

# UMKC Essentials Faculty Senate Update

Tuesday, September 21, 2021



# Core 42 and UMKC Essentials

## Common Requirements – 15 hrs

Composition (6 hrs)  
Communications (3 hrs)  
Math Pathways Course or Upper Math (3 hrs)  
Constitution/Civics (3\*hrs)

Previous Credit  
Evaluation (6  
hrs)

## UMKC Essentials

Arts & Humanities (3 hrs)  
Natural & Phys. Sci. (3 hrs)  
Social & Behavioral (3 hrs)

FSE (3 hrs)  
Civic & Urban Engage. (3 hrs)  
Culture & Diversity (3 hrs)

\*\*Foundation Hours - Flexible

## Core 42

Arts & Humanities (9 hrs)  
Natural & Phys. Sci. (7 hrs)  
Social & Behavioral (6 hrs)

\*\*Foundation Hours (5 hrs)



# Updated Assessment Plan

- Phase I (starting 2020-2021): Written Communication I, FYE - Formative;
- Phase II (starting 2021-2022): Math Pathway, Oral Communication I, Critical Thinking (arts and humanities; natural and physical sciences; and social and behavioral sciences); and
- Phase III (starting 2022-2023): Written Communication II, Culture & Diversity, and Civic Engagement.

# Quality Assurance

- First Semester Experience (FSE) Course
  - Evaluation and Review of Student Course Evaluations
  - Focus Groups
  - Teaching Team Insights

# FSE Course Eval Input

% Agree		Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
63%	The goals of the course were well-defined.	87	134	51	49	32
65%	The online components of the course improved my understanding of course content.	83	143	60	38	25
80%	This course helped me understand the depth and breadth of degree and course offerings at UMKC.	72	178	35	0	27
84%	This course helped me understand the resources at UMKC that can help me succeed.	114	180	22	19	17
62%	This course helped me develop a plan to complete my degree.	92	125	44	50	37

# Comments and Focus Group

- Questions about Academic Advising
- Course Structure – 3 Components
  - Confusing – Expect traditional MWF with designated time
  - Significant workload (guided by Contact Hr)
- Small Group – Common interests with Faculty Mentor of primary importance
- Impact Experiences
  - need more tied to academic & career interest areas
  - More face-to-face on campus
  - “I don’t think I need”
  - “But I work”
- PAL Component Positive

# Fall 2021

- Fully implemented the Instructional Team
  - *Faculty Mentor, Academic Advisor and PAL*
- Expand the FSE Faculty Mentors to more align with students' academic interests
  - Grouped intentionally BA/MD, Engineering and Bloch
- Request to Academic Programs for **Impact Experiences** (will evaluate participation & specific requirement for FS22)

# Small Group Guests – Academic Advisor(s) or Student Services

- Week 1: Course introduction 1, essential systems and the scavenger hunt
- Week 2: Introduction to Roo groups and Impact Experiences
- Week 3: Introduction to ASM (these sessions are run by ASM folks – instructor just needs to facilitate)
- Week 4: FOCUS 2 and career / major planning
- Week 5: Plan my degree
- Week 6: Preparation for advising meeting for spring enrollment



## **Week 7: Black Panther**

**Impact Speaker:** Mitch Brian from Communication Studies talking about ways to study and think about film from an academic perspective.

**Film to Watch:** Black Panther

**Small Group Section Prompt:** Use the representation of technology and/or society in Black Panther catalyze conversation about these ideas in your academic area and work in your field.

## **Week 8: Arts, History and Culture of Kansas City**

**Reading:** *First half of Hag Seed: A Modern Retelling of the Tempest by Margaret Atwood*

**Impact Speakers:** Laurie Ellinghausen, Department of English providing an introduction to The Tempest, Sidone Garrett Heart of America Shakespeare Festival describing the work of the Heart of America Shakespeare Festival

**Small Group Section Prompt:** Use the representation of the primary themes of the Hag Seed - loss and grief, health care accessibility and end of life, political structures, small group social dynamics, the role of creativity in society, etc. – to catalyze conversation about these ideas in your academic area and work in your field.

## **Week 9: Arts, History and Culture of Kansas City**

**Reading:** *Second Half of Hag Seed: A Modern Retelling of the Tempest by Margaret Atwood*

**Impact Speakers:** Chuck Haddix, Marr Sound Archive talking about Kansas City Jazz, Stuart Hinds, Labudde Special Collections talking about archives and the Gay and Lesbian Archive of Mid-America

**Small Group Section Prompt:** How did your field take its current shape and come to ask its current research questions? What are some of the most important ideas/people/discoveries that shaped the way people do work in your field today.

## **Week 10: Research, Data, Ethics and Privacy**

**Impact Speaker:** Jannette Berkley-Patton, Associate Professor, Department of Biomedical and Health Informatics, Dr. Celestin Bi-Botti, Professor, School of Pharmacy

**Small Group Section Prompt:** What are some of the primary questions that researchers in your field explore? How do they have an impact beyond UMKC? What are ways that my field has impact in the Kansas City region?

## **Week 11: Data literacy and library**

**Reading:** Two examples of writing about research, one in the popular media and one in a journal article. We have two articles that faculty can use or faculty can select their own

**Impact Speaker:** Mardi Mahaffy Head, Teaching and Learning Department University Libraries

**Small Group Section Prompt:** What are the primary sources of information for your field? What structures help make that information authoritative? What are some of the important formal and informal ways that research results and ideas are disseminated in your field? What is the life-cycle of information in your field?

## **Week 12: Research, Data, Ethics and Privacy**

**Impact Speaker:** Brent Never, Associate Professor, Department of Public Affairs

**Small Group Section Prompt:** What are the major ethical/moral/privacy issues related to research and teaching in your field?

**Week 13 and 14: Social Justice Book and Lecture Series :** These weeks focus on the book that is selected for the Social Justice Book and Lecture Series. Impact talks are tailored to the book. In the small group discussion, faculty use the book to catalyze conversations about related work/ideas/themes in their field.

# FSE FS21 Information

- 1234 FSE Students for FS21
- 1051 (85%) have completed Focus 2 – Career Planning Assessment
- 904 (80%) have met with PAL for “Get to Know You” Session
- 802 (65%) of met baseline Engagement Expectations through UMKC Impact Experiences  
(Baseline 15% completed by September 15)

# Impact Experience Participation

(as of 9/21/21)

## No – Very Little Engagement: 30%

- Students are not engaging as expected
- 0-4 experiences completed
- Note: 12% of students have not engaged at all

## Approaching Expectations: 5%

- Students are currently below expectations, but working towards getting back on track
- 5 experiences completed

## Meeting or Exceeding Expectations: 65%

- Students are currently meeting expectations and are working towards earning full credit for upcoming Progress Review (9/27)
  - 6-10 experiences completed
- Students have already met the expectation for upcoming Progress Review
  - 11+ experiences complete

## *Notes to consider:*

- Percentages based on 1234 students currently enrolled in FSE
- Students are asked to complete a total of 37 Impact Experiences to earn 100% of points
- Students are graded on Progress four different times throughout semester:
  - September 13 (15%)
  - September 27 (30%)
  - November 1 (65%)
  - December 13 (100%)
- Impact Experience account for approximately 40% of FSE grade

# Quality Assurance

- **UMKC Essential Curriculum: ENGLISH 110**

- Data collected from 93 random, student samples of Signature Assignments of Fall 2020 and Spring 2021 and evaluated by cross-disciplinary teams of faculty.

- **Achievement Targets for ENGLISH 110:**

- Baseline 75% at 2 higher on all SLO's
- Aspirational 50% at 3 or higher on all SLO's

- **Achievement Targets for ENGLISH 225**

- **(Not Sampled in 20-21):**

- Baseline 60% at 3 or higher on all SLO's
- Aspirational 75% at 3 or higher on all SLO's



# Student Learning Outcomes

## **Met Aspirational Targets:**

1. Develop a clear focus
2. Construct a purposeful organizational scheme appropriate to the rhetorical situation
3. Compose appropriate and relevant content to illustrate mastery of subject
6. Employ format, style, syntax, and usage appropriate to the rhetorical situation

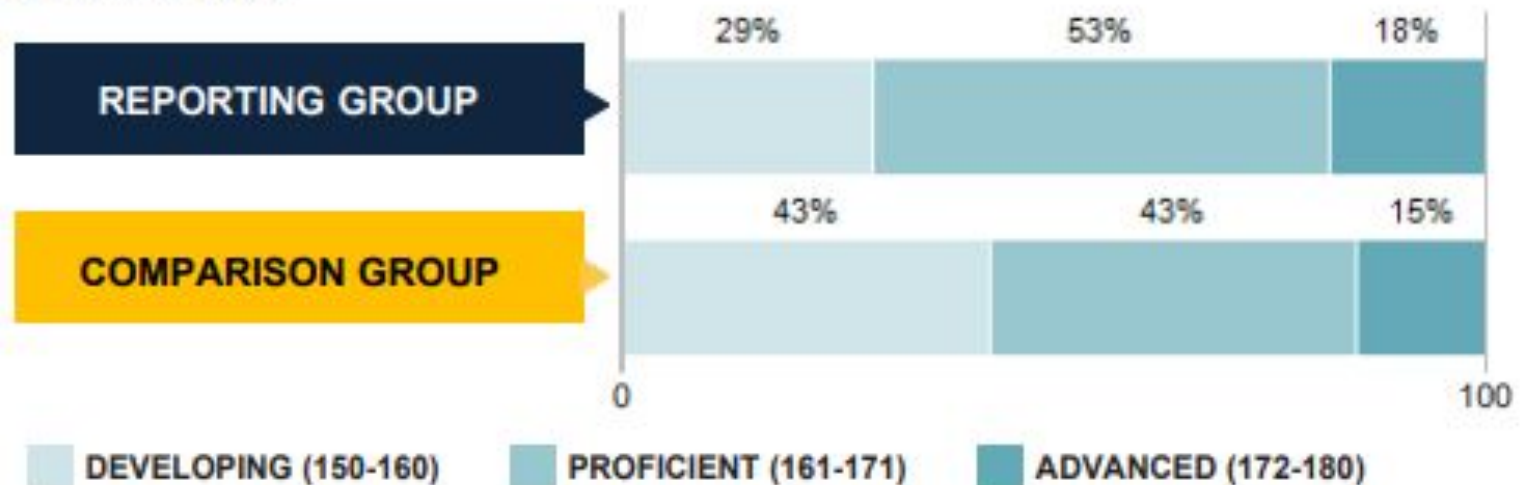
## **Met Base-line Targets:**

4. Control of mechanics, grammar, punctuation, and spelling
5. Compose appropriate and relevant content to illustrate mastery of subject

# ETS® HElghten. Written Communication

## PROFICIENCY LEVELS

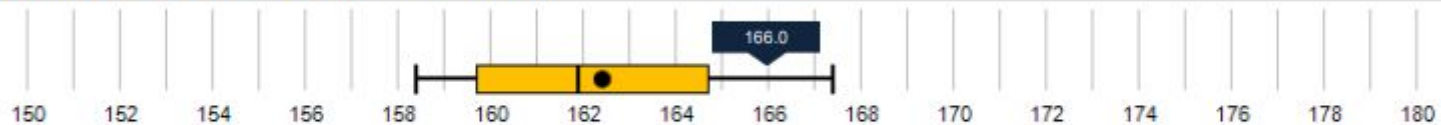
This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



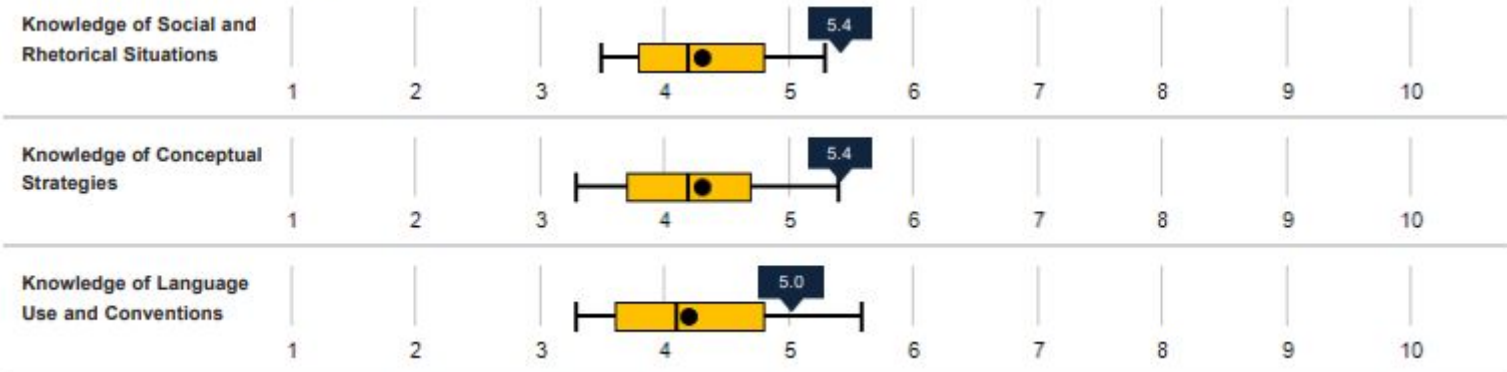


# ETS® *HElghten.* Written Communication

## OVERALL SCALED SCORES (Scale of 150-180)



## SUBSCORES (Scale of 1-10)





# Quality Assurance GECRT Courses

Natural Sciences (SC), Social Sciences (SS) & Arts & Humanities (AH)

- 43 GECRT Courses in Approved Inventory
- 450 to 500 seats per term 2021-22 in each
- Aligned with Established Student Learning Outcomes
  - 101 versions for varying topics
- Signature Assignment & Rubrics
- Faculty Insights – Formative
- Assessment for 2021-22

# Faculty CRT Leads

- Facilitate development of 2-3 new courses or section topics annually
- Facilitate Assessment Plan (Summer)
  - Provide training for cross-campus faculty reviewers
  - Lead ‘norming’ discussions
  - Utilize feedback to recommend course modifications, etc.
- Engage with instructors to confirm/explore course scheduling
- Represent area on UMKC Essentials

# Questions?