University General Education Town Hall Format Results
September 25, 2019

Commonalities for First Year Experience:

-small class size is key (15-24)

-like idea for allowing students to take 3 1-hour courses

First Year Experience		
Comments	**Ideas/Suggestions**	**Questions**
I like the idea brought up by others re: having 3 1-hour classes. Gives students lots of choice to try things, take risks in selecting a 1-hr seminar on a topic that they may be interested in, but don't want to commit to 3 whole hours to. Different disciplines could each provide 1 hr classes/topics	3 credits, but 1 cr/1 cr/1cr or two 1.5 credits that are 8 weeks each; faculty could offer same class 1st 8 and end 8 that way more variety offered and faculty get 3 credits	-Is deciding on topics for seminars right question to be asking without thinking through what they are? Intro courses, interdisciplinary seminars, size of classes, credit hours? -What skills, functions expecting course to fill? What gaps in existing program?
Location: shared spaces, open spaces	Students choices: -some discipline-specific groups, -some general (undecided majors)	-How will seminars practically fit into schedules/workload? -not a good idea if way to redesign intro course (some suggesting this) but great idea to add different experience, interdisciplinary, small group cohort
Small class size (less than 15)	3-1 credit courses, limit enrollment 20 or less; writing intensive, some honors sections, data on trends 1st 2nd college (need) students are lacking when they grade	-Are these discipline specific? -Have you spoken with the One Stop about Room availability? Who is going to teach all of these?
24 students class size	Impossible dreamers: examples of foreign literature in translation via texts and fiction. Examples: Don Quixote as dreamer; Madame Bovary; films based on these ideas	-does there have to be a first year seminar? Is this a done deal?
	Three 1-hr courses	What does this mean for the current UNIV 1010?
	Social Justice and Design Design thinking Civics Human Centered Design Globalization Immigration	
	Digital identity; What is a Book?	

	1-hour course, graded; World of Harry Potter; Financial Literacy	
	What is Truth? I'll teach it!	
	Social and Academic integration into the university	

Commonalities for Pathways:

-some concern about whether topics will be biased (left-leaning) or pump a particular worldview, or could limit exposure to foundational knowledge

-transfer students

-will the faculty actually collaborate and be able to do pathways with workload?

Pathways		
Comments	**Ideas/Suggestions**	**Questions**
Some faculty think the pathway themes are potentially "preachy" advocating global citizen behaviors	World Cultures and Identities -courses in sociology, history, geography, foreign languages -for example: Hispanics or Francophone identities; culture class in English from FLL explaining cultural aspects of a country like Mexico, or Colombia	Would existing courses fit into pathways or require all new courses? -great opportunity for students to see continuity/point of their gen ed but need to address concerns about limiting their exposure
Choices will be limited and potentially be very "echo-chambery." Will we be able to provide unbiased topics? (e.g. HEAVY LEFT BIAS IS LIKELY)	Sustainable Foodways: environmental science, food security, water/farming, etc.	Who will teach? Workloads? Transfer students?
Concern about collaborative planning and the pool of qualified faculty to teach it—LET'S BE HONEST, MANY FACULTY DO NOT WANT TO CO-PLAN	-environmentalism theme -economic/political science theme Benefits: integrative learning/thinking; good PR for students and their parents (an additional minor is attractive) Cons: tough for transfer students	
To make interdisciplinary connections requires a lot of knowledge—unlikely they will know what they should to have productive conversation; MAY NEED AN APPRENTICESHIP DESIGN; LEARN ABOUT EARLY→CORRECT→CAPSTONE	Our Planet, Our World -benefits: integrative thinking	

=DEEPER		
	Yes, but not required; open to curiosity and interdisciplinary	

Commonalities for ePortfolio:

-not much enthusiasm for this, partly because of concerns over its purpose and how it will impact students (or if it actually will be impactful or purposeful)

-concerns about evaluation (who will do it and what will it mean?)

ePortfolio		
Comments	**Ideas/Suggestions**	**Questions**
Why electronic required? If the format does not matter why add in technology piece that now requires (wastes) time to learn when it has no bearing on their learning (familiarity with e-portfolio tool)	Common language=unmeaningful way for portfolios; quality committee can be generalist project; could it show the core and be presented as series or integrated? (image showing line from gen ed to major and line through multiple courses)	Tough Question: HOW MAKE THIS PERSONALLY/PROFESSIONALLY RELEVANT SO AS TO HELP ENCOURAGE SINCERE REFLECTION (if not sincere=a waste)
Unless meaningful reflection occurs e-portfolio is largely a waste		Is variance in quality ok? What is essential? What is optional? How does evaluation of e-portfolio affect students? If it doesn't=a waste
Evaluation is cumbersome and the variance in quality produced is huge.		Who is going to evaluate these?
I hate the whole idea of this and cannot see what is does <u>for the student</u>; it seems like it serves the University in preparing Assessment Reports.		
Of all the options, I dislike the e-portfolio the most. I think students would see this as busy work. I don't think they will help students (after when they seek jobs, as eportfolios are often marketed)		

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Commonalities for Capstone:

-concerns about how this fits with discipline-specific/departmental capstones

-problem-based learning seems like a good possibility here

-concerns about time constraints

Gen Ed Capstone		
Comments	**Ideas/Suggestions**	**Questions**
Why can't it be discipline specific?? A research project (or similar) utilizes all the learning outcomes of GE; ex: a Senior Chemistry Res project: write the paper, use technology/software to conduct research and construct graphs and illustrations, make ethical decisions, use quantitative reasoning, employ a budget, give an oral presentation, etc. Some Unis have a senior thesis requirement for this purpose.	Call the "True Blue Book Ends;" One credit=in; two credits=out -tie both to learning outcomes -course highlights outcomes; course out assesses; true blue gateway and true blue coda	Can you combine the capstone experience with the ePortfolios?
Capstone course/experience seems more possible than every student planning own project/finding supervisor -faculty designing new courses does depend on a lot of faculty being willing to invest time, even if interested; time as issue	Study abroad participating in an internship in a business; using (?) skills; using language skills; using communication skills; example: interning as a Spanish telecommunications Co. in Madrid or Mexico City	
I am still having trouble wrapping by brain around a Gen Ed Capstone. I feel this is more appropriate at the end of a student's discipline/major based studies.	3 1 hours courses: senior seminar, professional seminar, gen ed seminar; 1st-intro-plan; 2nd-problem definition (outline); 3rd outcome-project to solve problem	
Read the Following: Ericssun & Pool "Peak" -expertise is largely about knowledge and is not achieved in a small dip in learning—capstone of only 3-4 credits will be insufficient to successfully achieve this.	The Capstone Professor presents the class with a problem (related to a theme from a previous course or set of courses—eg: pathways or menu-based coursework). The Capstone Project is a solution to the problem, taking the format of the student's choice (film	

	project, short story, presentation/event). The project should require the use of core skills (research/reading, writing, technology, creativity)	
	science: Have students come up with a hypothesis and work out how to test (hits the science learning outcome). It would be too time consuming for students to run through and test the hypothesis (that's grad level work), but it would be a good to actually come up with a hypothesis. But there is a problem bringing in other areas. Data analysis→could fit many fields	