HIPs and QEPs that INSPIRE

SEC Strategies to Advance and Assess Student Learning
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- Pam Bowers
  Associate Vice President for Planning, Assessment, & Innovation, University of South Carolina
  pam.bowers@sc.edu

- Katie Busby
  Director of Institutional Research, Effectiveness, and Planning, University of Mississippi
  kbusby@olemiss.edu

- Alicia Dorsey
  Assistant Provost for Institutional Effectiveness, Texas A&M University
  amdorsey@tamu.edu

- SEC Colleagues from INSPIRE
Auburn University
Louisiana State University
Mississippi State University
Texas A&M University
University of Alabama
University of Arkansas
University of Florida
University of Georgia
University of Kentucky
University of Mississippi
University of South Carolina
University of Tennessee
Vanderbilt University
Session Overview

Topics:

• How do large universities take high-impact practices (HIPs) to scale?

• How do large universities assess effectiveness of quality enhancement plans (QEPs) in advancing student learning, especially related to high-impact practices?

• INSPIRE Conference engaged SEC schools on these topics

• Shared learning from INSPIRE: methods, challenges, and lessons learned
Session Learning Outcomes

• Participants will learn about strategies, challenges, and lessons learned from large universities’ efforts to implement and assess HIPs and QEPs that include engaging students in high-impact practices.

• Participants will contribute ideas, learn from others about
  o strategies for implementing high-impact practices
  o challenges of implementing and assessing HIPs
  o possible solutions to address/resolve these challenges
High-Impact Educational Practices (HIPs)

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service-Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects
11. ePortfolios*


*ePortfolios recognized as HIP in 2016, [https://www.aacu.org/eportfolios](https://www.aacu.org/eportfolios)*
Essential Characteristics of High-Impact Practices

1. Performance expectations set at appropriately high levels
2. Significant investment of time and effort by students over an extended period of time
3. Interactions with faculty and peers about substantive matters
4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

Section 7: Institutional Planning and Effectiveness

2. The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan)

Purpose:
Engage SEC institution colleagues in conversation and collaboration to improve our collective efforts to scale up high impact practices, improve student retention, and assure equity for first generation and under-served minority students.

Results:
In this session, we will describe how the conference affected our work collectively and at individual institutions.
2017: Strengths & Challenges across the SEC
Lessons Learned and Intent to Implement

• Importance of developing an inventory of HIPs and other experiential learning in collaboration with units and colleges across the university
  o Identify what opportunities are available and what they have in common

• Importance of designing targeted opportunities specifically with first generation and other underserved populations in mind
  o Disaggregate participation data to identify gaps then identify barriers

• Importance of assessing the impact of HIPs and other student support resources, particularly with respect to first generation students and other underserved populations
  o Facilitate data-informed decisions across the university to enhance retention, graduation rates, and other indicators of student success
2018: Digging In and Facing Challenges Together
Tackling Challenges as Teams and as Peers

• Defining HIPs across the SEC
  o Often no common definition, though we know it when we see it…

• Recognizing Challenges for Underserved Students
  o Minimizing barriers to engaging in HIPs (cost, transportation, perceived value, sufficient number of opportunities)
  o Use data to find the gaps

• Tackling the Biggest Challenge – Size
  o Central coordination; decentralized implementation
  o Faculty and staff development essentials
What About BOB?

- Create a campus-wide Faculty Advisory Committee on HIPs
- For first generation initiatives – develop a positive marketing campaign including testimonials from previous student participants
- Make sure materials are accessible, for example, in both English and Spanish
- Use common language regarding HIPs across campus
- Work closely with advisors to get word out early to new students regarding the range and value of participating in HIPs
- Develop an inventory of HIPs across campus – conduct interviews with coordinators to understand the exact nature of each
- Provost level award for breaking down silos on campus in support of HIPs
2019: Looking Beyond INSPIRE – Crowd Sourcing for Student Success
Crowd Sourcing Student Success

1. Emergent Priorities & Experiences:
   - First Year Experiences
   - Experiential Learning beyond the First Year
   - Peer Mentoring/Peer Tutoring
   - ePortfolios
   - Incentivizing and developing faculty and staff

2. Identifying strategies for:
   - Reaching and engaging underserved and first generation students
   - Strategies for scaling up
   - Strategies for assessment

3. Recognizing the value of assessment
Beyond INSPIRE: Understanding the Impact
1. Discussion Topics
2. Overcoming Challenges
3. Shared Opportunities
4. Lessons Learned – Learning
What is Learning in Action?
The University of Alabama’s QEP uses high-quality experiential learning to support students’ problem-solving skills and integrative learning. For examples of students’ reflections on experiential learning, please visit:

http://learninginactionblog.ua.edu/
## Challenges in Implementation

- Impacting critical thinking skills in lower division/large enrollment courses
- Providing meaningful, discipline-specific faculty development opportunities
- Assessing critical thinking skills in ways that provide actionable information
- Including students in the process

## Strategies Used to Overcome Challenges

- Identifying better- and best-practices in course design
- Embracing pilot programs/opportunities
- Engaging campus partners to include critical thinking skill development in co-curricular programs
- Including students in the process
Challenges in Implementation

- Defining student engagement in experiential, high-impact, and co-curricular programs
- Integrating student engagement data into institutional data systems
- Creating new education records magnifies questions about managing student data, respecting privacy, and assuring data security

Strategies Used to Overcome Challenges

- Developed framework and rubric for defining programs and engagement
- Developed technology to collect, organize and manage new data
- Implemented data interface with existing institutional student data systems
- Participating in institutional data governance efforts to define and manage data at the institutional level
Texas A&M Student Success Initiative

https://provost.tamu.edu/Initiatives/Student-Success-Initiative

Challenges in Implementation

- **Aggressive Timeline** – A university-wide steering committee was given apx 4 months (June through Sept) to develop recommendations
- **University-wide Buy-in** – To success, there needed to be buy-in across the university
- **Magnitude of change** – There was not widespread understanding of the significance of change that would be necessary to reach to identified goals

Strategies Used to Overcome Challenges

- Reliance on committed subcommittees working concurrently on a range of issues
- Mid-course had to expand subcommittees and shift expectations from full-scale roll-out to pilot testing identified initiatives
- Dialog, dialog, dialog – reliance on numerous open forums to foster engagement, and invest in “carrots” rather than relying on mandates from above
Auburn successfully implemented a QEP designed to enhance student learning through ePortfolios. For more information, please visit:

http://wp.auburn.edu/writing/eportfolio-project/
## University of Florida Activities that Developed from the INSPIRE Conferences

### Student Success Summit
- Purpose is to inspire and connect participants to each other's work regarding student success
- Serve as the foundation for a Student Success Strategic Plan

### Study Abroad Analysis
- Examined outcomes: no difference in quantitative outcomes (GPA, 4 year graduation rate); differences found in climate survey (study abroad students reported more positive experiences)

### Experiential Learning Analysis
- Literature review in progress
- Quantitative study of student outcomes

### ePortfolio Analysis
- Literature review, 50+ articles
- Quantitative study of student outcomes
Vanderbilt Visions
https://commons.vanderbilt.edu/

**Challenges in Implementation**

- Student organization understanding its role (co-facilitator with faculty)
- Recruiting faculty to participate as faculty mentors and partners with students
- Developing effective curriculum and training so that faculty and student facilitators felt like they walked away with tangible materials

**Strategies Used to Overcome Challenges**

- Develop clear protocols for students and enhancing training with professional staff members
- Incentivized faculty and shortened faculty training (from 1.5 to 1 days)
- Review curriculum with faculty committee and add resources and supporting materials
Peer to Peer INSPIRE-ation

Discussion Groups:
1. First Year Experience
2. Experiential Learning Beyond the First Year
3. Peer Mentoring
4. ePortfolios
5. Incentivizing and “training” faculty and staff

Following the discussion, participants will be invited to respond to the following questions:

• What did you learn from your peers that you can take back to your campus?

• What common challenges were identified?
Task: Identify challenges and strategies for advancing HIPs

- **Tell them why it matters**
  - What and how do you communicate with students, faculty, staff about HIPs?

- **Gather data**
  - What information is needed and how can you collect it (information about HIPs currently offered on a campus, which students are participating, outcomes)?

- **Reflect on institution’s practice and vision; develop action items**
  - What is your institution's current practice regarding HIPs / what should you/we do to improve current practice?

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Overcoming challenges together
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