

Attaining Universal Goals for the Undergraduate Curriculum
Summary of Feedback from
December 1, 2008 CCTL Event

Could you please identify at least one part of today's program that you found important, useful or informative? Explain briefly.

- Something very useful was the activity and to be able to share and relocate to a very powerful undergrad. Experience. In some way, everyone had a similar experience, which might have given an idea of what kind of things students need to be able to succeed in a college environment.
- I liked the questions posted to Neal. The questions helped us hear more about Neal's vision. Why so much Portland State? Does PSU have a NSHE-like governing body? How is floating folded paper boats an effective assessment method, Andrew's question? This was a better morning than the first session. It's 11:15 a.m. and everyone is snoozing. Rhodes based so much on the hart survey without providing information about the sample population—not good research methodology. “Employers are saying” – who, these employers: farming and agriculture, academic institutions, gaming casinos, the military, k-12 institutions?
- Interesting when Andrew Bell said—what are we doing wrong? Should we identify specifics? Also, timeline discussed by Provost: will it come together in that time span?
- Terry Rhodes presentation was helpful, informative and gave perspective on how we need to proceed.
- Most important, useful, and informative was the moment when the Provost Smatresk was unable—or unwilling—to answer Andrew Bell's question: what's wrong with what we are doing now? If the Provost is unable or unwilling to answer that question, than there is no hope for the process.
- I am a student and I am excited about this project. I'm leaving this semester and I think this project would have been helpful when I was a freshman. With that said, I am not sure the faculty agrees with this, which is too bad. Good luck.
- In our group discussion we were all surprised to discover that most powerful learning experiences were all outside the classroom. There are such diverse opinions about our purpose as a university. “Critical thinking” means teaching students to ask questions and form answers. Not all agree—some think it is providing students with the answers for students.
- Really appreciated the provost opening presentation and honesty in moving conversation forward. It would be helpful if the Kuh report could be made available in these workshops.
- Neal's outline for next 2-3 years.
- Perhaps instead of “keynote speakers” information could be disseminated beforehand allowing more time to focus on the activities that will directly impact our direction/students. We seem to cut discussion/activities to facilitate being spoken to!
- Discussion of high impact learning experiences. Terry Rhodes' presentation. Dr. Smatresk's overview of the process. All were informative and, in places, insightful.
- Ironically, the lecture was the most valuable component. Guess I'm still linear.
- Terry Rhodes presentation: incredibly well organized and informative. So important for UNLV to “think outside the institution.” Since I arrived here in 2000 I've heard too much talk about “how things are done at UNLV”—the idea that the institution is unique and thus

should do things its own special way. This kind of insular thinking has to end if UNLV is to get better.

- Discussions about important learning moments for us, relate to practical. Speaker and presentation from AAC&U
- Discussion of what high impact practices are and how they are used at colleges and universities.
- Terry Rhodes—concise, clear approaches with great resources that can be shared with other faculty and staff.
- The high impact list. The shared past experiences of individuals—the lists read out loud from the tables. Often came from small schools or large universities that provided small class experiences.

Was there any aspect of today's program that you didn't understand completely or would like to learn more about? If so, explain briefly.

- As a student, it was very informative. There wasn't anything I didn't understand.
- Why are we talking such much active learning when there are so few faculty at this meeting? Why isn't the list of people who are here made visible for us all? (Then we could continue talking with one another.) What is the web site? Give us that URL in the handout. Are the results of last Friday on that web site? We need some effective communication and information sharing. As I look around the room there are empty tables and chairs. Why weren't more teaching faculty invited—Andrew's question. Why weren't Dr. Smatresk's remarks podcast? It would help to foster better communication on campus to hear his thinking and his vision.
- We could benefit from less time (meaning 1-2 hour sessions) concentrating on one issue/focus at a time. Thank you! It was great, just too long!
- Have we assessed our current gen ed core? If not, what is driving this attempt to change the core? How can we change it if we don't know what we are doing right and what we are not doing right? Didn't like political arguments by Terry Rhodes; low scoring HS students need to be addressed at public school level. This is not the job of universities. Social engineering is not our job. We have tight resources and are spending them on students not ready to attend universities. Intervention has to be early in public schools. University intervention is in most cases too late.
- Stress that the Kuh report should be distributed across campus. As part of assessment we should also look at what is currently going on at UNLV in regards to learning communities, civic engagement, service learning, cultural competencies in the curriculum.
- Does the university community as a whole know about UiNLV? It was the first time when reading this material, that I learned of this. Communication of those activities seems to be "ineffective." Sorry, I don't know why or where the breakdown is.
- How it will work in Deans and Department Chairs to develop college plan – don't think there is even involvement/knowledge.
- Need Provost Smatresk's remarks publicly available to review.
- Here's my dilemma as a faculty member in a "book discipline": If student learning is becoming less linear, and if students are reading less, then how to we forge a common intellectual experience (one of the high impact practices) without common readings? And, are we resigned to the position that students are reading less, or are we still committed to inspiring them to read more, and to sometimes do so in a linear fashion?

- Good work, thanks!
- The conditions that are somewhat universal for colleges and universities that have successfully implemented high impact practices—what are the attributes/conditions for those institutions. This would give insight into needed infrastructure for UNLV to venture successfully into this direction.
- Rubrics and authentic assessment in specific disciplines
- Rubrics associated with learning outcomes.
- Comment: “lecture” from guest speaker too long. Allows for too much sit time. Lots of people left early, that was an outcome.