

*May 30, 2024*

# GENERAL EDUCATION TASK FORCE

*Meeting on Zoom*

**UCLA**

**Undergraduate Education**  
Initiatives



# General Education Outcomes

## Gathered from Meeting 1

Responses to prompt question: What should every UCLA graduate gain from their undergraduate academic experience?

### SKILLS & CAPACITIES

- Critical Thinking
- Life Skills
- Interdisciplinary & Synthetic Thinking
- Writing
- Oral Communication
- Metacognition

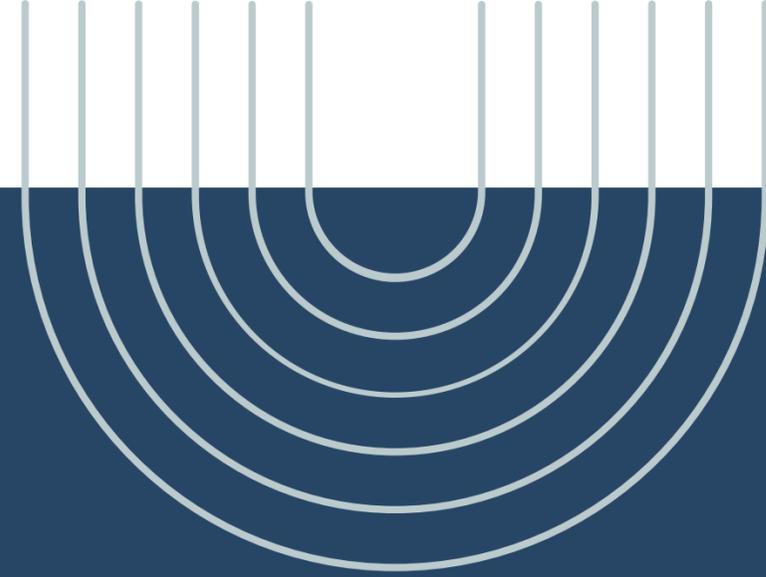
### ATTITUDES & BELIEFS

- Empathy
- Social & Global Awareness
- Exposure to Diverse Cultures & Ideas
- Academic Risk-taking
- Sense of Curiosity
- Inspiration to Make Change
- Psychological Wellbeing
- Shift in Perception of GE

### INTELLECTUAL DOMAINS

- Scientific Methodology
- Authentic Research Experience

02.



**ACTIVITY:  
BOYER REPORT  
BREAKOUT ROOM  
DISCUSSIONS**

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# Conversation Questions

from the Boyer 2030 Report

1. How well is your university providing education for world readiness?
2. How well is your university communicating the purpose, content, and breadth of an education that prepares students for life, work, and engaged citizenship over a lifetime, an education for world readiness?
3. How well is your university supporting students in gaining knowledge and skills for the next step after college and making that crucial connection to a first post-college step along a career path, be that a job, graduate school, or another endeavor?

*Boyer 2030 Report, Appendix B*





# “World Readiness”

according to the Boyer 2030 Report

## I. World Readiness for All: Education for Life, Work, and Citizenship

**1. World Readiness: Will we prioritize transformative education for life, work, and citizenship in an age of daunting challenges in need of world-embracing solutions? Will we ensure such education for *all* students, not only those already privileged?**

The equity/excellence imperative demands that we educate for “world readiness.” This is the term the Boyer 2030 Commission borrows from Cathy Davidson, founding director of The

Futures Initiative at the City University of New York, to articulate a vision of undergraduate education that includes and goes beyond the essential goal of near-term workforce readiness to empower students for citizenship, life, *and* work throughout their lifetimes.<sup>4</sup> This is not an either-or proposition: universities must do both—transformative education and preparation for that first, post-college step—and they must do them both well. Education for world readiness must be coherent, transparent, and explicit in purpose. It must simultaneously prepare undergraduates for life as productive citizens *and* economic actors where the best way to do both is to prepare students for life itself—life in our times and with an anticipated future in mind, which is to say, for *world readiness*.

Boyer 2030 Report, *Eleven Provocations for Equity/ Excellence*, pp 11–12

# “World Readiness”

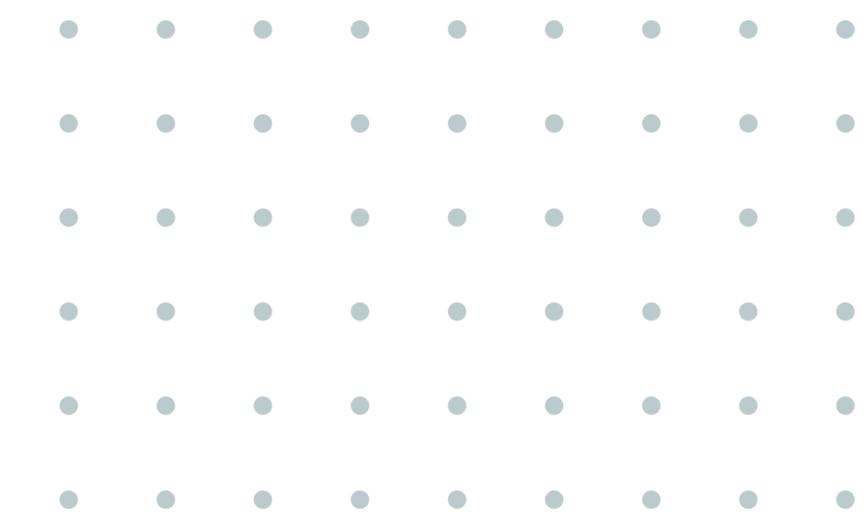
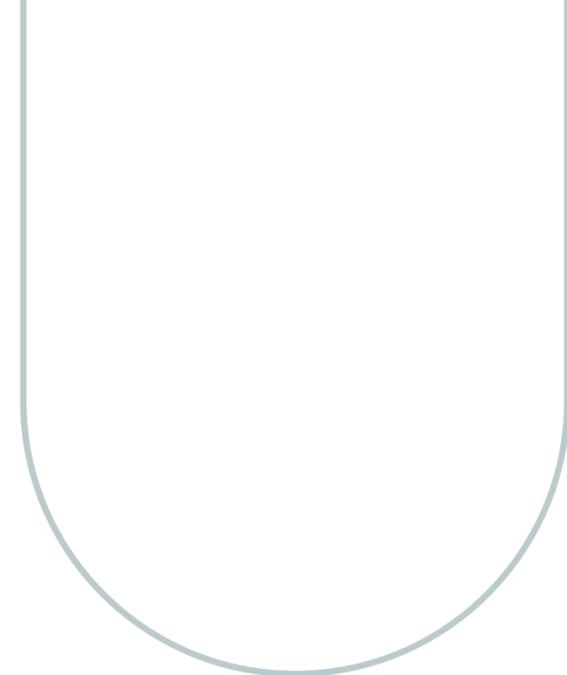
## according to the Boyer 2030 Report

Education for “world readiness” is 21<sup>st</sup> century education that broadens horizons, stimulates curiosity and involves discovery of fields of knowledge, ways of knowing, and perspectives well beyond what most students have encountered in high school. It provides students the experience of grappling with complex problems and seeking nuanced understandings. It develops students’ knowledge of, and respect for, those whose views may differ from theirs and for epistemologies and methodologies—knowledge claims writ large—that initially

may seem opaque. It teaches students how to learn and fosters humility in the face of what they do not yet know. A 21<sup>st</sup>-century descendant of what has traditionally been called “liberal education,” such broad education is essential for many reasons, including readying students to flourish as self-directed learners.

“Liberal and practical education” both: this is what the Morrill Act of 1862 establishing many of our current land-grant universities explicitly deemed essential—the world readiness of its day.<sup>5</sup>

*Boyer 2030 Report, Eleven Provocations for Equity/ Excellence*



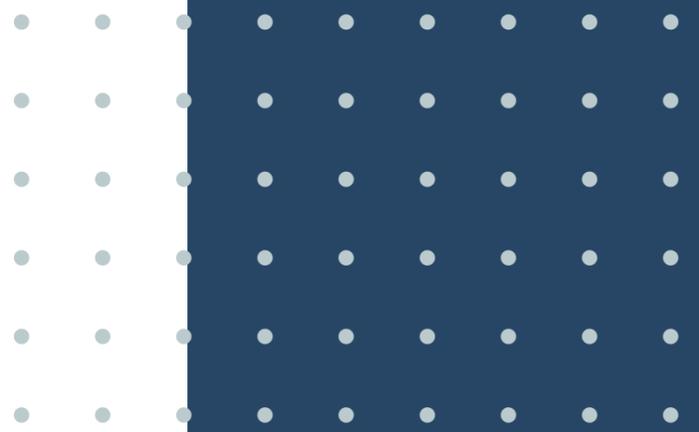
# Breakout Room Discussion Notes: Boyer Report Questions Activity



# Discussion: Boyer Report Questions

- Inclusion of life skills and wellbeing in the GE curriculum
  - these types of courses should be taken early in students' careers to set them up for success in college and beyond
  - including these types of courses could help shift students' current transactional view of GE to one that helps define the purpose of their GE education
- Longstanding tension between GE, job skills, and world readiness
- Time is right to reshape GE now

03.



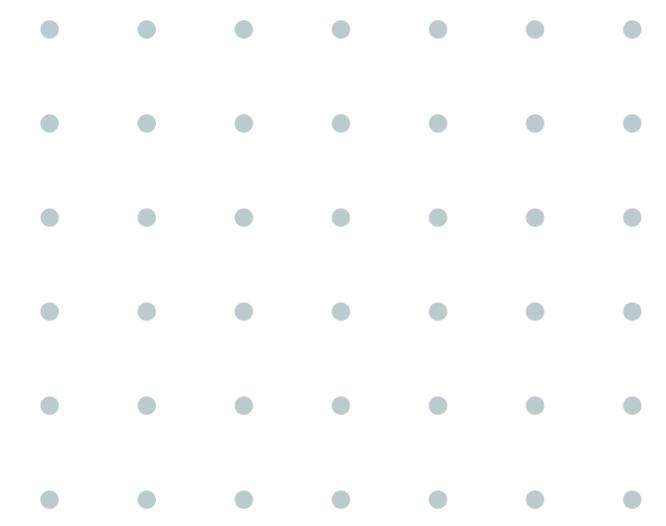
# ACTIVITY: HIGH IMPACT PRACTICES POLL

# High-Impact Practices

from AAC&U

- Capstone Courses & Projects
- Collaborative Assignments & Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolios
- First-Year Seminars & Experiences
- Internships
- Learning Communities
- Service Learning,  
Community-Based Learning
- Undergraduate Research
- Writing-Intensive Courses



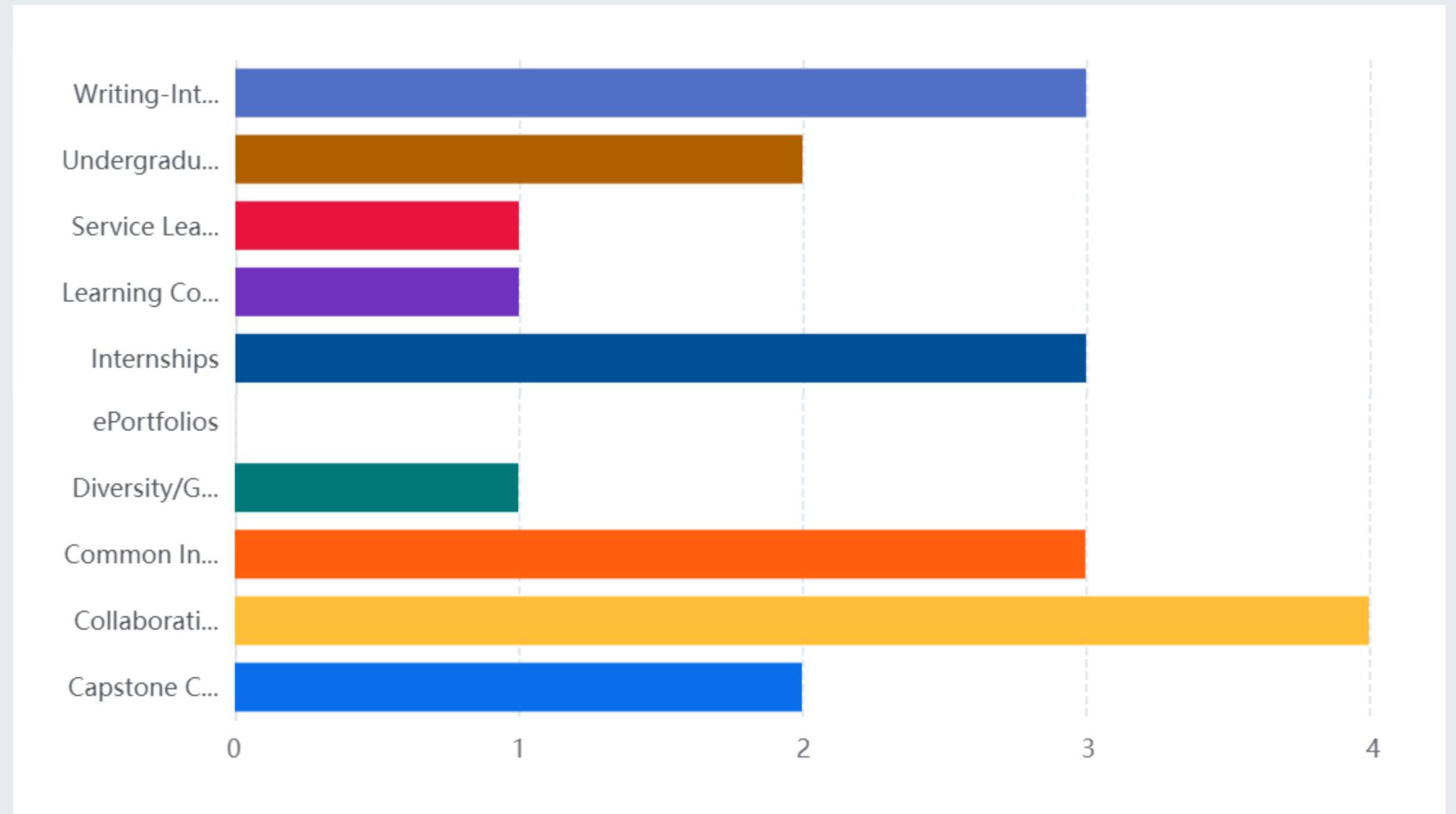


# Poll Results: High Impact Practices

# POLL RESULTS:

Please select the 3 high-impact practices you consider most important:

Capstone Courses and Projects	(2/8) 25%
Collaborative Assignments and Projects	(4/8) 50%
Common Intellectual Experiences	(3/8) 38%
Diversity/Global Learning	(1/8) 13%
ePortfolios	(0/8) 0%
First-Year Seminars and Experiences	(4/8) 50%
Internships	(3/8) 38%
Learning Communities	(1/8) 13%
Service Learning, Community-Based Learning	(1/8) 13%
Undergraduate Research	(2/8) 25%
Writing-Intensive Courses	(3/8) 38%



04.

**COLLEGE  
PROFICIENCY  
REQUIREMENTS &  
CLUSTER PROGRAM**

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# UCLA College Proficiency Requirements

## Writing I

(Eng Comp 3 Series)

## Writing II

(Any WII course)

## Quantitative Reasoning

(Any QR course)

## Foreign Language

(L3 course OR  
placed into L4 by exam)

## Diversity

(Any Diversity course)

# UCLA Cluster Program

Integrative High-Impact Practice Curriculum

**Year-Long**

**Interdisciplinary**

**Team-Taught**  
by distinguished faculty

**Transferrable  
Skills**

**Community  
Building**

**Bang for  
the Buck!**

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