



MARTIN
METHODIST
COLLEGE



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#impACT

*Incorporating High-Impact Practices to
Enhance Student Learning*

Quality Enhancement Plan

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EXECUTIVE SUMMARY

Martin Methodist College's (MMC) Quality Enhancement Plan (QEP) is built on the current defining spirit in higher education of "inclusive excellence." As stated by the former President of the Association of American Colleges and Universities (AAC&U), Carol Geary Schneider (2008), "Our most important national challenge in higher education [is] helping America's extraordinarily diverse students reap the full benefits—economic, civic, and personal—of their studies in college." To that end, MMC's QEP will be the infusion of evidence-based high-impact practices (HIPs) into the MMC academic curriculum. Research indicates that these HIPs have a positive educational effect for students from widely varying backgrounds, making them appropriate for our institutional context.

Martin Methodist College, a rural liberal arts institution, is the only four-year institution in an eighteen-county semi-circle on the Alabama-Tennessee border. The US Department of Education characterizes seventeen of these eighteen counties as poor and rural. A large proportion of MMC students come from these counties, a demographic that has been historically underserved by higher education. According to institutional data, around 54% of MMC students report being first-generation college students and 54% are Pell-eligible.

Research shows that students from rural, poverty-stricken communities—particularly first-generation students—face an uphill battle against economic and cultural deterrents to attend and graduate from college (Aspelmeier, Love, McGill, Elliott, & Pierce, 2012). Thus, given the makeup of MMC's student body, the college is in a unique position to help its primarily rural, low-income, and first-generation college students be successful, while at the same time serving the surrounding area.

The QEP specifies three goals to enhance the learning environment and posits that doing so will support the fourth goal—to enhance student success. The goals are to:

1. Increase the number of HIPs that support the learning outcomes of the QEP,
2. Increase participation in HIPs, particularly by students in historically underserved groups; and
3. Enhance student capabilities as life-long learners, through improvements in the learning environment, as evidenced by performance on the (a) National Survey of Student Engagement's (NSSE) ten engagement indicators and on the (b) Personal Social Responsibility Inventory's (PSRI) five dimensions of personal and social responsibility, and the factors of critical thinking and openness to diversity and challenges, and (c) surveys of Tendency Toward Lifetime Learning and perseverance.

The QEP specifies one goal related to overall student success. The goal is to:

4. Contribute to the increase in the college's student retention and graduation rates by increasing the number of HIPs available to students.

Martin Methodist College is in a unique position to provide a quality liberal arts education while "growing our own," who are more likely to return to their rural roots as contributing, socially-aware citizens. The integration of High Impact Practices into our curriculum in an intentional and focused way will help us better serve our students and community.

Introduction

Martin Methodist College's (MMC) Quality Enhancement Plan (QEP) is built on the current defining spirit in higher education of "inclusive excellence." As stated by the former President of the Association of American Colleges and Universities (AAC&U), Carol Geary Schneider (2008), "our most important national challenge in higher education [is] helping America's extraordinarily diverse students reap the full benefits—economic, civic, and personal—of their studies in college." To that end, MMC's QEP, in fulfillment of Standard 7.2, will be the infusion of evidence-based high-impact practices (HIPs) into the MMC curriculum. Research indicates that these HIPs have a positive educational effect for students from widely varying backgrounds, making them appropriate for our institutional context.

CHAPTER 1: BROAD-BASED INSTITUTIONAL PROCESS IDENTIFYING KEY ISSUES

I. Institutional Context

Martin Methodist College, a rural liberal arts institution, is the only four-year institution in an eighteen-county semi-circle on the Alabama-Tennessee border. The US Department of Education characterizes seventeen of these eighteen counties as poor and rural. A large proportion of MMC students come from these counties, a demographic that has been historically underserved by higher education. According to institutional data, close to 54% of MMC students report being first-generation college students, and 54% are Pell-eligible.

Research shows that students from rural, poverty-stricken communities—particularly first-generation students—face an uphill battle against economic and cultural deterrents to attend and graduate from college (Aspelmeier, Love, McGill, Elliott, & Pierce, 2012). Thus, given the makeup of MMC's student body, the college is in a unique position to help its primarily rural and first-generation college students be successful, while at the same time serving the surrounding area. The ultimate goal of the institution is to better serve our students and surrounding community.

A. Students that Are First-Generation

Most first-generation students face pre-college challenges. In general, they:

- ❖ have lower Socio-Economic Status (SES),
- ❖ are more likely to be minority students,
- ❖ bring lower scores on scholastic and critical thinking measures,
- ❖ have stronger negative attitudes about their own academic potential,
- ❖ are less likely to report plans to pursue graduate degrees.

Once in college, differences between first-generation and continuing-generation students persist. First generation students report that they:

- ❖ experience lower levels of social and family support,
- ❖ feel less prepared,
- ❖ feel less knowledgeable about college,

- ❖ are more worried about failing,
- ❖ are less likely to live on campus. (Pike & Kuh, 2005)

In addition, first-generation college students, who are more likely to come from a working class environment, may find a cultural mismatch between the college's expectations for who they should be and their own self-identities (Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012). Expectations for students in the college setting tend to be based on middle-class norms that stress expressive independence and upward mobility, such as working independently, influencing others, and expressing oneself. Instead, many first-generation students come from backgrounds that both value and require interdependence (e.g., working with others, asking for and giving help, adjusting to others' expectations, etc.), which may put them at an academic disadvantage. Therefore, expanding the culture of the college to embrace values of interdependence as well as independence may serve to help remedy this disadvantage (Stephens et al., 2012). For MMC, a focus on HIPs will help balance the tasks of independence and interdependence for all of our students, since many of the evidence-based practices appeal to collaborative effort and the common good. As Reinhart (2012) writes in his article "Teaching with High Impact within a Splintered Culture,"

The [high-impact] practices connect with students, and give space for students to connect with each other. Empowerment comes as they find their voices and communicate more critically with others—enabling a collaborative life. (p. 1)

B. Students from Rural Backgrounds

According to Marcus and Rudnick (2017), a sense of hopelessness often affects rural families, as many parents believe that their children will grow up with a lower standard of living than they did. High school graduates from rural areas are more likely than their urban counterparts to think, "That's all the school I need. I'm just going to go and find a job." They are less likely to enroll in college than their urban and suburban peers and less likely to graduate college, if they attend. But the jobs that once existed in manufacturing have begun to leave rural areas, and agriculture has become increasingly automated.

Equipping MMC to attract and cultivate the students from the rural communities around us has become a priority, given research that indicates that college students from rural communities who attend large universities in urban areas feel more isolated, lonelier, and less confident than their urban and suburban counterparts. When they find that their life stories and background are not valued as much as those of urban and suburban students, students from rural areas are less likely to stay in college after their first year and, even if they persist past that, are less likely to graduate. Unfortunately, students from rural areas who attend and do succeed at large urban universities are not likely to return to their rural communities to serve in a professional capacity (Marcus & Rudnick, 2017).

C. Students from Lower-Income Households

Continued disparity nationally in the college graduation rates of high- and low-income students has been well-documented. According to the AAC&U (2015),

At all levels of US education, there are entrenched practices that reinforce inequities—and that lead to vastly different outcomes for low-income students and for students of color. We are failing the very students who must become our future leaders and citizens. (p. 3)

Today fewer than 30% of children born to families in the bottom income quartile are expected to enroll in college, compared to 80% from the top income quartile. The completion gap is even more substantial: students from high-income families are six times more likely than those from low-income families to complete a bachelor's degree by age 25, with 2015 data showing only 12% of those in the lowest quartile of income students obtaining a bachelor's degree by age 25 compared with 58% of those born into the most affluent income quartile (Cahalan, 2018).

D. Helping to Make a Change for the Better

Our college is poised to make a change for the better in our community. The location of Martin's campus in Pulaski, in the midst of high-poverty rural counties, is particularly advantageous to this area. We seek to attract students from our area, guide them to success in their academic and social/emotional development, and then have them graduate and give back to the surrounding community, as is consistent with MMC's mission statement to:

- ❖ provide undergraduate, graduate, and professional programs grounded in the liberal arts and sciences that are designed to prepare students for careers and lives of continued learning;
- ❖ promote a diverse and globally conscious learning community that nurtures intellectual, spiritual, social, and personal growth;
- ❖ serve the region and church through educational, spiritual, social, and cultural programs.

Martin is in a unique position to provide a quality liberal arts education while “growing our own,” who are more likely to return to their rural roots as contributing, socially aware citizens.

II. Alignment with MMC's Strategic Planning: A Plan to Enhance the Quality of Curriculum and Pedagogy.

In 2017, the MMC Executive Council developed a three-year strategic plan, setting goals for sustainability of the college and establishing priorities across college domains. With a graduation rate of 34% and a first year fall-to-fall retention rate hovering from 49% to 55%, student success was considered paramount. Targets of 45% graduation rate and 60% retention were established by the Council. Pathways to achieve these targets were set: developing highly effective advising practices, establishing early intervention protocols, securing and enhancing effective technology for students, and improving student community spaces. Related to student learning and engagement, the strategic plan proposed to establish high impact practices in the academic programs and, in conjunction with student life, to create a campus-wide student success strategy with common goals, consistent messages, and appropriate incentives. (See Appendix A, MMC College Student Data.)

In the search for effective interventions to the aforementioned pattern of inequity, studies from colleges that have redesigned and streamlined their curricula are beginning to show a positive impact on persistence, especially for the underserved students who make up the majority of Martin students. According to the report, *High Impact Practices and Low-income Student Success: What Works?*, when students understand the sequencing of courses, that those courses are available to them in a timely and strategically scheduled manner, students demonstrate higher levels of persistence and graduate at higher rates (Yes, We Must Coalition, 2018).

As well, when evidence-based, high-impact practices (HIP) (e.g., service learning, study abroad, capstone classes, undergraduate research, etc.) are intentionally incorporated into the curriculum, students self-report gains in engagement, as well as in deep-approaches to learning and general, personal, and practical gains (Kuh, 2013).

Particularly for students at Martin, a streamlined and coherent curriculum infused with evidence-based practices seems essential for the success of our students as well as the health of our college. Hence, high-impact practices will be infused into the curriculum during a curriculum revision process; however, good pedagogy is good pedagogy, and no institution must wait to revisit general education before it can effect appropriate measures to improve pedagogy that, according to research, better serves its population. To that end, the focus of the college's new QEP for reaffirmation of accreditation is the infusion of HIPs into our liberal arts curriculum. The QEP will provide scaffolding for faculty and staff through training, resources, and consultation in research-based practices.

The QEP will run alongside the concomitant plan to revise the general education core curriculum from a strictly distribution model to a more streamlined, cohesive model that is foundational but is also integrated into major program requirements. (The curriculum revisions will be under the direction of the Provost, Academic Council, and the Faculty Core Curriculum Committee.) The curriculum revisions will be a two-step process: program-area revisions followed by redesigning the general education core.

As major program areas review their curricula under the auspices of the Provost, the MMC QEP will allow the institution a clear way to incorporate HIP-designated courses, categorize and systematize them, and account for their use vertically and horizontally through the curriculum. Currently, although most MMC academic programs include at least one common practice, such

as a capstone course, that may include evidence-based high-impact components, we have not yet systematized the process of evaluating these courses for key elements that would allow them to be designated an HIP course which, in turn, would allow for us to inventory what HIPs are offered across the curriculum. MMC has also not provided focused and sustained professional development for faculty support in the implementation of HIPs across the curriculum.

One reason for this lack of a systematic approach to HIPs is that until fall of 2015, the college had not seriously studied faculty load nor prepared a two-year rotation schedule of classes with the goal of making scheduling more predictable, and empowering faculty to have more say into when classes were offered. The typical course load for faculty was 15- hours per semester. After a two-year study of the schedule, in the spring of 2017, all but four faculty had a course load of below 15 hours; in fact, only five ranked faculty for spring 2019 are teaching 15 hours or more. Because of the reduction in teaching load, faculty have more of the time needed for the professional development necessary to study HIPs and their infusion and inclusion in to the curriculum.

During these program assessments and possibly revisions, the QEP will support the academic programs in HIP development.

III. QEP Topic Selection Process

In the spring and summer of 2017, Martin Methodist College began the process of identifying a Quality Enhancement Plan (QEP) that would address an identifiable gap in student learning and/or student behaviors. A series of workshops with the faculty provided a firm foundation for faculty in the process of reaccreditation and QEP development, allowed faculty to study the current trends in our student population, resourced the faculty as experts in our students' learning needs, and produced several possible QEP topics.

A. May 2017 Faculty Workshop

The topic selection process for the QEP began in May 2017 with a faculty workshop held in lieu of the annual end-of-the-semester faculty retreat. The workshop was led by the Provost, the SACS-COC liaison, and the chair of the QEP. The workshop included both informational sessions and collaborative cross-discipline faculty work sessions. The agenda included:

- ❖ Faculty development topics:
 - The SACS-COC and QEP process
 - High impact practices and student engagement indicators
 - Examples of QEPs from other campuses via the SACS-COC website
- ❖ Faculty collaborative work groups:
 - Brainstorming desirable student learning outcomes and/or behaviors
 - Brainstorming possible QEPs for Martin

Following the workshop, an on-line survey was used for faculty to report the student outcomes they thought to be most important for the college. Response categories

included student remediation and retention, upgrading the curriculum, writing and reading, critical thinking, information literacy, student support, quantitative literacy, oral communication, and citizenship.

B. August 2017 Faculty Workshop

A two-day workshop was held before the opening of the fall semester led by the chair of the QEP and the Director of Institutional Research. The purpose of the workshop was to establish four to six well-formulated QEP topics by the end of the second day. The agenda for the first day, adapted from Sewell (2017), included guided questions:

- ❖ Building on who we are and why we are here
 - What are Martin’s unique characteristics?
 - Which of these characteristics might Martin build upon for the QEP?
 - Which of these might be important to consider when selecting and developing Martin’s QEP?

- ❖ Implementing our ideas
 - What do you want your students to know or do differently (Student Outcomes)?
 - “Our students would know...”
 - “Our students would do....”
 - Which two or three topics from our May session best fit those learning outcomes? What kinds of programs might help Martin to advance those student learning objectives?
 - What is Martin trying to change/achieve as an institution? In other words, after five years, how would your institution noticeably improve?

On day two, based on faculty discussions described above, cross-disciplinary small groups chose a QEP topic most preferred by the small group and then fleshed out the topic idea with learning outcomes and programing ideas. Group topic proposals and QEP descriptions are listed in Table 1.1 below.

Table 1.1

QEP Faculty Workshop August 2017; Focused ideas from inter-disciplinary small groups.
Revise and modernize the general education core curriculum to enhance student engagement, learning, and retention.
Improve core curriculum by integrating critical thinking, writing, and information literacy. Streamline the classes to meet our students’ needs more fully by having category/competency-based choices.

<p>Revise the general education core to: Reduce the number of credit hours in the core; Intentionally infuse high-impact learning practices through the core; Shift the focus of the core more toward learning outcomes/skills/abilities and less toward content; Shift some of the teaching of/assessing of core learning outcomes into upper-level courses already in the majors.</p>
<p>Establish a student mentoring program, pairing an upper-level Martin student with first-year students. Continuing mentoring program through a junior year experience.</p>
<p>Establish a program to advance critical thinking, cognitive skills, problem solving, and student engagement, in order to prepare first-generation college students for success in and out of the classroom and foster a sense of respect and responsibility for themselves and for those around them.</p>
<p>Establish a program of undergraduate research to increase the quality of student higher-level thinking and increase the potential for personal growth and career-readiness.</p>
<p>Create a junior year experience, providing internships for every major and focusing on increasing the students' oral and written communication skills.</p>

C. January 2018 Faculty Rank-Ordered Voting of Proposed Topics

At the January regular Faculty Meeting, faculty voted by secret rank-ordered ballot for their top QEP topics resulting from the August workshop. Top choices by rank were revision of the general core curriculum, a focus on critical thinking, and undergraduate research.

D. Spring 2018 QEP Topic Development Committee Formation

The Topic Development Committee—comprising staff, administrators, and faculty representatives from all divisions—met several times over the spring semester to further define the QEP and to delineate the relationship of college internal committees and campus structure to the QEP. The committee highly favored a QEP that would involve program revision of core courses with an intentional infusion of evidence-based practices (e.g., HIPs). The committee recommended that a QEP oversight committee partner with the Core Curriculum Committee (a Faculty Standing Committee) to provide leadership, resources, and faculty development for infusion of best practices into revised core course development.

E. Summer 2018 Continued Training and Formation of the QEP Committees

A representative group from the Topic Development Committee was chosen by the Provost to attend the AAC&U Institute on High-Impact Practices. This group, with additional members, became the QEP Steering Committee, being representatives from both the original Topic Development Committee, the Core Curriculum Committee, and two MMC alumni. The QEP Assessment Committee was also formed to include some members of the Steering Committee and two additional faculty members with experience in research and assessment. The QEP Advisory Council was formed to include staff and faculty. Student representatives will be appointed to the Council by each Division in spring 2019. (See Appendix B.)

F. August 2018 Meeting with Visiting SACS Vice-President

We are reminded in the *SACS Handbook for Institutions Seeking Reaffirmation* (2017 update) that

Developing a QEP is a recursive rather than a linear process, much like any other important, deliberative, and reflective planning and writing project. An institution should expect the focus and framework for the QEP to shift and evolve as the research, writing, talking, and campus participation occur. (p. 42)

While the original leaning of MMC's faculty and staff was for the QEP to encompass both revision of our core curriculum and infusion of HIPs into the curriculum, after discussion with our SACS-COC consultant, Dr. Denise Young, the Team decided that our focus was too broad. The revision of a core curriculum can be arduous, controversial, and lengthy (Hachtmann, 2012). This might especially be the case at our small college whose core curriculum has changed little from the freshman-sophomore prescriptive guidelines left over from Martin's years as a junior college (MMC became a four-year institution in 1993). Therefore, In August 2018, the decision was made to concentrate our QEP on the infusion of HIPs into the curricular and extra-curricular platforms on campus through a program of faculty and staff development around HIPs.

DRAFT

CHAPTER 2: REVIEW OF THE LITERATURE ON HIGH-IMPACT PRACTICES

I. Liberal Arts Education at the Crossroads

At the heart of enhancing student learning are the educators' desired student learning outcomes. As liberal arts educators, we are about the business of developing "wise citizens" (King et al., 2007). We must work toward student outcomes that integrate the qualities of mind, commonly associated with developing wisdom, with the responsibilities of commitment to community. Student learning outcomes that equip a diverse population of students with both knowledge and commitment beyond themselves need to reflect the current rapidly evolving societal context. Thus, a more holistic and integrated approach to developing student outcomes is needed that give students skills for life that are transferable and context free (King et al., 2007).

The Wabash National Study of Liberal Arts Education (WNSLAE) proposed seven over-riding student outcomes important for a liberal arts education (King et al., 2007):

- ❖ Integration of learning,
- ❖ Inclination to inquire and to lifelong learning,
- ❖ Effective reasoning and problem solving,
- ❖ Moral character,
- ❖ Intercultural effectiveness,
- ❖ Leadership,
- ❖ Well-being.

King and her colleagues with the Wabash National Study proposed that these learning outcomes were interdependent, mutually shaping one another, and part of a larger developmental process taking place within the individual.

A holistic and integrated approach to student outcomes is also reflected in the Association of American Colleges and Universities' (AAC&U) Essential Learning Outcomes. These oft-used learning outcomes (which MMC adapts for the core curriculum learning outcomes) were first published by the AAC&U's National Leadership Council as part of the organization's Liberal Education and America's Promise (LEAP) initiative (AAC&U, 2007). The report speaks to the evolving social context also recognized in the Wabash National Study. The AAC&U Leadership Council stated in *College Learning for the New Global Century*:

AAC&U launched the LEAP initiative because the academy stands at a crossroads. Millions of students today seek a college education, and record numbers are actually enrolling. Without a serious national effort to recalibrate college learning to the needs of the new global century, however, too few of these students will reap the full benefits of college (p. vii)...The LEAP National Leadership Council calls on American society to give new priority to a set of educational outcomes that all students need from higher learning, outcomes that are closely calibrated with the challenges of a complex and volatile world. (p. 2)

In order to insure the value of a college education, we must focus student learning outcomes on "work, life, and citizenship." The Essential Learning outcomes proposed by AAC&U (2007) are:

- ❖ Knowledge of Human Cultures and the Physical and Natural World
- ❖ Intellectual and Practical Skills
- ❖ Personal and Social Responsibility
- ❖ Integrative and Applied Learning.

(A full description of these outcomes is found in Appendix C.)

A decade after the LEAP initiative, in the new strategic plan for 2018-2022, “Educating for Democracy,” AAC&U (2018) reports that the need for transferable and context-free skills continues all the more:

Increasingly, college and university graduates are called upon to address multiple interconnected challenges by integrating their knowledge and skills across disciplinary areas—including the sciences, technology, the humanities, the arts, the social sciences, and the professions—in support of discovery and innovation. Thus, student success extends beyond degree completion to encompass students’ attainment of broad and in-depth knowledge, the capacity to integrate and apply learning in new circumstances, and the creativity and resilience necessary to address real-world problems.
(p.3)

II. High-Impact Practices

According to Seifert, Gilling, Hanson, Pascarella, & Blaich (2014), much impact research has been initiated in response to criticism of liberal arts education. However, it is guidelines introduced in by Chickering and Gamson (1987), in response to ongoing criticism of the liberal arts, which have continued to impact research into evidence-based pedagogy, even in the context of continuing and evolving needs in liberal arts. In fact, the NSSE is an operationalized version of these guiding principles (Kuh, as cited in Seifert et al., 2014). Proposing seven common sense guidelines for improving teaching and learning, Chickering and Gamson (1987) stated that good practice in undergraduate education

- ❖ Encourages contacts between students and faculty.
- ❖ Develops reciprocity and cooperation among students.
- ❖ Uses active learning techniques.
- ❖ Gives prompt feedback.
- ❖ Emphasizes time on task.
- ❖ Communicates high expectations.
- ❖ Respects diverse talents and ways of learning.

Researchers have continued to hone pedagogical practices that have proven effective in supporting holistic and integrated student learning outcomes appropriate for the society our students will enter into. Evidence-based instructional practices have been identified through major research initiatives incorporating cross-institution findings. For example, multi-site studies through the Center for Community College Student Engagement, a research and service organization established in 2008 through the University of Texas at Austin’s College of Education, have identified fourteen practices highly effective during the first two years of college:

- ❖ First-year experience,
- ❖ Learning communities,

- ❖ College orientation,
- ❖ Student success course,
- ❖ Accelerated courses or fast-track programs in developmental/remedial education,
- ❖ Academic goal setting and planning,
- ❖ Experiential learning beyond the classroom,
- ❖ Tutoring,
- ❖ Supplemental instruction,
- ❖ Assessment and placement,
- ❖ Registration before classes begin,
- ❖ Class attendance,
- ❖ Alert and intervention.

Kuh (2008) also consolidated research findings into a set of evidence-based practices he labeled High-Impact Practices (HIPs). Based on a review of other studies and his own research from the National Survey of Student Engagement (NSSE), Kuh concluded that these practices were worthy tools to be used in conjunction with each other, and that their impact might particularly resonate with at-risk and under-served students. The eleven HIPs proposed by Kuh (2008) and endorsed by the AAC&U are:

- ❖ First-Year Experiences,
- ❖ Common Intellectual Experiences,
- ❖ Learning Communities,
- ❖ Writing-Intensive Courses,
- ❖ Collaborative Assignments and Projects,
- ❖ Undergraduate Research,
- ❖ Diversity/ Global Learning,
- ❖ ePortfolios,
- ❖ Service Learning and Community-Based Learning,
- ❖ Internships,
- ❖ Capstone Courses and Projects.

When evidence-based HIPs are intentionally incorporated into the curriculum, students self-report gains in deep learning and engagement, as well as general, personal, and practical gains (Kuh, 2013). The AAC&U advocates the use of HIPs to promote the Essential Learning Outcomes (Finley & McNair, 2013).

A. Deep Learning

It is the quality of the approach to learning a student takes that will impact the quality of the learning that ensues (Nelson Laird, Seifert, Pascarella, Mayhew, & Blaich, 2014). A deep approach to learning (DAL), as opposed to a surface approach, produces a rich understanding of concepts, allows for an understanding of how ideas relate to and integrate with each other, and results in the ability to apply the information in new ways and in new circumstances (Bowden & Marton, as cited in Nelson Laird et al., 2014). The importance of deep learning in the college setting is evident in its association with higher grades as well as increased retention, integration, and transfer of information. Thus, deep approaches to learning need to be encouraged in higher education to make students ready to show transferable and context free skills, which AAC&U (2018) states is necessary for current graduates to have as they enter society as adults. Behaviors and strategies that make up students' approaches to learning can be taught and encouraged, and thus show improvement over time (Ormrod, Anderman, &

Anderman, 2017). According to Nelson Laird et al. (2014), students who have a deep approach to learning show a personal commitment to understand the material and have a greater enjoyment of learning. They tend to use multiple strategies, such as:

- ❖ Reading widely,
- ❖ Discussing ideas with others,
- ❖ Pulling from multiple resources,
- ❖ Reflecting on the learning process,
- ❖ Applying knowledge in real world situations
- ❖ Integrating and synthesizing information with what one has learned previously.

Kuh's (2013) research with the NSSE shows that deep learning is significantly related to the HIPs of learning communities and service learning at the first-year level, and study abroad, student-faculty research, internships, service learning, and culminating (capstone) experiences at the senior level. The MMC student response to the items related to deep learning on the NSSE will be monitored over the course of the QEP. For additional information about our NSSE assessment, see Chapter 5.

B. Engagement Indicators and Self-Perceived Gains

The same six HIPs listed as having a statistically significant relationship in national data to deep learning were also significantly related to the NSSE scales for engagement and perceived gains in a variety of personal and social development, practical competence, and general education competency areas (Kuh, 2013). The perceived gains scale includes 18 items, listed below. Those with an asterisk are items that over 50% of Martin 2017 seniors endorsed as personal gains due to their own college experience:

- ❖ Thinking critically and analytically * (94%)
- ❖ Working effectively with others* (89%)
- ❖ Developing a personal code of values and ethics* (85%)
- ❖ Writing clearly and effectively* (83%)
- ❖ Speaking clearly and effectively* (81%)
- ❖ Acquiring job or work-related knowledge and skills* (78%)
- ❖ Solving complex real-world problems* (68%)
- ❖ Understanding people of other racial and ethnic backgrounds* (67%)
- ❖ Analyzing quantitative problems* (65%)
- ❖ Being an informed and active citizen* (52%)
- ❖ Gaining in personal and intellectual development
- ❖ Contributing to the welfare of the community
- ❖ Developing a deepened sense of spirituality
- ❖ Understanding self
- ❖ Voting in local, state, or national elections
- ❖ Learning effectively independently
- ❖ Acquiring a broad general education
- ❖ Using computing and information technology.

NSSE engagement indicators are based on items related to academic challenge, active learning, experiential learning, learning with peers, experiences with faculty, and campus environment. Items that MMC seniors endorsed at a higher level than our comparison

schools were collaborative learning and student-faculty interaction. The items that fewer than 50% of our seniors endorsed are items the QEP can target for change over the course of the QEP.

III. High-Impact Practices and Conditional Outcomes

The positive outcomes of HIPs have already been well established (Brownell & Swaner, 2009; Kuh, 2008, 2013; Gowan, Mitchell, & Reason, 2017; Kilgo, Ezell Sheets, & Pascarella, 2015). However, HIPs should not be seen as a “magic bullet” for the challenges of undergraduate liberal arts colleges (Seifert, Gilling, Hanson, Pascarella, & Blauch, 2014). Research on the effects of high impact practices through the Wabash National Study indicates that the influence of these practices is conditional, being related to pre-college background (e.g., socioeconomic status, first-generation college, etc.) and personal characteristics (e.g., pre-college effective reasoning and problem solving skills, inclination toward life-time learning, etc.).

The Wabash study, based on results from 107 liberal arts colleges, showed that scores measuring the overall effect of HIPs may hide the nuances in benefits of HIPs. For example, quality interaction with faculty had its greatest effect on males at the lowest end of the academic distribution. In contrast, collaborative learning had a negative effect on a positive attitude toward literacy in students in the upper end of the distribution, while significantly positively impacting the lowest ACT group. Thus, assessment looking at HIP outcomes requires disaggregation of the data in order to see conditional effects.

In the Wabash study, the HIPs positively influenced senior year critical thinking, need for cognition, and positive attitude toward literacy. Engaging in interactive diversity and working with faculty on research had the greatest impact on those students entering college with relatively lower levels of both critical thinking skills and positive attitude toward literacy. Of course, while it would be expected that those scoring the lowest in entering college might reap the most benefit, these effects go beyond a simple regression toward the mean (Seifert et al., 2014). That is, students that enter with the lowest scores in critical thinking and lowest scores on positivity toward literacy derive the greatest benefit from HIPs.

Critical thinking skills in particular are influenced by high-impact practices. However, a campus climate can act to further the influence of HIPs when perspective-taking and ethical and moral reasoning are nurtured (Gowan, Mitchell, & Reason, 2017). In a study through the Research Institute for Studies in Education (RISE) program at Iowa State University, using the Personal and Social Responsibility Inventory (PSRI), when individual student-engagement in high-impact practices was controlled for, a campus climate which encouraged civic learning was the most influential variable on critical thinking outcomes. By attending to the campus climate, colleges can reinforce campus values and connect campus rhetoric around HIPs with an increased sense of purpose for the students.

Bernstein (2018) writes that HIPs can help college educators guard against the “commoditization” of higher education. That is, while higher education is under pressure from policy makers for efficiency, and is judged on the ability to produce students that are readily employable and independent money-makers, we need to be more than that. As Bernstein says, “We are not attempting to churn out the maximum number of widgets at minimal cost. We are instead educating the global citizens of the future” (p.1). Based on the research on HIPs, we know that HIPs not only increase the level of learning beyond the normal classroom experience,

but also provide the student with transformational experiences and moments of meaning (Bernstein, 2018).

IV. HIPs and Faculty Development

Faculty often recognize many of the high-impact practices listed by the AAC&U as having been commonly used in various forms by teaching faculty in most colleges and universities. However, the difference between *common practices* and those labeled *high-impact practices* is the application of research to help discern which aspects of the practice are those that produce the desired “high impact” on learning. As well, according to Finley (2012),

Individually, these practices are not necessarily new either to campus practice or to research and scholarship. However, evidence of their collective utility as a practical framework for maximizing students’ active engagement in learning, and the growing evidentiary connection between the use of these practices and positive gains in learning outcomes, have significantly altered discussions of institutional assessment. The emergence of national and campus data on high-impact practices has shifted the topic of discussion from whether students are learning to how students could be learning better. (p. 23)

Faculty development around HIPs can help to “create positive HIP learning environments in which high quality relationships are fostered, expectations are articulated clearly, and diverse perspectives are valued” (p.559), according to Seifert et al. (2014). Also, the conditional effects of HIPs make faculty development crucial to implementing an HIP program on campuses. Faculty development can help to ameliorate the few negative interaction effects of some personal variables. For example, if faculty are aware that collaborative learning may have a negative impact on positive attitudes toward literacy in students that are the strongest academically, then faculty can work together to discover ways for higher level students to benefit from collaborative learning, such as helping the students see the importance of their role in making the group experience a positive one (Seifert et al., 2014).

However, it is not just the mere presence or absence of HIPs in the college curriculum that is of importance; HIPs cannot be evaluated in a dichotomous way (AAC&U, 2018). It is the manner in which HIPs are implemented that will influence the effectiveness of these best practices. There is great deal of variation across and within campuses in term of quality of practice and impact on students (Kuh, 2013). These variations of engaged, active, experiential learning can impact student engagement and effort, and therefore student learning outcomes. Kuh (2013) states that there are common features across effective practices:

- ❖ Performance expectations set at appropriately high levels,
- ❖ Significant investment of time and effort by students over an extended period of time,
- ❖ Interactions with faculty and peers about substantive matters,
- ❖ Experiences with diversity,
- ❖ Frequent, timely feedback,
- ❖ Periodic, structured opportunity to reflect and integrate learning,
- ❖ Opportunities to discover relevance of learning through real-world application,
- ❖ Public demonstration of competence. (p. 8)

Julie Hatcher, executive director of the Center for Service and Learning at

Indiana University–Purdue University Indianapolis (IUPUI), was cited in AAC&U (2018): “What we don’t know enough about is what the various dimensions [of high-impact practices] are and how those various dimensions influence student learning outcomes.” Therefore, faculty must focus on the quality of the HIPs as we further discern the impact of various components.

V. Taxonomies

To that end, the AAC&U provides clear descriptions of evidence-based HIPs. Taxonomies for evaluating courses purporting to use HIPs have also been developed. For example, faculty at IUPUI, formulated criteria to follow during HIP course design. Three levels of criteria are given in the taxonomies – high, higher, and highest impact. At IUPUI, courses only have to meet the first level to be designated by the college as an HIP-infused course. For example, for undergraduate research, criteria for applied learning, a progression is seen across ratings, the first being the required level of “high impact” (see Table 2.1 below). Additional levels provide increasingly rich criteria for faculty to consider. Variation across impact levels may fit at various student levels (e.g., sophomore versus senior) and/or across types of colleges and universities (e.g., teaching versus research institutions).

Undergraduate Research Taxonomy (Partial) from IUPUI HIGH-IMPACT PRACTICE TAXONOMY (2018) (See Appendix D for the complete undergraduate research example of the taxonomies.)

Table 2.1

Attribute	High-Impact	Higher-Impact	Highest-Impact
Applied learning (application of current knowledge) is an essential component of research	Instructor selects research papers and provides assignments related to content; development of research questions and hypotheses related to assigned team-based projects.	Students draft a simple research study on an assigned topic following an independent literature review.	Drafting of an independent research study to fill a knowledge gap followed by completion of the research project.

There are both advantages and challenges to using taxonomies. According to Springer, in speaking of her experience at IUPUI, as cited in AAC&U (2018), a significant challenge in using taxonomies is faculty buy-in. Faculty may worry that taxonomies will be used to evaluate their teaching or to help them *improve* their teaching. It is important that faculty see guidelines as ways to *enhance* their use of HIPs. The ultimate goal of using taxonomies needs to be made clear as faculty are asked to use taxonomies: taxonomies are used to insure the students gain the most benefit from HIPs. When the focus is clearly switched to students and student success, faculty tend to be supportive, according to Springer.

CHAPTER 3: FOCUS OF THE QEP AND DESIRED OUTCOMES

Three decades ago, in response to growing criticism of higher education (apathetic students, illiterate graduates, incompetent teaching, and impersonal campuses), Chickering and Gamson (1987), as cited in Chapter 2 above, wrote, “There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.” It is on these precious resources that we focus our QEP.

MMC is dedicated to putting its students at the forefront of its QEP as we infuse HIPs into our classes and throughout our curriculum. To that end, the mechanism by which we hope to improve education for our students at MMC is through a focus on the precious resource of our faculty: through development opportunities that include ongoing pedagogy workshops on high-impact practices (HIPs), national conferences, learning communities, and leadership opportunities.

As described in the literature review in Chapter 2, HIPs have been recognized by the Association of American Colleges & Universities (AAC&U) as a tool that has “been widely tested and [has] been shown to be beneficial for college students from many backgrounds,” especially those from underserved populations (Kuh, 2008). Additionally, the AAC&U defines HIPs as “ways of engaging and challenging students—such as first year programs; intensive writing, collaborative assignments, undergraduate research, internships, and major projects that help students achieve essential learning outcomes” (AAC&U, n.d.). HIPs are commonly thought of as best practice models for faculty pedagogy that reach those students who are underserved in their respective college communities. By infusing these practices into MMC’s curriculum and campus programming, we will bolster student engagement and help develop students who are ultimately more successful as they move from MMC to careers, graduate programs, or their home communities.

The QEP specifies three goals to enhance the learning environment and posits that doing so will support the fourth goal--to enhance student success. The goals are to:

1. Increase the number of HIPs that support the learning outcomes of the QEP,
2. Increase participation in HIPs, particularly by students in historically underserved groups; and
3. Enhance student capabilities as life-long learners, through improvements in the learning environment, as evidenced by performance on the National Survey of Student Engagement’s (NSSE) ten engagement indicators; on the Personal Social Responsibility Inventory’s (PSRI) five dimensions of personal and social responsibility, and the factors of critical thinking and openness to diversity and challenges; and surveys of Tendency Toward Lifetime Learning and perseverance.

The QEP specifies one goal related to overall student success. The goal is to:

4. Contribute to the increase in the college’s student retention and graduation rates by increasing the number of HIPs available to students.

Details of how the College will assess these four goals and our targets for completion are given later, in Chapter 5 of this document.

Based on our goals, a successful QEP at Martin Methodist College should enrich the learning environment for all students. However, as over half of our students are members of an underserved student population, the QEP campus-wide efforts will work toward providing the enrichment for our rural, low-income, first-generation students, thus serving the aim of making excellence inclusive (Schneider, 2008).

A successful QEP will be defined by our ability to:

- ❖ Develop faculty capacity in evidence-based pedagogy,
- ❖ Build a strong base of resources for QEP development,
- ❖ Delineate relevant HIPs,
- ❖ Educate students and the MMC community about HIPs,
- ❖ Coordinate the implementation of HIPs within and across the curriculum,
- ❖ Track student participation in HIPs through the Registrar's Office and, in some instances, Campus Life,
- ❖ Identify and address barriers to faculty and student participation,
- ❖ Correlate participation in the HIPs with student learning/student success.

CHAPTER 4: IMPLEMENTATION, RESOURCES, AND TIMELINE

The *SACS-COC Resource Manual for the 2018 Principles of Accreditation* (2018) includes a provision in Principle 7.2 that the college should both present a Quality Enhancement Plan (QEP) that includes “a carefully designed and focused course of action,” and also show supporting evidence that it is able to “commit resources to initiate, implement and complete the QEP” (pp.58-59). In addition, SACS-COC states in the *Manual for Institutions Seeking Reaffirmation* that “Institutions need to take care to ensure that all activities are included on the timeline and that they are rolled out in an orderly and manageable sequence.” To those ends, this chapter includes an implementation plan with timelines, as well as information on the resources, both existing and needed, for the successful implementation and completion of the plan. It also provides an organization chart to show how the QEP will fit within the college’s overall structure.

MMC’s QEP aims to infuse the core and program curricula with evidence-based high-impact practices (HIPs) during curricula revisions, as described in Chapter 1, section 2, above. We have a target for the development of at least two new or revised HIPs by each academic program across four liberal arts divisions and eleven program areas:

1. Division of Humanities (English, Music, and Religion)
2. Division of Mathematics and Science (Biology, Chemistry, and Mathematics)
3. Division of Social Science (Behavioral Science, History, and Criminal Justice)
4. Division of Education (Health Performance/Physical Education and Sports Management)

Faculty will seek HIP-designation for their courses through a gateway process, where course-design is reviewed and recommendations made to ensure courses provide the evidence-based practices known to enhance student learning and success. The gateway committee will include the Registrar and a combination of QEP Steering Committee members and Faculty Fellows as would be most appropriate for the type of HIP course being assessed. The gateway process is important as we attempt to assess the influence of these courses that meet HIP standards on QEP outcomes.

While curriculum revisions will require time beyond five years, it is expected that our focused and dynamic plan to increase high-impact practices through faculty development will “launch a process that can move [our] institution into a future characterized by the development and/or modification of creative, engaging, and meaningful learning experiences for students” (SACS-COC Handbook, p. 40), and will enhance the curricula revisions.

Table 4.1 provides a broad timeline for the five-year implementation of the QEP. It identifies the broad actions to be performed, the responsible parties, and the expected effects.

**Infusing High-Impact Practices into the Curriculum
Table 4.1**

Action (Responsible Party)	Impact/Purpose	Time Frame
Pre-Year (Fall 2018 through Summer 2019)		
Provide QEP update and overview of HIPs during fall orientation (Steering Committee)	Updates faculty on status of QEP development; introduces the concept of high-impact practices.	Fall 2018
Pilot faculty survey of high-impact practices currently used by faculty (Steering Committee)	Serves as a pre-training indicator of HIPs and other engagement practices used by faculty.	Fall 2018
Capture testimonials by students from each major to share how faculty have impacted them (Provost)	Provides faculty with first-hand evidence of how they are positively affecting the lives of students.	Spring 2019
Core Curriculum Committee begins evaluation of General Education. (Provost and Core Curriculum Committee)	Initiates move toward a more streamlined and coherent general education core. Initiates attempt to reduce obstacles for students by reducing prerequisites and strategically timing schedule of all courses.	Fall 2018
Present QEP to members of the SACSCOC onsite reaffirmation committee (Steering Committee and SGA)	Demonstrates compliance with the Principles of Accreditation 7.2.	February 25-28, 2019
Year 1 (Fall 2019 through Summer 2020)		
Provide QEP update during fall faculty and staff orientation (Steering Committee)	Updates faculty and staff on status of QEP development.	Fall 2019 and ongoing
Provide extensive HIP training during 3 days of faculty conferences (Steering Committee)	Provides faculty with information to help select appropriate HIPs to incorporate into their courses.	Fall 2019
QEP Steering Committee and Registrar develop gateway process for identifying designation of HIP courses	Provides mechanism for HIP course designation through the Registrar's office for the purpose of student transcripts and QEP assessment.	Fall 2019

Programs begin process of evaluation and revision (Provost and Academic Council)	Provides foundation to transition to more coherent and streamlined major and core curriculum.	Fall 2019 and ongoing
Programs identify courses to expand opportunities for students to participate in high-impact practices (Faculty)	Provides the opportunity to expand HIPs into new courses and majors.	Spring 2020 and ongoing
Year 2 + (Fall 2020 through Summer 2021)		
Process of program and core evaluation and revisions continue (Provost, Academic Council, and faculty)	Continues to work on more coherent, streamlined curriculum	Fall 2020 and ongoing
Target of 50% of programs evaluate two new or revised courses that integrate high-impact practices (Program faculty)	Provides opportunities for students to engage in high-impact practices in order to increase engagement, success, and retention	Fall 2020
Years 3 through Year 5 (Fall 2021 through Summer 2024)		
Courses in each liberal arts program area will include a target of 2 HIPs across core and major coursework. (Program faculty)	Provide opportunities for students to engage in high-impact practices in order to increase engagement, success, and retention. Increase retention and graduation rates. Enhance student capabilities as life-long learners	Spring 2024

I. Faculty Development Implementation Plan

To achieve the target of two high-impact practice courses per program area, we believe that an aggressive faculty development plan (described below) focused on evidence-based practices will engage the faculty in a cultural shift toward more engaged, student-focused, evidence-based teaching, and that beyond the five-year plan the focus on this quality-enhanced teaching will continue to grow.

A. Many of the academic program areas use aspects of the eleven HIPs endorsed by the AAC&U (Appendix E), such as capstone or writing-intensive courses. However, across the board, these courses have not been systematized, recorded, institutionalized, or evaluated for their inclusion or infusion of HIPs. By training faculty about what research has shown to be key ingredients of HIPs and by developing courses around rubrics and taxonomies, the college will be able to refine practices already in place. **Initiation of new or revised HIPs into the curriculum will increase our overall number of HIP courses taught in the liberal arts programs to 22, with a target of 11**

new or revised HIP courses by Year 3 (fall 2021) and 22 HIP-designated courses by Year 5 of the QEP. For a full summary of all proposed assessment measures and targets, see Table 5.1 on p. 36.

B. The plan for faculty development is four-fold. Note: The four strands of faculty development discussed below all support the four QEP goals discussed in Chapter 3, and all carry their own objectives, activities, and targets, which will be assessed as described below in Chapter 5. For a full summary, again, see Table 5.1.

1. QEP Faculty Fellows

Faculty members given the opportunity to serve in a leadership role in the development of evidence-based pedagogy

The QEP-HIP Faculty Fellows Program is designed to give individual faculty members the opportunity to serve in a leadership role in the development of evidence-based pedagogy. **Four Fellows** will be selected during Year 1 who will become MMC's "resident experts" on two HIPs each, for a total of eight HIPs, chosen based on which HIPs the faculty express the strongest interest in at the beginning of the QEP. Additional Fellows may be chosen as the plan progresses, based on faculty need and available funding. The QEP Steering Committee and QEP chair will be available for supplemental training on additional HIPs and will assess the need for additional Fellows over time, based on faculty and Academic Council feedback.

The expectation of the program is that the selected fellows will serve for the duration of the QEP as a support for other faculty around the Fellows' assigned HIP topics by providing workshop training; mentoring faculty in theory, research, and application of specific HIPs for the Summer Faculty Learning Communities; creating a deliverable (white paper or learning module) on their topics for college use; participating in the gateway process for HIP-course designation; and, as much as possible, taking part in the broader workings of the QEP. Faculty Fellows will receive a stipend.

2. Ongoing Workshops

Workshops occurring yearly during opening conferences of the school year

These workshops began in Fall 2018, with two days of training providing exposure to the QEP process, a look at various core curriculum models (distributional, topical, and hybrid), and a survey of selected HIPs (Writing Intensive, Service Learning and Community-based Learning, Diversity and Global Learning/Study Abroad, Common Intellectual Experiences, etc., through discussion of the core models).

The Opening Conferences in fall 2019 will mark the official beginning of our QEP, with in-depth coverage of those HIPs selected by faculty to include theory, application, and research of each of the practices presented by participants in the two national AAC&U HIP Institutions.

Opening conferences thereafter will focus on general training on specific HIPs, based on faculty interest and need. Workshops based on additional HIPs and other topics relevant to the QEP will be available during some months through the Center for Teaching Excellence (CTE) series. The QEP Steering Committee will work with

the chair of the CTE committee to incorporate training through the CTE venue based on needs voiced by faculty. **The target for yearly opening conferences and additional workshop training is 90% full-time faculty in attendance.** Adjunct faculty will be invited to attend.

3. Summer Faculty Learning Communities.

High-Impact Practices Summer Faculty Learning Communities: Growing a High Impact Culture through Course Redesign

The High-Impact Practices Faculty Summer Learning Community (FSLC), beginning the summer of 2020, will be a professional development opportunity for MMC full time faculty. The FSLC will provide a mix of interactive workshops and research and writing time designed to help faculty integrate HIPs into their courses. With the help of MMC QEP Fellow and Steering Committee members, participating faculty will learn about recent best practice research, new techniques, effective implementation strategies, solutions to common problems, and various assessment methods. By the end of the two-week session, the target is for participants to have successfully designed a course with integration of a high-impact practice. During the school year, there will be ongoing support through the Learning Community (FLC) and additional time with Fellows. The FLC will meet monthly to continue the cohort experience, giving an opportunity to share ideas, receive feedback, and support colleagues. In addition to a \$1000 stipend, the FSLC experience will provide:

- ❖ The research, the tools, and the guidance to integrate a specific HIP into a course,
- ❖ Dedicated time to focus on course planning and redesign with techniques that foster student engagement,
- ❖ The opportunity to interact and exchange ideas with others across disciplines, and
- ❖ Coaching during and after the FSLC to help implement the HIP.

The target is to have four faculty members participate each summer over three summers. Additional FSLC will be held as needed.

4. Faculty Attendance at the AAC&U annual Institute on High-Impact Practices and Student Success (or other national conferences, based on acceptance).

The college will apply to the AAC&U for faculty to attend the Institute for summers of 2019, 2020, and 2021.

A team of five or six faculty, to include the QEP chair as team leader or other faculty member who has previously attended, will be sent by the college for professional development. Upon returning, each team will be commissioned to train faculty through the ongoing QEP workshops and conferences. (Attendees will likely, but not necessarily, include some Faculty Fellows.)

The QEP Steering Committee, after having experienced the professional growth and the team-building that can occur at such conferences, believe it to be cost-effective in the ongoing impact such participation will have on the college community.

The target is to have 40% of the Martin faculty trained through the AAC&U Institute or other appropriate professional conferences by fall 2021.

Faculty Development Implementation

Table 4.2

Goal/Action	Impact/Purpose	Time Frame
Pre-Year (Fall 2018 through Summer 2019)		
Introduce High-Impact Practices (HIPs) during pre-semester faculty conferences/workshops	Addresses need to provide faculty with opportunities to learn the nature and scope of HIPs	Fall 2018
Send faculty team of six to the AAC&U's Institute in High-Impact Practices (HIPs) For Summer 2019, two members of the QEP assessment committee (who are not also on the Steering Committee) will attend in addition to three other faculty members.	Provides in-depth training to a core of faculty that can implement HIPs at the program level. Provides support for the QEP process by increasing faculty ownership of the QEP.	Summer 2019 and ongoing through year two
Year 1 (Fall 2019 through Summer 2020)		
Incorporate QEP information into new full and adjunct faculty orientation (QEP Chair and Academic Affairs)	Provides opportunity for new faculty to begin on the "right foot" with regard to the QEP	Fall 2019 and ongoing
Include session on QEP and professional development opportunities during the Opening Conferences for all full and adjunct faculty (QEP Steering Committee)	Provides opportunity to inform faculty of progress to date and to outline upcoming activities	Fall 2019 and ongoing
Provide faculty and staff development workshops to provide in-depth training in research, application, and outcome of HIPs (QEP Steering Committee and the Center for Teaching Excellence [CTE])	Provides faculty the opportunity to develop their understanding of and skills in instructional practices associated with HIPs	Fall 2019 and ongoing

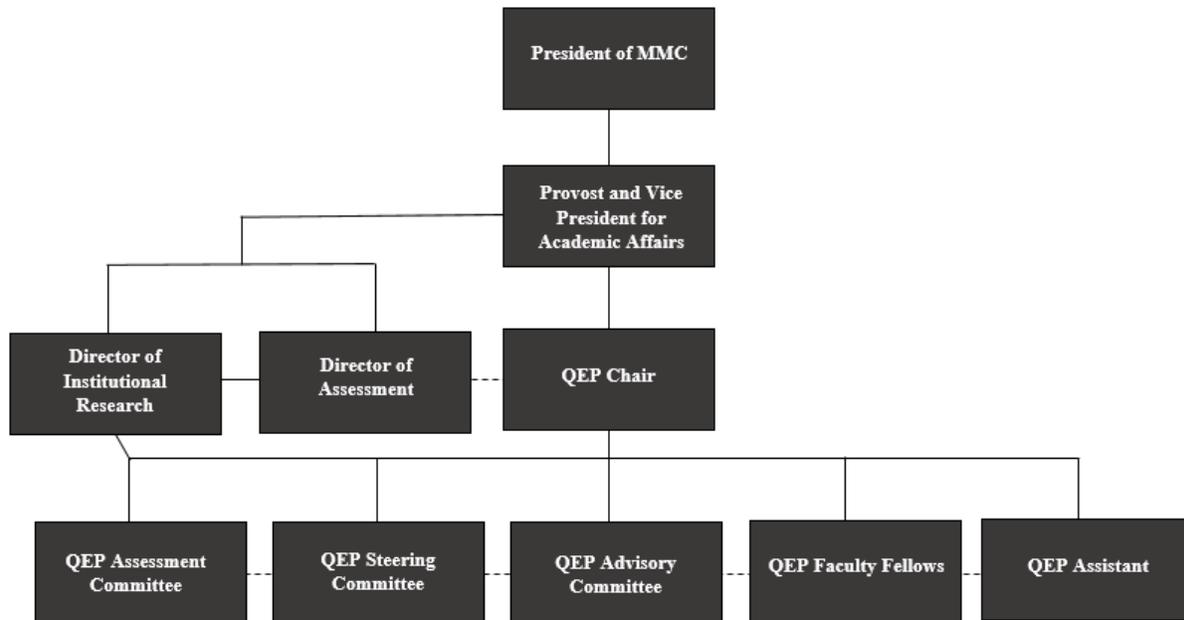
Initiate application process for Faculty Fellows	Allows faculty to express interest in specific HIPs. Provides adequate time for Spring 2020 Fellow selection by the Steering Committee.	Fall 2019
Collate information from Fall and Spring surveys and assessments to identify areas of HIP-focus for program areas (QEP Steering Committee, QEP Assessment Committee, and Registrar)	Provides an initial focus for faculty for HIP-infusion into the curriculum.	Early Spring 2020
Collate information from Fall and Spring surveys and assessments to identify areas to improve faculty and staff development (QEP Steering, QEP Assessment, Registrar)	Provides continuous improvement of the QEP	Early Spring 2020 and ongoing
Establish Summer Learning Communities focused on specific HIPs	Provides the research, the tools, and the guidance to integrate a specific HIP into a course, dedicated time to focus on course planning and redesign with techniques that foster student engagement, the opportunity to interact and exchange ideas with others across disciplines, and coaching during and after the FSLC to help implement the high impact practice	Early Spring 2020 and ongoing
Begin training faculty, as needed, on assessments for QEP data collection (QEP Chair, Director of Institutional Research, Assessment Committee)	Provides structured training for assessments	Spring 2020 and ongoing
Year 2+ (Fall 2020 through Summer 2023)		
Begin implementing revised and new HIPs into classroom instruction and extracurricular activities (Faculty and Academic Affairs)	Provides continuous improvement based on assessment results	Fall 2020 and ongoing

II. Organizational Structure

As Martin Methodist College moves from the planning and development stage of its QEP to implementing it, Figure 4.1 demonstrates the projected relationships among the various

constituencies responsible for the QEP's implementation. In this structural layout, solid lines represent functional relationships between constituencies, and dashed lines represent collaborative relationships. These component parts are detailed further in the following pages.

Figure 4.1



A. Provost and Vice President for Academic Affairs of MMC

Reporting directly to the President, the Provost and Vice President for Academic Affairs will provide oversight for the QEP's implementation and assessment by continual and close work with the Director of Institutional Research, the Program Assessment Chair, the QEP Chair, and the QEP Steering and Advisory Committees.

B. QEP Chair

Reporting directly to the Provost, the QEP Chair is responsible for overseeing the QEP and managing the various groups that make up the QEP Committees and Fellows. The QEP Chair acts as the chair of these groups and is essential in decision-making processes that help the QEP come to fruition for the betterment of the students and the college as a whole.

C. QEP Steering Committee

1. The QEP Steering Committee has the responsibility for planning, implementation, and oversight of the progress of the QEP. The QEP Steering Committee will oversee and provide administrative direction for all aspects of the QEP. The committee will set the timeline for implementation; will oversee the assessment strategy, results, and use of results; will prepare follow-up reports to SACS-COC; and will be responsible for planning for adequate resources for the QEP.

2. The QEP Steering Committee consists of a broad base of faculty and staff members from Martin Methodist's campus community including the Provost, the Math / Science Division chair, the Honor's Program chair and History Professor, the Program Assessment chair and English Professor, the Director of Institutional Research and Math Professor, a Biology Professor, the QEP chair and Psychology Professor, the Director of the Student Resource Center and English Instructor, and an Accountant from the Business Office. QEP Steering Committee is headed by the QEP Chair.

D. QEP Advisory Council.

1. The QEP Advisory Council provides insight, guidance, and active feedback during the implementation and assessment of the QEP. Responsibilities of council members are to serve as advocates of the QEP and to review and make recommendations for continuous improvement of the QEP implementation.
2. Developed from a broad base of constituencies across campus, the QEP Advisory Committee acts as a general voice of MMC and serves in a position to disseminate the QEP to the campus community.
3. The QEP Advisory Committee will also be essential to help the Steering Committee determine if the expectations of the HIP implementation and assessment are too high or low based upon what can be expected of students and faculty members. Membership on the QEP Advisory Committee will include faculty, staff, and four student members chosen by the four liberal arts divisions.

E. QEP Assessment Committee

1. The QEP Assessment Committee comprise QEP Chair, the Director of Institutional Research, the Director of Institutional Assessment, a member of the Behavioral Science faculty, a member of the Biology faculty, and a member of the Education faculty. The committee will work together to ensure collection, organization, and analyses of all QEP related data and information.
2. They will work together to provide yearly assessments of the QEP and will make sure to communicate any assessment issues to the Provost, QEP Steering Committee, the QEP Advisory Committee, and any other essential institutional constituencies.
3. The QEP Chair will use information from the QEP Assessment Committee to provide continual oversight for the QEP to ensure its effectiveness and offer revision in conjunction with the supporting committees as necessary.

F. QEP Assistant

1. For 8 hours a week, the Faculty Administrative Assistant will work specifically for the QEP chair and the QEP as a whole as the QEP Assistant.
2. The QEP Assistant will be responsible for fulfilling any required services that may be necessary for the write-up of the QEP, the maintenance of the QEP website, and any additional work that may be required to sustain and support the QEP.

G. QEP Faculty Fellows

1. Four QEP Faculty Fellows will be chosen from the faculty of MMC through an application process and will serve as the experts of specific High-Impact Practices (HIPs) as they are introduced on campus as part of the QEP.

2. The Faculty Fellows will be responsible for knowledge of specific learning taxonomies related to the HIPs, and be able to convey theory, research, and application as they will lead workshops and summer learning communities for the HIPs they specialize in. They will act as advisors to faculty members who want to implement specific HIPs in their classrooms, and they will serve on a gateway committee to help determine whether or not courses are HIP compliant for the purpose of student transcripts and QEP assessment.

III. Budget and Resources

The QEP will become part of the fabric of MMC’s educational structure and process, and MMC has committed to provide financial and physical resources to support the implementation of the QEP and its success in coming years. Table 4.3 below offers an outline of the QEP proposed budget from Year 0 to Year 5. This budget is being developed to help support the successful integration of high impact practices in coursework throughout MMC’s curriculum. The QEP budget will allow faculty members the opportunity to experience professional development, develop the HIPs in their own coursework, and implement them successfully over the 5-year period. The detailed budget below in Table 4.3 is incorporated into MMC’s budget by division. The budget will be continually monitored and evaluated annually to make adjustments as necessary.

Table 4.3

Academic Year						
Category	Year 0 2018-19	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Personnel						
Support Staff		\$4160.00	\$4160.00	\$4160.00	\$4160.00	\$4160.00
Release Time (1 class per semester) and two summer equivalents		\$8000.00	\$8000.00	\$8000.00	\$8000.00	\$8000.00
Subtotal		\$12160.00	\$12160.00	\$12160.00	\$12160.00	\$12160.00
Faculty Development						
Books, etc.		\$1000.00	\$1000.00	\$1000.00	\$1000.00	\$1000.00
AAC&U Institute		\$13500.00	\$13500.00	\$13500.00	\$0.00	\$0.00
Summer Learning Communities (QEP Fellows plus participant Stipends)		\$8000.00	\$8000.00	\$8000.00	\$8000.00	\$8000.00

Subtotal		\$22500.00	\$22500.00	\$22500.00	\$9000.00	\$9000.00
Communication						
Marketing (t-shirts, banners, etc.)		\$5000.00	\$0.00	\$0.00	\$0.00	\$0.00
Website		\$180.00	\$180.00	\$180.00	\$180.00	\$180.00
Subtotal		\$5180.00	\$180.00	\$180.00	\$180.00	\$180.00
Assessment						
National Survey of Student Engagement (NSSE)		\$3100.00	\$3100.00	\$3100.00	\$3100.00	\$3100.00
Personal and Social Responsibility Inventory (PSRI)	\$3300.00	\$0.00	\$0.00	3300.00	\$0.00	\$3300.00
Faculty Survey of Student Engagement (FSSE)		\$0.00	\$0.00	\$0.00	\$0.00	\$900.00
Subtotal	\$3300.00	\$3100.00	\$3100.00	\$6400.00	\$3100.00	\$7300.00
Total QEP Budget	\$3300.00	\$42940.00	\$37940.00	\$41240.00	\$24440.00	\$28640.00
Total budget over five years						

A. Faculty Development- As discussed earlier in the document, faculty development will be an essential part of the QEP's implementation. Faculty growth and education about HIPs will build the foundation of these best practices in the curriculum and ultimately create better experiences for the students during their time at MMC.

1. Books and Resources: Books and resources on HIPs will be purchased yearly to support the implementation of best pedagogical practices. The faculty and QEP Steering committee will be integral in determining which books and resources will be purchased and made available each year.

2. AAC&U Institute on HIPs: Association of American Colleges & Universities Institute on High-Impact Practices will serve as an integral part of the professional development for faculty members during the implementation of the QEP. Each summer for the first three years, teams five or six faculty members will travel with the QEP Chair (or another QEP Steering Committee member) to the institute and will develop their knowledge of HIPs through this immersive experience. They will bring back this knowledge and help bolster HIPs at MMC. (As much as possible, the QEP Faculty Fellows will be included in the numbers attending.)

3. Faculty Fellows: As described in II. G., Fellows will receive a one-time stipend of \$2000 as they lead a Summer Learning Community.

4. Summer Learning Communities: Each summer for the five-year duration of the QEP implementation, Summer Learning Communities (SLCs) will be formed with the focus ultimately being the creation or redesign of courses that have HIPs included in their structure. These groups will be organized and facilitated by QEP Fellows with six faculty members taking part each summer. These groups will be developed around a particular HIP and will be selected based upon faculty interest and demand. Each faculty member will receive a \$1000 stipend for participation in the SLC.

B. Communications-The dissemination of information concerning the QEP at MMC is critical to its success. Having information that is distributed early, quickly available, and centrally located will ultimately help the success of the QEP. Year One communications campaign and the dedicated QEP website will help us in this venture.

1. Marketing: During the first year of our QEP implementation, communication with entire college constituency will be key in developing student, faculty, and community knowledge of the QEP. This will be accomplished through a campaign to raise awareness of the QEP's direction and to help the MMC community envision what is to come over the five-year period.

2. QEP Website: For the duration of the QEP, the QEP Assistant will create and maintain a website dedicated to MMC's QEP. Here, background on the QEP at MMC, materials and additional resources for the QEP, and other information will be present to help maintain the QEP's focus. Additionally, this website will act as a centralized space for the QEP to be disseminated to the students, faculty, and MMC community at large.

C. Assessment-Ongoing and timely assessment will be important in the continued success of implementing and sustaining the QEP. Multiple assessments have been determined necessary to evaluate the effectiveness of our QEP. The FSSE, given spring 2018 as baseline and then at the end of the five-year time frame, and the PSRI, given Year 0 as a baseline, year three and year five, will all be used as benchmark tools of the QEP but additionally to determine the success of the QEP as well. The NSSE will be used as a tool to measure student engagement with the QEP across all five years of the QEP's duration.

1. NSSE: The National Survey of Student Engagement will be given yearly during the five-year duration of the QEP. This survey will help the QEP Chair and Committees continue to revise the QEP to tailor it to anticipated student need. The NSSE is discussed further in Chapter 5 on Assessment.

2. FSSE: The Faculty Survey of Student Engagement will be given during year five. (Baseline is the 2018 administration.) This survey will enable the QEP Chair and Committees to see the success of the QEP from the faculty's viewpoint, enabling revision based upon faculty concerns and student interest from the perspective of the faculty. The FSSE is discussed further in Chapter 5 on Assessment.

3. PSRI: The Personal and Social Responsibility Inventory will be given during the planning year (spring 2019) and then the third, and fifth years of the QEP to students, staff and faculty to assess campus climate. This inventory will indicate how the ideals of the students have changed over the course of the QEP's implementation to its fruition in five years. This survey will ultimately help inform our decisions regarding the success and continuance of the QEP. The PSRI is discussed further in Chapter 5 on Assessment.

Organizational Infrastructure Implementation Plan

Table 4.4

Goal/Action	Impact/Purpose	Time Frame
Planning years (Fall 2016 through Summer 2018)		
Identify QEP Chair (Provost)	Ensures continuity throughout the life of the QEP	Fall 2016
Organize QEP Planning Committee (representative of all academic divisions, Student Life, Institutional research, and Program Assessment) to begin monthly meetings	Ensures a broad base of participation in the planning and implementation of the QEP	Spring 2018
Identify representative members from the QEP Planning Committee to attend AAC&U Institute in High Impact Practices with the Provost and the Sacs Liaison	Ensures a broad base of participation in the planning and implementation of the QEP Insures high quality training Promotes collaboration and cohesiveness within the group attending	Spring/Summer 2018
Create membership of the QEP Steering Committee from the personnel attending the Institute, with the addition of a Business Office representative. QEP Steering Committee meets throughout the summer to continue designing the planning process	Ensures continuity throughout planning and implementation of the QEP; Provides for a highly trained and cohesive membership for the Steering Committee. Ensures a broad base of participation in the planning and implementation of the QEP	Summer 2018
Create membership of the QEP Advisory Council from a broad college constituency	Provides advocacy and support, ongoing review, recommendations, and guidance for the development, implementation, assessment, and continuous improvement of the Quality Enhancement Plan Ensures a broad base of participation in the planning and implementation of the QEP	Summer 2018
Pre-Year (Fall 2018 through Summer 2019)		
Plan regular meetings of the QEP Steering Committee.	Ensures continuity through planning and implementation	Fall 2018

Identify members for all standing QEP committees (Provost and QEP Chair)	Ensures a broad base of participation in the implementation of the QEP	Fall 2018
Hire part-time administrative assistant for the QEP.	Provides support for QEP chair and committee members	Fall 2018
Create QEP office space at the Johnston Classroom Center (Provost)	Provides space for the Administrative Assistant and serves as a resource center for faculty and staff around HIPs	Spring 2019
Finalize implementation plan (Steering Committee)	Provides map for implementing QEP	Spring 2019
Finalize assessment processes (QEP Assessment Committee)	Provides a means to obtain consistent data on QEP activities. Representatives from various areas of college business (QEP chair, QEP Assessment Committee, Director of Institutional Research and Registrar, Director of Program Assessment and faculty representatives will be able to identify where data is and how it can be extracted for the QEP Assessment.	Spring 2019
Develop process to record student participation in HIPs. (QEP Steering Committee with Provost and Registrar)	Provides mechanism to track student participation with data in one place and needed fields identified	Spring 2019
Review college strategies and assessment activities and processes (QEP Assessment Committee)	Ensures inclusiveness and quality of QEP Assessment, incorporate QEP assessment into overall College assessment.	Spring 2019 and ongoing
Create QEP/HIP website (QEP Chair, QEP Administrative Assistant, and Director of Communications)	Provides a mechanism to convey information about the QEP to all Martin Methodist College constituents.	Spring 2019
Present QEP to members of the SACSCOC onsite reaffirmation committee (All committees)	Demonstrates compliance with the Principles of Accreditation 7.2 A and C	February 25-28, 2019
Year 1 (Fall 2019 through Summer 2020)		
Identify resource materials for HIPs (QEP Chair, QEP Steering Committee, CTE Chair, and Information Technology)	Provides faculty with access to a wide variety of information and resources to successfully implement active and collaborative learning strategies, engagement practices, and other HIPs	Fall 2019 and ongoing

Select QEP Fellows (QEP Steering Committee and Provost)	Provides the human resources needed to augment the work of the QEP chair	Spring 2020
Assess all facets of the QEP (implementation, communications, student participation, assessment, student success objectives) for effectiveness and revise plans as necessary (QEP chair and Assessment Committee)	Provides evidence the QEP is impacting student learning and improving institutional success measures and identifies areas that are not performing as expected thus requiring corrective action	Fall and Spring and ongoing
Year 2+ (Fall 2020 through Summer 2021)		
Implement revisions to plan based on ongoing assessments	Completes action items produced during assessment review	Fall 2020 and ongoing
Implement new HIPs as they are identified	Represents a continuous expansion of the QEP	Fall 2020 and ongoing

DRAFT

CHAPTER 5: ASSESSING FACULTY AND STUDENT PARTICIPATION IN HIPS, HIP FEATURES, AND HIP EFFECTS

I. Introduction

The assessment of the Quality Enhancement Plan will include both direct and indirect and both formative and summative assessments to evaluate how participation in high-impact practices affects student learning and/or behavior, how the faculty development activities lead to changes in the learning environment, and how the integration of HIPs into the academic and social fabric of the college leads to improvements in student success as represented in retention rates, graduation rates, and indicators of inclination toward lifetime learning.

By creating and promoting a culture of high-impact practices in academic course work, the QEP is projected to be one of several college initiatives that should have an impact on institutional outcomes in retention and graduation rates. (Other college initiatives that would impact institutional outcomes would include student support services, such as academic advising, the Student Resource Center, and initiatives through the Office of Campus Life.) In order to track institutional outcomes, data for MMC students will be collected from the college Registrar for review every semester.

The QEP will put in place faculty development, HIP resources, and promotional programs to encourage the adoption of high-impact practices throughout the curriculum. Detailed records will be kept by the HIP office concerning these efforts in order to document the level and impact of HIP pedagogy. In order to understand how widely these efforts are felt on campus, regularly scheduled surveys and evaluations will occur.

While the QEP is meant to impact all of the campus community, we will pay special attention to our underserved rural, low-income, and first-generation MMC students. To that end, assessment of the impact of the QEP on student learning and success will use the inquiry-based model proposed by Finley and McNair (2013) in their book published by AAC&U, *Assessing Underserved Students' Engagement in High-Impact Practices* (2013). Their aim was to build on the work of George Kuh (2008, 2013) that indicates a cumulative effect of HIPs, with special gains for underserved students, as discussed in the literature review section of this document. In keeping with the zeitgeist of inclusive excellence and equity-mindedness (Schneider, 2008) that particularly resonates with the MMC community, our assessment will include the following questions, which will be discussed in conjunction with other assessment concerns in this chapter:

1. How do rates of participation in high-impact practices differ among students from various underserved and traditionally advantaged groups?
2. Across different student groups, how does participation in specific high-impact practices and in various numbers of these practices affect students' perceptions of their learning?
3. Within particular underserved groups, what is the effect of participation in multiple high-impact practices on students' perceptions of their own learning?
4. How does the relationship between participation in high-impact practices and students' perceptions of their own learning compare between underserved students and their traditionally advantaged peers? (Finley & McNair, 2013)

Including these questions will ensure that the college addresses equal access to HIPs. In addition, we will be considering the cumulative effect of HIP participation on students' perceptions of their learning and actual gains in learning and success.

Below, in Table 5.1, is the summary of assessment measures, targets, and a timeline for assessment. The four goals of the QEP are listed in the first column of the table. Objectives, or the steps we will take to meet our goals, are listed next. The activities involved in meeting our objectives, the outcome measures, and the targets for our objectives are listed in the last three columns. A narrative discussion follows the table.

Assessment Summary

Table 5.1

Goal 1	Objective	Activity	Outcome Measure	Target
Increase the number and types of HIPs that support the learning outcomes of the QEP	I. Develop faculty capacity in evidence-based pedagogy through an aggressive and focused faculty development initiative.	A. Establish ongoing faculty-led faculty development workshops	Faculty participation in workshops	Summative: Average yearly participation rate of 90% of full-time faculty
			Correlation of faculty rating of the importance of HIPs and the number of HIPs the faculty participate in on the FSSE	Establish baseline data & improvement benchmarks in Year 0 and monitor succeeding years
			Survey of number of HIPs courses taught based on taxonomies	Establish baseline of current courses that could meet criteria for HIP designation and number that would need revision
			Faculty focus groups every spring beginning year 1	Formative: Gather faculty insight, document positive (e.g., seeing students' accomplishments, increased, engagement with students, etc.) and negative

				experiences (e.g., time commitment, etc.) of using HIPs in courses.
			Regular workshop evaluations	Formative: Help discern needs for improvement in presentations and for topic selection
		B. Establish QEP Faculty Fellows Program (FFP)	Numbers of faculty fellows established	Summative: Identify four Faculty Fellows by August 2020
			Faculty survey of FFP effectiveness	Establish baseline data and improvement benchmarks in Year 2 and monitor succeeding years
		C. Create Summer Faculty Learning Communities (SFLC) focusing on theory, research, and application.	Number of HIP course plans and syllabi approved for HIP-designation per session	Summative: Five of six participants will have an approved HIP course plans.
			Participant survey of program effectiveness.	Establish baseline data and improvement benchmarks in Year 1 and monitor succeeding years
		D. Send five or six new faculty every-year for four years (including 2018) to the AAC&U Institute on High-Impact Practices	Percent of faculty trained through the Institute.	Summative: Forty percent of full time faculty trained at the Institute by summer 2021, Year 2

Goal 2	Objective	Activity	Outcome Measure	Target
Increase participation in HIPs.	Increase MMC student participation in HIPs by increasing the availability of HIP-designated courses to a targeted 22 across 11 programs.	A. Infuse HIPs into the revised program and general education courses through the on-going work of the Provost, the Academic Council, and the Faculty	Number of students participating in two or more HIP-designated courses by Registrar	Establish baseline data and improvement benchmarks in Year 1 and monitor succeeding years
		B. Apprise college constituencies of QEP and HIP endeavors through the QEP website, bulletin board, and informational handouts through the QEP office	Number of hits to the website and number of inquiries to the QEP office	Establish baseline data and improvement benchmarks in Year 1 and monitor succeeding years
		C. Gather qualitative information concerning student response to the QEP	Pilot student focus groups fall of freshman and junior years.	Provide important information about the experiences students believe are important as they pursue degrees and in their endeavors after graduation. Assess obstacles that limit student participation in high-impact practices

Goal 3	Objective	Activity	Outcome Measure	Target
<p>Enhance student capabilities as life-long learners, through improvements in the learning environment</p>	<ul style="list-style-type: none"> ❖ Define relevant HIPs ❖ Build a strong base of resources for QEP development ❖ Coordinate the implementation within and across the curriculum ❖ Educate students and the MMC community about HIPs ❖ Track student participation in HIPs through the Registrar’s Office and, in some instances, Campus Life ❖ Identify and address barriers to faculty and student participation 	<p>Infuse the core and program curricula with evidence-based high-impact practices (HIPs) through a process of faculty development</p>	<p>National Survey of Student Engagement (NSSE) The NSSE data will be disaggregated based on student characteristics (Transfer, First Generation, Pell eligibility, Latino, African-American, Students with Disabilities)</p>	<p>Summative: NSSE indicators will be statistically above baseline in Year 5.</p> <p>Summative and formative: The number of HIPs participated in will be significantly associated with NSSE student engagement indicators of deep learning, effective educational practices, and self-reported gains (general, personal, and practical)</p>
			<p>Personal and Social Responsibility Inventory (PSRI): five dimensions of personal and social responsibility, and the factors of critical thinking and openness to diversity and challenge</p>	<p>Establish baseline data and improvement benchmarks in Year 0 and monitor succeeding years 3 and 5;</p> <p>Summative and formative: The number of HIPs participated in</p>

				will be significantly associated with PSRI indicators
			Tendency Toward Lifetime Learning and Perseverance survey	<p>Establish baseline data and improvement benchmarks in Year 1 and monitor succeeding years;</p> <p>Summative and formative: The number of HIPs participated in will be significantly associated with survey outcomes</p>
			End-of-course survey (internal) embedded in course evaluations will be given at the assess the Eight Key Elements (Kuh & Kinzie, 2018) and HIP-specific components based on taxonomies	<p>Summative: The average number of key elements endorsed by students per class will be 7 of 8 by year five</p> <p>Formative: the average number of student-reported key elements will guide faculty development topics and provide faculty feedback about their courses</p>

Goal 4	Objective	Activity	Outcome Measure	Target
Contribute to the increase in the college's student retention and graduation rates by increasing the number of HIPs available to students.	Objective 1: Students who participate in high-impact practices will graduate on time at higher rates than those students who did not participate in similar experiences.	A. Collect data from Registrar's Office; aggregated and disaggregated by underserved populations (transfer, First Generation, Pell eligibility, Latino, African-American, Students with Disabilities)	Student HIP completion x semester of graduation	Participation in HIPs will be a significant predictor of timely graduation
	Objective 2: Students who participate in high-impact practices will persist at higher rates from year to year than those students who did not participate in similar experiences.	B. Collect data from Registrar's Office; overall and disaggregated by underserved populations (Transfer, First Generation, Pell eligibility, Latino, African-American, Students with Disabilities)	HIP participation x retention rates: Group differences between those with 2 or more HIPs and those with 1 or no HIPs Significant relationships between number of HIPs and persistence	Statistically significant differences between groups Level of participation in HIPs will be a significant predictor of retention
	Objective 3: Students who participate in high-impact practices (HIPs) will achieve higher grade-point averages than those students who did not participate in similar experiences	C. Collect from Registrar's Office	Cumulative GPA each semester	Participation in at least 3 HIPs will be a significant predictor of increases in GPA

II. Institutional-Level Assessment of the QEP

A. Student Success Measures of Retention and Timely Graduation

By creating and promoting a culture of high-impact practices, the QEP is projected to have an impact on institutional measures of student success, such as GPA, student retention and graduation rates. Student success measures for MMC students will be collected and reviewed every semester.

Target: Based on our review of the literature which indicates that high-impact practices increase student engagement and deep learning, we anticipate that participation in HIP courses will be a significant predictor of both retention and timely graduation. That is, multiple regression analyses will indicate that the independent variable of level of HIP participation (i.e., the number of HIPs) will be a significant predictor of both of the dependent measures of retention, GPA, and timely graduation.

B. Student Engagement Indicators of Deep Learning, Effective Educational Practices, and Self-reported Gains (General, Personal, and Practical)

C. The **National Survey of Student Engagement (NSSE)**, a nationally normed survey of student engagement, will be administered to Freshman and Senior students in the spring, annually through year five of the QEP. The College has been using the NSSE, in its newest version, to study trends in student perceptions, given in years 2013, 2015, 2017, and 2018; therefore, baseline data is available for comparison to the QEP HIP initiative (See Appendix F). The NSSE will be used for both formative and summative assessment. In addition to HIP participation as reported on the NSSE, special attention will be paid to self-reported gains in deep approaches to learning, effective educational practices, as well as general, personal, and practical gains (Kuh, 2013). The annual administration of the NSSE will provide the Steering Committee with formative information about the cultural change in terms of the perceived importance of high-impact practices as well as information about changes in perception of the learning environment of the college. The NSSE, with other indicators, will help us adjust our plan as we go, increasing certain initiatives if needed. For example, first-year student indicators of what HIPs they plan to do in the future might serve to help guide our faculty development initiatives toward certain HIPs.

Target: Summative assessment - The effectiveness of infusion of HIPs into the curriculum will be seen in increases in NSSE indicators to levels statistically above baseline measures. The NSSE will also allow us to disaggregate data based on several student characteristics (e.g., generational status, ethnicity, commuter-status, disability, age, etc.).

The **Faculty Survey of Student Engagement (FSSE)** will also be administered in year five of the QEP as a summative measure to assess changes over the course of the QEP in faculty expectations of student engagement in evidence-based practices, faculty perceptions of the importance of various HIPs, faculty participation in HIPs, percent of time faculty devote to various professional activities, and the type of learning experiences the college emphasizes. FSSE and NSSE areas of assessment overlap, allowing for comparison of faculty and student perceptions. The Spring 2018 results will serve as a baseline against

which to measure change in faculty perceptions and activities in Year 5 of the QEP (Appendix F).

Target: Summative assessment – The effectiveness of infusion of HIPs into the curriculum will be seen in increases in FSSE indicators to levels statistically above baseline measures in the rate of participation in the HIPs of student research, internships, and service learning.

While over 90% of the faculty that responded in 2018 responded that they thought a culminating senior experience and field experience were important or very important, our target is to raise faculty perceptions of importance to levels statistically above baseline measures for the HIPs of student research, service learning, study abroad, and learning communities.

The Iowa State University (ISU) **Personal and Social Responsibility Inventory (PSRI)** will be administered annually to students and faculty, beginning year zero (baseline). According to the ISU website, “The Personal and Social Responsibility Inventory assesses campus climate on five dimensions of personal and social responsibility that describe developmentally appropriate goals for students in college.” Additionally, the PSRI includes a **Critical Thinking Factor** and an **Openness to Diversity and Challenge Factor**. The Critical Thinking factor captures the importance of affective dispositions and cognitive skills that enhance development of critical thinking. Additionally, it assesses a moral and ethical component which reflects the ability to consider consequences as part of critical thinking. The Openness to Diversity and Challenge scale rates “students’ openness to diverse cultures, races, ethnicities, and values as well as individuals’ willingness and enjoyment of having their ideas challenged by different values and perspectives” (Pascarella et al., as cited in Ryder, Reason, Mitchell, Gillon, & Hemer, 2015). These dimensions have been shown to be related to HIPs (Gowan, Mitchell, & Reason, 2017). See Table 5.2 below, adapted from Reason (2013).

Table 5.2

Personal and Social Responsibility Index

Critical Thinking Factor

Openness to Diversity and Challenge Factor

Personal and Social Responsibility Factor dimensions:

1. *Striving for excellence:*

Developing a strong work ethic and consciously doing one's very best in all aspects of college

2. *Cultivating academic integrity:* Recognizing and acting on a sense of honor, ranging from honesty, fairness, and respect for others and their work to engaging with a formal academic honor code

3. *Contributing to a larger community:* Recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally

4. *Taking seriously the perspectives of others:* Recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work

5. *Developing competence in ethical and moral reasoning and action:* Developing ethical and moral reasoning in ways that incorporate the other four dimensions; using such reasoning in learning and in life

III. HIP-specific Outcomes, Student Characteristics, and Conditional Effects

Measuring QEP-specific outcomes in HIP-designated course will be the responsibility of the QEP Assessment Committee. Data will be collected across different venues, including course-evaluation embedded questions, end of year surveys in conjunction with the annual Assessment Day, and from the Registrar

A. Number of HIPs

Kuh (2008) recommended that institutions make it possible for every student to participate in at least two high-impact activities--one in the first year and one later, in the major. Our target for the percentage of students that participate in two or more HIP-designated courses is 90%. Beyond the QEP, we would like to move toward most of our students participating in at least three HIPs before graduation.

For the QEP, we are not setting a target for the number of different types of HIPs. Our focus is on faculty development and establishing HIPs within major program areas. Faculty in each program area will choose the types of HIPs that best fits program needs and program learning outcomes. While we have not set a target for the number of different types of HIPs available to our students, we are still interested in the relationships among types on HIPs and student characteristics and outcomes. Therefore, data concerning types of HIPs participated in will be collected and used as a variable for analysis. As reported in the literature review, we would expect conditional effects related to both incoming student characteristics and student outcomes.

B. Student Characteristics

Once students have completed an HIP-designated course, students will be added to a database by the QEP Administrative Assistant, by student ID number, together with their survey results, academic data, and demographic information. Additionally, over the period of the project, the number of HIP courses taken by each student will be recorded based on data collected from the Registrar every semester.

Specific personal characteristics related to perseverance, the Grit scale (Duckworth, Peterson, Matthews, & Kelly, 2007), and to the inclination toward life-time learning, which includes the Need for Cognition scale (Cacioppo, Petty, & Kao, 1984; de Holanda Coelho, Hanel, & Wolf, 2018) and Positive Attitude Toward Literacy scale (Bray, Pascarella, & Pierson, 2004), will be measured in the fall for first-year students and in the spring in conjunction with Assessment Day for senior students, beginning Spring 2019. Transfer students will be assessed in fall or spring as corresponds with their enrollment in the college. Both inclination toward life-time learning and perseverance are characteristics which are described in the literature review that have been shown to be differentially related to HIP participation. In addition to conditional effects, we would expect that increased growth in these measures would be related overall to level of participation in HIPs.

A number of other student characteristics will be dependent variables used in multivariate analysis. Student data, labeled by student ID only, will be maintained under secure conditions in the HIP Office. Dependent variables are listed in Table 5.3 below.

Table 5.3

Dependent Variables	
Measures	
	Need for Cognition (NCS)
	Positive Attitude toward Literacy (PATL)
	Grit
Student Characteristics	
	Precollege ACT
	Ethnicity
	Parental education
	Pell Eligibility
	High school GPA
	Dual enrollment
	Advanced placement
	County of residence

IV. Evaluation of the QEP Faculty Development Initiative.

The QEP Steering and Assessment Committees will oversee ongoing evaluation to gauge the impact of the QEP focus on faculty development efforts. These efforts will be the ongoing workshops through beginning and end of year conferences, Summer Faculty Learning Communities (SFLCs), participation in the AAC&U Summer Institutes in High-Impact Practices, and workshops in coordination with the Center for Teaching Excellence (CTE). (CTE provides ongoing faculty development presentations that cover a variety of topics, beyond the QEP-focused faculty development.) Participant evaluations will be completed at the end of each QEP faculty development workshop, presentation, SLC, and conference attendance, and will serve as formative data.

As a strategy for measuring institutional effort, a count of faculty attendance at QEP-HIP faculty development initiatives will be recorded with a target of 90% faculty participation for each session. In addition, hits to the HIP website will be tracked and recorded.

Each Spring during the end-of-the-year conferences, beginning with a baseline measure spring 2019, a faculty HIP formative survey and workshop evaluation (internal) will be administered to assess the faculty response to training in HIPs and to assess to what extent faculty plan to incorporate HIPs into their courses in future semesters.

An end-of-course survey (internal) embedded in course evaluations will be given at the end of each term to students enrolled in an HIP-designated courses. This survey will assess the Eight Key Elements (Kuh, 2018) and HIP-specific components based on taxonomies used in HIP course identification, beginning with a baseline measure spring 2019.

V. Qualitative Data

Also central to this assessment plan is the utilization of focus groups with students and faculty to collect formative, qualitative data.

Discussions with our students should provide important information about the experiences they believe will be important to them as they pursue their degree and in their endeavors after graduation. The focus groups will contribute to our understanding of any obstacles that limit student participation in high-impact practices, and how we can shape the QEP in response. The focus group questions suggested by Finley and McNair (2013) in *Assessing Underserved Students' Engagement in High-Impact Practices* will be used to guide student discussions in focus group sessions (See Appendix H). The QEP office will schedule focus group interviews of students in the fall of their freshmen and junior years, as well as groups with the Student Government Association, and other key student groups.

Focus groups with faculty will provide a formative assessment by giving insight into faculty positive experiences (e.g., seeing students' accomplishments, increased, engagement with students, etc.) and negative experiences (e.g., time commitment, etc.) when teaching HIP embedded courses. These discussions will allow faculty to report on needed resources.

VI. Quantitative Data Analysis

Changes over time and group differences will be analyzed from the various surveys that will be administered. Data collected for HIP courses and the institutional assessments will be analyzed using ordinary least squares regression (OLS), analysis of variance (ANOVA) and t-

tests. OLS is a technique that allows quantitative data, such as those collected here, to be analyzed in a way that provides information about the relationship among variables, the strength of these relationships, and to rule out alternative explanations. T-tests and ANOVA analyses will allow for statistical comparisons among students and also pre- and post-QEP interventions for retention rates, graduation rates, and learning outcomes. SPSS will be the software used for analysis.

In summary, the QEP will focus on increasing faculty capacity in evidence-based pedagogy in order to grow the number of courses infused with criterion-level high-impact practices that are available to our students. Currently, our faculty recognize these practices as common practices and most of our academic programs include at least one such practice. However, we know from research that there are essential elements of HIPs that increase their efficacy, and that HIPs have a multiplier effect. It is the standard of the design and the collective influence of these research-based practices that produce significant learning gains (Finley, 2013; AAC&U, 2018). By faculty development efforts around training workshops on campus and at national conferences and through faculty learning communities facilitated by Faculty Fellows and the QEP Steering Committee, we endeavor to establish at least two HIP-designated courses within each Liberal Arts program. In so doing, our plan should significantly impact student learning and success.

Student learning and success will be assessed by changes over time and by the relationship of HIP participation to institutional direct measures of completion, retention, GPA, student characteristics and also to indirect survey measures assessing perceptions of deep learning, engagement, personal gain, persistence, tendency toward life-time learning, openness to diversity, social and moral development, and other variables related to essential learning outcomes which have been shown to be associated with participation in HIPs. Integration of high-impact practices into our curriculum in an intentional and focused way will help us better serve our students and community.

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Appendices

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Appendix A

Martin Methodist College Institutional Data

Table A1: Freshman Retention

2017 FA to 2018 FA = 52% retention (First-Time, Full-Time)

n = 125 of 242 returned; 117 did not return

Residential	Returned?		Retention
	N	Y	
Commuter	44	57	56%
Resident	73	68	48%
Residence Hall	N	Y	Retention
Apartments	5	8	62%
Criswell Hall	24	20	45%
Oakwood Apartments		1	100%
Upperman Hall	44	39	47%
Campus	N	Y	Retention
FLEX	1	1	50%
Martin	116	124	52%
Gender	N	Y	Retention
Female	66	66	50%
Male	51	59	54%
Ethnicity	N	Y	Retention
Asian	1	1	50%
Black or African American	13	14	52%
Hispanic or Latino	10	6	38%
Native Hawaiian or Other Pacific Islander		1	100%
Non-Resident Alien	2	6	75%
Not Specified / Declined to Specify	3	8	73%
Two or More Races	6	1	14%
White	82	88	52%
Athlete Type	N	Y	Retention
JV	49	41	46%
Varsity	21	39	65%
Non-Athlete	47	45	49%

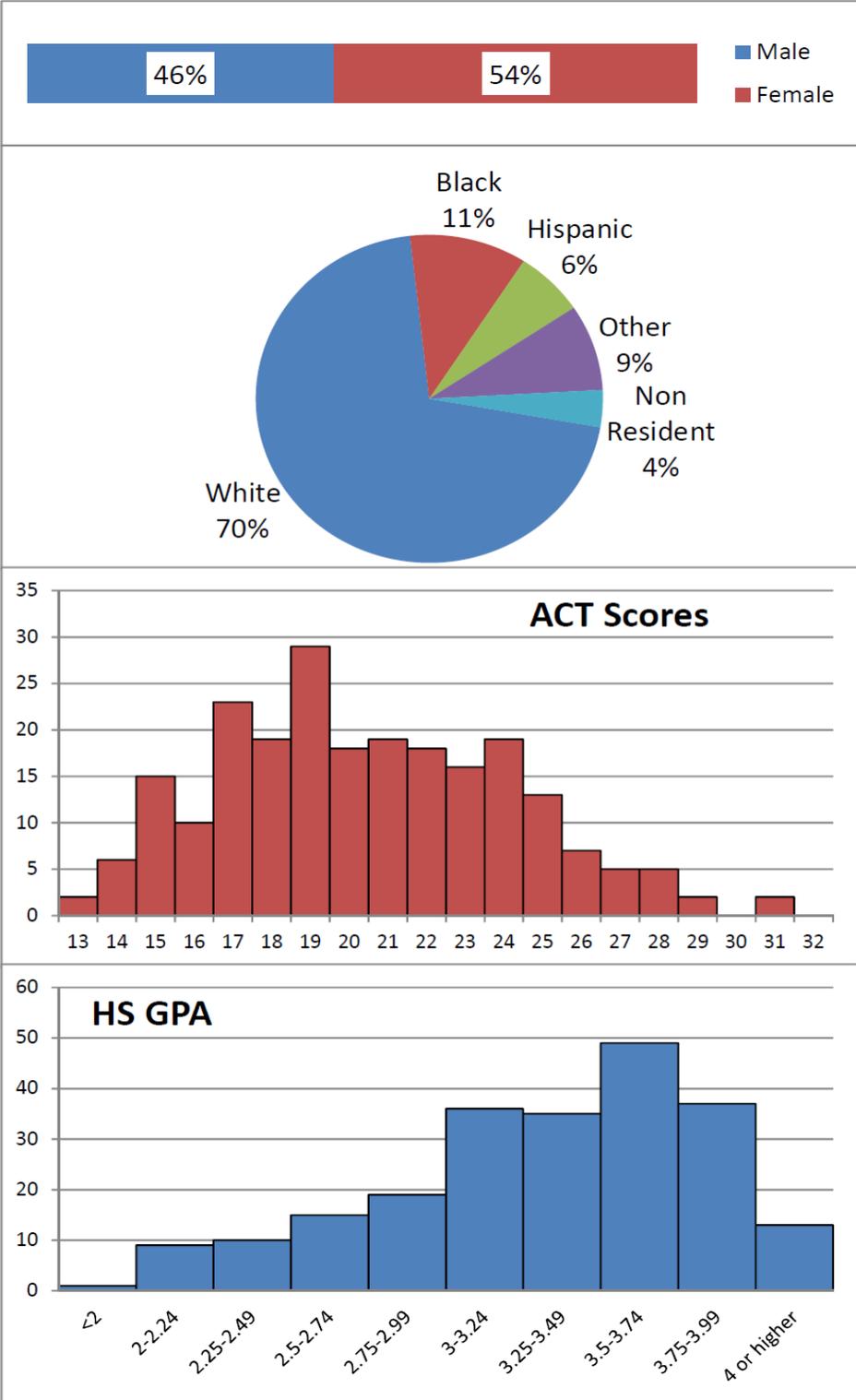
Highlighted areas differ from overall campus retention (61%) by more than 10%.

Table A2: Freshman Demographics (2017)

Demographics

First Time Students

Fall 2017



247

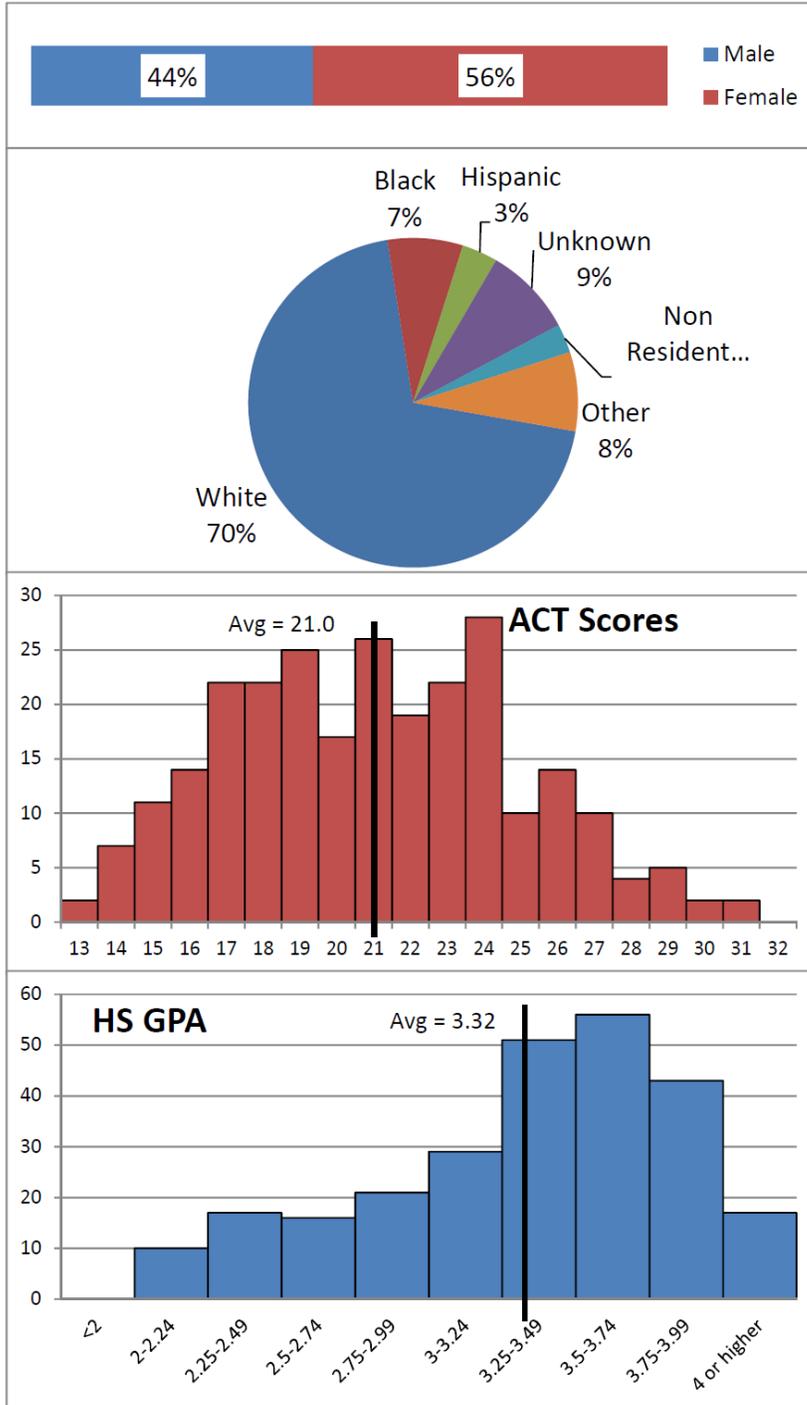
Incoming Freshmen

Table A3: Freshman Demographics (2018)

Demographics

First Time Students

Fall 2018



277
Incoming
Freshmen

Appendix B

Committee Members

Table B1: Topic Development Committee

Martin Methodist College Topic Development Committee	
George Cheatham, Ph.D.	Chair of the Core Curriculum Committee; SACS Liaison; Director, Institutional Assessment; Professor of English
Jac Cole, Ph.D.	Core Curriculum Committee member; Division Chair-Math and Sciences; Professor of Math
Karen Ferguson, Ph.D.	Assistant Professor of Nursing
Shanna Hanes, Ph.D.	Chair of the Service Learning Committee, Assistant Professor of Biology
Brant Harwell, Ph.D.	Professor of English
Chris Mattingly, Ph.D.	Director of Institutional Research & Registrar; Core Curriculum Committee member; Professor of Math
Daniel McMasters, D.A.	Dean of Campus Life; Professor of Physical Education
Crystal McRae, M.A.	Assistant Director of Campus Life
Barry Rich, M.A.	Director of the Student Resource Center, Instructor of English, Alumni
Erin Vicary, M.B.A.	Business Office, Accountant II
Ken Vickers, Ph.D.	Core Curriculum Committee member, Division Chair- Social Sciences, Professor of History
Ashley White, B.S.	Athlete Enhancement Director
Doris Wossum-Fisher, Ph.D.	Chair of the QEP, Professor of Psychology/Behavioral Sciences

Table B2: Steering Committee

Martin Methodist College QEP Steering Committee Members	
George Cheatham, Ph.D.	Chair of the Core Curriculum Committee; SACS Liaison; Director, Institutional Assessment; Professor of English
Judy Cheatham, Ph.D.	Provost & Vice President for Academic Affairs; Professor of English/Education
Jac Cole, Ph.D.	Core Curriculum Committee member; Division Chair-Math and Sciences; Professor of Math
Shanna Hanes, Ph.D.	Chair of the Service Learning Committee ;Assistant Professor of Biology
Chris Mattingly, Ph.D.	Director of Institutional Research & Registrar; Core Curriculum Committee member; Professor of Math
Skylar Lovvo, B.A.	QEP Administrative Assistant; MMC Alumna
Barry Rich, M.A.	Director of the Student Resource Center; Instructor of English
Erin Vicary, M.B.A.	Business Office, Accountant II
Ken Vickers, Ph.D.	Core Curriculum Committee member; Division Chair- Social Sciences; Professor of History
Doris Wossum-Fisher, Ph.D., Chair	QEP Chair, Professor of Psychology

Table B3: Advisory Council

Martin Methodist College QEP Advisory Council	
R. Michael Cathey, Ph.D.	Assistant Professor of Physical Education
Karen Ferguson, Ph.D.	Assistant Professor of Nursing
Sissy Garner, M.A.	Director of Marketing and Communications
Brant Harwell, Ph.D.	Professor of English
Meghan Little, M.Ed.	Coordinator of Instructional Technology; Instructor of Education
Claire Paul, M.Ed.	Assistant Director of Admissions
Melissa Ryckman, Ph.D.	Co-Director, Center of Teaching Excellence; Assistant Professor of History
Julie Shelton, B.S.	Career Services Counselor
Sarah C. Richardson, M.A.	Director of Student Engagement & Development
Kyla Young, B.A.	Assistant Registrar; Staff Writer; MMC Alumna

Table B4: QEP Assessment Committee

Martin Methodist College QEP Assessment Committee	
R. Michael Cathey, Ph.D.	Assistant Professor of Physical Education
George Cheatham, Ph.D.	Chair of the Core Curriculum Committee; SACS Liaison; Director, Institutional Assessment; Professor of English
Shanna Hanes, Ph.D.	Chair of the Service Learning Committee, Assistant Professor of Biology
Chris Mattingly, Ph.D.	Director of Institutional Research & Registrar; Core Curriculum Committee member; Professor of Math
Skylar Lovvo, B.A.	QEP Administrative Assistant; MMC Alumna
Alicia Webb, Ph.D.	Assistant Professor of Psychology; Core Curriculum Committee member
Doris Wossum-Fisher, PhD, Chair	QEP Chair; Professor of Psychology

Appendix C

AAC&U Essential Learning Outcomes

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

***Focused** by engagement with big questions, both contemporary and enduring*

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

***Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

***Anchored** through active involvement with diverse communities and real-world challenges*

Appendix D

HIP Taxonomies

Undergraduate Research

IUPUI HIGH-IMPACT PRACTICE TAXONOMY

Description

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. Undergraduate research is recognized as a high-impact educational practice (Kuh, 2008), and its many benefits include gains in student learning (e.g., making use of primary literature, formulating research questions, logical and creative thinking) and personal gains (e.g., increased ability to work independently and greater tolerance for obstacles).

Research-supportive curricula

- Provide students with training in the tools and methodology of the discipline;
- Are designed to scaffold undergraduate research experiences, such that early curricular experiences provide students with the transferable skills to subsequently undertake high-level scholarly projects;
- Impress upon students the value of understanding methods and research results, noting that students undertaking scholarly work must be prepared to read and interpret primary literature.

Purpose

1. Provide a resource for program leaders to develop and maintain a research-based curriculum by
 - a. Identifying the key attributes essential for maximizing the UG research experience at various stages of student learning
 - b. Encouraging program leaders to augment the depth and intensity of their program design for each attribute by providing appropriate learning tools
2. Provide highest-quality learning experiences for students who want to engage in research

Levels of Impact

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
The course instructor is well qualified (Knowledge, Experience)	Expertise on the subject matter; hands-on research experience not required	Expertise on subject matter; some experience conducting research with UG students	Use of multiple faculty mentors in addition to the course director; all individuals have expertise and experience conducting peer-reviewed research for many years as well as student research mentoring
The teaching method(s) and course content should be aligned with student skill level	Lecture-based teaching plus interactive small group learning; problem-based learning (PBL) and/or project-based learning. Attendance of local research conferences and symposia. Teaching content may include: literature review, research methodology, data management, ethics and compliance, research history	Lecture-based teaching plus some limited non-classroom independent research experience mostly in a team setting (lab project, field project etc). Attendance of local research conferences and symposia. Teaching content: as in previous rubric	Some classroom but mostly independent research activity with faculty mentor(s) including but not limited to team-based research. Teaching content: as in previous rubric but mostly in form of a quick refresher
Applied learning (application of current knowledge) is an essential component of research	Instructor selects research papers and provides assignments related to content; development of research questions and hypotheses related to assigned team-based projects.	Students draft a simple research study on an assigned topic following an independent literature review.	Drafting of an independent research study to fill a knowledge gap followed by completion of the research project.
Integration of critical and creative thinking is an essential component of research (interpret and evaluate information/data; solve problems; draw appropriate conclusions)	Critical thinking skills are learned through various activities assigned by instructor such as: <ul style="list-style-type: none"> • Evaluation of current published research in the field. • Working through PBL cases and/or team-based project assignments. • Assignments associated with attendance of local research conferences and symposia. 	Critical thinking skills are improved through independent literature review and identification of knowledge gaps in the discipline.	The student is expected to: <ul style="list-style-type: none"> • Analyze and interpret data from own research project • Consider alternative explanations of data; • Identify potential challenges in the research project and address them
Development of oral and written communication skills are integrated into the course	Facilitated in-class discussion and take home assignments (e.g. group discussion of research papers; drafting of literature summary reports); oral and written reports of outcome of team-based projects	Writing assignments (e.g. draft of a research study proposal); oral presentation of a paper to classmates with subsequent class discussion	Poster, oral presentations, exhibitions, and/or public performances at local, regional or national venues; drafting of manuscripts for publication

Critical reflection is well integrated into student learning	The instructor provides a detailed and structured template to facilitate students' reflection on their learning experience; only short answers are expected	The instructor provides limited guidance to encourage student reflection on the learning experience; some student self-assessment is expected.	The instructor requires students to critically reflect on the research experience and explore its relevance to academic content, personal growth and career aspirations. Students are expected to link the research experience to IUPUI's PULs. Cross-disciplinary reflection is required when appropriate (interdisciplinary projects).
Assessment is used to monitor student learning and make course improvements	Student learning and skill acquisition are assessed at the end of the learning unit	Student learning and skill acquisition are assessed more than once. A final paper is required in the form of a short research proposal draft.	Student learning and skill acquisition are assessed multiple times throughout the course. Students receive continued feedback. The completion of multiple research reports and a final report are required.

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Appendix E

AAC&U High Impact Practices

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

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.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Appendix F

Baseline results of the NSSE and the FSSE (2017)

The NSSE, a student self-report measure administered to first-year students and to seniors, allows colleges to capture two important qualities of student engagement:

- ❖ the amount of time and effort students put into their studies and other important educational activities and
- ❖ the institutional resources, courses, and other opportunities that facilitate student participation in activities that are important for student learning

The 2017 NSSE shows areas where student engagement at MMC might be improved. The Engagement indicators cluster around four themes:

Table F1: Student Engagement 2017

Theme	NSSE Engagement Indicators
Academic Challenges	High-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
Learning with Peers	Collaborative Learning Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interactions Effective Teaching Practices
Campus Environment	Quality of Interactions Supportive Environment

The NSSE also reports MMC student participation in six HIPs: three for both first-year students and senior students, and three for seniors only. See table below. (Supplementary surveys will measure baseline and ongoing tracking of additional HIPs not asked about on the NSSE such as ePortfolios, writing intensive classes, and others.

Table F2: Student-Reports HIPs in Use

High-Impact Practices		
High-Impact Practices	First-Year	Senior
Learning community	✓	✓
Service-learning	✓	✓
Research with faculty	✓	✓
Internship or field experience		✓

Study abroad		✓
Culminating senior experience		✓

The discussion of the NSSE findings in this document is based on comparisons of MMC first-year and senior students to students at other small, rural colleges in the Southeast. For the purpose of establishing a baseline for later comparison over the course of the QEP, the 2017 NSSE MMC Snapshot, which summarizes key findings, will be used, rather than the 2018 Snapshot, because the 2017 data has a higher response rate, more representative respondents, and a lower sampling error, all of which are factors related to data quality (NSSE, 2016). However, for the purpose of contrasting specific groups of MMC students (e.g. first generation/continuing generation students; commuters/residential students, etc.) against specific groups at comparison schools, the merging of 2017 and 2018 data is needed in order to have the required number of students within each category for statistical comparisons to be made. (See Appendix XX for NSSE multiple-year reports, including administrative summaries.)

A. NSSE Key Findings

The snapshot of Martin's performance on Engagement Indicators from the 2017 NSSE shows the five questions our first-year and senior students scored the highest on and the five questions our students scored the lowest on, relative to our comparison groups. The self-reporting of our freshman from the Spring 2017 administration showed the highest relative endorsement on items related to the HIP of Service Learning, reflective integration, student-faculty interaction, discussions with diverse others, and time spent preparing for class. Lowest relative endorsements were on questions primarily related the educational environment: quality of interactions, supportive environment, and collaborative learning.

For seniors, two of the highest endorsements were related to the supportive environment indicators of student-faculty interaction and social involvement. Other highest endorsements were the HIP of Service Learning, collaborative learning, and discussions with diverse others. Lowest endorsements, related to educational activities, were in the areas of academic challenge, quantitative reasoning, and the HIPs of study abroad and undergraduate research. Also, quality of interaction with academic advisors was rated low. See actual questions in table below.

NSSE snapshot of questions given the highest and lowest endorsement relative to comparison schools in the Southeast. The items below come from the ten NSSE Engagement Indicators (EIs), six High-Impact Practices (HIPs), and additional academic challenge items.

Table F3: Student Endorsements

First-Year	
Highest-Performing Relative to Southeast Private	
About how many courses have included a community-based project (service-learning)?	HIP
Prepared for exams by discussing or working through course material with other students?	CL
Worked with other students on course projects or assignments?	CL
Institution emphasis on attending events that address important social/economic/political issues	SE
Institution emphasis on using learning support services (tutoring services, writing center, etc.)	SE
Lowest-Performing Relative to Southeast Private	
Evaluating a point of view, decision, or information source	HO
Identified key information from reading assignments	LS
Connected your learning to societal problems or issues	RI
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HO
Examined the strengths and weaknesses of your own views on a topic or issue	RI
Senior	
Highest-Performing Relative to Southeast Private	
Discussed your academic performance with a faculty member	SF
Completed a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	HIP
Asked another students to help you understand course material	CL
Explained course material to one or more students	CL
Prepared for exams by discussing or working through course material with other students	CL
Lowest-Performing Relative to Southeast Private	
Identified key information from reading assignments	LS
Evaluated what others have concluded from numerical information	QR
Institution emphasis on providing support for your overall well-being	SE
Quality of interactions with other administrative staff and offices (registrar, financial aid, etc.)	QI
Participated in a study abroad program	HIP

Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment

B. HIPS

This baseline measure from the NSSE of recent participation in HIPS by our freshmen and seniors will assist MMC in identifying what new HIPS we might want to begin to offer or strengthen our efforts as we carry-out our enhancement plan. We will be administering the NSSE again this spring (2019) for additional baseline information.

While by the senior year, 73% of our students have participated in at least 2 HIPS, the types of HIPS available at MMC are limited. Participation in Service Learning accounts for the majority of our students' engagement in HIPS. The Service Learning (SL) initiative has been a part of the fabric of MMC, beginning with MMC's last QEP, when a Service Learning initiative was begun in conjunction with a revised First Year Experience for our QEP (2009). MMC has a Faculty Standing Committee for supporting our Service Learning initiative. There is a cohort of faculty that have continued to be active in SL the past few years, and the number of faculty developing service learning courses has slowly increased. Currently, the following courses offer a Service learning component:

- ❖ ENG103H-Honors English
- ❖ BIO318-Conservation Biology
- ❖ SUST-101-Sustainability
- ❖ BIO116-General Biology II for Majors
- ❖ PSY352-Gerontology
- ❖ MIS355-Introduction to Geographic Information Systems
- ❖ BIO341-Ecology

In contrast to Service Learning, MMC is behind our comparison schools by the students' senior year in other HIPS. Results are significantly lower for all HIPS except Senior Culminating Experience and Internships. MMC has courses which regularly provide opportunities for a culminating senior year experience (i.e. Capstone classes) and internships, but the opportunity for students to engage in these two HIPS is somewhat lower than our comparison school, based on 2017 data. However, participation in culminating senior experiences increased based on percentages of responders for the more limited 2018 MMC NSSE data set (from 61 % to 77%), whereas participation in internships at the senior level declined (60% to 48%). (The overall response rate for the NSSE for seniors is 47% in 2017 compared to 35% in 2018.)

First-year engagement in Service and Community-based learning is significantly higher than our comparison schools, as it was for our seniors. First-year classes regularly engage in community-based activities.

C. Engagement indicators

MMC seniors report significantly less engagement than seniors at comparison schools in effective teaching practices (experiences with faculty), and quantitative reasoning (academic challenge.) Students report somewhat lower engagement in reflective and integrative learning (academic challenge) and collaborative learning (learning with peers). We expect that the current initiative to infuse HIPs throughout the curriculum will ameliorate these areas where Seniors report lower engagement. Results of the NSSE will be shared with faculty as part of the faculty development initiative.

First-year students report significantly and markedly ($p < .01$ or $p < .001$) less engagement than first-year students at comparison school in areas of higher order reasoning, quality of interactions, and supportive environment. Also significant were differences in endorsement of learning strategies, quantitative reasoning, collaborative learning, and student-faculty interaction. (It should be noted that a revamped First-year experience was put into place in fall 2018 which should improve engagement across a number of indicators.

D. Comparison of MMC students based on personal characteristics.

For the 2017 and 2018 NSSE administration, MMC first-year students report several areas of significantly lower engagement relative to our comparison school. However, when the first-year students are compared to other schools, only the first-generation student group self-report lower engagement. Engagement indicators that are most statistically significant ($**p < .01$ or $***p < .001$) for first-generation first-year students for lower engagement are: higher-order reasoning, reflective and integrative learning, and quality of interactions. Also significant, but with smaller effects, were learning strategies, student-faculty interaction, supportive environment, and quantitative reasoning. Data from students that are not first generation indicated no areas of significantly lower engagement compared to other students from similar schools.

The 2017-2018 results also show that first-year students at MMC who commute experience a lower quality of interactions and a less supportive environment compared to first-year students at similar institutions.

Feedback from our students via the NSSE provides an impetus for discussion about curriculum, instructional practice, and advising, and will guide decision making in our newly revised first-year programming. Research tells us that HIPs can serve to ameliorate many of these lower engagement indicators. HIPs such as learning communities, opportunities such as working with a faculty member on a research project, and service learning can serve to ameliorate these effects in college students. Also, Martin has an expanded campus life unit since fall 2018 that will be able to use this information to target the first generation and commuting students.

E. The Faculty Survey of Student Engagement (FSSE)

The Faculty Survey of Student Engagement (FSSE) assesses faculty expectations for students across a number of evidenced-based educational activities, including HIPs, which will be discussed here. For the 2018 administration of the FSSE, the MMC faculty response

rate was 56%, with 50 full-time and part-time faculty responding. FSSE and NSSE areas of assessment over-lap, allowing for comparison of faculty and student perceptions.

Faculty rated both importance of and participation in High-impact practices (HIPs) on the FSSE. Culminating Senior Experience had the highest importance rating among six choices. The three highest ranked HIPs by the faculty for importance are the same three highest ranked by students for participation, as indicated in the report of the NSSE in this document. Three choices of HIPs were given on the FSSE for faculty to endorse if the faculty member used the HIPs in their courses. Service Learning showed the highest rate of endorsement, at 54%. See table below. Over 70% of first-year students reported on the NSSE that they planned to participate in Internships in the future. Internships are also highly valued by faculty, based on the FSSE. It will be important for MMC to continue to develop and strengthen internships opportunities for our students, based on the information from these two surveys.

Table F4: Importance of HIPs

High-Impact Practices		
Importance of HIP Participation	Rated as important or very important	Courses that include this component
Learning community	46%	(not assessed)
Service-learning	74%*	54%
Research with faculty	63%	33%
Internship or field experience	83%*	24%
Study abroad	30%	Not assessed
Culminating senior experience	91%*	Not assessed

The campus environment is measured on the FSSE in terms of student-faculty interaction. Highest engagement between faculty and students, as reported by faculty, was on the item Discussed Student Academic Performance, which is consistent with student perceptions of engagement with faculty, as seen on the NSSE.

Table F5: Faculty Interaction

Student faculty interaction	Rated as often or very often
Talked about students' career plans	60%
Worked on activities other than coursework	41%
Discussed course topics, ideas, or concepts outside of class	61%
Discussed students' academic performance	72%

Appendix G

Surveys

G1: Need for Cognition Survey

For each of the statements below, please indicate to what extent the statement is characteristic of you. Of course, a statement may be neither extremely uncharacteristic nor extremely characteristic. If so, please use the option in the middle that describes the best fit.

- | | |
|--|--|
| <p>1. I would prefer complex to simple problems.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic | <p>7. I only think as hard as I have to.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic |
| <p>2. I like to have the responsibility of handling a situation that requires a lot of thinking.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic | <p>8. I prefer to think about small, daily projects to long-term ones.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic |
| <p>3. Thinking is not my idea of fun.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic | <p>9. I like tasks that require little thought once I've learned them.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic |
| <p>4. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic | <p>10. The idea of relying on thought to make my way to the top appeals to me.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic |
| <p>5. I try to anticipate and avoid situations where there is a likely chance I will have to think in depth about something.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic | <p>11. I really enjoy a task that involves coming up with new solutions to problems.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic |
| <p>6. I find satisfaction in deliberating hard and for long hours.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic | <p>12. Learning new ways to think doesn't excite me very much.</p> <ul style="list-style-type: none"> ▪ Extremely Uncharacteristic ▪ Somewhat Uncharacteristic ▪ Uncertain ▪ Somewhat Characteristic ▪ Extremely Characteristic |

13. I prefer my life to be filled with puzzles that I must solve.
 - Extremely Uncharacteristic
 - Somewhat Uncharacteristic
 - Uncertain
 - Somewhat Characteristic
 - Extremely Characteristic
14. The notion of thinking abstractly is appealing to me.
 - Extremely Uncharacteristic
 - Somewhat Uncharacteristic
 - Uncertain
 - Somewhat Characteristic
 - Extremely Characteristic
15. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
 - Extremely Uncharacteristic
 - Somewhat Uncharacteristic
 - Uncertain
 - Somewhat Characteristic
 - Extremely Characteristic
16. I feel relief rather than satisfaction after completing a task that required a lot of mental effort.
 - Extremely Uncharacteristic
 - Somewhat Uncharacteristic
 - Uncertain
 - Somewhat Characteristic
 - Extremely Characteristic
17. It's enough for me that something gets the job done; I don't care how or why it works.
 - Extremely Uncharacteristic
 - Somewhat Uncharacteristic
 - Uncertain
 - Somewhat Characteristic
 - Extremely Characteristic
18. I usually end up deliberating about issues even when they do not affect me personally.
 - Extremely Uncharacteristic
 - Somewhat Uncharacteristic
 - Uncertain
 - Somewhat Characteristic
 - Extremely Characteristic

Cacioppo, Petty, & Kao (1984). Shortened for efficiency from the original 34-item scale.

G2: Positive Attitude Toward Literacy Survey

Please indicate how strongly you agree or disagree with the statements below. If you do not have a strong feeling either way, please select the option in middle that you feel is the best fit.

1. I enjoy reading poetry and literature.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. I enjoy reading about science.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. I enjoy reading about history.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. I enjoy expressing my ideas in writing.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. After I write about something, I see that subject differently.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. If I have something good to read, I'm never bored.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

G3: Grit Assessment of Persistence Survey

Please respond to the following 12 items by indicating to what extent the statement is like you. Select the best fit for each statement.

1. I have overcome setbacks to conquer an important challenge.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

2. New ideas and projects sometimes distract me from previous ones.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

3. My interests change from year to year

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

4. Setbacks don't discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me

6. I am a hard worker.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

7. I often set a goal but later choose to pursue a different one.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

9. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

10. I have achieved a goal that took years of work.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

11. I become interested in new pursuits every few months.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

12. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

Grit Assessment Scoring

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Scoring:

For questions 1, 4, 6, 9, 10 and 12 assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

For questions 2, 3, 5, 7, 8 and 11 assign the following points:

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 9, 1087-1101

Appendix H

Assessing Underserved Students' Engagement in High-Impact Practices

Outline of Questions and Probes:

First, thank you for taking the time to come this afternoon. As you read in your invitation, this is one of several meetings being held nationally with students to learn more about your experiences in college. The reason we are here today is to better understand the types of learning experiences you've been engaged in during your time at [institution name], how those experiences have affected your learning, and how those experiences have affected you as a person. We promise to only take about an hour and a half of your time this afternoon.

I also want to assure you that your names will not be disclosed or identified in later reports. We are only interested in getting your comments as a group. No individual names will in any way be connected to the comments you provide during our discussion.

To assure accurate representation and reporting of our discussion later on, we will be video-recording and audio-recording our conversation. If you do not want to be video-recorded, you have the option of not participating in the focus group. The videos may be made public during AAC&U presentations and on the association's website.

Are there any questions before we start?

Before we ask about your experiences as a student, we'd like to get your opinion on what college in general means to you.

1. In your opinion, what does a college education mean for individuals? In what ways does it matter to a person's future?
2. What do you believe potential employers are looking for in college graduates?
 - a. What are the specific skills that you are learning (or hope to learn) in college that are important in the professional world?
3. How well do you think your high school education prepared you to succeed in college?
4. Could your high school (or schools) have done anything to better prepare you or your peers for college?
5. Thinking about your experiences as a student, how would you describe what it means to be engaged in your learning?
 - a. How do you know when you're engaged in learning versus simply learning?
6. Students often learn better in particular types of environments or doing particular types of activities. In your college experience so far, have there been certain activities or situations

(inside or outside the classroom) that allowed you to be more engaged in your learning? If so, please describe.

7. You all share in common that you have participated in particular types of learning activities or programs, such as [to be identified depending upon group]. How would you describe the ways in which being involved in one or more of these activities had an impact on your learning?

a. How does this type of learning experience compare with other kinds of learning experiences you've had in college?

b. What would you have changed about that experience to make it more engaging?

8. In what ways did this experience influence the ways in which you interacted with the people around you?

a. For example, how did this experience shape your interactions with peers?

b. What about with faculty?

c. What about people in the community (if applicable)?

9. What did you learn about yourself through participating in these learning activities or programs?

a. What more did you learn about your peers?

b. In what ways did this experience have an impact on your understanding of the community or the larger world?

10. What would you say most influences your decision to seek out and participate in specific types of engaged learning experiences—for example, service learning, undergraduate research (research with a faculty member), study abroad, or internships?

11. In what ways have these types of learning experiences encouraged you to think differently about what you might do on campus or even after you leave campus?

a. Have these experiences had any influence in your interests or goals, short term or long term?

12. Has your engagement in these activities contributed to your social and ethical development?

a. In what ways has your college experience prepared you to be a responsible and contributing member of your community?

Finally, thinking about your view of college overall [Facilitators provide students with a handout with two statements]:

This sheet lists two different views on the primary purpose and goal of a college education. Please read each statement and decide whether you agree with one of these statements, neither, or both.

View A: The most important goal of a college education should be to provide students with a broad, well-rounded education that enriches them to discover their interests and abilities, in order to help them realize their full potential in life.

View B: The most important goal of a college education should be to provide students with specific career knowledge and skills to help them realize their full potential in the workforce.

Probe: Which of these statements would you say comes closest to describing the emphasis of your college education thus far?

Ending the session:

Is there anything that you feel we have missed or final comments you would like to add?

Thank you all again very much for your time. And in case after you leave you have any additional thoughts or questions about our discussion, feel free to email us at: (facilitators give AAC&U e-mail addresses)