

## **JUNE 2012 INSTITUTE ON HIGH IMPACT PRACTICES AND STUDENT SUCCESS EASTERN OREGON UNIVERSITY ACTION PLAN**

### **BACKGROUND**

As a continuation of EOU's work with AAC&U through the LEAP Initiative and the Compass Project, a team of six people representing Academic Affairs, Student Affairs, and Faculty were sent to the High Impact Practices Institute in June of 2012. The purpose for participating in the Institute was to develop a plan for comprehensive efforts to implement and assess Integrative Learning in various High Impact Practices throughout the curriculum and co-curriculum. Through team discussions informed by the expertise of the AAC&U faculty, the team developed two goals to move EOU faculty and staff toward greater understanding of High Impact Practices and how to assess the effectiveness of these practices on the EOU campus. The first goal was to develop a specific plan for assessing integrative learning through the Liberal Studies Capstone. The second goal was to develop a 2012-13 professional development plan around High Impact Practices (HIP) for faculty and staff.

### **PROJECT DESCRIPTION AND GOALS**

**Goal One:** Pilot the use of the Integrative Learning VALUE rubric with the Liberal Studies Capstone Project

EOU established University Learning Outcomes based on the LEAP Essential Learning Outcomes. Integrative learning is one outcome identified by the university, but we have not identified a way to assess it. The Liberal Studies degree, a degree which integrates knowledge and skills from two minors in a capstone project, is a natural fit for a pilot assessment of integrative learning. This is one reason why the Liberal Studies Capstone was selected as the beginning point for assessment of integrative learning. In addition, there is a pervasive perception among faculty that the Liberal Studies degree lacks rigor. We believe that by beginning the pilot with data about what we know about the liberal studies degree, we will be better able to focus faculty discussion on the value of the degree and use the rubric to guide faculty to those integrative learning skills where intervention could make the capstone more rigorous.

We propose that the pilot begin by convening 10 faculty who serve most of the liberal studies students. For these faculty, we will present a profile of the types of students served by the Liberal Studies degree, how they are served, and what the current capstone requirements are in order to begin with a data-informed perspective of what we are trying to "know" about the rigor of the integrative capstone and the value of a common rubric to assess integrative learning skills. As the project begins, it would be useful to document and share qualitative perspectives of the liberal studies capstone experience from both the students who create them and the faculty who grade them. This could be documented this summer and fall through

interviews and YouTube videos with students and faculty. We also have quantitative data to share with the faculty that will help compel the conversation about explicit expectations of integrative learning and how to assess Liberal Studies capstones using a common assessment tool.

<b>Item # 16</b>	<b>FSSE: Work on a paper or project that requires integrating ideas or information from various sources (important or very important)</b>													
	<b>NSSE: Worked on a paper or project that required integrating ideas or information from various sources (often or very often)</b>													
	<table border="1"> <thead> <tr> <th>Year</th> <th>FSSE UD</th> <th>NSSE SR</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>88</td> <td>91</td> </tr> <tr> <td>2009</td> <td>93</td> <td>89</td> </tr> <tr> <td>2011</td> <td>92</td> <td>86</td> </tr> </tbody> </table>		Year	FSSE UD	NSSE SR	2005	88	91	2009	93	89	2011	92	86
	Year	FSSE UD	NSSE SR											
	2005	88	91											
2009	93	89												
2011	92	86												
YEAR	FSSE UD	NSSE SR												
2005	88	91												
2009	93	89												
2011	92	86												

<b>Item # 27</b>	<b>FSSE: Emphasized synthesizing and organizing ideas, information, or experiences (quite a bit or very much)</b>		
	<b>NSSE: Emphasized synthesizing and organizing ideas, information, or experiences (quite a bit or very much)</b>		
	<b>YEAR</b>	<b>FSSE UD</b>	<b>NSSE SR</b>
	2005	88	79
2009	93	81	
2011	88	76	

Trend data from NSSE and FSSE show that faculty and students respond similarly to questions indicating classes emphasize synthesis and organization of ideas, information, and experiences. While faculty believes capstone experiences are important, there is a gap between the responses of faculty and senior level students when asked about working on papers that require synthesis of information from various sources. Most faculty believes it is very important; however, there was a downward trend from 2005 – 2011 in student responses indicating that they have not often worked on these types of assignments. This is important to consider, since 24% of students graduate with a Liberal Studies degree annually and the degree itself is predicated upon the value that the capstone integrates student learning in two or more disciplines, yet we do not know how well students are developing integrative learning skills since we do not currently have a robust plan in place for assessing liberal studies capstones. The Integrative Learning VALUE Rubric is a good way to begin faculty dialogue about assessing the Liberal Studies capstone and developing a set of outcomes data to complement data we have about students entering and progressing through the program. The year-long activity will begin with data-sharing, dialogue about the rubric, norming using the rubric, and application of the rubric on a sample set of 50 liberal studies capstones from 2011-12. This will lead to the identification of exemplar projects for each level of the rubric to use as anchors for scoring projects. The outcome will be

to identify improvements in the rubric and the capstone process itself. Once we have a good fit between the rubric and the projects, our ultimate goal is to be able to use the rubric as an assessment tool across other integrative learning activities in other programs.

**Goal Two:** We plan to build awareness of High Impact Practices among faculty and staff to affirm what is already being done on campus and to encourage development of HIP where they might not already exist. The goal is to develop a common language and culture that invites discussion and implementation of HIP. To do this, we plan to include an informational session at the opening faculty and staff meetings in the fall. We will invite a speaker to introduce the concept of HIP, and then move to small breakout sessions with faculty and staff presenters who will provide concrete examples of how HIP are currently in place on campus. This introduction to HIP will be the kickoff to a year-long professional development series that will focus on HIP.

There is a need for education about HIP to develop a shared culture emphasizing pedagogical practices that enhance equity and access to quality education in on-campus and online modalities. In designing the professional development series, we will leverage what we have already done with curriculum mapping for learning outcomes through involvement in LEAP and Compass, as many HIPs are already in place in the curriculum and co-curriculum, but there is not a common language surrounding the practices. A sustained program of education for faculty and staff is an important first step to promoting a shared culture of pride in the excellence of teaching and learning at our university. Many faculty members who are already engaging in HIPs are not aware that activities they are doing in their classrooms are called High Impact Practices. Developing an awareness of HIPs and being able to communicate and share using a common language will help dispel myths about adding “one more thing” to the curriculum, a concern among faculty.

Another concern we will address through a sustained focus on HIP for a year-long professional development series is the lack of such a plan over the last three years. Time and resources need to be devoted to developing such a plan during Summer 2012 and we will leverage the commitments of faculty participating in the Summer Institute on Instructional Technology (SIIT) and faculty recently engaged in AAC&U conference activities (2012-13) to develop a plan for colleagues and staff. Making a pitch for resources to sustain a year-long professional development program when we return to campus will be key to beginning the 2012-13 academic year with a positive tone and coherent plan for faculty revitalization. With a large cohort of new faculty hired in the last three years, the time is right for developing a shared culture around high impact practices, assessment, and documenting student success. It is also important to gain the support of the Provost and Deans as well as the governance bodies of University Council and Faculty Senate to ensure that the reward structures of the university reflect and value our commitment to excellence in teaching and learning.

Again, data will be used to formulate the story for the timeliness of adopting HIPs as a year-long theme for professional development, and we will use an inventory of HIPs in the curriculum, a Thomas Nelson Laird-type approach to presenting the trends from NSSE and FSSE, and two years' worth of data from a survey of online students as well as baseline data from online teaching to establish the need for an inclusive program to help faculty and staff learn how to facilitate and document that their students are becoming proficient in the learning experiences and learning outcomes the university values.

<b>Item #</b> <b>44</b>	<b>FSSE: Practicum, internship, field experience, co-op experience, or clinical assignment (important or very important)</b>					
	<b>NSSE: Had done or planned to do practicum, internship, field experience, co-op experience, or clinical assignment (done/plan to)</b>					
	YEAR	FSSE LD	NSSE FY	YEAR	FSSE UD	NSSE SR
	2005	86	75	2005	81	70
2009	68	74	2009	90	67	
2011	96	70	2011	78	58	

<b>Item #45</b>	<b>FSSE: Community service or volunteer work (important or very important)</b>					
	<b>NSSE: Had done or planned to do community service or volunteer work (done or plan to do)</b>					
	YEAR	FSSE LD	NSSE FY	YEAR	FSSE UD	NSSE SR
	2005	48	80	2005	53	72
2009	64	69	2009	55	76	
2011	61	69	2011	70	73	

<b>Item #47</b>	<b>FSSE: Work on a research project with a faculty member outside of course or program requirements (important or very important)</b>					
	<b>NSSE: Work on a research project with a faculty member outside of course or program requirements (done or plan to do)</b>					
	YEAR	FSSE LD	NSSE FY	YEAR	FSSE UD	NSSE SR
	2005	59	26	2005	72	33
2009	68	37	2009	61	27	
2011	66	39	2011	53	28	

<b>Item #50</b>	<b>FSSE: Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) (important or very important)</b>					
	<b>NSSE: Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) (done or plan to)</b>					
	YEAR	FSSE LD	NSSE FY	YEAR	FSSE UD	NSSE SR
2005	100	57	2005	94	86	
2009	91	62	2009	90	84	
2011	93	62	2011	88	89	

## **BARRIERS TO ACCOMPLISHMENT**

**Goal One:** Pilot the use of the Integrative Learning VALUE rubric with the Liberal Studies Capstone Project

We anticipate that there will be several barriers to accomplishing this goal. First, we believe faculty buy-in may be difficult. Because faculty has a perception that the Liberal Studies degree is not rigorous, it may be challenging to find faculty who are willing to work on the project. We will need to help them see that this project will help us determine the quality and rigor of the program through an examination of the capstone projects. Our data will help us make decisions about what is going well and what could be done to strengthen the program.

Another concern related to faculty buy-in is the limited time and resources available to faculty to participate in a norming and assessment process. Our faculty has large teaching loads and multiple service responsibilities in addition to their teaching loads. Finding time to participate in a project such as this can be challenging. We may be able to request stipend funding for this project or find creative ways to reduce responsibilities in other areas in order to gain faculty participation.

**Goal Two:** Develop a comprehensive plan for professional development for faculty and staff around High Impact Practices

Just as there may be difficulty with faculty buy-in with the first goal, we anticipate challenges in gaining faculty and staff support for a comprehensive professional development plan. There is resistance to change, particularly if it appears to demand more time and energy when time and energy are already in short supply. We will need to emphasize the fact that HIP are already happening on campus and tap into the energy and enthusiasm that exist for practices that are already going well. We are fairly confident that if we can provide a showcase for the high-impact practice work faculty are doing in the SIIT and sharing in national conference venues, the structures of support can remain hidden in figuring out the logistics of making these events happen.

## **OPPORTUNITIES FOR SUPPORT**

**Goal One:** Pilot the use of the Integrative Learning VALUE rubric with the Liberal Studies Capstone Project

Just as faculty concerns over the perceived rigor of the Liberal Studies degree may be a barrier to accomplishment, it may also be seen as an opportunity for support. If faculty wishes to improve on this issue, they may see this project as an opportunity to influence the assessment process and raise standards.

There is a Liberal Studies Steering Committee that has already been introduced to the Integrative Learning VALUE Rubric and has shown interest in using the instrument. This committee can assist in gathering the sample projects for norming the rubric and IR can gather demographic information on the students who choose the Liberal Studies major. Knowing more about the population within the Liberal Studies degree will help us understand the needs of the students and the reasons why they selected the degree.

The HIP team that attended the Institute will provide initial support and training in the norming process. The HIP team will facilitate the process, but allow the faculty involved to own the process and results of the scoring session and norming process. This will give the relevant faculty ownership of the instrument and the scoring process in years to come, as we expect that a sampling of Liberal Studies Capstones will be assessed on an annual basis.

Support from the President and Provost is anticipated for this activity, as it is relevant to documenting the strategic goals and mission fulfillment of the university. The results of the project will support the institution's data-informed decision making process that results in the allocation of resources, and this project will specifically provide data on our University Learning Outcome of Integrated Learning.

There may be an opportunity to tap Rural Access funding for this project, as our assumption is that the majority of the Liberal Studies students are online, rural students and IR can provide us with the data to support staking a claim on some of this funding.

**Goal Two:** Develop a comprehensive plan for professional development for faculty and staff around High Impact Practices

The first opportunity for support is within the HIPs that are already in place on campus. Identifying and affirming those practices will be a first step toward faculty and staff buy-in.

It is the Team's hope that the Provost's Office, which is responsible for professional development, will be able to provide financial support for an opening session guest speaker and expenses related to quarterly professional development opportunities for faculty and staff. The AVP Office will thereafter seek grant funding to support other calendared events in the professional development series.

Another opportunity for support is the chance to draw on the resources of faculty who have much to offer but may not always be the first to be noticed. Providing recognition for those who are already involved with HIPs and utilizing the talents of those who are fresh faces may help spark energy among faculty and staff.

## **ENGAGEMENT PLAN FOR STAKEHOLDERS**

**Goal One:** Pilot the use of the Integrative Learning VALUE rubric with the Liberal Studies Capstone Project

The HIP team will present the plan to the President's Cabinet with a specific request for budget to compensate faculty participants. Faculty Senate will receive this initiative as an information item at the beginning of the term.

The HIP team will present the plan for assessment of the Liberal Studies Capstone project to the Liberal Studies Steering Committee. This group has already been introduced to the Integrative Learning VALUE Rubric, so we anticipate the committee will be supportive of the plan. The Liberal Studies Steering Committee will then work with IR to identify potential faculty members to participate in the capstone project norming process and scoring session.

Once the pilot is completed, the faculty involved with the process, supported by the HIP team, will share results with the broader faculty, beginning with those participating in Liberal Studies capstone.

**Goal Two:** Develop a comprehensive plan for professional development for faculty and staff around High Impact Practices

The HIP team will present the professional development plan to the President's Cabinet in tandem with the assessment plan for the Liberal Arts Capstone assessment plan. Those faculty who are identified as exemplars in High Impact Practices will be identified and a compensation budget developed for consideration by Cabinet. We will request that the President and Provost invite identified faculty and staff to share their expertise in one of the professional development venues scheduled for next year.

The HIP team will present the professional development plan to the Provost and work with the Deans to plan an introductory meeting on HIP during the fall faculty and staff opening session. The goal is to create a beginning experience that affirms what is already happening on campus in terms of HIP and to introduce a common language for faculty and staff to begin a dialogue on HIP. We also want to demonstrate/describe concrete examples of HIP happening on the campus through small breakout sessions.

The HIP team will identify faculty and staff who are using HIP already and invite them to present in opening session and/or regular HIP professional development meetings throughout the year. There will be an emphasis on identifying some faculty whose talents are underutilized.

The HIP team will present the professional development plan to the SIIT participants to garner their feedback prior to presentations to larger faculty and staff bodies, such as the University Council and Faculty Senate and/or College Faculty at College meetings.

### COMMUNICATION STRATEGY

The Center for Teaching and Learning Website is being revamped this summer by a faculty member highly engaged in technology-leveraged professional development. This site will be refreshed and with the right promotion, will become an effective communication hub for faculty seeking toolkit resources in high impact practices, learning outcomes assessment, and access to publications on the scholarship of teaching and learning.

### TEAM ACTIONS AND TIMELINE

Action	Purpose/Details	When
Goal 1: Gather Quantitative and Qualitative Data (IR)	Goal 1: Tell a data-informed story about why this action	Summer 2012
Goal 1: Present to Steering Committee (AVP)	Goal 1: Enlist Steering Committee Support	Summer 2012
Goal 1: Gather capstones and identify faculty participants for norming (Dir. L.S./ IR)	Goal 1: Invite participation	Early Fall 2012
Goal 1: Planning for norming session (Dir. Teacher Education—K. Gomez)	Goal 1: K. Gomez will guide planning for norming session	Fall 2012
Goal 1: Implementation of norming session (Dir. Teacher Education—K. Gomez)	Goal 1: Norming faculty with use of rubric and norming of 50 L.S. capstones	Day-long Winter 2013
Goal 1: Closing the Loop on Results (K. Gomez)	Goal 1: Share results, arrive at conclusions, and develop recommendations around improving the rubric and / or the capstone process	½ day Spring 2013
Goal 1: Present to Provost, Deans, and Faculty (EOU HIP Implementation Team)	Goal 1: Present results of pilot and how we're recommending moving forward	Late Spring 2013
Goal 1: Present to Student Affairs (HIP Implementation Team)	Goal 1: Present to Student Affairs to consider use of rubric for co-curricular high impact practices	Late Spring 2013
Goal 2: Present to Deans and Provost and Cabinet (HIP Implementation Team)	Goal 2: Present plan and budget needs	Summer 2012

Goal 2: Enlist the active support of faculty participating in SIIT and AAC&U advocates (HIP Implementation Team)	Goal 2: Use SIIT group as focus group for high-impact practice common language and to review professional development plan	August 2012
Goal 2: Identify faculty and staff to participate (AVP)	Goal 2: Begin building a quarterly schedule of professional development opportunities for faculty and staff	Fall 2012 publication on CTL site
Goal 2: Communication and Marketing of PD Series (HIP Implementation Team)	Goal 2: EOU HIP Implementation Team ensures communication and marketing of PD Series occurs	Meet periodically 2012-13

**EVIDENCE OF SUCCESS (How will we know we're making progress?)**

**Goal One:** Pilot the use of the Integrative Learning VALUE rubric with the Liberal Studies Capstone Project

We will have trained faculty who can score the capstone projects using the Integrative Learning Rubric with the help of identified anchor projects that exemplify the characteristics found in each level of the VALUE Rubric.

In addition, we will have refined the rubric to use for assessment of integrative learning. We will have data to report for the University Learning Outcome of Integrated Learning.

**Goal Two:** Develop a comprehensive plan for professional development for faculty and staff around High Impact Practices

We will have implemented the plan and will assess using a pre- and post-professional development survey for 2012-13. As we continue to implement the NSSE and FSSE in spring 2013, we track results in the high-impact practice areas of these indirect surveys.

Prepared by:

Dr. Sarah Witte, Associate Vice President for Academic Affairs

Ms. Angie Adams, Executive Assistant for Academic Affairs

Dr. Camille Consolvo, Vice President for Student Affairs

Dr. Karyn Gomez, Associate Professor of Education

Dr. Anna Cavinato, Professor of Chemistry

Ms. Colleen Dunne-Cascio, Director of Student Relations