Heralding High Impact Practices:

From idiosyncratic implementation to an institutional initiative by leveraging the LMS

Dr. Lisa Bunkowski &
Dr. Andria Schwegler
November 16, 2020
Agenda

• Background
• Explore our HIPs Initiative
• Demonstrate our HIPs organization
• Share resources and examples
• Discuss scaling and collaboration
• Access research citations
High Impact Practices (HIPs)

HIPs provide significant learning benefits, especially to underserved students (i.e., first-generation, transfer, and racial/ethnic minorities).

However, students in these groups are less likely to participate in HIPs than students in more traditionally advantaged groups (Finley & McNair, 2013).
High Impact Practices

To “adopt intentionally structured curricula that make HIPs more widespread and more available to all students” (Kinzie, 2012), our institution began a multistep process to document existing implementation of HIPs and establish systematic processes to promote their inclusion in courses including online and blended modalities.
This work supports multiple goals of our University Strategic Plan and Academic Master Plan including:

• Offering outstanding undergraduate and graduate programs,
• Promoting degree completion through outstanding curricular programs,
• Preparing engaged citizens that contribute to their communities,
• Providing an inclusive, accessible, equitable campus climate that supports all members of the university community.
A&M-Central Texas

Before we explore our approach, let’s look at some of the aspects that make our institution unique

• Proud member of the Texas A&M University System
• Upper-level institution (junior, senior, graduate)
• Established in 2009, independently accredited in 2013
• We serve a diverse student body
• Average student age: 33
• All students are transfers

<table>
<thead>
<tr>
<th>Instruction*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure of Excellence*</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Undergraduate Classes with &lt; 20 Students</td>
<td>53.6%</td>
</tr>
<tr>
<td>Undergraduate Classes with &gt; 50 Students</td>
<td>2.0%</td>
</tr>
<tr>
<td>% of Teaching Faculty Tenured/Tenure-Track</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

Degree programs we offer:

- 28 bachelors degrees – 6 available fully online
- 18 graduate degrees – 7 available fully online

<table>
<thead>
<tr>
<th>Degrees Awarded*</th>
<th>2010</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>450</td>
<td>601</td>
</tr>
<tr>
<td>Master's</td>
<td>242</td>
<td>187</td>
</tr>
<tr>
<td>Total</td>
<td>692</td>
<td>791</td>
</tr>
</tbody>
</table>

# Diverse Enrollment

## Race/Ethnicity in Enrollment*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2009</th>
<th></th>
<th>Fall 2019</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>White</td>
<td>1,151</td>
<td>52.6%</td>
<td>992</td>
<td>40.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>309</td>
<td>14.1%</td>
<td>574</td>
<td>23.5%</td>
</tr>
<tr>
<td>African American</td>
<td>591</td>
<td>27.0%</td>
<td>656</td>
<td>26.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>62</td>
<td>2.8%</td>
<td>104</td>
<td>4.3%</td>
</tr>
<tr>
<td>International</td>
<td>14</td>
<td>.6%</td>
<td>4</td>
<td>.2%</td>
</tr>
<tr>
<td>Other &amp; Unknown</td>
<td>61</td>
<td>2.8%</td>
<td>110</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,188</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>2,440</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Roadmap to developing HIPs

A&M-Central Texas
Phase 1: Building Foundations

- Independence (2009)
- Building a new university – independently accredited (2013)
- Focus on Writing Intensive courses (2014)
- Study Abroad Procedures (2014)
- Service Learning Taskforce (2014)
- Student Internships (2015)
- Faculty Center development (2014-2016)
- Planning the QEP (2017-2018)
Phase 2: QEP and Leveraging the LMS

QEP HIPs module (2019)
WI – Intensive to Instructive (2019)
QEP launch (2018)
Faculty Center for Civic and Community Engagement (2019)
FCTL HIPs Initiative (2020)
FCTL HIPs Community (2020)

Focus on HIPs 2020 & beyond

QEP includes:
- High Impact Writing Instruction initiative
- Grants for HIP course development
- Stipends for WI course development
- Experiential Learning Transcripts
Writing Intensive (WI) efforts

- In our transition from a campus center to an independent university – Writing Intensive courses were our first HIPs initiative (2009 – 2013)
- Undergraduate Council established criteria for WI (2017)
- WI became one of the focal points of the QEP (2018)
- WI shifted emphasis to Writing Instructive (2019)
- Writing Intensive courses are designated in Banner as “WI”
- Students must complete for four writing instructive (WI) courses. Two must be upper-level institutional WI courses within the major or designed for the degree plan.
QEP & WI Efforts

Writing Intensive (WI) efforts via LMS (Canvas)

- Provide information
- Promote faculty discussion
- Advertise WI Grants
- Showcase faculty recipients
The QEP provides support for
• Experiential transcripts
• Travel funds for conferences
• High Impact Writing Instruction
• Grants ($2000) for HIPs course development
• Stipends ($2000) for WI course development

Over the 5-year QEP, there are
• HIPs Grants – 40 available
• WI Stipends – 17 available
QEP Community

The Faculty Center for Teaching & Learning (FCTL) created a Community in our LMS (Canvas) to support QEP initiatives. The community includes a learning module focused on HIPs resources, sharing the work of faculty colleagues, and fostering discussion.
We used the QEP Community to showcase the efforts of faculty engaged in High Impact Practices. For example, this an interview and presentation with Dr. Roslyn Schoen (Environmental Sociology) and Dr. Andria Schwegler (Principles of Research for the Behavioral Sciences).

**HIP – Undergraduate Research**

<table>
<thead>
<tr>
<th>PSYC 4435 (WI) Principles of Research for the Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: PSYC 3309 (WI) Writing in Psychology, PSYC 3330 Statistics for the Behavioral Sciences</td>
</tr>
<tr>
<td>Four credit hours: 3 hour course, 1 hour lab, includes APA style and SPSS data analysis</td>
</tr>
<tr>
<td>Enrollment cap for WI courses: 20 students</td>
</tr>
<tr>
<td>Embedded HIPs: Writing Instructive – second upper-level WI course, Undergraduate Research – senior year capstone project</td>
</tr>
</tbody>
</table>

**QEP in Action: Garden-Based Service Learning In Environmental Sociology**

Dr. Roslyn Schoen
Assistant Professor of Sociology
Texas A&M University – Central Texas
Service Learning Efforts

- Service Learning taskforce (2014)
- Service Learning Advisory Council established (2017)
- Service Learning Fellows established (2018)
- Faculty Center for Civic and Community Engagement established (2019)
- SL/FCCCE presence in Canvas established (2020)
Faculty Center for Civic and Community Engagement
Helps faculty members develop courses, scholarship, and experiences that prepare students for lives of active and informed citizenship through the provision of resources and professional development.

The three primary areas of emphasis are:

1. Supporting faculty members interested in teaching service-learning courses
2. Encouraging faculty engagement in community-based research
3. Facilitating the university's chapter of the American Democracy Project
Service Learning Efforts

Service-Learning Course Designation

Are you thinking about adding a service-learning course? If so, you may need to consider...-

The Faculty Center for Civic & Community Engagement helps faculty members transform scholarship, and experiences that prepare students for lives of active and engaged citizenship.

Our three primary areas of emphasis are:
1. Supporting faculty members interested in teaching service-learning courses
2. Encouraging faculty engagement in community-based research
3. Facilitating the university's chapter of the American Democracy Project

OLC Accelerate™
ACCELERATING ONLINE LEARNING WORLDWIDE™
2020
Explore our HIPs Initiative

Quick Review
Quick Review

What we learned
Faculty members with the Faculty Center for Teaching and Learning conducted a review of HIPs practices on our campus

- Many faculty members had only a vague idea about HIPs
  - Many were using HIPs, but not identifying them HIPs
- The QEP provided a good foundation, but focuses mainly on undergraduate learners, and it will end in spring 2023
- The SL/FCCCE provides a good model, but focuses on a single HIP
- HIPs on our campus are very fragmented across departments, and ill-defined
Quick Review

What we learned, continued

• Many faculty members want
  • Research supporting HIPs in their disciplines (benefit to student learning)
  • Examples of how HIPs could be achieved in their disciplines, at graduate and undergraduate levels
  • Institutional support (benefit to faculty – P&T, workload)

• The LMS (Canvas) proved to be a great vehicle for addressing many of their concerns and requests
Quick Review

**Actions we took as a result**

To overcome this fragmentation, and to begin to address faculty concerns, faculty members with the Faculty Center for Teaching and Learning created a new organization in the LMS that will

- Compile research supporting each HIP,
- House documents and materials in one place,
- Organize faculty learning communities,
- Support faculty development of assessable learning outcomes (UG & Grad-level), and
- Highlight faculty work
Quick Review

**Actions we took as a result**
Within the HIPs organization in Canvas, establish a template for each HIP

1. [HIP] Description, Guidelines, and Requirements
   a. AAC&U Description of [HIP]
   b. A&M-Central Texas Description of [HIP]
      i. Guidelines
      ii. Requirements
      iii. Syllabus Information
      iv. Institutional Learning Outcomes of [HIP] Courses

2. Research Related to [HIP] Experiences

3. Assessment of [HIP] Experiences
Demonstrate our HIPs Organization
Diversity & Global Learning

Many colleges and universities are diversifying their enrollments by enrolling more students from diverse cultural backgrounds. The Common Core for High Impact Practices includes diversity and global learning as one of the high impact practices. The importance of diversity and global learning is a growing concern for the higher education community. HIPs that focus on diversity and global learning can lead to the development of more inclusive and equitable educational environments.

High Impact Practices

High Impact Practices

• Diversity & Global Learning

• High Impact Practices

Writing Intensive (Instructive) Course Guidelines

The Writing Intensive Course Guidelines can be found in the Curriculum Management System. The guidelines are all important to keep in mind when developing the course. Writing-intensive courses vary across programs in Texas. The guidelines for WICs can be found in the Common Core for High Impact Practices. The guidelines for Writing Intensive courses are found in the Curriculum Management System. The guidelines for WICs are important as quality. The common denominator is that a student will write at least one assignment. The assignment will be an assignment that allows students to learn both in writing and as importantly, discipline-specific ways of reading and writing. The assignment can be a problem that is solved. A project that is presented. These assignments so that students can master a specific area in writing.
Introducing to High Impact Practices (HIPs)

High Impact Practices


High Impact Practices: Overview

Introduction to High Impact Practices

Resources for Providing Institutional Support

Research Related to HIPs

Research Opportunities Related to HIPs

Resources for Providing Institutional Support

Administrative Support


Library Integration


Library Integration


Equity in Participation in HIPs


OLC Accelerate™

OLC Online Learning Consortium
## HIPs Organization

### Service Learning & Community-Based Courses

- [ ] Service Learning & Community-Based Description, Guidelines, and Requirements
- Research Related to Service Learning & Community-Based Experiences
- Assessment of Service Learning Experience

### AAC&U Description of Service Learning and Community-Engagement

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome and that working with community partners is good preparation for citizenship, work, and life. (As summarized on the AAC&U Chart of Higher Education Practice)

### A&M-Central Texas Description of Service Learning and Community-Engagement

The Faculty Center for Civic & Community Engagement helps faculty members develop courses, scholarship, and experiences that prepare students for lives of active and informed citizenship. We provide resources and professional development.

Our three primary areas of emphasis are:

1. Supporting faculty members interested in learning courses
2. Encouraging faculty engagement in co-design and co-teaching of Service Learning courses
3. Facilitating the university’s chapter of the National Society of Service-Learning Professionals

For more information on Service-Learning courses and Service-Learning, see the module on the Faculty Center for Civic Engagement, found in the Provost’s Faculty Resources Canvas.

Contact: Dr. Morgan Levy, Director, Faculty Center for Civic Engagement

### Institutional Learning Outcomes of Service-Learning

In addition to discipline-specific learning outcomes, Service-Learning courses should include institutional learning outcomes that are consistent across the university.

- **Analysis of knowledge:** Connects and extends knowledge (facts, theories, etc.) from one’s own academic field/discipline to civic engagement and to one’s own participation in civic life, politics, and government. (AAC&U, 2011)
- **Diversity of communities and cultures:** Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. (AAC&U, 2011)
- **Civic action and reflection:** Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions. (AAC&U, 2011)
- **Civic contexts/structures:** Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. (AAC&U, 2011)
Research Related to Service Learning & Community-Based Experiences

The University Library provides access to many helpful resources on service learning, including e-reserve folders curated for faculty on the following topics:

1. Research and Theoretical Perspectives on Cognitive Outcomes of Service Learning
2. Conceptualizing, Assessing, and Investigating Academic Learning in Service Learning
3. Civic Learning through Service Learning
4. Investigating Personal Development Outcomes in Service Learning
5. Framing & Assessing Students' Intercultural Competence in Service Learning
HIPs Organization

Assessment of Service Learning Experiences

Service Learning & Community-Based Courses
- Description, Guidelines, and Requirements

Research Related to Service Learning & Community-Based Experiences

Assessment of Service Learning Experiences
Quick Review

What we learned from creating a HIPs Community

• We identified gaps and inconsistencies in current procedures
• We created an action plan to address these issues and better unify our institutional approach
  • Efforts to designate additional HIPs courses in the student registration system (beyond WI, SLC, and Capstone courses)
  • Identify future needs to address in the upcoming Quality Enhancement Plan
  • Offer HIPs-related professional development and support beyond our current QEP
Quick Review

HIPs Course Designations

At present, HIPs designations include WI, SL, and Capstone courses

- Capstone (Spring 2020 – Spring 2021): 18 courses
  (prior to designation, 218 courses referenced “capstone” in the course description)
- Service Learning (Fall 2018 – Fall 2020): 28 courses
  (prior to designation, 71 courses referenced “service learning” in the course description)
- Writing Intensive (Fall 2009 – Spring 2021): 1,545 courses
  There has always been a designation for WI

Total courses
Fall 2009-Spring 2021
19,438
Quick Review

What we learned

The template approach of the HIPs community in the LMS help to reveal that even for the HIPs that are well-established on our campus, there is still work to be done with Undergraduate and Graduate Councils, the Curriculum Committee, and the Faculty Senate

- to provide consistent descriptions that align with Kuh (2008) and AAC&U (2013),
- to establish institutional learning outcomes, and
- to conduct robust assessment for continuous improvement
Outcomes thus far

• Many faculty members are engaged in HIPs, and some HIPs are embedded in required courses, enabling access to these learning experiences for all students.

• Faculty members are interested in expanding their engagement with HIPs to improve student learning, and enhance their teaching skills, (not to mention potential for SoTL publications).

• Our aspirational goals are to promote the inclusion of HIPs into multiple program courses and provide equitable access to the most impactful learning experiences for all students.
Resources and Examples

Shared Google Sheet: Resources
https://tinyurl.com/y2wc6nuf
Discussion/Questions
Thank you for joining us!

Dr. Lisa Bunkowski  
Associate Professor, Higher Ed. Leadership  
Director, Faculty Center for Teaching & Learning  
Lisa.Bunkowski@tamuct.edu

Dr. Andria Schwegler  
Associate Professor, Psychology  
Program Coordinator, M.S. Educational Psychology  
Schwegler@tamuct.edu
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC conference website, beta platform mobile app