Notes from General Education Advisory Task Force meeting, February 16, 2010
3:00 – 5:00 p.m.
Gillham Park Room, Administrative Center

Attending: Cindy Pemberton (chair), Mary Allen (recorder), Kim Bray, Julie Cheslik, Linda Garavalia, Laura Gayle Green, Cheryl Grossman, Jolene Lynn, Deb O’Bannon, Lynda Plamann, Jake Kupiec (guest)

Not attending: Wayne Vaught, Paul Cuddy, Tim Timmons, Marilyn Taylor

I. Convene meeting – Cindy Pemberton

Cindy Pemberton reported on the following:

• The proposal for the AAC&U General Education Summer Institute has been submitted and we should find out by the end of March as to whether we are invited to participate.

• President Forsee was on campus yesterday. He received in-depth information relative to Goal 1 of our strategic plan and what we are doing.

• On Friday of this week, Cindy Pemberton will be participating in a transfer articulation conference for public/private/proprietary institutions. Later this month, she will also be attending an AAC&U conference in Seattle. This conference will serve as an opportunity to speak further with colleagues about general education programs. UM-Columbia, UM-St Louis and Warrensburg are also working on their general education program.

• Nancy Mitchell and Rita Kean will be visiting with the General Education Advisory Task Force Committee on March 2. Our meeting has been extended that day, beginning at 2:00.

II. Discussion

Introduction – Jake Kupiec, Special Assistant to the Provost – Strategic Initiatives
Communication Strategies – Jake Kupiec

Cindy Pemberton introduced Jake Kupiec to the membership. Jake Kupiec has an extensive background in communication, and has offered to assist this task force in developing strategies for the general education initiative. We will want to keep in mind the “potholes” document that addresses problems encountered with regard to general education, and how they relate to what we are experiencing on our campus. We will need to think about who we communicate to and what to communicate. Communication is a heightened issue that we need to address, and Jake Kupiec's experience will be invaluable to this group. We are at the point where we need to think about how best she can assist us.

Review Bullet Points

The idea was to have talking points posted on the Provost web site. Additionally, we have notes - not minutes - posted for viewing, as well as articles and other documents. Jake Kupiec asked the membership if their conversation with faculty includes a mechanism to get feedback at a later date. Cindy Pemberton advised that this has not been addressed, since the process is still in its early stages. However, this committee needs to have a conversation with the faculty in the next two months. We can’t wait until next fall to move this out. Some thoughts with regard to mechanisms for feedback include town hall meetings, individual meetings with multiple locations.
Discussion Points – Bullet Points:
*Revisions to bullet points are attached to this document.*

- How many faculty have spent time advising sophomores and freshmen? If there are faculty that do not have experience advising students, then we need to create a presentation citing examples of problems that have occurred, re: someone with a double major who ends up taking twice as much coursework when that should not have been the case.

- It would be helpful to find out who does general education advising. In the College, for students who have not chosen a major, there is a centralized office where assistance can be obtained. This is true as well with the School of Education.

- Should we state what general education is NOT?

- Are we trying to figure out the outcomes or are we trying to make them work?

- Give list of what we want and have people consider those things. We are not ready to have them vote but need to have conversation. Is this a good time to inform faculty of requirements?

- Educate them of what is out there, re LEAP outcomes or another example.
  We have:
  - LEAP
  - MDHE competencies
  - Campus level student learning outcomes
  - Campus mission

- Think about our urban mission of which we are unique. But what does that mean to our students and how does it tranlates to what they learn here?

**High Impact Learning Opportunities:**

- Service learning opportunities
- Undergraduate research
- Study Abroad
- Internships

How do we form general education out of that kind of lens; articulate that kind of learning experience for students?

Require some kind of experience. Could be skills – value, intellectual but high impact. Mutually beneficial relationship.

**Blog – Method of Communication:**

A blog is one method to start a conversation about general education with the campus community. Conversation should begin with “What do you think students should do and know when they finish degree at UMKC?”

Create a blog for each unit regarding general education, have someone in the unit to look at the blog.
Use Blog along with smaller group of faculty to get the conversation started.

We need value to bring people from across units to have discussion, re: i.e. have Lynda Plamann serve as moderator of the blog in someone else’s school (Dental School).

Jake Kupiec stated that a small percent participate and we need to encourage participation with broader group; 200 is large, 100 is great. Start small and encourage participation on line and in person. Share what they’re thinking and validate conversation in an open forum. Make certain that they know they are free to say what is on their mind. It is hard for people to start with a blank page.

Post MDHE competencies for viewing. We can’t change those, but how we decide to use them is up to us.

Encourage all to participate - not just rank and file but advisors. Need to have buy-in, then have face to face meetings. We need more of the 200 in attendance – not just the staff advisors.

Bring one faculty member from unit to express their ideas. Ask your colleagues “what do you think, what is your reaction?” Do we need to be more specific trying to find out what our faculty would agree to?

How is the best way to move this forward? Each member of this committee has connection with colleagues and a lens on how faculty look at these issues.

Are we asking them for input on plan to get goals or agree to goals? We are here to help faculty get the bigger picture.

**Action:**

Jake Kupiec and Cindy Pemberton will work together to design web presence and take to faculty. We will get small group together, ca. 30 people, to come and to hear what we are taking about and get their feedback. We will also have meetings on HSB.

Cindy Pemberton will talk to Rita Kean and Nancy Mitchell about some of the task force’s struggles. Mary Allen, Cindy Pemberton, and Jake Kupiec will meet to discuss the website information, and some of the membership can join the meeting if they wish.

**Rita Kean and Nancy Mitchell – meeting with General Education Advisory Task Force on March 2, 2010**

**Questions for Drs. Mitchell and Kean**

- ✓ How many transfer students do they have at UNL?
- ✓ Did they have resources that helped in the process?
- ✓ Ask them about Institute. If we don’t go, we will have to do something on our own. Good to know about experience at Institute.
- ✓ What would they do differently knowing what they know now?
For March 2 meeting:

1 hr. Drs. Mitchell and Kean: Talk about process, then ask questions is their preference. Background/Culture of institutions, the nut and bolts.

1 hr. Gen Ed Task Force: Share where are at, our issues, get advice.

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<td>Cindy Pemberton will have another conversation with Drs. Kean and Mitchell before they arrive on March 2. If members think of another format, please advise. If members have further brainstorming ideas, please send those to Cindy Pemberton and cc Mary Allen. Drs. Mitchell and Kean know colleagues at other institutions who can assist us also.</td>
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III. Other Business

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<td>Kim Bray’s article – Mary Allen will send out to the membership.</td>
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IV. Adjourn

NEXT MEETING – March 2, 2:00 – 5:00 p.m., Gillham Park Room

The next meeting will be with Dr. Rita Kean and Dr. Nancy Mitchell, from the University of Nebraska at Lincoln.
Bullet Points-re: Discussion of General Education at UMKC

- General education is ----- foundation and breadth of knowledge, skills and values to prepare students to be successful, productive citizens – a common experience (set of outcomes – “inside the traditional classroom” and “outside the classroom” – “high impact learning experiences”) for all undergraduate students at UMKC – What general education isn’t – something to “get out of the way” – not a substitute for “pre-requisite coursework”

- Our unique University mission: UMKC’s mission is to lead in life and health sciences; to deepen and expand strength in the visual and performing arts; to develop a professional workforce and collaborate in urban issues and education; and to create a vibrant learning and campus life experience – mission should be reflected in our general education program

- Facilitate accountability for coherent student learning and assessment of student learning outcomes,

- Allow students who have not declared majors or students who shift majors early in their UMKC experience the opportunity to explore potential majors without penalty in general education requirements related to loss of transferable general education coursework, - (double major)

- Increase student engagement at UMKC with our unique university mission potentially increasing student retention and persistence,

- Simplify our requirements to facilitate transferability from other higher education institutions,

- Insure alignment with state and national guidelines related to general education experiences, (Include statement about what is happening re: competencies from state, articulation agreements, LEAP consensus across different institutions.),

- Statistics
  
  National average of undergraduate freshmen students undeclared/undecided from Ph.D. granting institutions (From ACT Class Profile Report -08-09 Freshmen)
  - 24.2 %

  UMKC Graduation Rates:
  - 44.9% - first time, full time, 6 year graduation
- 74% - first time, full time, retention – freshmen/sophomore years

**Number of Students who transfer to UMKC from area community colleges:**
Below are the headcounts from students from those schools part of MCC system for FS2009 and SP2010.

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<th>FS2009</th>
<th>SP2010</th>
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<tbody>
<tr>
<td>Blue River/Blue Springs Comm C</td>
<td>26</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>Longview Community College</td>
<td>133</td>
<td>63</td>
<td>196</td>
</tr>
<tr>
<td>Maple Woods Community College</td>
<td>103</td>
<td>37</td>
<td>140</td>
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<tr>
<td>Penn Valley Community College</td>
<td>178</td>
<td>84</td>
<td>262</td>
</tr>
<tr>
<td>Johnson County Community College</td>
<td>351</td>
<td>106</td>
<td>457</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>791</strong></td>
<td><strong>299</strong></td>
<td><strong>1090</strong></td>
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**Number of times student changes majors at UMKC.**
This information is unavailable at this time. We should have it by the next meeting.

**Notes:**
- Helpful to have talking points that go to bullets. Illustrate points to faculty as we go out and talk, i.e. we are making changes because we have a problem. Illustrate problems that students could face unless we change our general education plan.
- Give specific examples: make simple statement. Each unit has general education requirements – some align, some don’t.
- Note only common experiences. Keep building on bullet points and retain on website.