

Pedagogy/Improvement of Foundational Courses Subcommittee Summary Report

Subcommittee members: Shelly Schmidt (chair), Melissa Michael, Robert Baird, Jon Welty-Peachey, Nicole Turner, Ann Abbott, Kristi McDuffie, and Jennifer McNeilly

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Subcommittee Goal: The goal of the Pedagogy/Improvement of Foundational Courses subcommittee is to: 1) identify potential obstacles that hinder students from succeeding in foundational courses and 2) recommend practices, initiatives, and/or actions (within and beyond the classroom) that can provide every student with the opportunity to succeed in their foundational courses and continue that success throughout their college career.

1. What keeps students from succeeding in foundational courses?

Based on subcommittee member responses, six initial themes have emerged (in no particular order): 1) Teaching effectiveness, 2) Student preparedness, 3) Student support, 4) Campus academic traditions and culture (including the need to building inclusive classrooms), 5) Course, department, college, and/or campus policies, 6) Course format and assessment strategies

2. What practices, initiatives, or actions can help ensure that every student is given every chance/opportunity to succeed in these foundational classes? Note: Be sure to include any exemplar programs and practices already being employed on campus and beyond, as well as innovative and novel approaches you can think of.

Based on subcommittee member responses, eight initial themes have emerged (in no particular order): 1) Professional Development/Community of Practice for Foundational Course Instructors, 2) Professional Development for Students (e.g., Helping Students Learn How to Learn; Mindfulness; Managing Text Anxiety, etc.), 3) Provide Enhanced Support for Student Success Within the Classroom, 4) Provide Enhanced Support for Student Success Beyond the Classroom, 5) Institute Standard Campus Course Requirements, 6) Course and Curricular Re-evaluation, Revamp, and/or Enhancement, 7) Course and Curriculum Inclusivity and Alternative Pathways, and 8) Need to Enhance Campus Culture Around Teaching (Development – Support – Evaluation – Reward)

Student Feedback:

In regards to student feedback, we currently have two questions submitted to the Provost's Undergraduate Student Advisory Board for Feb 21, 2020 meeting

1. What helps students succeed in foundational courses (e.g., large, introductory courses)? What are some barriers to students' success in these courses?

2. What practices, initiatives, or actions (within the course or beyond the course) could be implemented to help ensure that every student is given every chance/opportunity to succeed in these foundational courses?

Notes from the Provost's Undergraduate Student Advisory Board meeting (February 21, 2020) are attached.

Recommendations for Future Steps:

1. We recommend holding Campus Conversations (like those done for developing campus learning outcomes for general education) with personnel that teach and assist with foundational courses and with a sampling of a wide variety of students that have taken and are taking foundations courses. Meeting with Kristin McMurray and Staci Provezis on March 11 2020 regarding setting up conversations with Foundational Course instructors and students. This meeting was cancelled due to COVID-19, but should be rescheduled when SSI is up and running again.
2. Talk with Sandra McGuire, former Director of LSU Center for Student Success, who has been involved with student success initiative for a number of years.
3. Contact/Visit LSU Center for Student Success, as well as other Success Centers
4. Connection our subcommittee work to the proposed CITL Summer Academy for Faculty to provide best practice training for faculty, especially those teaching introductory, large enrollment courses; Provide Academy Coaching services for students through the Colleges
5. Collect and connect all of the student services on campus under one umbrella to better serve all Illinois students, including CITL (see new CITL Student Resources webpage at <https://citl.illinois.edu/citl-101/teaching-learning/resources/transitioning-online/student-resources>). As a start put together a website so students and Illinois faculty and staff know the resources that are available to students
6. Establish a Student Success Center at Illinois

Some examples of Student Success Centers at other Universities

LSU Center for Academic Success (<https://www.lsu.edu/cas/>)

Iowa State University Academic Success Center (<https://www.asc.dso.iastate.edu>)

Purdue University Academic Success Center (<https://www.purdue.edu/asc/about.html>)

Virginia Tech Student Success Center (<https://studentsuccess.vt.edu>)

University of Tennessee Division of Student Success (<https://studentsuccess.utk.edu>)

Some References, Resources, and Campus Initiatives related to our subcommittee work

Elmore, T. (2020). The Case for Social and Emotional Learning. Growing Leaders. Atlanta, GA: Poet Gardner Publishing.

Enhanced student success and building inclusive classrooms at UCLA (Dec 2015). Report to the Executive Vice Chancellor and Provost (URL: <http://evc.ucla.edu/reports>)

Grade A rules day for many at UI. (2019). The News-Gazette, May 26.

Koerner, M. (2017). Bridging the “Expectation Gap” Using Student Preceptors. The Journal of Food Science Education, 16, 104-106.

Illinois Jumpstart Academy, Sarah Eichhorn, Assistant Provost for Educational Innovation

Lipka, S. (2019). The Truth About Student Success. Myths, Realities, and 30 Practices that are Working. The Chronical of Higher Education.

McMurtrie, B. (2019). Fixing the Courses Everyone Loves to Hate. The Chronical of Higher Education.

Schmidt, S.J. 2020. The Importance of Friendships for Academic Success. Journal of Food Science Education, 19:2-5. and references herein. Developing places and spaces to engender the development and productivity of academic friendships – a beyond the classroom best practice.

Teaching Advancement Summer Workshop (2020). CITL Fellows Proposal

Wischusen, S. & Wischusen, E. W. (2018). A One-Week Freshman Boot Camp That Increases 2nd Year Retention Rates by 5% and 4-Year Graduation Rates by 10%.