

BUCCS 13: The Bradley Core Experience: A Synthesis from the Bradley University Campus-wide Conversation Series

- 1) The development of graduates' preferred attributes should be a combination of University-wide (core) requirements for all students and those pertaining to program expectations.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Review Gen Ed for relevance and how students understand it
 - ii. Develop team taught courses
 - b. Who is responsible? (lead individuals/groups)
 - i. Gen Ed Comm
 - ii. Counsel of Deans and Gen Ed Comm
 - c. How will achievement of outcomes be assessed?
 - i. Gather data and review courses
 - ii. Test integrate courses
 - d. Deadline
 - i. 09/08
 - ii. 09/09
- 2) The general education program should be an integral part of an environment based on student engagement and active learning that promotes a positive disposition toward life-long learning.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Provide historical review and examples/applications for the future (connect history and current events)
 - ii. Promote students initiative in seeking out current literature
 - iii. Increase student involvement in determining own learning outcomes
 - iv. Consider new administrative issues that impact (e.g. budget, class size, faculty load, etc.)
 - b. Who is responsible? (lead individuals/groups)
 - i. Gen ed review?
 - c. How will achievement of outcomes be assessed?
 - d. Deadline
- 3) Many members of our campus do not value sufficiently the general education experience.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Rename? Core Values Curriculum
 - ii. Convince all parties that this is a critical part of education
 - iii. Set boundaries of course to assure quality and provide support/resources to for tenure track instructors
 - iv. What is part-time faculty contribution to gen ed? How does this compare to peer institutions? How does PT compensation compare?
 - b. Who is responsible? (lead individuals/groups)
 - i. Faculty Senate, Provost,

- ii. Committee of Gen Ed., reps to conceptualize gen ed value and establish an ability to communicate this to the university
 - iii. Explore the impact of reviewing gen ed offerings. Senate sub committee
 - iv. College deans could solicit departmental info, special committee could evaluate peer info
 - c. How will achievement of outcomes be assessed?
 - i. Blank.
 - ii. Concise, but layered descriptive of value is available in handbook, coherent to advisors and admissions staff
 - iii. Faculty and students will be better able to describe why a general ed course is part of the Bradley experience
 - iv. (Y/N) We compare favorably to aspirant institutions in terms of P/T faculty reliance and compensation
 - d. Deadline
 - i. Blank.
 - ii. 5/09
 - iii. 5/10
 - iv. 12/08
- 4) Multidisciplinary and cross-curricular approaches are powerful approaches that should be considered in program design.
 - a. Actions/Strategies to Achieve Outcomes
 - b. Who is responsible? (lead individuals/groups)
 - c. How will achievement of outcomes be assessed?
 - d. Deadline
- 5) An assessment system is needed to be able to draw conclusions regarding the effectiveness of our general education program at the university level.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Undergraduate survey, focus groups for students (Jrs and Srs)
 - ii. Alumni feedback
 - iii. Need: pre-assessment of SS: what are expectations? Why/how do they choose what they take? What classes are avoided? Taken at ICC?
 - iv. The Bradley Experience: What is it? Can it be assessed? Does it need to be?
 - v. Course evaluation system need to be more flexible, focus on if goals were met, general education objectives
 - vi. Faculty view of general education program- how do we guide our students in selection?
 - b. Who is responsible? (lead individuals/groups)
 - i. Student government/ leaders
 - ii. Blank.
 - iii. Blank.
 - iv. Blank.
 - v. Blank.

- vi. Gen ed teachers need to help major faculty in making connections.
E.g. why is western civ important?
 - c. How will achievement of outcomes be assessed?
 - d. Deadline
- 6) Addressing the expansion of technology requires expanded knowledge and skills for students and requires similar growth by faculty.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Each Department/Discipline needs to define what technology is (e.g. software, equipment, methodology)
 - b. Who is responsible? (lead individuals/groups)
 - i. Technology comm. and one lead named within each dept.
 - c. How will achievement of outcomes be assessed?
 - i. Include questions about tech. on career center survey. Need to bring results back to BUCCS to further discuss because it's very difficult across disciplines.
 - d. Deadline
 - i. May 2009
 - e. Side note: Connects to service learning in that students must be knowledgeable about how to use/apply technology.
- 7) The characteristics of today's students are different from entering freshman in the recent past.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Analyze existing data about freshman
 - ii. Survey Bradley faculty (experienced) re: freshman characteristics
 - iii. Survey Bradley incoming freshman re: learning preferences
 - iv. Analyze surveys from above
 - v. Develop literary standards
 - vi. Remediation strategies
 - b. Who is responsible? (lead individuals/groups)
 - i. Admissions
 - ii. Testing center, social science faculty to develop survey
 - iii. EHS 120 class
 - iv. Admissions
 - v. By department
 - vi. By department
 - c. How will achievement of outcomes be assessed?
 - d. Deadline
 - i. 12/08
 - ii. 03/09
 - iii. 10/08
 - iv. Blank
 - v. Blank
 - vi. Blank
- 8) Graduates should have a capstone experience.
 - a. Actions/Strategies to Achieve Outcomes
 - b. Who is responsible? (lead individuals/groups)

- c. How will achievement of outcomes be assessed?
 - d. Deadline
- 9) There is value in providing freshman a common experience as they begin their studies at Bradley.
 - a. Actions/Strategies to Achieve Outcomes
 - i. Establish goals for common experience
 - ii. Develop test course
 - b. Who is responsible? (lead individuals/groups)
 - i. Ad Hoc faculty committee
 - ii. Curric. Comm., deans council, AEP
 - c. How will achievement of outcomes be assessed?
 - i. Goal statement
 - ii. Test course
 - d. Deadline
 - i. 12/08
 - ii. 09/09
- 10) Service learning can be an effective mechanism to enhance student learning.
 - a. Actions/Strategies to Achieve Outcomes
 - b. Who is responsible? (lead individuals/groups)
 - c. How will achievement of outcomes be assessed?
 - d. Deadline
- 11) Many of the tag lines that Bradley currently uses or should claim as our strengths have clear connections to the general education experiences.
 - a. Actions/Strategies to Achieve Outcomes
 - b. Who is responsible? (lead individuals/groups)
 - c. How will achievement of outcomes be assessed?
 - d. Deadline
- 12) To reach our goals for the general education program we must address many implementation issues. This topic assumes the need for the fiscal resources to support realization of our goals. Some of the questions that relate to this topic have been included above.
 - a. Actions/Strategies to Achieve Outcomes
 - b. Who is responsible? (lead individuals/groups)
 - c. How will achievement of outcomes be assessed?
 - d. Deadline