

What happened

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. One person, Dr. Bea Babbitt, attended both Institutes and served as the link between the teams.

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 Greater Expectations Team wrote an Action Plan and developed a new vision (UINLV) and set of undergraduate education experiences, and proposed a four-year time line 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." The General Education Team's report recommended that UNLV re-cast General Education goals and objectives as "Undergraduate Education" to both encourage reform of the entire undergraduate curriculum and to transcend territorial concerns, and also that faculty recognition and reward systems be aligned with campus strategic objectives.

Common themes developed by the UNLV teams at both Institutes

- 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 the 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 (Greater Expectations team) and then continue it through all four years, or enhance assessment of the current Undergraduate Education curriculum (General Education team) and develop improved assessment measures.
- 5) Integrate Undergraduate Education goals and outcomes into the majors. The Greater Expectations team proposed that there be benchmarks for the beginning, middle, and end of students' Undergraduate Education objectives. They also proposed that the integrated core values be incorporated in all majors. The General Education team proposed that the majors (such as curriculum, faculty, advisors) be engaged in supporting students to achieve their Undergraduate Education outcomes. Programs of study would need to be structured to support (i.e., with developmental scaffolding) students' achieving intended learning outcomes.
- 6) Capstones in the majors should be made an important part of the process by which students attain their Undergraduate Education outcomes; Capstone-outcomes links should be integrated across the students' 4-year educational experience.
- 7) Service learning and community-based learning (Greater Expectations) and co-curricular activities (General Education) should also be a key vehicle through which students' outcomes are attained. Service learning and community-based learning should be integrated into a comprehensive civic engagement

Common themes from UNLV team reports generated at
AAC&U 2008 Greater Expectations and General Education Institutes
July 23, 2008

experience to keep pace with cutting edge trends in Undergraduate Education in competitive public research institutions (Greater Expectations).

- 8) The teams' proposed time lines are similar for implementation of planning and communication in Fall 2008 and Spring 2009.

Unique areas developed by the two UNLV AAC&U teams

- 1) Vision and planning
 - a) The Greater Expectations team developed an Action Plan that proposed a new strategic vision (UiNLV) and core values for the undergraduate experience, and developed a detailed 4-year time line for implementing the vision. The vision and core values, a framework that would be filled in by the various initiatives to reform undergraduate education. The proposed Council and Steering Committee would plan and guide the processes of reform.
 - b) The General Education Team developed a one-year plan for continuing Gen Ed reform at UNLV. The team proposed reorganization of General Education administration and alignment of college and departmental evaluation and compensation systems (awards, workload, evaluation, merit, grants) to reward faculty participation in attainment of general education goals.
- 2) Administrative revisions to attain general education core values
 - a) The Greater Expectations team proposed attainment of core values in an integrated General Education Curriculum (GEC)
 - b) The General Education team proposed reorganization of General Education to Undergraduate Education and consideration of alternative administrative structures (such as a College or Division of Undergraduate Education) to attain universal Undergraduate Education outcomes.
- 3) Articulation
 - a) The General Education team recommended that plans should be developed to address articulation effects within NSHE of a revised UNLV rationale, philosophy, outcomes and courses for attaining Undergraduate Education goals.

Four-year UiNLV timeline for revising UNLV undergraduate education
Summer 2008

- Flesh out framework for plan and the UiNLV
- Form UiNLV Steering Group
- Seek confirmation of the plan and approval for implementation in the Summer Presidential Action Planning Session
- Align New Student Orientation to Plan as much as possible
- ASC prepares for initial year of operations by delivering (iSkills?) for individual student improvement, and preparing intake advising and learning support activities

Year 1 - Fall and Spring 2008

- Admissions process is overhauled
- ASC works primarily with alternate admit students
- ASC hires 1st year director and hires a student learning support and assessment director
- Pilot 1st year learning community for high risk students
- The General Education Committee develops the learning plan and appropriate assessment, focusing on the first year piece with emphasis on how to integrate it into the 1st year experience
- The Teaching and Learning Center will begin preparing faculty and graduate students for the Fall 2009 1st year program for all freshman, working with the ASC and the 1st year director.
- UiNLV Council forms and meets regularly to expand ownership and engagement and to flesh out the implementation plan and gain a core of support
- UiNLV Steering Committee works with Provost and President and faculty senate to create appropriate policies, structures and funding

Common themes from UNLV team reports generated at
AAC&U 2008 Greater Expectations and General Education Institutes
President's Action Planning meeting - July 28, 2008

- Preparations begin for moving the new GEC into years 2 and 3
- Departments begin mapping learning outcomes onto majors, with appropriate assessment
- Launch one of the VSA learning outcome measures (like CLA) through first year and capstone classes

Year 2 – Fall 2009 and Spring 2010

- ASC launches 1st year program for all freshman, coordinated with the GEC values and committees
- Co-Curricular activities aligned to learning outcomes (values) are launched
- Launch new admissions procedure
- GEC completes plans mapping middle level learning outcomes to curricula with departments.
- Departments embed UiNLV plan into capstones
- University wide assessment (direct measures) are expanded as needed
- ASC develops transfer experience plan
- Continued refinements to new student and transfer student orientation
- GEC works to embed more practitioner and contextual learning opportunities into majors
- Capstone assessment plans developed, aligned to the UiNLV
- Data from first year retention from 2008/2009 is analyzed to focus student success efforts
- Learning support is expanded (diagnose/prescribe) for entering and continuing students using a mixture of vehicles and delivery methods
- Work with UiNLV Council and Steering Committee to continue
- Expand faculty development to support mid-level outcomes

Year 3 – Fall 2010 – Spring 2011

- Offer transfer experience students to 1st year learning communities
- Offer mid level classes aligned to GEC mid level learning outcomes in majors
- Pilot and begin rolling out capstone classes and assessment
- Finish developing capstone classes
- Refine university wide assessment strategies
- Use retention data to continue to improve program
- Continue to embed civic engagement/service learning and GEC into majors
- Continue offering faculty development for improving learning outcomes
- Call UiNLV summit to review progress and barriers

AAC&U Team participants (their academic disciplines), job titles, and academic units

General Education Institute

- Bea Babbitt (Education), Director of Assessment, Office of Vice Provost Academic Affairs
- Carryn Bellomo (Mathematics), Chair Faculty Senate General Education Committee, College of Science and Math
- Stacey Hardy-Desmond (Social Work-Law), Field Placement Director, School of Social Work
- Chris Heavey (Psychology), Associate Dean, College of Liberal Arts
- Jeffrey Jablonski (English), Assistant Director of General Education, Office of Vice Provost Academic Affairs
- Dave James (Engineering), Assoc. Vice Provost Academic Programs, Office of Vice Provost Academic Affairs
- Tim Gauthier (Theatre), Director of Liberal Studies, College of Liberal Arts
- Carl Reiber (Biological Sciences), Associate Dean, College of Science and Math

Greater Expectations Institute

- Bea Babbitt (Education), Director of Assessment, Office of Vice Provost Academic Affairs
- Leora Baron (Education), Director of Teaching and Learning Center, Office of Vice Provost for Academic Affairs
- Christine Clark (Education), Vice President for Diversity and Inclusion
- Jennifer Fabbi (Education), Head, Curriculum Materials Library, University Libraries
- Ann McDonough (Theatre), Dean, University College
- Neal Smatresk (Biological Sciences), Executive Vice President and Provost