General Education 2.0 Task Force Meeting

October 19, 2016
Welcome and Agenda

• Welcome
• Updates from Last Meeting
• 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

- Small group discussions regarding General Education Program Mission
  - Group feedback to shape draft mission statement

- Group voting current GE SLO’s
  - Representatives back to groups for feedback
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).
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.
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
Our Task Today:

Finalize our recommended GE Mission!
Mission of UMKC 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
Gen Ed Mission Statement

Working Group: Caroline Barber, Jane Greer, Kristen Kleffner, Sabrina Madison-Cannon, Jeff Rydberg-Cox
Definition of a Mission Statement

• Reflects core purpose and unchanging values
Our Process

• Brainstorming in small groups at task force meeting on 10/5.
• Small group notes submitted to working group. (Thank you!)
• Notes analyzed for patterns
### Mission Statement Priorities from Across All Groups

<table>
<thead>
<tr>
<th>Gen Ed Mission Statement—Key Ideas</th>
<th>Frequency of Occurrence in Group Notes</th>
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<tbody>
<tr>
<td>Diversity, different cultures, cultural competency</td>
<td>7</td>
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<tr>
<td>Critical Thinking</td>
<td>6</td>
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<tr>
<td>Workplace Ready, Professional Life</td>
<td>5</td>
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<td>Communication Skills</td>
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<td>Urban Engagement</td>
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<td>Civic Engagement</td>
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<td>Interdisciplinarity, Multiple Ways of Knowing</td>
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<td>Ethics</td>
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<td>Information Literacy</td>
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<td>Arts</td>
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<td>Life and/or Physical Sciences</td>
<td>2</td>
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<tr>
<td>Numeracy/Math Skills</td>
<td>2</td>
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Backwards Planning

Mission → Student Learning Outcomes
Student Learning Outcomes

Preliminary Priorities
Your Role as Representative . . .

Repeat this activity (in some form) with your constituency before Wednesday, October 19.
UMKC-SLOs (Eight)

- Communication Skills
- Technology & Information Literacy
- Scientific Reasoning & Quant. Analysis
- Arts & Humanities
- Interdisciplinary & Innovative Thinking
- Culture & Diversity
- Human Actions, Values, & Ethics
- Civic and Community Engagement
Spend Your Dots, Indicate Your Priority SLOs (15 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
(30 minutes)

• Emerging trends?
• Surprises?
• Affirmations?
• Concerns and Questions?
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
  – Finalize Student Learning Outcomes for UMKC General Education Program
  – Review “Potholes” book
  – Review student NSSE data
• Please complete Exit Slip before leaving
• Thank you!