



The RISE Initiative and Creating and Using Taxonomies to Support Faculty/Staff Implementation of High Impact Practices

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Overview

- RISE and HIPs at IUPUI
- Taxonomies
- Service Learning Faculty Learning Community
- Assessment

Institutional Context

Indiana University-Purdue University Indianapolis (IUPUI)

- **Recognized for Service Learning & Learning Communities (U.S. News)**
- **For 14 consecutive years, U.S. News has highlighted IUPUI for offering programs that help ensure a positive collegiate experience for new freshman and undergraduates.**
- **Large Urban Public Research University**
- **Student population of just over 30,000 students**
- **First-Time cohort just over 3,500 and New External Transfers just over 1,200 each year.**
- **Over 250 degree programs from both Indiana & Purdue Universities, guided by the Principles of Undergraduate Learning**
- **Majority of First-Year students commute to campus (60%) and about 40% are Federal Pell Recipients.**

Research

**International
experiences**

Service Learning

Experiential Learning



RISE (HIPs) at IUPUI

Mission

To provide **all students** with broad access to **quality education** through **inclusive and equitable high-impact practices** that result in **transformative student learning** in support of **timely graduation** and prepare students to become **actively engaged and informed citizens** ready to participate in a global society.

RISE Goals For Students

- Challenges Students to Participate in at Least Two High Impact Practices
- Engages Students More Deeply in Their Learning
- Promotes Application of Knowledge through guided reflection
- Helps Students Further Clarify and Commit to Their Career Goals
- Allows students opportunities to reflect on personal growth and development

RISE Goals For Faculty

- Engages Faculty More Deeply in Using High Impact Practices
- Asks Faculty/Departments to Tag Courses Appropriately
- Facilitates Ability to Conduct Institutional Research on High Impact Teaching Strategies, Particularly at the Student Level to Understand Success and for Whom

Challenges and Opportunities

- Evaluation and Assessment
- Fidelity
- Credit Bearing Courses
- Professional Development for Faculty

Taxonomies - Background

- **California State University**

- Taxonomies to categorize and describe the educational experiences that seem most effective for early alert, FYE, intrusive advising, learning communities, peer mentoring, supplemental instruction, summer bridge, orientation, and undergraduate research

- **IUPUI**

- Executive Vice Chancellor and Academic Chief Officer asked that each unit with responsibility for a high impact teaching practice develop a taxonomy to serve as a frame work that can guide quality course design, implementation, assessment and improvement. This approach matches supports the campus assessment strategy, managed through the Office of Institutional Research and Decision Support (IRDS), to understand the value of HIPs on student learning and success.

- **AAC&U**

- Value Rubrics

- All taxonomies may be found at <https://rise.iupui.edu/taxonomies>

Taxonomies – Benefits

- Fidelity Issues
- Assessment
- Course development
- Resource

Service Learning at IUPUI

IUPUI Center for Service and Learning

established in 1993 ----- 25 years in the making

- **Co-Curricular & Staff Engagement**
 - Sam H. Jones Community Service Scholarships
 - Days of Service
 - Volunteer opportunities listserv
 - Community Work Study employment

- **Faculty, Academic & Scholarly Engagement**
 - Service Learning and community-engaged learning support
 - Faculty Learning Communities, consultations, workshops
 - Partnerships across campus (e.g., ISL, STEM, TLC's)
 - Research and Program Evaluation



Service Learning at IUPUI

Service learning is a course or competency-based, credit-bearing educational experience in which students

- a) participate in mutually identified service activities that benefit the community, and
- b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

(Bringle & Clayton, 2012; adapted from Bringle & Hatcher, 1996)

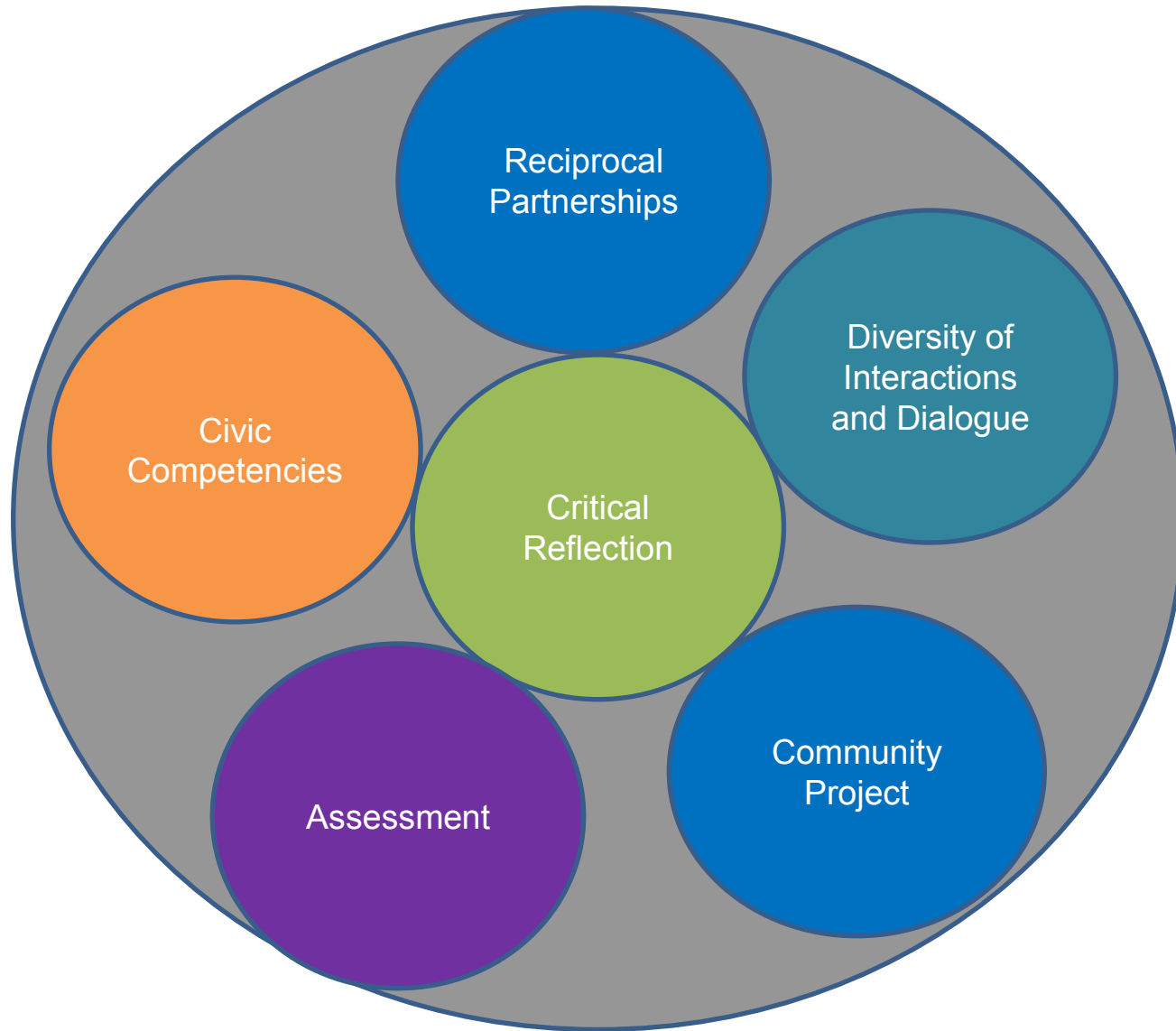


Service Learning Courses Taxonomy

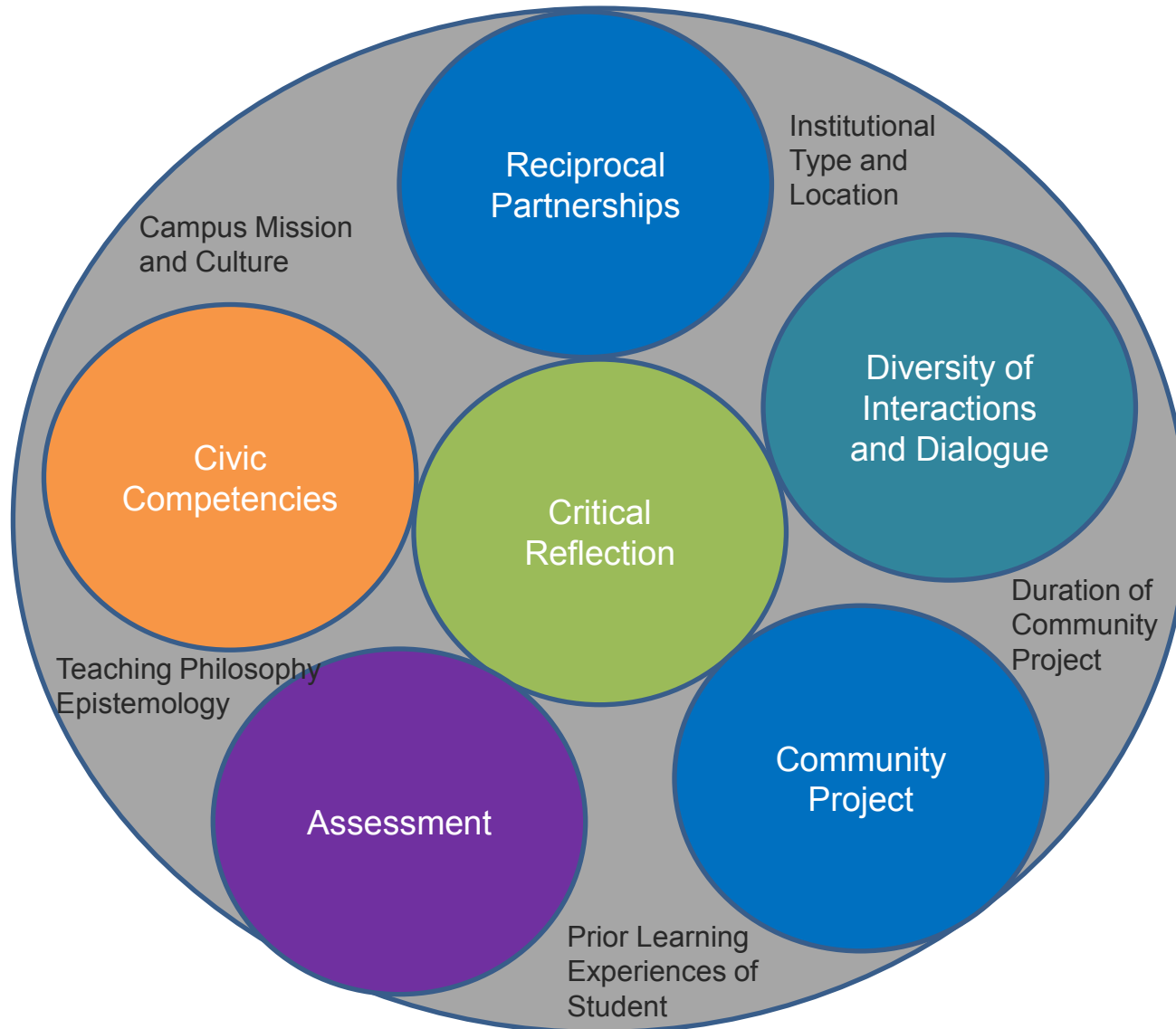
ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Reciprocal partnerships and processes shape the community activities, course design, and community outcomes.	The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community activities.	The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community activities can enrich student learning and benefit the organization.	The instructor collaborates with and learns from the community partner(s) as coeducators in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization.
Community activities enhance academic content, course design, and assignments.	The instructor includes community activities as added components of the course. The syllabus conveys this information.	The instructor utilizes the community activities as a “text” to provide additional insight into student understanding of academic content and ability to complete assignments. The syllabus describes the relationship of the community activities to learning outcomes.	The instructor integrates the community activities and relevant social issue(s) as critical dimensions for student understanding of academic content and ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community activities to learning outcomes.
Civic competencies (e.g., knowledge, skills, disposition, behavior) are well integrated into student learning outcomes.	The instructor focuses on discipline-based content with some attention given to civic learning or development of civic competencies.	The instructor focuses on discipline-based content and connects to civic learning and civic competencies when relevant to the community activities.	The instructor focuses on the integration of discipline-based content with civic learning and civic competencies and emphasizes the relevance of the community activities to the public purposes of the discipline in society.
Dialogue with others across difference (e.g., racial, ethnic, social economic status, sexual orientation) occurs regularly.	The instructor, the course, and community activities offer students opportunities for interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation).	The instructor, the course, and community activities engage students in periodic interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.	The instructor, the course, and community activities engage students in frequent interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.
Critical reflection is well integrated into student learning.	The instructor asks students to create reflective products about the community activities at the end of the semester.	The instructor structures reflection activities and products about the community activities that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	The instructor builds student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, and lead to new action. The instructor provides ongoing feedback to the student throughout the semester.
Assessment is used for course improvement.	The instructor articulates the student learning outcomes to the class and assesses at the end of the course.	The instructor articulates the student learning outcomes to the class and uses a measurement tool to assess the service learning component of the course.	The instructor and community partner(s) articulate the student learning outcomes to the class and use measurement tools to assess the service learning component of the course and influence on community outcomes.



Service Learning Course Attributes



Service Learning Course Attributes



FACULTY LEARNING COMMUNITY

Conducting SoTL on Service Learning Using the IUPUI Service Learning Taxonomy

May 10, 2017 through January 10, 2018



LEARNING OBJECTIVES

FLC members will be able to:

- Articulate dimensions of quality in SL course design
- Discuss current research studies on SL course design that supports student learning
- Apply the SL taxonomy to identify variables that may relate to student outcomes
- Identify specific learning outcomes relevant to SL course goals
- Conduct a SoTL project using pre- post- design during 2017-18 academic year
- Share findings with others through local, regional or national conference(s)



Assessment

FLC Student Survey

To what extent:	Not at all 1	2	Somewhat 3	4	A great deal 5
1) Was the community site supervisor actively involved as a co-educator in your learning in this course?	1	2	3	4	5
2) Did the course syllabus provide an educational rationale for connecting course content and assignments to the community activities?	1	2	3	4	5
3) Did your experiences in this course result in you learning more about being an effective citizen (for example, improving your ability to work with a diverse group of people, ability to identify social issues)?	1	2	3	4	5
4) Did you have opportunities to dialogue with diverse others (e.g., race, ethnicity, social economic status, sexual orientation) through experiences in this course?	1	2	3	4	5
5) Were reflection activities in this course structured with clear guidelines and directions?	1	2	3	4	5
6) Did reflection activities occur regularly during the semester?	1	2	3	4	5
7) Did reflection activities link community activities to academic content?	1	2	3	4	5
8) Did the reflection activities link community activities to your civic learning?	1	2	3	4	5
9) Did the reflection activities link community activities to your personal growth?	1	2	3	4	5
10) To what extent were you asked to give feedback on the course?	1	2	3	4	5
11) To what extent were you asked to give feedback on the community activities?	1	2	3	4	5



FLC Faculty Survey

To what extent:	Not at all 1	2	Somewhat 3	4	A great deal 5
1) Was your community partner involved in the course planning and design?	1	2	3	4	5
2) Does your course syllabus provide an educational rationale for connecting course content and assignments to the community activities?	1	2	3	4	5
3) Are civic competencies (e.g., ability to work with a diversity of people, ability to identify social issues) explicitly integrated into student learning outcomes?	1	2	3	4	5
4) Did the various learning and community experiences in this course include dialogue with diverse others (e.g., race, ethnicity, social economic status, sexual orientation)?	1	2	3	4	5
5) Were reflection activities in this course structured with clear guidelines and directions?	1	2	3	4	5
6) Did reflection activities occur regularly during the semester?	1	2	3	4	5
7) Did reflection activities link community activities to academic content?	1	2	3	4	5
8) Did the reflection activities link community activities to students' civic learning?	1	2	3	4	5
9) Did the reflection activities link community activities to students' personal growth?	1	2	3	4	5
10) Did you conduct assessment for improvement of the course?	1	2	3	4	5
11) Did you conduct assessment for improvement of community activities?	1	2	3	4	5



Service Learning Taxonomy: Student Survey Results

Reciprocal Partnerships (n=114)	Mean	SD
To what extent was the community site supervisor actively involved as a co-educator in your learning in this course?	3.68	1.23
Community Activities (n=114)	Mean	SD
To what extent did the course syllabus provide an educational rationale for connecting course content and assignments to the community activities?	3.89	.972
Civic Competencies (n=114)		
To what extent did your experiences in this course result in you learning more about being an effective citizen (for example, improving your ability to work with a diverse group of people, ability to identify social issues)?	4.09	.908
Dialogue with others across difference (n=114)		
To what extent did you have opportunities to dialogue with diverse others (e.g., race, ethnicity, social economic status, sexual orientation) through experiences in this course?	3.84	1.29

Service Learning Taxonomy: Student Survey Results

Critical Reflection (n=114)	Mean	SD
To what extent were reflection activities in this course structured with clear guidelines and directions?	3.90	.931
To what extent did reflection activities occur regularly during the semester?	4.22	.817
To what extent did reflection activities link community activities to academic content?	4.00	.977
To what extent did the reflection activities link community activities to your civic learning?	3.95	.967
To what extent did the reflection activities link community activities to your personal growth?	3.97	1.06
Assessment (n=114)	Mean	SD
To what extent were you asked to give feedback on the course?	3.89	.910
To what extent were you asked to give feedback on the community activities?	3.83	1.00

RESEARCH QUESTIONS OF FLC MEMBERS

- 1) To what extent does participation in service learning increase the level of empathy in undergraduate nursing students? [**Nursing SL course**]
- 2) What did fourth year nursing students learn about the development of their own racial values and prejudices through a historical lens by writing a personal racial autobiography? [**Nursing SL course**]
- 3) To what extent does participation in a Business/Communication Studies Themed Learning Community with a Service Learning component influence students' a) public speaking skills? b) level of anxiety during public speaking? and c) depth of knowledge on a social issue? [**Business/Communication studies TLC**]



RESEARCH QUESTIONS (Continued)

4) To what extent does a SL experience influence a student's sense of belongingness to IUPUI and the broader community? [**Chemistry**]

5) To what extent does a SL experience at a community garden accompanied by facilitative reflection influence students' connection to their major? [**Dentistry**]

6) To what extent does participation in the Community Health course influence students' knowledge and dispositions toward future service in community health and engagement? [**Public Health**]



Discussion and Questions!?

