General Education 2.0 Task Force Meeting

October 5, 2016
Welcome and Agenda

- Welcome
- Updates from Last Meeting
- Review of General Education Purposes and Requirements
- Developing a Program Mission
- Determining Program SLOs
- Next Steps
Next 2 Meetings

- Reach Consensus on General Education Program Mission
- Reach Consensus on Program SLOs (with input from constituencies)
- Avoiding Pot Holes in General Education Reform
- National Survey of Student Engagement (NSSE) Data
Updates from Last Meeting

• Reviewing Data Needs
• Determining proposal for accessing data
• Summary of Model Program Activity (next slide)
Summary of Model Program Activity

• Traditional vs. Innovative Programs
  – What is the feasible balance?
  – “Trust the process”

• Urban Serving Mission Alignment
  – Follow this lead

• Infrastructure, Implementation and Assessment
  – Continue to develop specific questions for further study and investigation
The Purpose of General Education

• “Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings” (AAC&U, 2016, p. 1).

• “General Education: That part of a liberal education curriculum that is shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing essential intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning” (AAC&U, 2016, p. 1).
MISSOURI HIGHER EDUCATION
CORE CURRICULUM TRANSFER ACT

• The core curriculum must be comprised of at least 42 semester credit hours and shall include basic competencies in communicating, higher-order thinking, managing information, and valuing; and shall include the knowledge areas of social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences. All undergraduate students of the above institutions must complete the core curriculum as a requirement of graduation.

• Each community college and public four-year institution must adopt a core curriculum of no less than 42 credit hours. Such curriculum must include specific courses and be based on the core curriculum recommended by the Coordinating Board of Higher Education.
The Purpose of General Education

• …quality undergraduate higher education involves breadth as well as depth of study. As understood by the (Higher Learning) Commission, general education is intended to impart common knowledge and intellectual concepts to students and to develop in them the skills and attitudes that an organization's faculty believe every educated person should possess. From an organization's general education, a student acquires a breadth of knowledge in the areas and proficiency in the skills that the organization identifies as hallmarks of being college educated. Moreover, effective general education helps students gain competence in the exercise of independent intellectual inquiry and also stimulates their examination and understanding of personal, social, and civic values.
HLC Statement on General Education

• Understanding and appreciating diverse cultures, mastering multiple modes of inquiry, effectively analyzing and communicating information, and recognizing the importance of creativity and values to the human spirit not only allow people to live richer lives but also are a foundation for most careers and for the informed exercise of local, national, and international citizenship. The Commission expects organizations of higher learning to address these important ends, and has embedded this expectation in its Criteria for Accreditation.

• HLC assumed practice expectation: there are a minimum of 30 credit hours of general education for a bachelor's degree.
HLC Statement on General Education

• General education must be valued and owned by the organization whether its courses are created, purchased, or shared; whether faculty are full-time, part-time, or employed by a partner organization; and whether the organization creates general education opportunities primarily through curriculum or relies heavily on experiential and off-campus opportunities to achieve its learning goals for general education. Regardless of how a higher learning organization frames the general education necessary to fulfill its mission and goals, it clearly and publicly articulates the purposes, content, and intended learning outcomes of the general education it provides for its students. It also shows its commitment to the centrality of general education by including an appropriate component of general education in all undergraduate programs of substantial length, whether they lead to certificates, diplomas, or degrees. Moreover, the organization's faculty exercises oversight for general education and, working with the administration, regularly assesses its effectiveness against the organization's stated goals for student learning.
Developing a Mission

• Regardless of how a higher learning organization frames the general education necessary to fulfill its mission and goals, it clearly and publicly articulates the purposes, content, and intended learning outcomes of the general education it provides for its students.
What is a Mission?

• “A written declaration of an organization's core purpose and focus that normally remains unchanged over time” (Business Directory, 2016).

• Provides direction and cohesion for the work

• What is our purpose and priorities?
UMKC Vision Mission

Vision (our goal)
• UMKC will become a model urban research university characterized by signature graduate and professional programs, a dynamic undergraduate population, a highly diverse faculty, staff and student body, and active engagement with its city and region.

Mission statement (how we get there)
• 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.

Goals
• Place student success at the center
• Lead in life and health sciences
• Advance urban engagement
• Excel in the visual and performing arts
• Embrace diversity
• Promote research and economic development
Mission of General Education

• Align with UMKC Mission
  – “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” (UMKC, 2016).

• Communicate our purpose
Portland State, 1994

• “The purpose of the general education program at Portland State University is to facilitate the acquisition of the knowledge, abilities, and attitudes which will form a foundation for lifelong learning among its students. This foundation includes the capacity and the propensity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to community” (White, 1994, p. 8)
“The purpose of the general education program at Portland State University is to enable students to acquire and develop the knowledge, abilities, and attitudes which form a foundation for lifelong learning. This foundation includes the capacity and the propensity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and to appreciate the responsibilities of persons to themselves, to each other, and to community” (Portland State University, 2015).
“Through the General Education program you will discover that education at the University of Maryland is an experience that reaches from the campus classroom and lab to across the globe. As a student you will engage with that larger universe by acquiring new skills and understandings. General Education exposes you to different disciplines, improves your fundamental academic skills, and strengthens your commitment to using knowledge and abilities to better yourself and others.

The General Education program will assist you in preparing for a new "multiverse" of learning, and for the demanding and constantly changing world beyond graduation. It provides necessary skills and basic knowledge, complements and expands the university’s course offerings, and connects you more fully to the intellectual community of the Washington-Baltimore metropolitan area, the nation, and the world beyond.

General Education program goals for all students:
• Develop the skills necessary to succeed in academic careers and in professional lives by establishing habits and understanding of clear writing, effective speaking and presentation, and critical and analytic reasoning.
• Strengthen knowledge in major areas of study.
• Broaden knowledge of civilizations past and present.
• Establish the ability to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad understanding of the world in which they live and work.
• Define the ethical imperatives necessary to create a just society in their own communities and in the larger world” (University of Maryland, 2016).
Our Task Today:

Draft our Mission!
Mission of General Education

• Align with UMKC Mission
  – “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” (UMKC, 2016).

• Communicate our purpose
Drafting a Mission

• Gather in groups of 3-6
• Determine a recorder
• Determine a reporter
• Using the documents and resources provided and in the Box
  – Develop a draft of the mission of our General Education 2.0 program
  – Bulleted list is fine
  – Concise and intentional
  – Be sure to align with UMKC Mission and Goals
  – You have 25 minutes
Drafting a Mission

• Share
  – Develop a draft of the mission of our General Education 2.0 program
  – Bulleted list is fine
  – Concise and intentional
  – Be sure to align with UMKC Mission and Goals
Backwards Planning

Mission → Student Learning Outcomes
Student Learning Outcomes

Preliminary Priorities
Institutional Models--SLOs

• IUPUI (six)
  – Core Communication & Quantitative Skills
  – Critical Thinking
  – Integration & Application of Knowledge
  – Intellectual Depth, Breadth, & Adaptiveness of Knowledge
  – Understanding Society & Culture
  – Values & Ethics.
Institutional Models--SLOs

• **Portland State** *(four)*
  – Communication
  – Diversity of Human Experience
  – Ethics and Social Responsibility
  – Inquiry & Critical Thinking
Institutional Models--SLOs

- **Temple** (eight)
  - Critical Thinking
  - Contextualized Learning
  - Interdisciplinary Thinking
  - Communication Skills
  - Scientific & Quantitative Reasoning
  - Civic Engagement
  - Information Literacy
  - Lifelong Learning
UMKC-SLOs (Eight)

- Communication Skills
- Technology & Information Literacy
- Scientific Reasoning & Quantitative Analysis
- Arts & Humanities
- Interdisciplinary & Innovative Thinking
- Culture & Diversity
- Human Actions, Values, & Ethics
- Civic and Community Engagement
Spend Your Dots, Indicate Your Priority SLOs (20 minutes)

- Check the inside of your name tag for six dots (yes, just 6!)
- Please place your dots on the SLOs you think are most important.
- Spend all your dots on just one SLO, or distribute them across several SLOs.
- Feel free to add comments on any of the SLO posters.
Feeling the Need for a New SLO?

• You can add new SLOs on the blank poster with markers.
  – E.g., Critical thinking? Social entrepreneurship? Sustainability?

• You must spend at least one of your dots on any new SLO you add to the list.
Observation & Conversation
(15 minutes)

- Emerging trends?
- Surprises?
- Affirmations?
- Concerns and Questions?
Your Role as Representative . . .

Repeat this activity (in some form) with your constituency before Wednesday, October 19.
Ideas for Communicating with Your Constituency

• Have a face-to-face meeting—use posters & dots (check with Amy Watson for supplies).
• Do a google survey.
• Check in with dept. chairs, directors, or other institutional leaders.
Thinking Ahead

• General Education Event in January
  – Carol Geary Schneider
  – **Special Session for GE 2.0 Task Force**
  – Monday, January 9, noon- 4:00 p.m.

• FaCET
  – Carol Geary Schneider
  – Keynote, Tuesday, January 10
  – Encourage colleagues to attend
Closing

• Next meeting
  – Consensus on Mission
  – Determine Student Learning Outcomes for UMKC General Education Program (with feedback from your constituencies)

• Please complete Exit Slip before leaving

• Thank you!
References