General Education 2.0 Task Force Meeting

November 16, 2016
Welcome and Message from Provost
Agenda

• Welcome/Message from Provost
• Updates
• Goal for the Day
• Avoiding Potholes Activity
• High Impact Practices
• NSSE Data
• Silent Reflection
• Next Steps
Next 2-3 Meetings

• December 7:
  – Revisit SLO’s and Process for Finalizing
  – Determining Framework for Gen Ed 2.0
  – Begin small group work
• January 9, noon-3:00 p.m.
  – Carol Geary Schneider
  – Special Session for GE 2.0 Task Force
• January 10
  – FaCET
  – Keynote address: Carol Geary Schneider
  – Encourage colleagues to attend
Updates from Last Meeting

• SLOs
  – Next Steps

• Faculty Senate Meeting Update
  – Presented Mission Statement
  – Presented Goal Areas
  – Presented Goal Statements
The General Education 2.0 Task Force, the representative body charged by Provost Bichelmeyer with redesigning general education, is asking faculty senate, as the representative body of the faculty, to review the general education program mission statement and learning goal statements, provide comment and a vote of endorsement as a package that is a recommendation for the Provost's consideration and final decision.

"Upon recommendation from the General Education 2.0 Task Force, the UMKC Faculty Senate endorses the proposed general education program mission statement and learning goal statements and submits them as a recommendation for the Provost's consideration and final decision."
Faculty Senate Reaction and Comment

- Goal Statements
- Mission Statement
  - Friendly amendment
Friendly Amendment to Motion: General Education 2.0 Mission and Vision

• Mission:
  – As a student, you will build your communication and critical thinking skills, hone your creative abilities, and tackle challenging problems by exploring varied disciplines.

• Vision:
  – The General Education Program will prepare you for the dynamic, diverse world that needs your contributions both as an informed citizen and in complex workplaces.

• Goal:
  – Through UMKC’s General Education Program, you will discover that learning stretches from your classroom to the labs, archives, and studios located on our campus, into the Kansas City community, across the nation, and around the globe.
Our Task Today:

Determine YOUR programmatic and structural priorities for the Gen Ed 2.0 Program

Notes and Silent Reflection
Revising General Education and Avoiding the Potholes

What do we want to make sure we remember to avoid?
Avoiding Potholes Book

• Groups of 2-3 (10 groups)
• Review potholes as assigned
• Determine the key potholes and information from this section
• Prepare 1-minute summary of things the group MUST know
• 20 minutes
Share

• Page 7 and Potholes 1-5
  – Pothole 2, sentence 4
  – Pothole 3, sentences 6 & 7
  – Pothole 4
  – Pothole 5
Share

• Procedures (Introduction p. 10) and Potholes 6-8
  – Introduction
  – Pothole 6, reminiscent
  – Pothole 7
  – Pothole 8
• Potholes 9-12
  – Pothole 9, last sentence- reminiscent
  – Pothole 10
  – Pothole 11
  – Pothole 12
• Big Questions (Intro p. 14) and Potholes 14-17
  – Intro
  – Pothole 14
  – Pothole 17
• Potholes 18-20
  – Pothole 18
  – Pothole 19
  – Pothole 20
• Program Planning and Potholes 24-29
  – Pothole 24
  – Pothole 25
  – Pothole 29
Share

- Securing Approval and Potholes 31-34
  - Pothole 31
  - Pothole 32
  - Pothole 33, reminiscent
  - Pothole 34
• Program Implementation (Intro, p. 26) and Potholes 43-46
  – Intro
  – Pothole 43
  – Pothole 44
  – Pothole 45
  – Pothole 46
Share

• Program Implementation Potholes 47-50
  – Pothole 47
  – Pothole 49
  – Pothole 50
Share

- Appendix
High Impact Practices

What do we want to include for our students?
High Impact Practices

• “Effective educational practices” originally identified by G. Kuh based on broad review of extant research studies

• Probing data collected through National Survey of Student Engagement (NSSE) allowed Kuh to make a stronger statement that they are “high impact” practices because of substantial benefits they provide to students
High Impact Practices

• First-Year Experiences
• Common Intellectual Experiences
• Learning Communities
• Writing-Intensive Courses
• Collaborative Assignments and Projects
• Undergraduate Research
• Diversity/Global Learning
• Service Learning, Community-Based Learning
• Internships
• Capstone Courses and Projects
  – ePortfolios
Why High Impact Practices Are Important

• Associated with unusually positive effects on a number of desired outcomes.
• Many of them require hands-on, applied, or integrative learning.
• They have *compensatory* effects for students from historically underserved groups.
• Multiple HIPs have cumulative accentuation effects.

  • From G. Kuh, “Ensuring that Undergraduate Inquiry is a High Quality, High Impact Practice.
  • Elon University, July 2016
Why HIPs Matter Beyond College

• College graduates need to be ready to hit the ground running, with knowledge, proficiencies, and depositions to be economically self-sufficient and civically responsible.

• Educated citizens need to be prepared for a lifetime of learning, self-reflection, and self-mediated intellectual, personal, and vocational development.

• From G. Kuh, “Ensuring that Undergraduate Inquiry is a High Quality, High Impact Practice.
  • Elon University, July 2011
Are We Delivering HIPs? — National Perspective

• Purdue Gallup Poll (N=30,000)

### The Undergraduate Experience: Support and Experiential and Deep Learning

<table>
<thead>
<tr>
<th>Support</th>
<th>% Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had at least one professor at [College] who made me excited about learning.</td>
<td>63%</td>
</tr>
<tr>
<td>My professors at [College] cared about me as a person.</td>
<td>27%</td>
</tr>
<tr>
<td>I had a mentor who encouraged me to pursue my goals and dreams.</td>
<td>22%</td>
</tr>
</tbody>
</table>

Strongly agree with all three support statements: 14%

<table>
<thead>
<tr>
<th>Experiential</th>
<th>% Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked on a project that took a semester or more to complete.</td>
<td>32%</td>
</tr>
<tr>
<td>I had an internship or job that allowed me to apply what I was learning in the classroom.</td>
<td>29%</td>
</tr>
<tr>
<td>I was extremely active in extracurricular activities and organizations while attending [College].</td>
<td>20%</td>
</tr>
</tbody>
</table>

Strongly agree with all three experiential statements: 6%

Strongly agree with all six statements: 3%
Should/How UMKC’s Gen Ed 2.0 Program Include HIPs?
Student Success Strategies

What do we want to include for our students?
Our Task Today:

Determine YOUR programmatic and structural priorities for the Gen Ed 2.0 Program

Notes and Silent Reflection
Sharing (if time)
Silent Reflection and Exit Slips

- Complete Programmatic and Structural Priorities
- Complete Exit Slip
- Have a GREAT Thanksgiving Break
- Thank you for your hard work and commitment to this task!!