

High Impact Practices Curriculum Development Application Template Designing/Developing/Embedding a High Impact Practice for Your Students.

NOTE: This form is for faculty developing curriculum. For non-instructional work, please contact your manager or Mary Parthemer parthemerm@lanecc.edu. Please answer questions and submit electronically to Anne McGrail mcgraila@lanecc.edu. Find electronic document at <http://ow.ly/gUAR6>)

Title III Engaging Students Program encourages individuals and groups to apply for curriculum development grants for 2012-13 to develop a high impact practice for their discipline. Use the lists provided on 2-4 of this program to begin, following the links provided to learn more about each practice. Applications are approved on a rolling basis. If you are approved, you will be informed about how to document your work and how you will be paid. PLEASE DO NOT SUBMIT CURRICULUM DEVELOPMENT HOURS ON YOUR FACULTY TIME SHEET FOR ANY AWARDS YOU RECEIVE THROUGH THIS APPLICATION.

1. Provide the name(s) of faculty member(s) proposing this curriculum development project:

2. Your L#(s)

3. List the course(s) for which you intend to develop this High Impact Practice:

4. In as much detail as you can provide at this early stage, discuss your plan for a High Impact Practice. What is the curricular “trouble spot” you are addressing? Is this proposal for a single course, a set of courses, or a single course across several sections (multiple faculty involvement)? Any other information that would be helpful for the committee to understand your project.

5. Describe the assessment you intend to use to test the efficacy of your project. The AACU’s VALUE Rubrics are a good place to start (<http://ow.ly/gUAY9>) George Kuh’s notes on Assessing High Impact Practices are also a useful resource (<http://ow.ly/gUABw>)

6. Curriculum Development Hours Requested with brief description of tasks (hours per faculty member):

Work and Reporting Requirements: If approved, please email your high impact project to Anne McGrail who will share it with other faculty. It is assumed that you will teach the assignment/engage in the activity and report back. Reporting can take many forms. Note: If you are applying for more than one project, please fill out separate applications for each. Multiple applications by individuals will be approved if funding allows.



High Impact Practices Professional Development Workshop

*Sponsored by Title III Engaging Students Grant, AACU Roadmap,
Academic and Student Affairs and Learning Communities at
Lane*



Friday, January 25, 2013 9-4 CML 104

Facilitator: Dr. Joyce C. Romano, Valencia College

With Lane’s AACU Roadmap Team Members: Mary Brau, Lida Herburger, Anne McGrail, Andrea Newton, Mary Parthemer and Sarah Ulerick

AGENDA

1. **8:30-9:00 am** Coffee and Bagels. We begin promptly at 9:00.
2. **9:00-9:10** *Introduction to the Workshop and to Dr. Joyce Romano*
Anne McGrail and Mary Parthemer
3. **9:10-10:15** “The Institution as Learner” (To take notes, turn to p. 5)
Dr. Romano
4. **10:15-10:30** *Break*
5. **10:30-11:30** *Learning from Success, Reflecting on the role of High Impact Practices .*
Discussion in Triads (see pages 6-8 for reflection/discussion questions).
Dr. Romano and Team
6. **11:30 -12:30** *Sharing of Success discussions – Identifying Themes and High Impact Practices*
Dr. Romano and Team
7. **12:30-1:30 LUNCH**
Lunch Assignment: “Big Idea” Tables : Choose a table based on the “Big Idea” you would like to discuss over lunch. How do these “Big Ideas” live at Lane? How can High Impact Practices support this big idea? There will be a “New Big Idea” table for those interested in discussing emerging ideas not yet articulated at the college.
8. **1:30-2:15** “Faculty, Student Affairs Staff, and LifeMap” (To take notes, turn to p. 5)
Dr. Romano
9. Break—Cookies served.
10. **2:15-3:15** *Development of Learning Opportunities in the HIP Context Part I and Part II*
Dr. Romano and team
11. **3:15-3:45** *Sharing of Learning Opportunities*
Dr. Romano and team
12. **3:45-4:00** Conclusion and evaluations.

What are “High Impact Practices” (HIPs)?

What are High Impact Practices? Following are two lists of mutually reinforcing practices that support and improve student engagement, learning and success. You can observe fruitful convergences between AACU’s High Impact Practices below, which focus on curricular structures and activities and the Key Cognitive Strategies, Key Content and Academic Knowledge and Skills from Valencia’s “LifeMap: College Success Skills” (see facing page). The second list, developed by the Community College Survey of Student Engagement, supports these activities as well, with a primary focus on supporting the Academic Behaviors and Planning and Decision Making College Success Skills from Valencia’s LifeMap.

American Association of Colleges and Universities (AACU) “High-Impact Educational Practices”

<http://www.aacu.org/leap/hip.cfm>

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

Community College Survey of Student Engagement (CCSSE) Promising Practices for Promoting Community College Success

<http://ow.ly/gUAGw>

Assessment and Placement
Orientation
Academic Goal Setting and Planning
Timely Registration
Accelerated or Fast-Track Developmental Education
Student Success Course
Class Attendance
Alert and Intervention
Experiential Learning Beyond the Classroom
Tutoring
Supplemental Instruction

Integrating Practices for Student Success

Afternoon Discussion

Part II:

Instructions: Pair with colleagues in High Impact Practice groups and review each other’s development ideas. These are some suggestions for areas of inquiry but feel free to develop your own so that it is authentic and useful to your own work.

1. In what ways does the plan show alignment between Big idea and College Success Skills?
2. In what ways does the plan integrate the College Success Skill with the Course or Co-Curricular Learning Outcome?
3. In what ways could the High Impact Practice be reflected in this learning experience?
4. In what ways does the learning experience engage students? In what ways is it relevant to their lives?
5. In what ways is the learning assessment helpful to students’ development and insight?
6. Share insights to improve each other’s ideas. What are potential challenges? What are potential concerns? What are improvement suggestions

Dr. Joyce C. Romano, Vice President for Student Affairs
Valencia College

Integrating Practices for Student Success
Afternoon Discussion

Part I:

1. Focus on a “Big Idea”

2. Focus on a College Success Skills Category:

3. Focus on a High Impact Practice:

4. What is the learning outcome for students? (should integrate a discipline-course or co-curricular learning outcome and a college success skill learning outcome)

5. List possible learning experiences within the high impact practice:

6. How would you assess student learning?

LifeMap: College Success Skills
Valencia College

In the late 1990s, Valencia began a transformational journey toward becoming a Learning-Centered College. Faculty and staff discussions centered on their role in this initiative. These conversations led to the adoption of the Core Competencies of a Valencia graduate: Think, Value, Communicate and Act. These competencies encompass student learning outcomes for their full program of study. At the same time, LifeMap was adopted as Valencia’s developmental advising model – providing a model process of student progression through the college that explains to students what they need to do (and when) in order to accomplish their educational and career goals.

In 2007, further discussions continued as we searched to articulate specific program learning outcomes for each Valencia program. By 2008, faculty approved General Education Outcomes that further delineate student learning within a subset of the full program of study. In 2009, as part of the Developmental Education Initiative, faculty and staff collaborated to define specific skills for student learning readiness at the college level. The discussions focused on the college readiness work by David T. Conley, and themes which emerged from a faculty and staff summit. The end product focuses on academic, cognitive and behavioral skills that enable a student to achieve optimal learning gains – demonstrated in the Program Outcomes (A.S. degree, Certificate, Pre-Majors, General Education, etc.) and the Core Competencies. These skills are encompassed in the concept of LifeMap: College Success Skills.

LifeMap: College Success Skills

The college success skills (“Key Cognitive Strategies, Academic Knowledge and Skills, Academic Behaviors, and Planning and Decision Making”) listed below and on page 4 are integrated across Valencia’s curriculum. They support the learning and development of Valencia students, facilitating success in college and achievement of the General Education Outcomes. Every moment is a teachable moment. These skills are infused throughout Valencia’s classrooms (online and face-to-face), advising sessions, and co-curriculum.

Key Cognitive Strategies

Possess a deeper understanding of the concept
Accept constructive criticism
Challenge personal views
Question views of others
Engage in active inquiry
Defend arguments
Analyze competing descriptions of events
Synthesize results of analysis
Present orally or in writing a description of analysis
Construct well-reasoned arguments
Develop multiple strategies to solve routine problems

LifeMap: College Success Skills
Cont'd from p. 3

Academic Knowledge and Skills (Key Content)

Learn to pre-write, edit, and rewrite
 Apply appropriate college-level grammar
 Evaluate appropriate sources
 Access a variety of types of information
 Build vocabulary
 Utilize strategic reading techniques
 Apply math to solve problems
 Interpret math solutions back to context
 Emphasize scientific thinking
 Understand big ideas that order and structure detail

Academic Behaviors

Help students think about their thinking
 Create an awareness about their mastery of subject
 Reflect on what works
 Reflect on how to improve
 Persist when presented with a difficult task
 Employ multiple learning strategies
 Transfer learning from one area to another
 Learn how to study; how to manage their time; how to take exams; to take class notes
 Understand how to speak to instructors

Planning and Decision Making

Develop a career goal based on their interests and talents
 Develop an educational plan to reach their career goal
 Understand degree requirements
 Understand transfer options
 Understand the financial aid system
 Understand how to track their progress towards their career and educational goals
 Understand the challenges of college level courses
 Revise their career and educational plans based on their learning experiences
 Interact with a diverse cross section of academicians and peers
 Collaborate and work in a team

*Developed through the Developmental Education Initiative 2009-2012 at Valencia College.
 Based on David Conley (2005) College Knowledge. San Francisco, CA: Jossey-Bass.*

**“Big Ideas” Developed by
 Lane’s Success and Goal Attainment (SAGA) Committee**

1. Learning is at the heart of everything we do.
2. All students have a right to learn and succeed.
3. Everyone is responsible for helping students develop abilities to learn and succeed.

Valencia College’s “Big Ideas”

- Anyone can learn anything under the right conditions.
- Start Right.
- Connection and direction.
- The college is what the student experiences. (The college is how students experience us, not how we experience them.)
- The purpose of assessment is learning.
- Collaboration yields a dialog that drives improvement.

Valencia College’s Emerging “Big Ideas”

<http://valenciacollege.edu/ournextbigidea/>

Student Purpose Emerging idea - Students with some sense of their purpose in life and in college are more likely to be engaged, to learn and to succeed in college.

Student Learning Emerging idea - More than any other time in history, student learning can happen anywhere and at any time. Changes in the conditions for student learning require that we think differently about how we engage students in the learning process.

Students need Navigation Emerging idea - To be successful, Valencia students not only need an educational plan, but they also need clear and specific directions for navigating the demands of college.

The New Student Experience Emerging idea - To support learning, students need a holistic first year experience that is academically and socially engaging while providing connection and direction.

Dr. Joyce C. Romano, Vice President for Student Affairs
Valencia College

Developing a Culture for Student Success
Morning Discussion

Part I: NOTES Discussion of Student Success Experiences

1. What did the student KNOW/LEARN/DO that lead to his/her success?

2. What did the staff member KNOW/LEARN/DO that lead to the student's success?

3. What "big idea" or "belief" is reflected in this story? ("Big Ideas" developed at Lane by SAGA and Valencia's "Big Ideas" are listed on p. 9 as suggestions).

Notes on Morning Keynote
"The Institution as Learner"

Notes on Afternoon Keynote
"Faculty, Student Services Staff and LifeMap"

Dr. Joyce C. Romano, Vice President for Student Affairs
Valencia College

Developing a Culture for Student Success
Morning Discussion

Part I: Discussion of Student Success Experiences

Instructions: Select one of the story ideas listed and tell a story of a student experience in which you were involved. Each person take a turn to tell a story. While the storyteller is speaking, the listeners should write notes to answer the questions on the note taking forms provided (based on what they hear). If there is more time after everyone has had a turn, tell a second story.

1. Tell us about a student that struggled with college adjustment and was ultimately successful.

How did the student accomplish that change?

What supports, resources, interventions, persons, etc. made a difference?

In what ways, if any, did this reflect a High-Impact Practice?

2. Tell us about a student that struggled with course content or co-curricular work and was ultimately successful.

How did the student accomplish that change?

What supports, resources, interventions, persons, etc. made a difference?

In what ways, if any, did this reflect a High-Impact Practice?

3. Tell us about a student that you helped achieve success in any way (small or large).

What did you do?

What did the student do?

In what ways, if any, did this reflect a High-Impact Practice?

4. Tell us about a student that you helped clarify his/her career goals.

What did you do?

What did the student do?

In what ways, if any, did this reflect a High-Impact Practice?

5. Tell us about a student that you helped clarify his/her educational goals.

What did you do?

What did the student do?

In what ways, if any, did this reflect a High-Impact Practice?

6. Tell us about a student who was motivated in your class/other interaction.

What did the student do that conveyed his/her motivation?

What was the source of the student's motivation?

In what ways, if any, did this reflect a High-Impact Practice?