Welcome!

Please find your nametag and sit where you are most comfortable.
Help yourself to the refreshments.
We will begin promptly at 8:00!
Welcome- Provost Bichelmeyer

- Task Force Charge
Agenda

• Welcome and Introductions
• Rationale for Task Force
• Review of Task Force Roles and Responsibilities
  ▫ Norms and Expectations
• The Purpose of General Education
  ▫ Working Lunch
• Review of Exemplary Programs
• Review of Next Steps
• Closing
Welcome and Introductions

• At your tables
• Beginning with the designee (will tell you in a moment)
• Each person share:
  • Name
  • Unit
  • Experience in working with freshman and sophomores
  • Interest in general education work
  • One hope for the task force work/experience
• As a table, determine three things you have in common
• Select a reporter
• Share out
Rationale for Task Force

- HLC Recommendations
UMKC General Education Revision - Background
Context – Finalizing work on campus strategic plan
- Student Success - retention, graduation and student learning/achievement

Previous work on General Education at UMKC –
http://www.umkc.edu/provost/gen-ed/default.asp
Prior to university revision of general education program -

MDHE/CBHE Matrix -
http://www.umkc.edu/provost/committees/general-education-advisory-task-force/matrix.asp
Campus committees working on General Education revision at UMKC -

General Education Advisory Task Force
General Education Oversight Committee
General Education Implementation Committee
General Education Curriculum Committee
Faculty Senate Approval and all campus Faculty vote on General Education Student Learning Outcomes
Faculty Senate Approval of General Education Curricular Model
CAMPUS GENERAL EDUCATION WORK IMPACTED BY -

American Association for Colleges and Universities (AAC&U) –
http://www.aacu.org/leap

Higher Learning Commission – HLC (institutional accrediting body) -
Criteria for Accreditation
Assumed Practices
UMKC HLC Accreditation Review
Criterion 3 – Teaching and Learning: Quality, Resources, and Support
Core Component 3.A.2, 3.B.1, 3.B.2, 3.B.4
B. Teaching and Learning: Quality, Resources, and Support

h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.
Assurance section – pg. 13 – “… improve innovation and relevance of the general education program content that is supported by clear learning outcomes. Therefore, it is advisable for the university to actively engage in discussion and revision of the general education curriculum to ensure its relevance to skills needed to function in contemporary society.”
Assurance section – pg. 19 – “Focus Visit on Assessment during Spring 2013. A Focused visit is required following the development and implementation of an effective assessment plan which will provide useful data to guide and evaluate learning outcomes. The Team recommends that the visit occur in May-June of 2013 and will ensure that an effective assessment process is in place and used. During the last comprehensive re-accreditation (1999), assessment of student learning procedures were found rudimentary and ineffective in informing classroom and curricular improvements. Ten years later these problems persist.”
Assurance section – pg. 21 - “Focus visit team members visit should reveal
1.) a university wide assessment plan linked to the completion of the three phases
found in the UMKC Assessment Plan including a timeline for implementation;
2.) General Education learning outcomes clearly stated and documented at the
University and academic-unit levels; 3.) Documentation of student learning
activities and their application to classroom, program, graduate studies, and
professional fields should be available for examination; 4.) Integration of Student
Assessment with Program evaluation activities with illustrations of application to
improve learning; 5.) Collaboration between academic units to ascertain student
learning linked to student matriculation in program stages. This should include
the connections between IR, Assessment, and Academic Affairs review; 6.)
centralization of assessment activities through the Institutional Assessment
office.”
Accreditation review cont.
Advancement section – pg. 9 & 10 – “6. Review and revision of the university general education program requirements and the development of an associated assessment plan; …”
“42 Hour Block” transfer
Task Force Roles and Responsibilities

• Primary Charge: Make **Recommendations** to the Provost
  ▫ Ongoing Dialogue
  ▫ Confidentiality

• Program
  ▫ Not individual courses
  ▫ Comprehensive
  ▫ Guided by learning outcomes and competencies
  ▫ Developed as what is best for ALL UMKC Students
Task Force Roles and Responsibilities

• Responsibilities of Members
  ▫ Attendance
  ▫ “Representative”
    • What does that mean?
    • Represent your unit, Not personal opinion,
    • What is best for the program, hat is best for all students

• Productive Conversations
  ▫ Norms of Collaboration
  ▫ Review
  ▫ Turn and Talk
  ▫ Share
Task Force Roles and Responsibilities

- **Timeline**
  - Begin Reporting to Faculty Senate: December 13
  - Completion: May 1, 2017
  - Ongoing: ex. HLC Visit

- **Processes**
  - Decided by the membership
  - Decision-making processes
  - Determine at regular meeting
    - Our recommendation: Strive for Consensus
    - Trust the Process
    - Confidentiality
  - Recordkeeping
Task Force Roles and Responsibilities

- **Communication**
  - UMKC Box
  - Minutes
  - Documents from Meetings
  - Documents for Future Meetings
  - Additional Literature and Materials

- **Task One for Delegates**
  - Begin thinking about mechanism of delivering information and gaining feedback from your constituencies
  - Discuss and Share out at September 3 meeting
Task Force Roles and Responsibilities

- Questions and Comments
The Purpose of General Education

- Text Rendering Protocol
- LEAP Documents
- 10 Minutes to Review and Make Notes
The Purpose of General Education

- Text Rendering Protocol
  - Take your documents with you
  - Line up in order by birth month
  - Groups of 4
- Find a spot to participate in Text Rendering Protocol
  - Directions on next slide
Text Rendering Protocol

- Select a timer
- Follow protocol for sharing your ideas
- Each person will have 2 minutes to share the 2-3 areas that they think are the most important for good teaching and why
- **It is important that the timer times and gives each person their full and exact 2 minutes**
- If there are moments of silence, that is OK - the person sharing may discover they have more to say.
- After 2 minutes is up, go onto the next person
- After each person shares, the timer should set the clock for 7 minutes
- The group has 7 minutes to decide which 3 aspects of the readings are the most important and why
- Determine a reporter
The Purpose of General Education

- Lunch
- Video

  **Questions:**
  - What have you learned today?
  - What are the implications for our work?
The Purpose of General Education

- Comments from the Group
Overview of General Education Programs

• Task
• At tables, review the programs as indicated:
  1. Northern Illinois State
  2. Utah State
  3. University of Maryland at College Park
  4. IUPUI
  5. Portland State
  6. Nebraska
  7. Temple
• Complete template
• Prepare to share
Closing and Next Steps

• Next Meeting
  ▫ Wednesday, September 2
  ▫ 7:30-10:00 a.m.
  ▫ Location: TBD
  ▫ First and Third Wednesdays

• Please complete Exit Slip before leaving

Thank you for your work and commitment to UMKC students!