Engaged Learning/Course Redesign Subgroup
November 8, 2010, 4 p.m., Adams Alumni Center

Subgroup Members Present:
John Augusto, Mary Banwart, Devon Cantwell, Jennifer Church-Duran, Sarah Crawford-Parker, Andrea Greenhoot, Rick Hale, Joe Heppert, Fred Rodriguez, Sara Rosen, and Mike Vitevitch

Subgroup Members Absent:
Susan Gronbeck-Tedesco and Milton Wendland

Agenda

1. Review EEE workgroup charges
2. Review scope of Engaged Learning/Course Redesign activities

Discussion questions:

- What information/data do you want to share with the group—data, special programs, etc.
- What information would you like to have for the group—OIRP data reports, institutional comparisons, etc.?
- What ideas do you have for engaging the campus community and soliciting broad campus input?
- Are there items missing from the agenda—target areas for improvement, opportunities, etc.?
- Meeting schedule and communication issues?

Outcomes of discussion:
- The subgroup needs to define our goals. Where is our impact? We need to develop a smaller set of strategic action items.
- There are multiple ways would could target our work—focus on barrier courses where we lose a lot of students, link our efforts to ongoing assessment of learner outcomes, dovetail with other campus initiatives—for example, technology fee use—and look at what has already been learned in larger course redesigns at KU.
- We need to make our products measurable.
- Goals relevant to both undergraduate and graduate education include increasing intellectual engagement from the earliest stages, increasing students' sense of responsibility for their education, and developing capstone experiences for students. Increasing faculty and department mentorship of graduate students is also an important aspect of energizing the educational environment.

Next steps for the workgroup:
- Compile data on why students leave KU.
- Look at case studies from CTE/other online resources about engaged learning and course redesign.
- Look at models from other institutions and AAU best practices.

Supporting documents and links:

- CTE's portfolio site (please note that some of these portfolios feature work being done at the department level and/or service learning and student research, so they may have information relevant for a number of the items on our list to consider): http://www.cte.ku.edu/gallery/index.shtml
- The National Center for Academic Transformation, which supports and reports on projects involving course redesigns. The site provides evidence of student outcomes (e.g., retention, course performance, other learning outcomes) in addition to summaries of the major redesign components: http://thencat.org/
- National Resource Center for the First Year Experience (clearinghouse for information about first-year seminars and other first-year experiences that can increase student engagement, retention, and learning): http://www.sc.edu/fye/
- U of Delaware Institute for transforming undergraduate education (hosts a problem-based learning clearinghouse): http://www.udel.edu/inst/