Welcome

• Table Introductions
  – Name, Unit, Role
  – One thing you that excites you about this task Force

• Share one thing that excites your table
Agenda

• Welcome
• Review of Charge and Timeline
• Review of Exemplar Programs
• Follow Up Items (from retreat)
• Backwards Planning/ Reverse Engineering
  – What does that mean?
Next 2 Meetings

• Review of Existing Program
• Review of Data
• Determining Student Learning Outcomes for UMKC General Education Program
Task Force Charge

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

• Timeline
  – Recommendations May 1
  – Implementation Plan
  – Recommendations will not be in effect immediately
Task Force Charge

- **Primary Charge:** Make **Recommendations** to the Provost

- **Current Timeline**
  - Proposal to Provost in May
  - Senate take action in September
  - Vote in October
  - If approved, curriculum proposals would need to be approved by UCC by December 2017
  - Implementation Plan then in effect
General Education Curriculum Committee

- Existing committee of the Faculty Senate
  - Meet monthly (at minimum)
  - Continue work from last year
  - Proposal
    - Agenda Item
    - Vote next meeting
- Proposal to Senate
  - 3 meetings
Review of General Education Programs at Other Institutions
<table>
<thead>
<tr>
<th>Northern Illinois State</th>
<th>Utah State</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maryland at College Park</td>
<td>IUPUI</td>
</tr>
<tr>
<td>Portland State</td>
<td>Nebraska</td>
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<tr>
<td>Temple</td>
<td></td>
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</tbody>
</table>
• What areas resonate most with you and why?

• How is this a program and not a collection of courses?

• What, if anything, would you like to borrow from this program?
Seven Corners

• Select one of the programs and go to the corresponding poster. Share your insights with assembled colleagues & write key ideas on poster. *(10 minutes)*
  – No more than 8 people per chart
    • Choose ONE color marker

• Repeat (3 times)
  - New color each round

• Gallery Walk—View all the posters, or as many as possible. Use post-it notes to add comments and reactions. *(15 minutes)*
Seven Corners Debrief

• General Comments
Instructional Design

Reverse Engineering/ Backward Planning
Backward Design

• “To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction” (Covey, 1989, p. 98).
What is Academic Program?

• The purposes, content, activities, and organization of the educational program.
• This includes curricular and co-curricular activities
• The purpose should be derived from the mission of the organization
• Content should be derived from student learning outcomes and program mission with clear connections to concepts and rigorous understanding of the SLOs
• Activities (courses, experiences, assessments) should subscribe to a conceptual framework that is CONSISTENT
• The conceptual lens and mission should be evident in all components of the program
“Backward Design”

• Begins with the Program Purpose

• Stage 1: Identify the desired results
  – SLOs

• Stage 2: Evidence
  – Consider what would be acceptable evidence of learning

• Stage 3: Implementation Plan
  – Develop the teaching strategies
Stage 1: Identify Desired Results

Step 1

• Determine your purpose, priorities and goals
  – This comes from the Mission and program goals

• Identify the Student Learning Outcomes
  – These are the overarching outcomes of the entire program?
  – What do we want all students to leave here knowing and understanding and/or being able to do?
    • Long Term
    • 5-10 years from now
    • examples
Stage 2: Assessment

- Review OUR mission, purpose and conceptual lens
- Ask,
  - “How do we know our students are progressing?”
  - “How do we know our students understand?”
  - “How can this assessment help us reflect on and adjust our program?”

What could students **DO** that would demonstrate they **truly understand and have depth of knowledge** of the SLOs

- “What can students **DO** that will cause us to know that they **UNDERSTAND**?”
Stage 3: Learning Experiences

• How we design the experiences for students?
• What are the hallmarks of the program for students?
  – High Impact Practices
    • Handout
  – Co-Curricular Activities
  – Interdisciplinary
  – Student Success Strategies
Reflection

• Take a few minutes to reflect on the Backwards Design process
• What are your initial thoughts about how this is relevant to the work of our Task Force?
• Turn and Talk
• Comments
Reflection on Gallery Walk

• How does Backwards Planning influence your thoughts regarding exemplar programs?
Follow Up From Retreat
Task Force Roles and Responsibilities

• Responsibilities of Members
  – Attendance
  – “Representative”
    • Represent your unit or department, Not personal opinion,
    • What is best for the program, what is best for all students
  – Mechanism for delivering information and gaining feedback from your constituency
  – Share and record
Task Force Roles and Responsibilities

- Processes
  - Decided by the membership
  - Decision-making processes
    - Our recommendation: Strive for Consensus
    - Trust the Process
    - Confidentiality
  - Thoughts?
Thinking Ahead

• Next meeting
  – Review of Existing Program
  – Review of Data
  – Homework: Visit the General Education Website become familiar with current program

• Website
  – http://www.umkc.edu/core/
  – http://www.umkc.edu/core/about/course-types.cfm
  • Student learning outcomes
Closing

• Box
• Website
• Next meeting
  – Review of Existing Program
  – Review of Data
  – Homework: Visit the General Education Website become familiar with current program
• Please complete Exit Slip before leaving
• Thank you!


