



Foundations of Excellence

Improving the Engaging Students in the First Year Initiative at the University of Wisconsin Colleges

Priorities for 2007-2008

Improving the First College Year Through Teaching and Learning

- 1) Advance pedagogies of engagement ¹
 - a) Develop success strategies for engaging at-risk students (Associate Vice Chancellor for Academic Affairs)
 - b) Develop, expect, and reward high quality LEC 100 instruction (Provost)
 - c) Communicate high expectations to students (Associate Vice Chancellor for Academic Affairs)
 - d) Build out-of-class learning opportunities into class expectations or evaluation (Associate Vice Chancellor for Enrollment Management and Student Services)
 - e) Clarify to students the benefits of student and faculty engagement in campus activities (Associate Vice Chancellor for Enrollment Management and Student Services)
 - f) Foster deeper understanding of engaged citizenship and serving the public good (Associate Vice Chancellor for Academic Affairs)
 - g) Increase awareness of and opportunities for service learning (esp. with UW-Extension) (Associate Vice Chancellor for Academic Affairs)

Improving the First College Year through the Curriculum

- 2) Attend to our high-risk students
 - a) Develop a clear and universal definition of "high-risk"
 - b) Identify current successful structures and programs across the UW Colleges (UWC Assistant ESFY Coordinator)
 - c) Support the implementation of the structures and programs at other campuses and with other student populations (Associate Vice Chancellor for Enrollment Management and Student Services)

Improving the First College Year through the Co-curriculum and Student Engagement

- 3) Make advising a very high priority
 - a) Revisit importance of faculty advising as a way to enhance students' out-of-class connections with faculty (Associate Vice Chancellor for Enrollment Management and Student Services)
 - b) Improve guidance for math advising (Associate Vice Chancellor for Enrollment Management and Student Services)

¹ "Pedagogies of engagement" are, according to former President of the American Association of Higher Education and Director of the Pew Forum on Undergraduate Learning Russ Edgerton, approaches to teaching and learning that actively involve or engage students in new ways of learning. Examples are service learning, problem-based learning, peer-assisted learning and study groups, field-based learning, collaborative learning, out-of-class engagement activities (like a cross-curricular passport), learning communities, active learning, and many others.

Improving the First College year through Institutional Structures

UW Colleges Administration

- 4) Expand role of UWC ESFY Coordinator
 - a) Work to align the oversight of LEC 100 with other academic programs
 - (1) Develop templates for varying types of LEC 100 (e.g., based on common reading, based on particular skills, linked to another course or as part of a Learning Community linking seminar, supporting a particular major, etc.) for ease of Senate approval (UWC Assistant ESFY Coordinator)
 - (2) Provide assistance for the approval process of LEC 100 sections by Senate Curriculum Committee (UWC ESFY Coordinator)
 - (3) Provide assistance for campus recruitment of effective LEC 100 instructors (Provost)
 - (4) Make sure LEC 100 is scheduled throughout the year (UWC ESFY Coordinator)
 - (5) Work to promote full acceptance of LEC 100 as a viable and important course (Provost)
 - b) Facilitate the increase of and engagement with ESFY-related programming on campuses and UWC-wide
 - (1) Provide assistance in developing support for our students' families in their transition to college (e.g., family day, family workshops, convocation activities, all-campus picnics, new student orientations) (UWC Assistant ESFY Coordinator)
 - (2) Convene ESFY Conference about deeper understanding of engaged citizenship and serving the public good (UWC ESFY Coordinator)
 - (3) Encourage faculty and student services staff to attend ESFY meetings (UWC ESFY Coordinator)
 - (4) Enhance role of campus ESFY Coordinators (help them communicate ESFY issues with campus, collaborate with assessment coordinators) (UWC ESFY Coordinator)
 - (5) Disseminate ESFY Progress Reports UWC-wide, including common reading practices, learning community ideas and strategies, etc (UWC Assistant ESFY Coordinator)
 - (6) Coordinate compressed video Brown Bag Lunches relevant to ESFY (UWC Assistant ESFY Coordinator)
 - c) Coordinate with departments in writing first-year philosophy and planning for how to deal with first-year students more effectively (Associate Vice Chancellor for Academic Affairs)
 - d) Develop on-going assessment of implementation of the Foundations of Excellence Improvement Plan (UWC ESFY Coordinator)

Departments/Units

- 5) Departments make available course goals and syllabi for high-enrolling courses to all instructors, including IAS, and make available resources on effective instructional methods within their disciplines (Department Chairs)

Campuses

- 6) Establish a committee devoted to the first year
 - a) Committee will support and promote goals of ESFY Initiative
 - b) Committee will further goals in Foundations of Excellence Improvement Plan

- c) Committee will work to have a structure in place to enhance relationships between Campus Dean, Associate Dean, Assistant Dean for Student Services, and Campus ESFY Coordinator to develop more focused and coordinated approach to the first college year.

Assessment

- 7) Investigate and disseminate reports about student engagement (e.g., Community College Survey of Student Engagement) (Institutional Researcher)