2. Gathered peer feedback? (J3)
3. Identified gaps? (J2)
4. Critiqued your processes? (I2)
5. Created faculty ownership and responsibility for the curriculum and assessment? (A5)

General Education Institutional Choices

Activity #1

Activity #1
Institutional Choices

| AGLS Guide Questions | What are your institutional challenges, opportunities, and strengths? | Who are the responsible parties and stakeholders at your institution? | What can you do to support continuous improvement in this area? |
|--|---|---|---|
| C3 – What practices do we use to ensure that our general education program meets the 21st-century expectations of our stakeholders in such areas as diversity, technology, and core inquiry skills for independent lifelong learning in a globalized environment? | | | |

Key takeaways from discussion:

General Education Action Steps

Activity #2

Activity #2
Action Steps

| AGLS Guide Questions | What are your institutional challenges, opportunities, and strengths? | Who are the responsible parties and stakeholders at your institution? | What can you do to support continuous improvement in this area? |
|--|---|---|---|
| A6 – What methods do we use to connect and integrate learning in the major with general education, in an effort to educate students in multiple modes of inquiry? | | | |

Key takeaways from discussion:

**General Education
Informed Judgments
Activity #3**

Activity #3
Informed Judgments

| AGLS Guide Questions | What are your institutional challenges, opportunities, and strengths? | Who are the responsible parties and stakeholders at your institution? | What can you do to support continuous improvement in this area? |
|---|---|---|---|
| J2 – What is our evidence, beyond achieving a passing grade in required courses, that our graduates have acquired the knowledge and skills in general education expected by the institution and its stakeholders for the awarding of degrees? | | | |

Key takeaways from discussion:

General Education Further Improvements

Activity #4

Activity #4
Further Improvements

| AGLS Guide Questions | What are your institutional challenges, opportunities, and strengths? | Who are the responsible parties and stakeholders at your institution? | What can you do to support continuous improvement in this area? |
|--|---|---|---|
| I1 – To what extent do our faculty examine the results of assessment, discuss their implications, and use them to make improvements in the program? | | | |

Key takeaways from discussion:

Reflections

- 1) What did you learn either from another institution here or from the presenters?
- 2) What strategies are you taking back with you?
- 3) What are your next steps when you return to your institution?

Association for General and Liberal Studies

AGLS.org

- The Guide <https://www.agls.org/resources/the-guide-to-program-review/>
- Judgement of Quality <https://www.agls.org/resources/judgments-of-quality/>
- AGLS Awards <https://www.agls.org/agls-awards/exemplary-program-awards/>
- Live Chats
- Annual Conference <https://www.agls.org/annual-constitute/virtual/>

Resources

[Association for General and Liberal Studies](#)

[AGLS Exemplary Program Awards](#)

[Association of American Colleges & Universities](#)

[General Education Maps and Markers \(GEMs\)](#)

Contact Us

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