

Engaged Learning and Course Redesign Subgroup
February 11, 2011
Noon-2 p.m.
Provost Conference Room

Subgroup Members Present: John Augusto, Mary Banwart, Danielle Barker, Jennifer Church-Duran, Sarah Crawford-Parker, Andrea Greenhoot, Susan Gronbeck-Tedesco, Rick Hale, Chris Haufler, Joe Heppert, Fred Rodriguez, Sara Rosen, and Mike Vitevitch

Subgroup Members Absent: Devon Cantwell

Agenda:

EEE Outcomes

- **Improved retention and graduation rates.**
- Students empowered to make informed decisions about their learning through consistent, high-quality advising and mentoring.
- **Students connected to KU intellectually and emotionally, from first-year through capstone experiences.**
- **Enriched educational experiences for students through experiential learning and redesigned courses.**
- Students initiated for life-long learning through renewed, goal-based general education curricula.

Theme: *“Engage students early and often in participating in their own educational experiences.”* –Chris Haufler, February 2011

1. Report on Focus Groups
 - a. What experiences have you had with enhancing student engagement? What is going well in this area at KU?
 - b. What engaged learning activities/initiatives do you **wish** we could implement at KU?
 - c. What barriers to enhancing student engagement (e.g., teaching innovations, experiential learning) exist at KU?
 - d. Does your department/program offer capstone courses and/or capstone experiences?
 - e. Does your department/program integrate undergraduate research in to courses in the major?
 - f. Does your department/program offer opportunities for students to form learning cohorts/communities?
 - g. How do faculty in your department/program engage students in large lecture courses? What other innovative practices are you aware of?

2. Review of initiatives
 - a. Benefits
 - b. Challenges
 - c. Necessary supports
 - d. Points of intersection

3. Priority list

Focus Group Reports: Sarah Crawford-Parker and Andrea Greenhoot summarized the feedback provided in the two focus groups, organized according to discussion points 1a- 1g above.

Discussion Questions: Andrea Greenhoot distributed two diagrams (Figures 1 and 2, appended) that summarized and integrated the subgroup's research on the priority action items. The subgroup discussed the benefits, challenges, and keys to success of the potential action items summarized in Figure 1. How do potential action items support one another and enhance student performance from admission through graduation? How do we design engaged learning experiences that promote student success and excite both students and faculty? How do we build expectations about what successful college course work requires and opportunities available to students to enhance learning?

Discussion Outcomes: The subgroup discussed a variety of first-year experiences that would engage students and promote academic success. The subgroup identified a 3-credit hour first-year seminar in a content area as a priority recommendation. The FYS can be a vehicle for academic planning and one way to link students to future undergraduate research opportunities. The FYS will require a proposal process and expectations for students and faculty will need to be clear. Not all students would enroll in a FYS, but this would be one of several engaged-learning options available to first year students. The subgroup recommended linking the FYS to the revised General Education curriculum. The subgroup also discussed learning communities as a way to support first-year students, undecided students, and students transitioning from semesters 2 to 3. Peer advisors were identified as a strength from KU's former Learning Communities program. Barriers from the former LC program included the bridge seminar being taught as overload and lack of communication between faculty members teaching the linked courses and bridge seminar. The subgroup discussed a variety of learning community models (see Figure 2) and agreed to further explore several of these. The subgroup recommended that both Learning Communities and FYS could be used to channel students into further experiential learning opportunities (e.g., undergraduate research, service learning) in the second year and beyond. Course redesign was identified as a priority or foundational action item by the subgroup due to its potential for widespread impact.

Next Steps: The ELCR subgroup will receive feedback on proposed recommendations at the full EEE workgroup meeting on **February 16th, 11 a.m.-1 p.m.**, Jayhawk Room of the Kansas Union. After this meeting, Andrea Greenhoot will send out to the subgroup a second priority-ranking sheet with space for additional comments and feedback on proposed recommendations.

Figure 1. Engaging students early and often in participating in their own educational experience

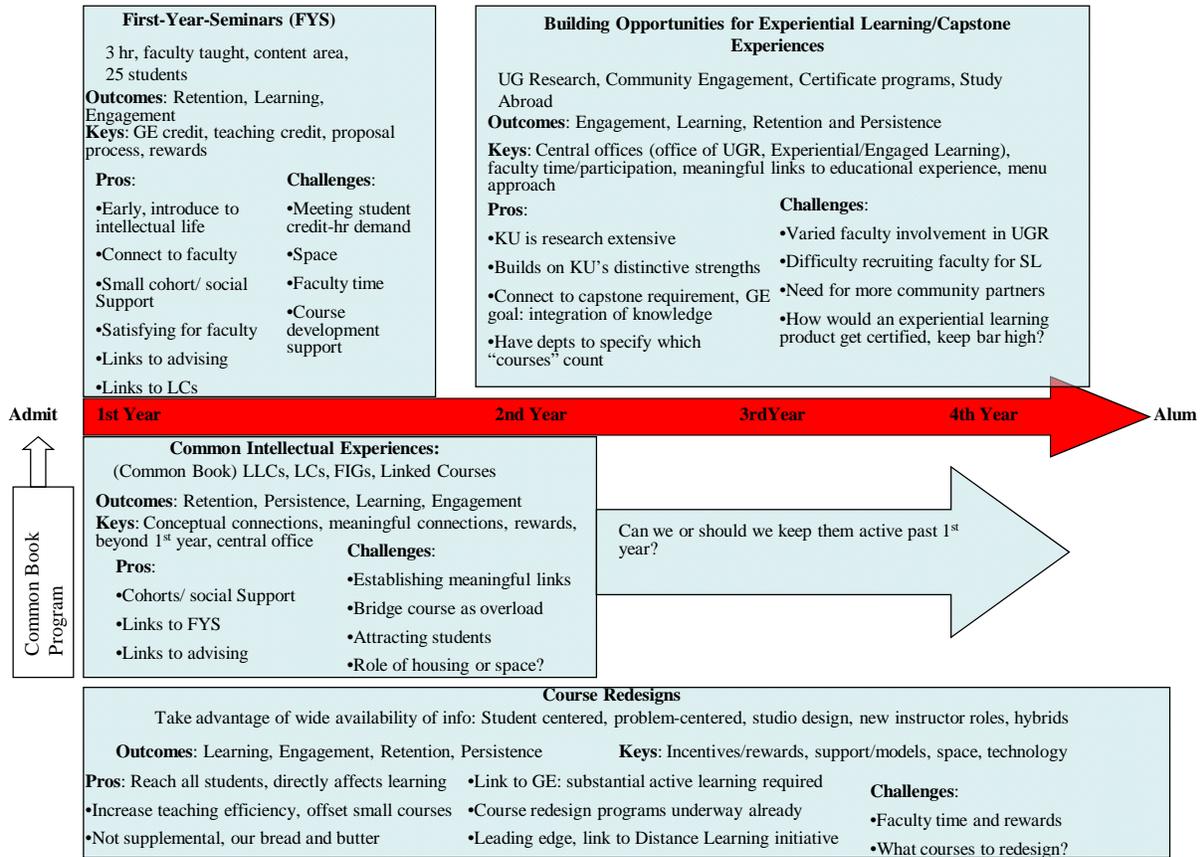


Figure 2. Possible Models for Learning Communities and Cohort Learning:

Living Learning Communities (LLCs), Learning Communities (LCs) Linked Courses, First-Year Interest Groups (FIGs)

