

Vision Team 2 Brief Summary

The Student Outcomes Vision Team was tasked with considering what skills and strategies JMU could employ to advance student learning. Two subgroups addressed 1) learning outcomes and 2) a multi-credit problem-solving class.

Key questions for the learning outcomes subgroup included:

1. What are the appropriate, future-focused power skills to develop?
2. How would we incorporate the development of the power skills into the curriculum and pedagogy?
3. How would a civic learning component fit within the general education curriculum and what would it include?
4. How would information, AI, and financial literacy be incorporated into the student experience?
5. Identify ways in which multiple outcomes can be accomplished through specific curriculum or experiences.

Key questions for the multi-credit problem-solving class subgroup included:

1. How would this fit within a general education curriculum?
2. How many credits are appropriate? What would it look like in practice?
3. What existing resources would be required to implement this type of experience?
4. What other programs could be discontinued or re-purposed?
5. How can mentorship be used to support this effort?
6. Address how this strategy can strengthen our focus on access, value, and affordability.

Recommendations from the Student Outcomes Vision Team encompass:

1. Elevating JMU Distinctives throughout the student experience. JMU's longstanding mission to educate and inspire leaders of character is one of our greatest institutional strengths. Proposed Distinctives include ethical reasoning, community and civic responsibility, and well-being.
2. Establishing a cross-divisional Educational Experience Implementation Team to lead a university-wide approach for designing curricular and co-curricular educational experiences that facilitate the elevation of JMU Distinctives and power skills throughout the student experience.
3. Creating a three-course, 9-credit Problem-Solving and Community Impact (PSCI) course sequence that emphasizes hands-on problem solving and teamwork and embeds place-based, community-engaged learning into the General Education program. The sequence is structured as an overlay; courses meeting defined learning outcomes can be designated as PSCI courses, giving faculty and colleges flexibility in developing courses that align with the new General Education curriculum while also creating a coherent, distinctive experience for all students.