

Breakout room 1

Names: John et al.

Task: Reflect on the mission and goals below. Respond to the questions on the next page as time allows. 30 min in break out rooms; 1 person be prepared to share.

Mission:

Oregon State University's Baccalaureate Core is a universal educational experience for the 21st century learner that promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world. The curriculum strives to develop students' intellectual capacities and resiliency to be critical agents who transform knowledge into action. Through deep and integrative experiences, OSU's general education meets students where they are in their educational journey and equips them for meaningful, lifelong learning. Our Baccalaureate Core is designed to foster student potential to innovate and change the world by solving complex problems, adapting to change, and becoming community members in a global society.

Goals for General Education at Oregon State University:

- 1. Foundational Modes of Inquiry and Innovation** — Students will use multiple modes of inquiry, within and across a variety of disciplines, to develop fundamental skills and breadth of knowledge that promote lifelong learning and creative problem solving.
- 2. Social and Environmental Justice** — Students will examine evidence from a variety of perspectives to grow their cultural and environmental awareness and increase their capacity to enact social and environmental justice.
- 3. Navigation of a Complex Global World** — Students will apply necessary skills for productive, civil discussion for navigating a world with multiple perspectives and global interconnectedness.
- 4. Launch from Here to Career** — Students will gain professional skills and competencies designed for adaptability, longevity, and integrity in a global workforce.

Questions:

What does OSU need to meet these goals?

- 1) ID what are “foundational modes”
- 2) University needs to model social and environmental justice in its own decision-making and policies.
- 3) Be sure that we have the resources to achieve the goals, esp. # 2. Resources speak to priorities.
- 4) For #2, thinking through who needs what education in these areas.
- 5) For #2, appreciate of nuance
- 6) Shouldn't assume that what professional skills and competencies faculty think are important are the same as those that students and employers think are important.
- 7) Need to connect with employers and other other external stakeholders w/regard to what skills and competencies are needed.
- 8) For #4, need coordination between instructors, majors, and career services
- 9) Need to be sensitive to the ways in which “profession”, “career”, and “work” manifest across different areas. Need to be broad in definition.
- 10) Focus on the word “apply” in #3.

What does OSU currently have in our Bacc Core that aligns to these goals?

- 1) DPD re: #2
- 2) Categories & courses exist in the service of Goal #1.
- 3) WR II, WIC, & Comm for goal 3.

What might we need to add?

- 1) **Integration of course-based skills and competencies explicitly w/careers.**

What other things should be considered? (high impact practices, etc.)

- 1) Consider how land-grant status impacts our Gen Ed and how we implement it.
- 2) Consider aligning our Gen Ed with off-campus communities

Breakout room 2

Names: Brandi, Troy, JoAnne, Karen, Kaplan

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Questions:

What does OSU need to meet these goals?

- Depends on structure. But we imagine that to meet some goals (goal 4 as an example) what resources or structure would need to be created or in existence to make this happen?
- Need a reinterpretation of what we are doing, this is a cultural transformation of what bacc core is. This includes thinking about what programs or offices already exist to support some efforts.
- If the new bacc core is part of OSU's brand, this will require buy in across the university
- The revenue return model will need to be evaluated to reflect what supports the new model
- Significant work with professional faculty who work closely with students (academic advisers, career development, student affairs, etc.)
- Understand what resources are need in the long term, but also in transition
- Buy in from faculty to understand how what they teach is part of the larger picture
- Buy in from advisers that these courses aren't just those to check a box, but to understand the value of them
- OSU needs clearly articulated and communicated goals - marketing strategy
- Tie bacc core to enrollment management goals. How can this be part of the value proposition of OSU
- How do we accommodate our diverse students? How do we help students complete their degrees? Be very generous to help in this way. An example is transfer credits.
- Buy in from students, alumni, employers

What does OSU currently have in our Bacc Core that aligns to these goals?

- Broad breadth of perspective courses - social sciences, humanities, etc. - wide variety of these courses. These may not be where we want them to be, but the content is there. Not starting from scratch.
- DPD curriculum is well established and there is a lot of buy in.
- Expertise exists with our faculty
- We have some great resources like SJEI that can provide training for some of our goals.
- We have signature areas of distinction at OSU that also supports our goals
- We have a system of assessment in place which can help us in this area, vs. having to invent a new structure.
-

What might we need to add?

- Training for faculty who teach in the bacc core
- Explicit connection to career (goal 4)
- Thoughtful approach to assessment and adaptive management, for all modalities and locations
- interdisciplinary course(s) to accomplish some of our goals/categories. How far can or do we want to go with this?

What other things should be considered? (high impact practices, etc.)

- Clearly identifying what barriers exist right now for any of the best practices

- Experiential learning, lab based (resource intensive)
- Our current budget structure doesn't reward quality. Focuses on "butts in seats"
- How do we engage CTL in helping with peer evaluation or some other way? And the funding behind this to support it (example of ecampus)
- Where do the learning goals for graduates fit into this? Do we keep them, do they get refreshed, does the work of the bacc core take the role?
- Discussion on what falls in the cbacc core and what should the colleges be required to do? Is there a next conversation of what common goals should all colleges be responsible for providing students that don't necessarily fall in the bacc core?

Break out room 3

Names: Inara Scott, Sarah Perrault, Laura Hampton, Ivan Arismendi, Erin Bird

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Questions:

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- Willingness to invest in this new structure, a willingness to change (restructure classes, support faculty in the development of new courses) - time, effort, money
- Leadership that will support doing something that may not be popular with everyone. Tough choices will need to be made if we are going to have fewer credits overall and realignment/changing categories.

What does OSU currently have in our Bacc Core that aligns to these goals?

- Writing is both a foundational skill (#1) and a professional competency (#4)
- DPD supports social & environmental justice (#2) and navigating a complex world (#3)
- Oral communication is a foundational skill (#1) and a professional competency (#4)
-

What might we need to add?

- I'm not sure it's helpful to try to line by line look from current bacc core to the mission/goals?
- Integration of people/colleges and communication between faculty/deans to support interdisciplinary courses

What other things should be considered? (high impact practices, etc.)

- Team teaching of a course(s) in the capstone/bookend
- Interdisciplinary approaches
- problem solving approach to course

Breakout Room 4

Names: Lori Kayes, Sherm Bloomer, Heath Henry, Lori McGraw, Mary Chuinard

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What does OSU need to meet these goals?

What does OSU currently have in our Bacc Core that aligns to these goals?

CTM

What might we need to add?

Introductory class about career, acclimatization;

Capstone - In major but also have career bend

OSU brand

What other things should be considered? (high impact practices, etc.)

Can we use themes to organize the Bacc Core and thread important ideas throughout Gen Ed

Themes identified within the goals could be spread across multiple categories of our choice. For example, social justice could be taught in science courses as well as dedicated SJ courses and writing could be taught across a large swathe of courses and categories.

We want courses coming into the Bacc Core meaningfully - aligned to the goals to ensure we don't end up with a large number of poorly aligned courses. We currently have way too many courses in the Bacc Core.

How are we tying OSU signatures to the gen ed? They could be reflected in learning outcomes and categories.

Will learning outcomes be written for each goal or will we have dedicated learning outcomes only within categories?

Too many layers (i.e. themes, flags, etc.) creates complexity for students and faculty, which could impede acceptance of the system.

Can we have faculty go through training to teach in the Bacc Core

We could focus on the goals, with Here to Career provided at the beginning of a student's experience. The modes of inquiry and innovation really focus on the Transfer Map. We liked addressing wicked problems. The thought was shared to have a capstone, perhaps experiential learning experience, at the end of the student's college career. This capstone experience could bring back items in the Here to Career. It also could highlight the three areas of excellence, identified at the university level.

Folks who couldn't be in breakout rooms

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What does OSU currently have in our Bacc Core that aligns to these goals?

What might we need to add?

What other things should be considered? (high impact practices, etc.)

