

Bradley University Campus Conversations
January 22, 2008

Service Learning

1. Much being done n/o central clearing
2. Measure effort
Liability
Learning
Resources
3. What outcomes
 - 1) Interdisciplinary
 - 2) Awareness of complexities, liabilities, legal, financial, soc/cultural
 - 3) Greater understanding of civics, social process, engagement

Service learning vs. volunteerism

How to deal with student hours?

Faculty has to control demands

Measure change

Service learning good, but not necessarily a core!

Community engagement?

“What is the Bradley experience? How does service learning fit?”

Service learning is a tool that fits some majors/courses, etc. It must fit academics.

Freshman Experience

Looking at a broader approach than just a seminar

Reasons to care:

1. Number of 1st generation students
2. More students going to college
3. Heterogenous education experiences pre-college
4. Could help the rest of college experience

Needs:

1. Program must be sustainable
2. Buy-in from faculty and administration
3. Student-focused

Goals:

1. Pull students into a real education experience – understand university life and community
2. Personal touch and support
3. Increase student retention (esp. underrepresented students, 1st generation students, “special” students coming to a place where everyone is special)
- 4/ Academic orientation

What we don't want

1. Faculty centered: a seminar that is a faculty members pet project
- Really need to care about gen ed programs, need funding

- This would take roughly 40 faculty slots per year, how is this supported by administration?
- Lots of choice a strength of our current general education program?
- How do we effectively implement a gen ed program in auditoriums with 100+ students?

Possibilities:

1. Make EHS 120 and make the way it is taught more consistent
2. Increase EHS 120 to a year (issues: faculty not paid for course)

Student learning outcomes of freshman experience:

- Academic outlook – understand what it means to be a University-educated professional
- Provides an idea of what it means to be a BU student
- Ease transition into being a college student (bridge popular life with academic life)

Capstone Experience

One point of agreement – capstones are good

Core issue: should capstone be tied to discipline or the university

Models:

1. Discipline-specific required
2. University-required
3. Both
4. In discipline with external reviewer

Question: Can students do two capstones at the same time?

The two types of capstones meet different goals

Some departments better suited to have a discipline-specific capstone that meets general goals (citizenship, etc.) than others

Suggestion that something has to give (in gen. eds) to make room for capstone

Both experiential and evaluative

Hugh resource requirements

Are we over-loading senior year? Can this be done earlier?

Portfolio project? With reflective piece

Student engagement could be higher in discipline-specific capstone

Make sure each department has a capstone with department-specific goals, could be discussed starting freshman year

Revisiting what has been studied every year or semester a good idea

Problem with university determining what the curriculum of a department should be

Portfolio product used to show interconnections between all courses and how they relate to student goals