Articulating Essential Learning Outcomes Through Advising

UW-Madison
Advisors Breakfast Sept. 17, 2013
Background:

- Associate of American Colleges and Universities “Liberal Education and America’s Promise” (LEAP) campaign
- Wisconsin was the pilot state for LEAP because of work already being done here
- Strong support of UW System, campus level leadership, and organized work at most UW System campuses
- Understanding and articulating the essential learning outcomes of liberal education for all students
- What is needed for a 21st century education
- High Impact Learning Experiences
• LEAP on our campus became embedded in the Wisconsin Experience
• The Essential Learning Outcomes were adopted by UW System as shared learning goals and through governance on UW-Madison campus
• Facilitating discussions with advisors, instructors, etc. over the past several years.
• People keep changing so we can’t assume this is shared information
• Why is liberal education important for all of our students regardless of major?
• What’s included in the essential learning outcomes
• Why is it important that they and we are aware of essential learning outcomes?
• Once we and they have this information, how do we use it?
• How do we help students take ownership?
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

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 608-262-5700, or the Office of the Vice Provost for Teaching and Learning at 608-262-5246.

Division of Student Life • Office of the Provost for Teaching and Learning

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Why Advisors are Central to This Effort

• Advisors see the “whole” student; not just one aspect
• The first and last contact for students
• Conversations with advisors help students realize their learning in context
• Advisor role in articulating learning to others
• First generation students
• Advising writ large encompasses much of the university community
• While many are now aware of the ELOs and the need to articulate/be intentional about learning outcomes
• Moving into a new phase—moving from helping instructors, advisers, students, employers being aware of the need for the essential learning outcomes to “boots on the ground”
• It’s more than just careers, though
New Approaches?

- More integration of academic and career advising starting from the beginning
- Helping students to connect their courses, learning, and future after college in stages
- Using new media possibilities to connect students, alumni, employers
First Year

• What are my interests? What are my strengths?
• High Impact:
  • FIGs
  • Learning Communities
  • Ethnic Studies and diversity
• Why am I taking this course? Degree requirements are not just a check off sheet
Sophomore/Junior

- Choosing a major and what might complement it
- Starting to think about goals beyond college
- Articulating skills, making connections
- Thinking of the path forward
- High Impact
  - Internships
  - Undergrad Research
  - Study Abroad
  - Writing-Intensive
  - Service Learning
  - Employment
About to Graduate!

- Connecting with your major
- Networking
- Articulating what you’ve learned and what you will bring to new experiences
- Understanding career trajectories
- High Impact
  - Capstone courses and projects
Alumni

• Networking possibilities for themselves and for your students
• What kinds of connections in the future?
• What can we learn from their experiences?
• How will alumni interact with us in the future?