

Undergraduate Studies Leadership Team

Strategic Definitions, Goals and Learning Outcomes

2014

Educators who empower students to imagine life's possibilities

Mission Statement: We provide students with a transformative undergraduate experience through the transition from high school to the university; integrated General Education and coursework before the major; advising, support and advocacy; and, signature experiences from global education, to community service, to research opportunities.

During the academic year, 2012-2013, Undergraduate Studies began an organic strategic planning process that built on the 2011-12 visioning process for the concept, design and plan for the **New U** Student Experience. The work of the UGS team promotes the **New U** Student Experience in diverse and powerful ways and as a whole supports retention and graduation. These on-going discussions have helped us clarify our vision, construct a common language and frameworks to accomplish our goals, and foster community. We organized in “portfolio teams” around key topic areas or themes that characterize the work of Undergraduate Studies: Engage, Facilitate and Support Student Success, Integrated Learning, Impact, Inspire Learning, and Build Community. We charged each group with drafting definitions, forming goals, and identifying key learning outcomes. A positive outcome has been that individuals are talking about what they do, what they hope for in the future, and what are best practices. This process continues and strengthens our effectiveness, improves our communication, and builds a strong sense of shared mission and vision. Importantly, this process is inclusive and bottom up. It values contribution, engagement and commitment and is designed to engage the UGS team in supporting the **New U** Student Experience.

The three big goals of Undergraduate Studies are:

- **Every entering student in a learning community or a living and learning community**
- **Every student has at least one deeply engaged learning experience—President Pershing’s Presidential Promise**
- **Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.**

UGS Student Success Portfolio

Team Members

Amy Bergerson, chair, Mark Matheson, Mike Martineau, Kathryn Kay, and Amanda May

Key definitions:

Student success at the University of Utah manifests in students who emerge from the institution with a demonstrated capacity for:

- Developing a sense of purpose that empowers and nurtures their capacity to live productively.
- Committing to the human and global community and the creation of a better world.
- Achieving personal growth in many areas, including intellectual advancement, practical skills for living and emotional development.
- Developing their academic and personal goals that may include accomplishing a degree in a timely manner.
- Demonstrating empathy and respect towards others.
- Valuing tangible and intangible elements of life.
- Increasing their access to opportunities.

These outcomes are nurtured through students' engagement in meaningful learning experiences with educators and organizations in the Division of Undergraduate Studies.

Goals for Student Success

- Every student will annually discuss with an academic advisor how they are engaging in academics, campus life, community, and self-development through their personal Plan 4.
- Undergraduate Studies will identify key campus partners to co-develop new initiatives or reinvent or modify current programs, processes, or policies to remove barriers for students.
- Establish a regular session where students could talk directly to a small group of University faculty and professionals about whatever is on their minds.
- Increase involvement in our academic community by providing opportunities to engage at U of U off-site locations.

Note: As the group participated in a dialogue on Student Success, there was interest in students who are not engaged. Mike Martineau, OBIA, provided data on distance from campus for students based on zip code, which partially impacted direction of portfolio members.

UGS Deeply Engaged Learning Portfolio Team

*One change that resulted from the first year of Portfolio Team meetings was the merger of the Engage team with the Impact team.

Team Members

Mark Matheson (chair), the University of Utah MUSE Project; Nancy Basinger, Bennion Center; Ann Engar, LEAP Program; Sabine Klahr, International Center; Beth Laux, Center for Learning Abroad; Steve Roens, Office of Undergraduate Research

Sandi Pershing and Annie O'Brien (co-chairs), Monty Paret, Honors College; Linda Dunn, Bennion Center; Carolan Ownby, LEAP Program; Liz Frampton, Continuing Education; Max Wood and Jeremy Lofthouse, Student Service Coalition Representatives

Key definitions

What is a Deeply Engaged Learning Experience? Called nationally, the High Impact Learning Opportunity, the University of Utah has adopted the term Deeply Engaged Learning Experience and defined it in the following way.

Our Team has developed an understanding of a Deeply Engaged Learning Experience or High Impact learning opportunities through a study of the national literature, the exploration of our own campus culture, and a discussion of the relevant issues among ourselves and with our University colleagues. We define such an opportunity as **a structured, well-defined educational experience that offers a) the chance for sustained inquiry into a particular field or practice and b) a concentration of multiple learning modes that enables students to develop both a deep knowledge of the subject and their own capacities for analysis, creativity, and constructive action.**

Engagement is a sense of meaningful exchange and connection with the community, academics, and the University, through learning, action and change.

What are Specific Deeply Engaged Learning Experiences or High Impact Educational Practices?

The American Association of Colleges and Universities (AACU) has recently published the following list of Deeply Engaged Learning Experience or High Impact learning opportunities:

1. First-year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity and Global Learning
8. Service Learning, Community-based Learning
9. Internships
10. Capstone Courses and Projects

What Deeply Engaged Learning Experience or High Impact Practices are Available to Students at the U?

Our committee has developed the following list of High Impact opportunities emphasized in our own campus culture:

1. Community-engaged Learning
2. Innovation
3. Internships
4. Leadership: Study and Practice
5. Learning Abroad
6. Learning Communities
7. Special Courses, including First-year and Capstone Seminars
8. Undergraduate Research

Our committee agreed that this list of Deeply Engaged Learning Experience or High Impact learning opportunities accurately reflects the strengths of the U's educational culture and what it specifically offers to our students. But we also agreed that the AACU list provides an important point of reference as we go forward, and we incorporate a category adapted from the AACU to our U of U list, "Special Courses, including First-year and Capstone Seminars." We also wanted to emphasize that engagement with cultural diversity can and ought to be a significant element in each of these high-impact learning opportunities.

The U is particularly well positioned to deliver these Deeply Engaged Learning Experiences or high impact educational programs to our students. Access to these opportunities is provided by a group of dedicated educators and well-established offices, including the Bennion Center, the MUSE Project, the Lassonde Center, the Hinckley Institute of Politics, the Office of Engagement, the Office of Orientation, the Center for Learning Abroad, the Honors College, the LEAP Program, the Office of Undergraduate Research, and the "Block U" Program. The High Impact opportunities offered by these and other offices have real value in advancing the fundamental goals of the **New U** Student Experience—especially in providing a concentration of educational modes that can produce significant learning outcomes for the individual student.

Goals for Engage and Impact

- Establish greater community and collaboration among major providers of High Impact learning opportunities on our campus. This could take the form of a standing committee of representatives from all major offices offering High Impact programs. Their tasks would include analyzing and improving student recruitment efforts and collaborating to enrich the learning experience for students who participate in these opportunities.
- Engage faculty more effectively to build these opportunities and to help get more students involved.
- Find ways to fill the "unused capacity" of existing High Impact programs—recruiting students into available places not currently being filled.
- Develop more extensive reporting by students of their positive experiences in these programs—more peer-to-peer communication and marketing.

- Explore and implement new modes of learning in each of these High Impact opportunities—and in combinations of them.
- Presidential Promise: Every undergraduate has at least one deeply engaged learning experience.
 - To make this promise, we first need to know where we are.
- Current High Impact Programs Team will continue/complete their inventory of A-Z directory and web pages on campus to generate a list of High Impact Programs.
- Engagement PLT will, now with collaboration from the High Impact Programs Team, launch a social media campaign in the coming two weeks, which will invite the campus community to tell us how THEY experience engaged learning on the University of Utah campus. This will give us a variety of responses that will surely enrich our knowledge of engaged learning. Please look for this on the U's home page soon.
- The resulting lists will be combined into one inventory that will allow us to quantify the number of engaged learning opportunities available to students on our campus.
- Once this list is compiled, we will begin to work on regularly counting the numbers of students participating in each type of opportunity. We're considering many ways to do this. Course evaluations, mandatory advising, registration, transcription are but a few of the moments in time that are experienced by all students, and during which such reporting could perhaps automatically occur.

It is important for us to tell the story of the Presidential Promise of deep engagement, and our newly combined teams look forward to doing this important work together.

Student Engagement, 2012-2015

Unit	Type of experience	2012-2013	2013-2014
ASUU	Student Government Leaders	6	6
Bennion Center	Community Engaged Scholars	30	120
BC	Student Directors	70	64
BC	Costa Rica Program	40	43
BC	Student Board	8	241
BC	Students in CEL Courses	3,500	4,311
BC	Student Directed Programs		834
Career Services	Credit earning internships	100	54
	Career Ambassador Program	7	5
CTLE	USET, etc.	26	14
Hinckley Institute	Internships	314	349
Honors College	First-year learning communities	600	600 (est.)
	Praxis Labs	45	45
	Scholars Groups	72	72

	Thesis Writing	100	100
LEAP	Learning Communities and Peer Mentors	885	838
MUSE	MUSE Internships	56	32
Orientation and Leadership Development	Orientation Leaders	36	35
	National Student Exchange	18	21
Student Media Council	Chrony and AC	13	14
Learning Abroad	LA	623	671
Office of Sustainability	Interns, ambassadors	29	6
Technology Venture Development, Innovation Scholars and so forth		127	127
UROP		384	526
Other for-credit Undergraduate Research		1,400	1400
Learning Communities	ACCESS	40	40
	Diversity Scholars	150	150
	Business Scholars	150	130
	Beacon Scholars	30	44
	BlockU	64	69
	Block U Peer Mentors		8
Campus Peer Mentors			113
Total, 2012-2013		8,733	10,922

UGS Building Community Portfolio Team

Team Members

Sylvia Torti, chair, Ann Darling, Barb Remsburg, Alese Overly, Nicole Batts, Jeff Webb, Mark Matheson, Troy D’Ambrosio, Jill Baeder, Betsy Oswald

Key Definitions

- **Learning Community (LC (Association of American Colleges & Universities AAC&U))**- A community where integration of learning across courses involves students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors.
- **Living Learning Community (LLC)**- Students are connected through both their learning space and living space. Students agree to a specific academic and residential program for the yearlong period of their Living Learning Community. These communities have a defined curriculum that includes at least one for-credit course as well as non-for-credit activities designed and implemented by the academic program.

- **Themed Living/or Learning Community (TLC)**- A community of students connected by their living and/or learning space around a common theme. This community is not a formal learning community because it does not incorporate coursework into its program.

Goals for Building Community

- **Introduce** and **implement** the best practices outline for LCs and LLCs to units on campus (Colleges, Departments, Housing & Residential Education (HRE), etc.).
 - Design of Learning Community (LC) or Living Learning Community (LLC) is responsibility of academic unit.*
 - Qualifications for students to participate in an LC or LLC are set and overseen by academic units.*
 - Learning Communities should be fostered through curricular programming and faculty and/or advisor stipends.*
 - Advising and academic program success is the responsibility of academic unit. Academic unit will employ academic student mentors, and/or peer mentors to implement activities and goals, if possible.*
 - Assessment will be defined specifically for each specific learning community.*
 - In regards to an LLC:*
 - LLC proposals are to be jointly reviewed and approved by Academic Affairs and Student Affairs representatives.*
 - The academic unit is responsible for recruitment of residents to the community. HRE manages room placements.*
 - HRE is responsible for business operations, facilities management, and the engagement of students as a community, service delivery, crisis response, and policy development.*
- Design **assessment** measures directed at current LC and LLC's and their success at meeting stated learning outcomes.
 - Learning outcomes and assessment should occur within the larger framework of UGS assessment strategy and national metrics. HRE will work with the academic unit to support these learning outcomes. Each learning community will target specific learning outcomes relevant to the content of the curriculum and the fact that learning is happening within a structured community. These outcomes will be published on course syllabi and tracked by sponsoring units.*
 - Assessment of student life outcomes is responsibility of HRE. The academic unit will work with HRE to support these learning outcomes.*
- **Expand** the use of LC and LLCs on-campus
 - For example, in Fall 2014, each entering first-year Honors student will be placed in a Learning Community.
 - Other areas to consider expanding:
 - Transfer students
 - Off-campus students
 - Continuing education students
 - Students with partners and/or families
 - Sophomore students

- vi. Women students
- vii. First generation college students and first generation college student of color
- viii. Underrepresented students
- ix. International students
- x. Non-traditionally aged students

Action Items:

1. Develop strategic plan and budget for expanding Learning Communities to meet institutional needs.
2. Develop an operating budget for UGS to develop, manage, and assess learning communities.
3. Coordinate with HRE when appropriate for LLCs
4. Determine space allocation for communities, some of which will be LLC and some of which will be non-residential learning communities.
5. Increase incentives for faculty through
 - a) Involvement Opportunities
 - b) Grant Opportunities for funding
 - c) Course release options for professor and department
6. Impact and Implementation Procedures
 - a) Obtain buy-in and support campus-wide for the outcomes of this Portfolio group through the encouragement of campus Deans, Academic and Student Affairs Vice Presidents and the Senior Vice President and President
7. Collect data around the number of students in current learning and live learn communities at the U of U.
 - a. Benchmark against other PAC-12 institutions
 - b. Track the increase and/or decrease of LC and LLC participants
 - c. Parallel data against retention and matriculation numbers

UGS Integrated Learning Portfolio

Team Members

Ann Darling, chair, Fred Adler, Stacy Bamberg, Ed Barbanell, Carolyn Bliss, Kathy Hajeb, Beth Krensky, Kali Korbis, Fernando Rubio, Mark St. Andre

Key Definitions

Integrated learning is both a characteristic of the way in which our curriculum is structured and the way that students experience and navigate that curriculum.

Curricular opportunities for integrated learning will have the following elements:

- Clear messages about how courses within General Education connect to develop core competencies.
- Clear messages about how courses in General Education connect to requirements for the major or minor.
- Clear messages about how integrated learning is happening within courses in General Education and the major.
- Learning Community courses that introduce the skills of integrated learning (e.g., BlockU learning community courses, LEAP).
- Capstone courses that demonstrate achievement of skills in integrated learning.
- Intentional pathways through General Education that are designed to facilitate integrated learning in and through the major (e.g., BlockU and BlockU 2 programs, LEAP, Integrated Minors).
- Learning experiences that go beyond the classroom to the campus and community thus linking learning, doing, and engaging.

Student experience and navigation of that curriculum will have the following qualities

- Student learning portfolios will demonstrate capacity for describing connections among learning experiences at the University.
- Student learning portfolios will demonstrate a capacity for describing how the whole of her/his learning experienced helped to achieve core competencies.
- Participation in an integrated pathway through General Education and into the Major.
- Participation in Learning Community and Capstone courses.
- Participation in integrated pathways through the major.

These curricular opportunities will be developed working in partnerships between UGS and faculty in colleges, departments and programs. Student navigation of integration will be facilitated by strong connections with advising staff in University College and in the colleges, departments and program. Student experience of integration will be facilitated by strong support for our Learning Portfolio initiative.

Goals for Integrated Learning

- UGS will work with University College to lead the way in crafting messages about integration in curricular experiences.
- UGS will work with University College to identify new advising needs that are attendant to a the goal of highlighting integration in the curriculum and participation in integrated learning opportunities.
- UGS will offer assistance to colleges, departments, programs that want to craft similar messages about integration in the curriculum.
- Every student will be encouraged to enter the University in a learning community of their choice.

- Learning Community courses will be encouraged to enhance their capacity for teaching integrated learning skills, as is currently happening in LEAP, BlockU learning community courses, Innovation Scholars, and the Diversity Scholars Program.
- UGS has launched a capstone initiative and this initiative will result in a clearing house of best practices and infrastructure support for integrated and applied learning experiences.
- Every student will have an integrated and applied learning experience in the first two years at the University.
- Every student will have a learning experience at the end of their time at the University that connects their General Education Experiences with those attained in the major.
- UGS will develop partnerships with colleges, departments and programs to help design intentional pathways through General Education and the major.

Inspired Teaching and Learning Portfolio

Team Members

Membership: Ann Darling, Mimi Locher, Mark St Andre (co-chair), Cory Stokes and Patrick Tripeny (co-chair).

Key Definitions

Inspired Teaching - Inspired teaching is the act of teaching students about a subject that the teacher is passionate about in such a way that students find a special connection to that subject. The act of teaching takes many different forms and the same is true for inspired teaching, i.e. There is no one way to accomplish inspired teaching. New techniques and technologies may be used to aid in the teaching process but ultimately the act of teaching is the direct connection between an instructor and the student. The difficulty of inspired teaching is that it requires an understanding of the unique nature of students and requires an instructor to embrace differences as well as the commonalities in students and their learning styles.

A few of the characteristics or attributes of Inspired Teaching at the University of Utah may include:

1. Teaching that directly and regularly engages students in their own learning.
2. Teaching that is regularly examined and reflected on by self and peers.
3. Teaching that reflects a constant cycle of innovation.

Inspired Learning - Inspired learning is learning that inspires an individual to embrace subjects, make them their own and connect them in meaningful ways to their broader university learning experience. Inspired learning can occur in conjunction with classroom teaching (inspired or not) but also can happen in many different environments such as student travel, internships, community engagement, etc. Inspired learning requires a level of vulnerability, which in turns requires trust in partners or processes. An inspired learner must embrace risk taking, a creative process, collaboration and a sense of serendipity.

At the University of Utah ...

1. Inspired Learning should be the core of all MUSE or engaged learning activities.
2. Inspired Learning is what happens when students take charge of their own learning processes and outcomes.
3. Inspired learning has happened when students are able to articulate their own transformational moments or experiences.

Goals for Inspired Teaching and Learning

1. Identify a number of instructors that others consider as inspired teachers and create an environment for inspired learning. Also identify a number of opportunities on campus that create environments that inspire learning. The identification of this group would be through existing teaching awards, interviews with students and interviews with campus partners that work to facilitate such environments. The goal is to come up with a diverse group of faculty, staff and students.
2. Conduct focus groups of faculty, staff and students who participated in groups identified in goal number 1. Try and identify what environments are necessary or desirable in order to have inspired teaching and learning as well as structural impediments to it.
3. Identify campus partners that do or can take responsibility for environments or impediments identified in the second goal.
4. Have meetings with offices and positions identified above. Explain their connections with each other and how each fits into the larger picture. Have this group work on defining a list of attributes for developing inspired teaching and inspired learning environments.
5. Hold a workshop on Inspired Teaching and Learning. The purpose of this workshop is to help faculty to become inspired teachers and help other campus partners to establish environments conducive to Inspired Learning in all its forms.