Enhancing High Impact Practice through Strategic Partnerships

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30th Annual Conference on the First-Year Experience
Overview

• Foundations
• Our work with HIPs
• Teaching and Learning
• Application
• Closure and Next Steps
AAC&U/LEAP

• LEAP and Essential Learning
• How many know about LEAP project?
• Liberal Education and America’s Promise
  – Overview (for more about LEAP)

• If you know about LEAP – How far along are you?

next
LEAP – An Overview

• Liberal Education and America’s Promise
• Champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.
• Focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.
LEAP

• Engages students and the public on core issues:
  – What really matters in college: Essential Learning Outcomes (ELO’s)
  – Using a common compass to guide learning

• Uses essential learning outcomes as the framework for:
  – Educational excellence
  – Assessment of learning
  – Key alignments between school and college
LEAP and Assessment

- LEAP - changing the conversation about public higher education
- Provides a much-needed “national context” by offering a consistent framework about what students should learn in college – regardless of the institution
- Create opportunities for particular institutions to identify how they uniquely realize ELO’s
Essential Learning Outcomes for UW–Madison Students

These learning outcomes were adapted from those developed through extensive national surveys and interviews done by the Association of American Colleges & Universities with employers, faculty, staff, and alumni, asking the basic question, “What qualities and skills do you want in college graduates?”

Beginning in their first year, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges.

Knowledge of Human Cultures and the Physical and Natural World
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information, media, and technology literacy
- Teamwork and problem solving
  Practiced extensively across the curriculum in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
  Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning
- Synthesis and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

We urge you to explore these opportunities at www.learning.wisc.edu or contact the Division of Student Life at 608-263-5700, or the Office of the Vice Provost for Teaching and Learning at 608-262-5246.
High-Impact Practices

• Offer opportunities to:
  – Interact significantly with instructors and peers
  – Experience diversity
  – Receive frequent feedback on your performance
  – Integrate, synthesize and apply knowledge
  – Explore big questions and ideas in a challenging and supportive manner
  – Experience integration of in and out of classroom learning
Wisconsin Experience

- Applying in and out of classroom learning
- Leadership and activism
- Global and cultural competencies and engagement
- Community
- Engaged citizens of the world
- Seek out
- High impact leadership
- We can solve any problem
- Create an expectation
- Unique
- Faculty members who teach at research-intensive institutions around the world
- Graduates become extraordinary citizens
- Grounded in the Wisconsin Idea
- National and global leaders
- Volunteer Beyond conventional wisdom
- Significant impacts on the world
- Integration
- Application of knowledge
- Together

UW-Madison

The University of Wisconsin Madison
Brainstorm

Identify a few of your department’s most important priorities on campus:

- Do you know of any other office on your campus with the same aim(s)?
- Is it your competitor? Your partner? Why?
- If you don’t know of any, what do you think is the likelihood that you really the only one?
Brainstorm #2

• What is your department’s next initiative? Who on campus is already doing something similar or who should be interested in this direction?

• Think about the campus department, group, or individual you’ve identified as having similar or complementary goals. What do you have to offer them to further their own goals and objectives?
Center for the First-Year Experience

• Mission is to support and enhance the first year of college for students
  – Work with freshmen and transfers
  – Programming
  – Courses
  – Outreach
  – Partnerships
CFYE 5-year Plan Foci

- Re-envisioning Orientation
- Defining and Expanding HIPs for First-Year Students
- Faculty & Instructor Outreach and Professional Development
- Enhancing Academic Support for New Students
- Development and Assessment of Programmatic Learning Outcomes
- Enhance the Transfer Student Experience
UW Madison Libraries

• Instructional Support:
  – FIGs
  – Common Intellectual Experiences
  – Residential Learning Community
  – Undergraduate Research
  – Capstones/Internships
Peanut Butter & Chocolate

• “You’ve got content for my audience!”
• “No, you’ve got the audience I want my content to go to!”
• The freshmen connection.
• The support connection.
• ELO: “Intellectual and practical skills”
The Assignment in Question

• Library visit
  – Attach library visit to a class
  – Establish the library in the UW research context
  – Establish first year students in the UW research context
Enlightened Self Interest
Growth

• MORE librarians teaching
  – More class sections offered
  – More collaboration on different projects

• Curriculum adjustments
  – Research paper assignment
  – Introduction to the library’s role in campus research mission
Group Discussion and Share-Outs
References


