LEAPing for Student Success
@ UW-Whitewater

Susan Elrod, Provost & Executive Vice Chancellor for Academic Affairs
(elrods@uww.edu)

University of Wisconsin-Whitewater
- 4-year, residential campus
- Enrollment: 12,600
- Full-Time: faculty: 335, non-faculty: 646
- Underrepresented minority students (17%)
- First generation students (44%)
LEAP Principles We Have Embraced

- Inclusive Excellence
- Essential Learning Outcomes
- High-Impact Practices
- VALUE Rubrics

Workshop Model

- Invitation to campus: form teams
- Two days in January (winter term)
  - Learn, discuss, develop action plans
  - Implement plans during spring semester
- Two days in May (end of finals week)
  - Share, discuss, learn more, revise action plans
- Implement plans through next academic year
  - Progress check, share posters at Assessment Day
LEAP Events at UW-W

- Workshops:
  - To date, 600 participants on 120 LEAP teams
  - Faculty, staff, administrators and students participate (“We are all educators”)
  - $800 stipend per person

- Example LEAP Projects:
  - LEAP & Advising/Clubs/Pathways for Success
  - ELOs in student employment
  - LEAP student resume project
  - LEAP and program outcomes/review
  - Research Apprenticeship Program (RAP)

- Annual LEAP Conference & LEAP Day w/ Employer Panel

Benefits

- Provides a common language used across campus, across all divisions and departments, among students, faculty, and all staff categories
- Increases collaboration across campus; breaks down silos
- Focuses intentionality of teaching and learning
- Improves campus climate—a “can-do” collaborative spirit
- Assists in the transition from teaching (what faculty do) to learning (what students gain)
- Increases student engagement via HIPS; improves appreciation and use of HIPs
- Improves focus on inclusive excellence, e.g., closing equity gaps

- Provides shared method for authentic assessment of student work (rubrics)
- Increases use of data to assess learning and impact of HIPs
- Connects the curriculum with the co-curriculum—a more integrated experience for students (e.g., ELO’s used in many on-campus student employment experiences)
- Provides valuable national publicity for UW-W
- LEAPing to new heights:
  - Development of LEAP degree/badge milestones for e-portfolios/transcripts
  - Connection to student leadership, career programs
  - Embedding in high school outreach programs
  - Increasing focus for SOTL
GUIDED LEARNING PATHWAYS THROUGH GENERAL EDUCATION AND TRANSFER

Cathy Pride, Associate Professor of Psychology
pridec@middlesex.mass.edu

• Second largest community college in MA
• 75+ degree and certificate programs offered
• Total enrollment: 13,267
• Full-time Faculty: 125
• Part-time Faculty: 460
• Average Class Size: 21
Early Assessment Collaborations

- **Massachusetts Vision Project** funded collaborative assessment “experiments” between system institutions
- **Rubric criteria applied to samples of student work**
  - criteria not utilized to develop assignments
- **Positive Outcome**
  - Insightful observations by scorers on common challenges evidenced in students’ work samples
- **Drawbacks**
  - No way to “close the loop”
  - “other faculty’s students”
  - “other faculty’s assignments”

AAC&U **Quality Collaboratives** Project

Middlesex & UMass Lowell piloted *Degree Qualifications Profile* (DQP) within context of transfer

- **Quantitative Literacy** infused in 4 disciplines with high transfer rates
  - 2012 – 2014: ~ 25 faculty participated
  - Discipline-based teams collaborated, designed & assessed results of cumulative, “signature” assignments
    - Formative assignment design
    - Scaffolded students’ development of learning outcomes
  - Assessed student artifacts collaboratively post-assignment

Discipline-based teams from high-transfer programs

Contextualized curricula and assessments within transfer programs

Scaffolded student development of ELOs as intellectual skill
Backwards design from Capstone (senior) project-based requirements
AAC&U Quality Collaboratives Project Expansion

• Added other Essential Learning Outcomes
  – Global & Intercultural Learning (2014 – 2016)
  – Critical Thinking (2015 – 2016)
  – ~25 additional faculty per ELO
  – Funding: MA Dept. of Higher Ed PIF grant

• Positive Outcome of all QC projects:
  – Opportunity to revise, re-implement, re-assess – “close the loop”

Lessons Learned

• Discipline-based teams
  – identified relevant key concepts that students struggle with
  – developed plan for scaffolding competency within discipline
  – reflected in assignments (assessments)

• Formative use of rubric for curriculum design before summative assessment
  – Faculty owned less-than-optimal results – “I know what I could do differently”
  – Improved assignment prompts
  – Provided more opportunities to develop competency

• Collaborative, intellectually creative work
  – Designing assignments can be creative and intellectually stimulating, as is sharing and receiving peer feedback
AAC&U STIRS (Scientific Thinking & Integrative Reasoning Skills) Fellowship

Project Goals

• Contextualize STIRS framework to LAS: Psychology concentration (LAPY) program

• Create coherent, integrated curriculum culminating in capstone experience

• Create library of faculty developed, peer-reviewed Cornerstone and Connector (Milestone) assignments

• Link project to Mass Transfer Academic Pathways Project (MATPP)

Logistics

Contextualize STIRS framework to MCC & LAPY program

STIRS
improve the capacity of undergraduate students in all fields of study to use evidence to solve problems and make decisions

ISLOs
Critical Thinking
Quantitative Reasoning

LAPY PSLO
Move from relying on “common sense” or biased patterns of thought to make sense of observations, and problem solve to effectively use the scientific method and critical thinking approaches for these same purposes.
(supports APA Goals 2, 3, 5)
Integrative Liberal Education

Synthesis → Signature Work/ CAPSTONE → Culminating Experience

Broad and Integrative Learning → Connector → Specialized Learning

LEAP Essential Learning Outcomes

STIRS:

ISLOs:
Critical Thinking
Quantitative Reasoning

PSLO

PSY 101, SOC 101

Transfer Ready:
PSY 138

Reinforce:
PSY 120, 121, 150, 151, 166, 171

Introduce:
PSY 101, SOC 101

BA/BS CAPSTONE
Continue to Reinforce

TRANSFER
Used backwards design:
• Developed rubric based on LEAP rubrics
• Created scaffolded, cumulative assignments
• Built student competency with contextualized essential learning outcomes

How?

Mapped LAPY courses
• Reviewed Syllabi/Course Objectives
  – Aligned course outcomes with PSLO
• Identified common expectations & associated outcomes for program courses
• Revised/Designed Signature Assignments

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Ready</td>
<td>Develop</td>
<td>Introduce</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation of issues</th>
<th>Evidence Selecting and using information to investigate a point of view or conclusion</th>
<th>Influence of context and assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
</tr>
</tbody>
</table>
Logistics – *Spring* Semester

- **Piloted** Assignments
- **Collected artifacts** through *Blackboard Outcomes*
- **Assessed signature assignments** for LAPY outcomes achievement (through *Bb Outcomes*)
- **Debriefed findings** at *Spring Assessment Day*

---

**Comparison of Mean Rubric Scores by Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Mean Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101/SOC 101</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY120/PSY150</td>
<td>1.7</td>
</tr>
<tr>
<td>PSY 138</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Comparison of Mean Criterion Scores by Level

Year 2: 2016-2017

• Expand project to include additional courses, FT faculty, adjuncts
• Continue to develop peer-reviewed signature assignments that scaffold the curriculum
• Assess student artifacts for scaffolded competency development
• Build library of signature assignments tagged for use by multiple departments/ programs
• Begin replicating Psychology program’s work in other program areas
Lessons Learned

Benefits (in addition to improved assignments)
- Involves all full-time faculty in department
- **Deep Thinking** about what it means to be “transfer ready”
- Strengthening integration across curriculum
  - Mapping outcomes
  - Course relationships & sequencing
  - Course pre-reqs
  - Role of general education

Challenges
- **Adjunct** faculty
- Courses with multiple sections
- Compensation

Discussion

1. What are your goals for building community in your state around LEAP ideals, outcomes and priorities?
2. How might LEAP help bring people together to build community and improve student success?
3. What work is your state or institution currently involved in related to guided learning pathways through general education and transfer?
   1. What is working? What is not working?
   2. How could you develop guided learning pathways that enhance student success?
   3. What concerns or challenges do you anticipate? How and to what extent could you address them?
Thank you!