

Defining Universal Goals for the Undergraduate Curriculum

November 21 2008

Richard Tam Alumni Center

Committee on Culture of Teaching and Learning

Office of Vice Provost for Academic Affairs

Welcome

Neal Smatresk

Executive Vice President and
Provost

Update on General Education Planning

Dave James

Associate Vice Provost for
Academic Programs

Today

- Review Undergraduate Education outcomes developed from Gen Ed retreat and Focus 50-100 planning
- Learn experience of other institutions that have implemented Undergraduate Education Reform – Guest speaker Judy Patton – Portland State University
- Discuss how we can create learning environments that will foster development of the outcomes
- Develop ideas for beginning, middle, and end parts of curriculum -- as well as co-curricular

Brief History of UNLV Gen Ed Revisions

- 2000 - NWCCU recommends changes to UNLV Gen Ed Core - should be outcomes- based and assessable
- 2004 - Task Force develops Interim Core
- 2007 - Gen Ed retreat collects feedback on outcomes, refined 2007-8
- 2007-8 - Focus 50-100 Education plan develops undergraduate outcomes - UINLV

2007 Retreat Summary

TABLE 1 - OVERALL SUMMARY		
Count	Percent	Legend
47	13.9%	Communication
42	12.4%	Diversity
41	12.1%	Individual Development
30	8.8%	Critical Thinking
29	8.6%	Civic Involvement
25	7.4%	Globalization
24	7.1%	Information Literacy
22	6.5%	Ethics
19	5.6%	Learning to Learn
15	4.4%	Science
13	3.8%	Technology Literacy
11	3.2%	Teamwork
10	2.9%	Quantitative Reasoning
8	2.4%	History
3	0.9%	Fine Arts

- Communication
- Global/Multi-cultural
- Critical thinking/Information
- Citizenship/Ethics
- Breadth/Life-Long Learning

2007 Retreat Recommendations

- Develop more information on model general education programs
- More unified Core experience, interdisciplinary and team-taught courses
- Enthusiastic about second languages and study abroad
- Integrate co-curriculum with curriculum in general education & information about how to integrate

2007 Retreat Recommendations

- Administrative
 - Structure general education to encourage good teaching and avoid “turf wars”
 - Develop support and incentives to teach general education courses
- Delivery - the “how”
 - more support for team and interdisciplinary teaching.
 - how to teach innovatively

Gen Ed Advisory Committee

Fall 2007 - Fall 2008

- Clustered common Retreat outcomes
- Formed working groups
- Invited experts: global/multicultural, ethics, student development
- Studied models at other institutions
- Attended two AAC&U Institutes - summer 2008
- Refined outcomes – developed objectives
- See <http://generaled.unlv.edu/> links to:
 - VPAA Gen Ed Advisory committee
 - Gen Ed Retreat
 - UNLV AAC&U Institute reports

Comparison to Other Peer Leaders in General Education - handout

- AAC&U LEAP report, Portland State, IUPUI, Illinois State, Michigan State, UNLV
- Common outcomes
 - Communications
 - Critical Thinking
 - Diversity
 - Ethics and Social Responsibility

Focus 50-100 Plan: Education

- Identity and values and Education goals
- Foundational skills included
- Critical thinking
- Research-based inquiry
- Ability to function in diverse and global society
- Ethics and Citizenship

2008 AAC&U Institutes

UNLV team Recommendations

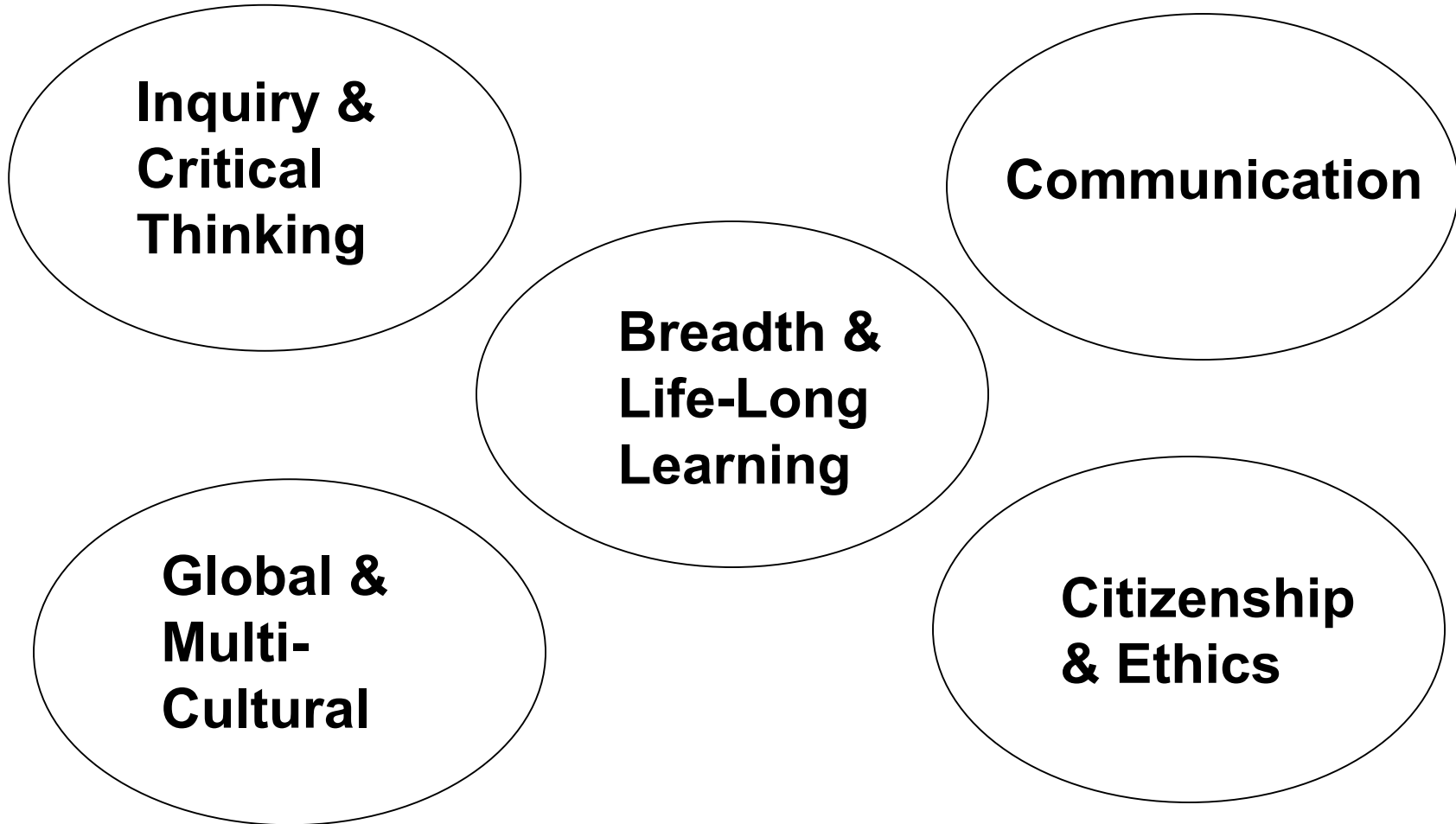
- Initiate stakeholder-driven reform process and communicate with the stakeholders
- Link campus reform efforts
- Expand faculty development activities
- Assess student learning through all 4 years
- Integrate undergraduate education outcomes into the majors
- Develop service learning, co-curricular activities, capstones

*From “Combined Themes Plan” on UNLV Gen Ed website - AAC&U link

Creating the Learning Environment

- How we can structure the learning experience to foster development of these outcomes and lead to student success. Focus 50-100 examples:
- Learning communities, First Year programs, undergraduate research, Las Vegas as “laboratory for learning”
- Interventions and feedback to encourage intentional, self-directed learning (e.g., improved advising, diagnostics, mid semester grades, mini courses)

Proposed UNLV Framework for Undergraduate Education



Proposed UNLV Undergraduate Learning Outcomes

- Articulate clear expectations for what all UNLV students should know and be able to do upon graduation
- Form the foundation for general education but also extend into the majors
- Meld undergraduate learning into a more intentional, coherent experience that consists of the purposeful sequencing of learning from the first year, to the middle years, to the senior year
- Include learning both within and outside the major, including co-curricular experiences.

Outcome 1- Breadth and Life-Long Learning

- Integrate differing perspectives of the natural sciences, social sciences, humanities and fine arts, and develop skills and desire for life-long learning
- Objectives include
 - Using methods of humanities, natural and social sciences
 - Develop in-depth knowledge in major

Outcome 2- Inquiry and Critical Thinking

- Use qualitative and quantitative reasoning and appropriate research methods to guide the collection, analysis, and dissemination of information
- Objectives include
 - Collect and analyze information
 - Report results
 - Make judgments from results

Outcome 3 - Communication

- Communicate effectively in written, spoken, visual, and digital modes
- In addition to above, objectives include
 - Academic literacy
 - Collaboration

Outcome 4 – Global / Multicultural

- Develop knowledge of global and multicultural societies and an awareness of one's place in and effect on them
- Objectives include
 - Knowledge of diverse perspectives on race, culture and ethnicity
 - Knowledge of world cultures
 - Ability to function in diverse groups

Outcome 5 – Citizenship and Ethics

- Participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in one's personal and professional life
- Objectives include
 - Ethical reasoning
 - Knowledge of political, social and economic institutions

Examining Universal Learning Outcomes for the Undergraduate Curriculum

Patricia Iannuzzi

Chair, CCTL

Dean, University Libraries

Group Activity 1: Feedback on Learning Outcomes

Instructions:

1. Individually read through all 5 learning outcomes
2. Individually examine and comment on learning outcome **assigned** to table
3. As a table share comments and answer discussion questions
4. Individual & table feedback will be collected & analyzed by Gen. Ed. Advisory Committee

Group Activity 1: Table Discussion

- Share your initial reaction after reading over your assigned learning outcome. What surprised you?
- As a table...
 1. Locate index card at table
 2. Answer the below questions
 - What are the major areas of consensus?
 - What are the major areas of difference?
 3. Record answers on index card

Group Activity 2: Reflection on Current Use and Value of Learning Outcomes

Instructions:

1. Individually answer the questions listed in the table. Place an X where applicable.

Sample	Life-long learning	Inquiry & Critical Thinking	Etc...
Required to graduate		X	
Important to graduate	X	X	X
etc...			

2. As a table answer discussion question

From Learning Outcomes to Intentional Learning

Judy Patton

Former Director, University Studies program

Portland State University

Group Activity 3: From Learning Outcomes to Intentional Learning

Purpose of Activity:

- Outline how you expect and will support student development of learning outcomes in the first, middle, and end years

Instructions:

- Individually answer questions 1-5 based on your role
- As a table answer the discussion questions

Wrap-up

Patricia Iannuzzi
Dean, University Libraries
Chair, CCTL

- Reflections on today
- Attaining Universal Goals for the Undergraduate Curriculum
- Monday December 1, 2008
- Tam Alumni Center
- Thank you for participating!