

**UNLV AAC&U Institutes – Undergraduate Education reform
Executive Summary – Prepared for President’s Action Planning meeting
July 28, 2008**

Introduction

UNLV sent participant teams to both the AAC&U General Education Institute May 30-June 4, 2008 in Minneapolis Minnesota, and to the AAC&U Greater Expectations Institute June 18-22, 2008 in Snowbird, Utah.

The UNLV Greater Expectations’ team charge was to develop a comprehensive vision for the undergraduate experience at UNLV in terms of philosophy and outcomes that flow from the philosophy, consider how to unify the various initiatives at UNLV into a single framework, and develop a timeline for implementation. The UNLV General Education Team’s charge was to develop a set of recommendations for developing and implementing reform of that part of the undergraduate experience that is traditionally called “General Education.”

Both teams wrote reports containing recommendations for reform of Undergraduate Education at UNLV.

Common themes developed by both UNLV teams in their reports:

- 1) Set up a stakeholder-driven reform process and communicate with the stakeholders about institutional change. The Greater Expectations team proposed two structures for planning and implementation—a Council and a Steering Committee—and recommended that participation be highly racially and ethnically diverse.
- 2) Link campus reform efforts, such as Strategic Planning, Academic Success Center, First Year Experience, One Stop Shop, Learning communities, Diversity Initiatives, and the NWCCU Accreditation Effort, to achieve a common vision of an integrated undergraduate education which is reflected in the student experience.
- 3) Faculty development activities should be expanded to help them prepare to achieve the goals of an integrated undergraduate learning vision, indicating increased activities for the Committee on the Culture of Teaching and Learning, the Teaching and Learning Center, and the Institute for Multicultural Education and Diversity Training.
- 4) Assess student learning in the First Year Experience and continue through all four years,
- 5) Integrate Undergraduate Education goals and outcomes into the majors.
- 6) Capstones in the majors should be made an important part of the process by which students attain their Undergraduate Education outcomes.
- 7) Service learning, community-based learning and co-curricular activities should also be a key vehicle through which students’ outcomes are attained.

Supporting Documents

Attached behind this Executive Summary are

- 1) A three-page document blending the two Institute team reports and containing a 4-year timeline for undergraduate education reform.
- 2) UNLV’s AAC&U General Education and Greater Expectations Institute reports.