

Energizing the Educational Environment Work Group

Agenda: 2010-2011

I. Welcome and Introductions

1. Who we are and what we bring to the Work Group

II. Background: How we got to this point in the Strategic Planning process

1. Retention and Timely Graduation Task Force
 - A. Major Recommendations
 - i. Fundamental changes
 - a. Engage students early
 - b. Redesign courses
 - c. Enhance experiential learning
 - d. Renew General Education
 - ii. Instrumental changes
 - a. Intervene to help struggling students
 - b. Integrate advising practices across campus
 - c. Improve and expand technology in intervention, advising, and teaching
 - d. Establish learner outcomes; track student learning
2. Strategic Planning Steering Committee
 - A. Considered current status of KU
 - i. WTSO analysis
 - a. Identified weaknesses in educational components
 - b. Showed threats to AAU status
 - c. Provided evidence of strengths in faculty and alumni support
 - d. Demonstrated opportunities for improvement
 - ii. Crafted Goals and Characteristics for three work groups as well as urgent issues, sample strategies, and outcomes
3. EEE Work Group Goal: KU will strengthen its teaching and mentoring to position all students for lifelong learning, leadership, and success.
 - A. Characteristics:
 - i. Experiences will connect students to KU intellectually and emotionally.
 - ii. Quality advising and mentoring will draw on advising resources and best practices across campus, empowering students to make informed decisions about their learning opportunities.
 - iii. Innovative curricula, experiential learning (e.g., research, study abroad), and redesigned courses will enrich the educational experience.
 - iv. Renewed University General Education requirements will be based on goals that enable success and lifelong learning.
4. Outcomes:
 - A. Improve quality of KU education
 - B. Increase student retention
 - C. Enhance rates of graduation, improving time to degree
5. Three subgroups
 - A. Revise university advising system and propose intervention plan
 - B. Consider course redesign and enhance engaged learning opportunities
 - C. Renew university general education requirements
6. Process
 - A. Plan bi-weekly meetings of three subgroups
 - i. Establish schedule to achieve products
 - ii. Set benchmarks for meeting expectations
 - iii. Develop mechanisms to gain broad community input
 - B. Identify synergies and make connections across EEE subgroups
 - i. E.g., first year seminars = Advising + Research methods + Gen Ed
 - C. Consider areas for cooperation and input from other work groups
 - i. E.g. service learning courses in cooperation with ESPS work group
 - ii. E.g., graduate education in cooperation with DDI work group
 - D. Identify "overarching enablers" for Steering Committee action
 - i. E.g., capital campaign goals

Energizing the Educational Environment Work Group
Agenda: 2010-2011

III. Subgroup 1: Revise university advising system and propose intervention plan

1. Advising
 - A. Review advising activities across campus
 - B. Identify and promote best practices
 - C. Discover ways to reduce redundant/competing activities
 - D. Propose mechanisms to integrate advising across schools, programs
 - i. Develop strategies to promote strong and frequent communication and coordination between professional advising staff and degree programs
 - E. Consider options for integrating academics and advising
 - i. Suggest options for first year seminars (integrate with new General Education requirements)
 - ii. Identify broad General Academic Areas (replacing Interest Codes) for entering students (e.g., Social Sciences, Humanities, Art and Dance, etc.)
 - iii. Indicate options for helping students across the thresholds (e.g., entering KU; adapting to University life; deciding on major field; applying to gated majors and professional schools; transitioning to advising in the major; completing major requirements; graduating)
2. Intervention
 - A. Review pilot project outcomes
 - i. 6 courses (Classics, Biology, Psychology, Math, Anthropology, Journalism)
 - ii. Faculty cooperation vital for outcome – those in these 6 courses were fully on board and excited about participating
 - a. Reaching nearly 40% of 1st year students
 - b. Mobilized an “intervention team” of student service units (University Advising Center, Academic Achievement and Access Center, Counseling and Psychological Services, Department of Student Housing, Student Health Services, Student Financial Aid, Registrar, Student Information Systems, Office of Multicultural Affairs.)
 - B. Propose intervention steps
 - i. Strategies for instituting a rapid response system
 - a. Focus on first 3 weeks of first year students
 - b. Subsequent stages and opportunities
 - C. Develop a systematic method for collecting and analyzing information on students who leave
 - i. Consider financial impediments
 - ii. Academic hurdles
 - iii. Bureaucratic hurdles
 - D. Choose and activate intervention software (e.g., *Starfish*, *MAP-Works*)
3. Recommend ways to integrate intervention with advising
 - A. Propose improvements that bring advice to students
 - B. Develop ways to enhance intellectual engagement
 - C. Building study skills/tools to learning
4. Consider other actions and strategies to improve engaged learner behaviors
 - A. Coordinate with engaged learning opportunities subgroup

Energizing the Educational Environment Work Group
Agenda: 2010-2011

IV. Subgroup 2: Consider course redesign and enhance engaged learning opportunities

1. Develop strategies for encouraging course redesign
 - A. Build from ongoing grants to redesign courses
 - i. Funded by Spencer and Teagle Foundations through CTE
 - ii. Ten courses have been redesigned
 - a. From Film and Journalism to Psychology and Biostatistics
 - b. Significant gains in critical thinking and writing skills
 - B. Expansion of “small within large” environments in large lecture courses
 - C. Consider new roles for GTAs/UTAs in guiding discussions
 - D. How to motivate and incentivize for departments and faculty?
 - E. Consider options for first year seminars (in concert with Advising/Retention subgroup)
 - i. Small groups of students
 - ii. Team taught?
 - a. Academic instructor, connecting students intellectually to KU
 - b. Advisor, supporting students in transition to university life
 - iii. Common focus? (Book, topic, issue?)
 - iv. Research emphasis? (see below)
 - v. Coordinate with Gen Ed renewal and advising subgroups
2. Engaged/experiential learning
 - A. Review opportunities for engaged/experiential learning
 - i. Service learning
 - ii. Study abroad
 - iii. Research experiences
 - iv. Learning communities
 - B. Propose strategies for building synergies between graduate and undergraduate research
 - i. Undergrads benefit from interaction with graduate students
 - ii. Graduate students learn about mentorship
 - C. Consider ways to infuse a culture of research into the curriculum
 - i. Build into first year experiences
 - ii. Integrate with renewal of General Education
 - iii. Consider research methods/emphasis courses in all majors
 - D. Develop recommendations for raising the profile of and centralizing engaged/experiential learning
 - i. Consider for a “Center for Experiential Learning”
 - a. Consolidate study abroad/global studies (GAP), service/community-based learning (SLP), and undergraduate research (REP)
3. Propose mechanisms to promote capstone experiences
 - A. Courses that synthesize field/knowledge of discipline
 - B. Independent projects
 - C. Seminars that require application of knowledge and use of primary literature
 - D. Integrate with General Education (coordinate with Gen Ed subgroup)
4. Consider other ways to intellectually engage students

Energizing the Educational Environment Work Group
Agenda: 2010-2011

V. Subgroup 3: Renew university general education requirements

1. Ongoing actions
 - A. Alerting and polling University constituents (Faculty, Staff, Students, Alumni) about the goals of General Education
 - B. Seeking prioritized purposes and goals for General Education
 - C. Reduce minimum hours requirement to 120 (*DONE!*)
 - D. Admissions requirements under consideration by KBOR
2. Consider near term objectives
 - A. Review and update General Education Goals for KU
 - i. Current Goals
 - a. *Enhance the skills and knowledge needed to research, organize, evaluate, and apply new information, and develop a spirit of critical inquiry and intellectual integrity*
 - b. *Acquire knowledge in the fine arts, the humanities, and the social, natural, and mathematical sciences and be able to integrate that knowledge across disciplines*
 - c. *Improve the core skills of reading, writing, and numeracy, and enhance communication by clear, effective use of language*
 - d. *Understand and appreciate the development, culture, and diversity of the United States and of other societies and nations*
 - e. *Become aware of contemporary issues in society, technology, and the natural world and appreciate their complexity of cause and consequences*
 - f. *Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level*
 - ii. Propose new goals
 - a. Review priorities developed by departments, programs, and focus groups
 - b. Craft rationale for new goals
 - iii. Develop mechanisms to share and discuss new goals with constituents
 - a. Departments, programs, focus groups
 - b. Seek guidance on building new curricula
 - B. Discuss best mechanisms for achieving General Education Goals
 - i. Consider General Education at peer institutions
 - ii. Linking goals to curricula
 - iii. Involving engaged/experiential opportunities
 - iv. Capstone experiences (link with Engaged Learning subgroup)
3. Consider strategies for achieving long term objectives
 - A. Discuss ways of involving/motivating faculty, departments, schools to achieve university general education goals
 - B. Establish new General Education Goals
 - C. Develop new General Education curriculum
 - D. Consider best mechanisms for instituting new curriculum
 - E. Propose mechanisms to track/assess student acquisition of learning goals