Empowering Students through Liberal Learning Outcomes

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http://liberalarts.wabash.edu
Presenters

- Deborah Butler, Center of Inquiry in the Liberal Arts at Wabash College
- Stephen Bowen, Oxford College of Emory University
- Robyne Hart, Hanover College
- David Brailow, Franklin College
Mission of the Center of Inquiry in the Liberal Arts at Wabash College

To collaborate with institutions to gather and use evidence to improve student learning
• No overarching definition of the liberal arts, but work with institutions to develop their own visions of liberal arts within their own institutional missions and goals
• Diversity of liberal arts institutions is the key to the continued relevance of these institutions
Three institutions...unique and interesting approaches to a liberal arts education

• Hanover College: addressing both professional and liberal learning
• Franklin College: creating a culture of inquiry into and support for student learning
• Oxford College: educating students in a liberal arts intensive two-year environment

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Empowering Students through Liberal Learning Outcomes

Institutional Structure and Faculty Roles
Emory’s Academic Divisions

- School of Law
- School of Theology
- School of Medicine
- School of Public Health
- Graduate School of Arts and Sciences
- School of Nursing
- School of Business
- Emory College
- Oxford College
Emory University
Undergraduate Choices

Freshman/Sophomore Year

Entering freshmen can apply to both Emory’s Atlanta and Oxford, Georgia, campuses.

EMORY COLLEGE
5,000 total undergraduate students
Located in Atlanta, Georgia, on campus with Emory University’s graduate and professional schools

EMORY OXFORD COLLEGE
700 freshmen and sophomores
Located in Oxford, Georgia, Emory University’s original campus 38 miles east of Atlanta

As a junior, all students can continue on at Emory College, or apply to Goizueta Business School or Nell Hodgson Woodruff School of Nursing.

Junior/Senior Year

EMORY COLLEGE
5,000 undergraduate students

GOIZUETA BUSINESS SCHOOL
520 undergraduate students

NELL HODGSON WOODRUFF SCHOOL OF NURSING
200 undergraduate students
Emory’s Two Campuses – Atlanta and Oxford
Emory College

- 4,931 Students – Freshmen through Seniors
- 533 Faculty
- $21,000,000 Sponsored Research Expenditure
Oxford College

- 700 Freshmen and Sophomores (20% of each class)
- 47% Minority Students
  - 24% Asian
  - 16% African American
  - 4% Hispanic
- 65 Faculty
- $58,000 in Sponsored Research Expenditure
“Oxford College is a specialized division of Emory University that provides a *liberal arts intensive* program for the first two years of the Emory baccalaureate degree.”
“Liberal Arts Intensive”

• No Graduate Programs, No Majors
• Realized through Pedagogy
  – Average Class Size – 17
  – Largest Class Size - 33
• Realized through Community Engagement
Faculty Roles

Teaching

Oxford College

Scholarship

Emory College
Oxford’s P&T Standards

• Highly effective teaching documented in an extensive portfolio – evidence of reflection, innovation, and success
• Faculty must also have a program of productive scholarship (Boyer criteria)
• Active involvement in the Scholarship of Teaching and Learning whether or not it is an area of scholarship
Support for Faculty Development

- Mentoring program for new faculty
- Institute for Pedagogy in the Liberal Arts
- In-house grants of $3,000 - $10,000
- Center for Academic Excellence
Positive Indicators

- National Survey of Student Engagement (NSSE) results
National Survey of Student Engagement Results - Oxford College, Emory Univ.

Compared to all similar liberal arts colleges, your College performs better than _% of them.
Positive Indicators

- NSSE results
- Oxford students’ leadership
- Sense of “Racial Harmony”
- “You can always tell the kids from Oxford. They sit in the front row and ask the hard questions.”
The Search for Specific Outcomes

• Bok’s List
• Harvard College Curriculum Reform
• AAC&U Statements
• Peers’ Lists
Oxford College – Liberal Learning Outcomes

Knowledge and Understanding: Knowledge of Human Cultures and the Natural World

Reasoning and Imagination: Intellectual and Practical Skills, Integrative Learning
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Collaboration and problem solving
- Synthesis across general and disciplinary studies
Oxford College – Liberal Learning Outcomes

Values in Action: Personal fulfillment and Social Responsibility

• Civic knowledge and ethical engagement
• Inter-cultural knowledge and competence
• Foundations and skills for a rewarding career and lifelong learning
• Development of ethical leadership skills
• Opportunities for co-curricular activities
**Hypotheses**

1. Oxford students are empowered by their experiences in ways they had not anticipated they would be.
2. Oxford students tend to enter service careers.
3. Oxford students are more likely to be leaders after graduation.
4. Oxford students are more likely to be innovative and to take risks.
Evolution of Business Education at Hanover College
Hanover College Profile

- Oldest private college in the state of Indiana
- Located in rural southeastern Indiana
- Approximately 1,000 students
- Recruit students primarily from Indiana, Kentucky and Ohio
Hanover College Majors in 1999

- Philosophy/Theology
- Political Science
- Math/Computer Science
- Classical Studies
- Psychology
- Business
- Education
- Communication
- History
- Economics
- English
- Sociology/Anthropology
- Science
- Language
- Arts, Music & Theater
Hanover College & the Business Major

- Became the “default” major
- Flawed logic in choice of major
- Students had no better sense of “fit” or ability to secure jobs
- Animosity from other faculty
Recommit to the Liberal Arts and Rethink Business Education

- Created LADR requirements
- All students must have a liberal arts major
- Create a separate business program
- Eliminate the Business major
- Assess each independently
Creating the Center for Business Preparation (CBP)

- Surveyed past business majors
- Alumni focus groups in Indiana, Ohio and Kentucky
- Research other unique elements in business education
- MBA program requirements
- Liberating opportunity
CBP Program
4 Primary Goals

1. Competence
2. Credentials
3. Connections
4. Confidence
CBP Unique Elements

- Admission based program
- Curriculum & Experiential Teaching Methods
- Guaranteed Project-based Internships
CBP Curricular Requirements

- Management Concepts
- Financial Decision Making
- Business Strategy (capstone)
- Project-based Internship Research (.25 unit)
- Project-based Internship
- Two electives; one must be CBP other from approved list
- Pre or co-requisites: Economics and Statistics
- Min # of requirements = 5.25; Max = 8.25
Focus on Experience
Senior Capstone Consulting Project
Project-based Internship Requirements

- Customized match with student and host
- Focus on measurable outcomes
- Add value to host organization
- Work prior to Internship
  *Complete Research Plan
  *Develop Learning Plan
- Poster Sessions
Chris Webb ’08, Economics Major
Cummins Engine, Inc. Internship

INTERNSHIP PROJECT:

- Developed a customer satisfaction survey
- Conducted website usability testing.
- Offered job.
Todd Hill ’08, Biology Major
Jewish Hospital Internship

INTERNSHIP PROJECT

- Trained, and implemented balanced scorecard method for leadership development.
Tiffany Black ’08, Studio Art Major
David Schuster Art Gallery Internship

INTERNSHIP PROJECT

- Created a commissioned mural for a private school.
- Developed marketing campaign materials to promote the art gallery and classes within the community.
Programmatic expectations…

- Program would attract same types of students as the business major.
- The majority of students in program would major in Economics.
- Our biggest challenge would be finding internship hosts.
- Modest growth in number of interested students due to the curricular and co-curricular requirements.
Hanover College Majors 2008

- Political Science
- Philosophy/Theology
- Classical Studies
- Math/Computer Science
- Psychology
- Communication
- History
- Economics
- English
- Sociology/Anthropology
- Other Sciences
- Biology
- Language
- Arts, Music & Theater
CBP Majors Represented 2007-2009

- Anthropology
- Art
- Art History
- Biology
- Chemistry
- Communication
- Economics
- English
- Exercise Science
- Geology
- History
- International Studies
- Math
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theology
What we didn’t expect...

- Faculty support and impact on other majors
- Diverse majors
- Alumni engagement
- Female students representation
- Ease of securing internship hosts
- Growth in program
Wabash Assessment Project
Goal #1 - Competency

- Ability to think critically improved via case-based teaching model
- Capacity to take apart a problem and find a creative solution
- Appreciation of complexity and ambiguity through capstone consulting project
- Ability to recognize personal values/ethics more when able to apply in concrete vs. abstract
- Not strong connection with “role-taking”
Goal #1 - Credentials

- Expression of self-efficacy about their preparation
- Engage in “difference-making” behaviors
- Ability to document examples of their work through internship and various projects
- Experiential learning (in all forms) was one of the most valuable components
- Desire for more options for electives and deeper focus within core courses
Goal #3 - Connections

- Ability to network and develop relationships with alumni and business leaders
- Better equipped to market themselves
- Capable of conducting themselves in a variety of professional settings
- Events themselves not as valuable as the social and professional interaction
Goal #4 - Confidence

- Believe they will have a competitive edge once employed due to the skill set acquired.
- Felt they have more problem-solving abilities, team-building and teamwork skills and better communication abilities than their peers.
- Practice gained through participation resulted in strong confidence to achieve.

85% were placed prior to graduation, 100% by 2nd month after graduation.
Next Steps

- Continuing assessment process for graduates
- Survey current employers for assessment of CBP graduate performance
- Identifying skill improvement from year to year based on program outcomes
- Contrast placement and job tenure for CBP students and rest of class
First-Year Teaching and Learning Project at Franklin College

Faculty Inquiry and Development to Improve Student Learning
Franklin College Profile

• Located in south suburban Indianapolis area
• 1,000 undergraduates, 75% residential, 35% first generation, 6% minority, mostly rural Indiana, lower average family income than the state system, average ACT 22-24, listed in this year’s US News rankings as 16th among Midwestern colleges
• 1st to 2nd year retention averages 73%; five-year graduation averages 58%
• Largest majors: Journalism, Education, Biology/Pre-Health Professions, Sociology, Business
• 70 full-time faculty; 75% of all classes taught by full-time faculty
Retention and Performance
Overall 1st-2nd Year Retention – 73%

Persistence to second year by selected cumulative GPA segments

- **GPA 3.50 or above**: 100.0%
- **GPA 2.50 - 3.49**: 91.4%
- **GPA 1.50 - 2.49**: 61.5%
- **GPA 1.49 or below**: 50.0%
Genesis and Development of the Project

Center of Inquiry in the Liberal Arts
  FC Institutional Effectiveness Group
  FC Faculty Initiative to Improve First-Year Learning
    First-Year Learning Project
  Wabash National Study
    Assessment and Improvement of First-Year Learning
Goals of the Project

• Change faculty focus from frustration and blame to inquiry into and support for student learning
• Acquire good information about the learning skills and experiences of first-year students and their relation to performance, persistence, and learning outcomes
• Challenge and support first-year students
Structure of the Project

• Faculty Development Director—senior faculty member with one course release per semester
• Faculty Discussion Group—10-12 faculty meeting once monthly
• Faculty Focus Group—4 faculty conducting student surveys and experimenting with strategies to teach learning skills in first-year classes
• New Faculty Discussion Group—7 new faculty members meeting bi-weekly as part of their orientation process
Inquiry—Analysis—Experimentation

- Faculty collect information from first-year students on motivation, study habits, learning strengths and weaknesses
- Wabash National Study provides data on liberal arts outcomes (starting 07-08)
- IR analyzes data and presents results
- Faculty determine a focus and a set of strategies to implement
- Faculty implement strategies and assess results
- Cycle repeats each year
First-Year Learning Survey

• Questions on Reading and Study Habits and Experiences of First-Year Students
Project Findings—High School Rigor and GPA

High School Rigor = homework + required reading + note-taking expectation

*Rigor score = (homework mins. per day) + (# of required novels * 10) + (notetaking expectation score * 10) + (homework over weekend score * 10)
Parental Involvement and GPA

HS parental involvement* by current GPA segments

*Combined average of all parental involvement items on seven-point scale:
1 = lowest involvement...7 = highest involvement
Responding to an unfamiliar reading term

Response to reading term I don't understand

- Use context clues: 35.7%
- Seek meaning from outside source: 41.1%
- No action: 23.2%
No Action Response and GPA

Response to reading a term I don't understand: NO ACTION
(segmented by cumulative GPA categories)

- 1.99 and below: 50.0%
- 2.00 - 2.99: 25.9%
- 3.00 and above: 16.0%
Intuitions the Data Didn’t Support

• TV/movie/video game engagement doesn’t appear to be related to academic performance.
• Summer reading and enjoyment of reading don’t appear to affect academic performance.
• Watching TV while reading and not always completing long reading assignments don’t appear to affect academic performance.
• Overall, the sleeping habits of students in this sample do not demonstrate any clear relationship with academic performance.
What We Hope to Learn from the Wabash National Study

• How these findings correlate with actual liberal arts outcomes in the project sample
• How these and a broader range of student experiences correlate with those outcomes and with academic performance
• How all of these correlate with student persistence
Lessons Learned

• Framing assessment as inquiry works
• Commitment works better than representation
• Things we “know” about student learning aren’t always true—or helpful
• Things we learn from actual inquiry are likely to be both true and helpful
• Better information leads to better questions
Reflecting Back on High School

1) During my senior year of high school:
   a) I was required to read _____ novels. I read _____ of these required novels.
   b) I had approximately _____ minutes of homework (work to be done outside of class) per day.

2) Please circle the number on each scale that best represents your experience in your senior year of high school. (For example, “1” on the first item would indicate “I was expected to take notes in none of my classes” while “7” would indicate “I was expected to take notes in all of my classes”…”4” would be indicative of a midpoint such as “I was expected to take notes in about half of my classes”)

<table>
<thead>
<tr>
<th>Scale Description</th>
<th>Scale Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was expected to take notes in none of my classes</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>I was expected to take notes in all of my classes</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>I never had homework over the weekend</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>I always had homework over the weekend</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>If there wasn’t going to be a quiz, I never read the assignment</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Even if there wasn’t going to be a quiz, I always read the assignment</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>My high school teachers rarely talked about the study skills I would need in college</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>My high school teachers frequently talked about the study skills I would need in college</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

3) Please circle the number on each scale below that best represents your behavior during a typical week in the summer before coming to college…

<table>
<thead>
<tr>
<th>Activity</th>
<th>Scale Values</th>
</tr>
</thead>
</table>
| I read from a book:             | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |
| I read from a newspaper:        | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |
| I read from a magazine:         | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |
| I read from an internet source: | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |

4) Please circle the number on each scale below that best represents your interactions with your family during your high school years…

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Scale Values</th>
</tr>
</thead>
</table>
| My parents asked me about my homework: | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |
| My parents asked me about what I was reading in school: | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |
| My parents talked with me about books they’d read: | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |
| My parents talked with me about articles in the newspaper: | Very frequently…… 6
| Frequently…… 5
| Occasionally…… 4
| Rarely…… 3
| Very rarely…… 2
| Never…… 1 |

5) Identify the people in your immediate family who read for pleasure:
College Attitudes and Behaviors

6) Please circle the number on each scale that best represents your college experience.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Number Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I do not enjoy reading. It is more frustrating than pleasurable.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>I enjoy reading. It is one of my favorite hobbies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I find college textbooks to be very difficult to read.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>I find college textbooks to be very easy to read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think college textbooks are very boring.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>I think college textbooks are very interesting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College textbooks are not helpful at isolating the most important points.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>College textbooks are helpful at isolating the most important points.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College textbooks are not essential to doing well in my courses.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>College textbooks are essential to doing well in my courses.</td>
<td></td>
</tr>
</tbody>
</table>

7) When I am reading and I come across a term that I do not understand, I tend to

_______________________________________________________________________

8) Please rank the following from most (1) to least (4): **I do most of my reading for classes in**

- a dorm room
- the library
- the student center
- other (specify:________________________)

9) Select as many as are correct for you: **When I am reading for class, I**

- tend to have the TV on
- tend to have the radio or music on
- find I can still talk with my friends
- go back over what I do not understand
- write notes in the margin of my books
- keep notes on my reading in a notebook
- break up long reading assignments
- read the assigned reading, no matter how long, at one time

10) Estimate the percentage of your college homework done during the following time frames: *(all of your answers should total to 100)*

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the morning</td>
<td>___%</td>
</tr>
<tr>
<td>During the afternoon</td>
<td>____%</td>
</tr>
<tr>
<td>6 p.m. to 9 p.m.</td>
<td>____%</td>
</tr>
<tr>
<td>9 p.m. to midnight</td>
<td>____%</td>
</tr>
<tr>
<td>after midnight</td>
<td>____%</td>
</tr>
</tbody>
</table>

11) I watch approximately _____ minutes of TV or movies per weekday.

12) I watch approximately _____ minutes of TV or movies per weekend.

13) I play approximately _____ minutes of video games per weekday.

14) I play approximately _____ minutes of video games per weekend.

15) I average _____ hours of sleep per weeknight.

16) I average _____ hours of sleep per weekend night.