

Engaged Learning and Course Redesign Subgroup Meeting  
January 28, 2011  
1-3 p.m.  
Centennial Room, Kansas Union

**Subgroup members present:** John Augusto, Mary Banwart, Danielle Barker, Jen Church-Duran, Sarah Crawford-Parker, Andrea Greenhoot, Chris Haufler, Joe Heppert, Fred Rodriguez, Sara Rosen, and Mike Vitevitch

**Subgroup members absent:** Devon Cantwell, Susan Gronbeck-Tedesco, and Rick Hale

**Agenda:**

1. Review and elaboration of desired EEE Outcomes:
  - a. Improved retention and graduation rates.
  - b. Students empowered to make informed decisions about their learning through consistent, high-quality advising and mentoring.
  - c. Students connected to KU intellectually and emotionally, from first-year through capstone experiences.
  - d. Enriched educational experiences for students through experiential learning and redesigned courses.
  - e. Students initiated for life-long learning through renewed, goal-based general education curricula.
2. Course and Curricular Redesign Initiatives-- Jennifer Church-Duran and Fred Rodriguez
3. Discussion of straw vote results
4. Common Book Program—Jennifer Church-Duran
5. Additional potential action items
6. Recap and next steps

**Discussion Questions:**

- What are current best practices in course redesign? How would these practices build on KU's strengths and existing activity to produce positive results related to EEE Outcomes?
- Based on straw vote results are there action items that can come off the priority list?
- What potential benefits associated with a Common Book Program support EEE Outcomes? In what ways could a Common Book Program support other EEE initiatives?
- What types of capstone courses and experiences exist at AAU institutions?
- What recommendations can EEE make to enhance the recruitment process at KU?

**Discussion Outcomes:** The group discussed course redesign models that lower costs and enhance student learning. Redesigned courses that link content to skill development provide students with a foundation that has a cumulative effect by promoting success in later courses. The group reviewed Carol Twig's research that focuses on technology, cost savings, and student learning. The group also explored benefits associated with Supplemental Instruction, in which undergraduate students who have already taken the course work with faculty to design supplemental learning activities. The

SI model has been used at KU with varying degrees of success. The group agreed to take summer session freshmen transition programs and one-credit hour first-year seminars off the priority action item list. Three-credit first-year seminars remain on the list. The group discussed the potential benefit of linking a Common Book Program to Strategic Initiatives, first-year seminars, or other academic cohort programs. The group also examined the prevalence and function of capstone courses at other AAU institutions. The group considered requiring a capstone experience as a possible action item. In the area of recruitment, the group discussed using broader interest codes to link students to academic opportunities and special programs.

**Next Steps:**

Next meeting scheduled for Friday, February 11<sup>th</sup>, noon-2:00, Provost Conference Room