

**Academic Affairs High-Impact Practice Action Plan**  
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**Revision**

*High-impact teaching practices (HIPs) are characterized by opportunities for focused attention to a substantive issue or problem over an extended period of time; meaningful faculty-student and student-student interactions; frequent feedback on student work from faculty and peers; regular opportunities to reflect on learning; real-world application; and/or experience with people whose life circumstances and perspectives differ from theirs. HIPs have been shown to increase student engagement and high levels of learning.*

## **PURPOSE**

By outlining concrete ways of guaranteeing access to high-impact curricular opportunities within a liberal arts environment, this plan supports Loyola's ongoing commitment to preparing all students to learn, lead, and serve in a diverse and changing world. It also offers a potential developmental curricular pathway, which prompts students to deepen their understanding of their own values, beliefs, passions, and goals within expanding community contexts: college campus, local community, international and/or regional community, and professional community. In this way, the plan is both mission-oriented and market-responsive, emphasizing a path from reflecting on personal, academic, and professional goals to integrating and applying new knowledge and skills in a variety of situations. It is also highly Ignatian in its focus on experience and reflection (required elements of high-impact teaching) as well as on action, especially through an expanded inventory of service-learning options. Finally, this plan supports student retention efforts by emphasizing engagement, which not only leads to higher levels of learning but the sense of belonging crucial to both achievement and retention.

## **PROJECT DESCRIPTION AND GOALS**

### Content goals: what do we want to do?

- Increase number of students and faculty participating in/offering/using **multiple** hips. (Breadth)
- Achieve equitable participation in HIPs by addressing possible access issues for first-gen, low economic-status, and students of color, regarding particular HIPs, like Study Abroad and unpaid summer internships. [*Note: Equity is not about fairness. It ensures that each person gets what he/she needs. Equity is about opportunity, resources, challenges, goals. Different types of people need different kinds of support to meet the goals.*]
- Ensure that faculty, students, administrators, and staff know what the opportunities are, how students can take advantage of them, and why they should do so.

- Enhance valuing of HIPs across campus, even among non-participants. [*Note: Student participation increases where faculty are showing high valuing of the experience, whether faculty actively participate or not.*]
- Ensure faculty understanding of HIPs: what they are, how to design/offer them for greatest impact, benefits to students. (Depth)
- Document the impact of HIPs on student engagement (with faculty, peers, course/program content) and achievement through various assessment methods.
- Establish a clear, developmental, sequential HIP pathway, from the first year through the senior year that still allows for flexibility and choice, dependent on students' personal, academic, and professional goals. A default pathway might be based on the HIPs that students are already participating in, in roughly the following order, at Loyola: Messina in the first-year (learn/campus/self); Service Learning during the sophomore year (serve/local community/self in relationship); Study Abroad during the junior year (learn/global community/self in relationship); Internships, Faculty-Student Research opportunities, UG Teaching Assistantships, and/or Capstone experiences during both the junior and senior years (lead/application in career-oriented contexts). However, we see great value in exploring whether Messina, itself designed as a HIP, might offer first-year students multiple focused HIP opportunities (e.g., introduction to faculty-student research, short service opportunity, one-week study abroad tour) that they could, then, choose to explore more fully during subsequent years, in an order and variety that makes sense to them. Core and major advisors could, then, include guidance about experiential opportunities in their advising sessions.
- Because of all of the above, see Loyola become known as a learner-centered, high-impact practice institution that purposefully moves students through a context-based developmental process that leads to not only a fulfilling career but also a meaningful life. [*A HIP culture fosters equitable participation and outcomes for students across the multiple high-impact practices offered by an institution.*]

Process goals: how will we do it?

*Availability of HIP opportunities:*

- Share HIP inventory with deans, department chairs, and faculty members to identify opportunities to expand curricular offerings, as appropriate, and deepen current HIP experiences, where possible. Place special emphasis on curricular-based service opportunities, faculty-student research opportunities, internship opportunities, and capstones (esp. courses or attached with courses).

*[Question for chairs/faculty: Do all of your students experience \_\_\_\_ the way you are hoping? If so, how do you know? If not, what about \_\_\_\_ could be revised for greater impact?]*

- Ask chairs to put key HIP terms in catalogue course descriptions for existing and new HIP courses (e.g., if a senior-level course is being taught as a capstone, label it as a capstone; if peer collaboration is embedded throughout the course, say so).
- Discuss barriers to offering HIPs within the curriculum and how to best address them.
- Consult with directors of current HIP programs (e.g., Study Abroad, Service Learning, Messina, Sellinger Scholars, Honors Program) to determine if there are opportunities to expand or deepen.

*Communication of HIP opportunities:*

- Prospective student marketing
- Admissions events
- New-student orientations
- Department websites
- Department program and course outcomes and descriptions (helps with inventorying HIPs, too)
- Messina/core advisors
- Major advisors
- Student leaders/SGA

*Faculty understanding of the what/how/why of HIPs*

- Expand faculty-development/support opportunities to include additional Faculty Fellows cohorts as well as other regular, focused brown-bag discussions and workshops. Work toward having at least one HIP expert in every department.
- Ensure alignment between Faculty Fellows HIP work and Advising Fellows HIP work.
- Create on-line library of HIP resources, including videos of faculty using HIPs and on-line tutorials.
- Encourage faculty to observe peers who are using HIPs.

*Valuing of HIPs*

- On the HIP inventory, denote how each HIP connects to an aspect of Loyola's mission or undergraduate learning aims so that we communicate how HIPs can help us to fulfill institutional mission and promote Jesuit values.

- Communicate HIP theory and research as broadly and often as possible.
- Encourage participation of faculty in assessments of HIPs at the program level.

### *Documenting the impact of HIPs*

- Design assessments of participation, engagement, and achievement of learning (leadership/service) outcomes, beginning at the program level, through such means as enrollment reports, NSSE and FSSE survey data, alumni surveys, focus groups (participation, engagement) and end-of-experience/capstone course reflections, papers, projects (student achievement). [*See assessment section at end.*]
- To assist in inventorying and disaggregating enrollments by HIP type, consult with Records about possible course coding of additional HIPs (e.g., student research courses).

### **BARRIERS TO ACCOMPLISHMENT (WHAT CAN WE MOVE OR CHANGE VS. WHAT WE CAN'T CONTROL)**

- Faculty feeling stretched, as if they can't do one more thing.
- Limited financial resources for new or expanded initiatives.
- Plan requires work across divisions/offices (Student Development, CCSJ), and such collaborations require mutual respect of expertise and trust built over time.

### **(LOW-COST) OPPORTUNITIES FOR SUPPORT**

- Re-evaluate Loyola's definition of *research* to see if it should be broadened to include student-faculty research (in addition to community-engaged scholarship, pedagogical scholarship, etc.). Re-align resources accordingly.
- Hire for HIP, i.e., familiarity w/use of HIPs put in job postings as required/highly desired qualification.
- Further-emphasize evidence of student engagement and learning in evaluations of teaching performance (i.e., de-emphasize student-survey data on aspects of instructional performance, which may or may not promote high levels of learning).
- Through already-existing "This Faculty Life" series, add additional opportunities for learning about, discussing HIPs. Provide refreshments.
- Bring HIP program directors together to discuss current outcomes, potentially useful outcomes revisions, and assessment methods.
- Intentionally attach short Study Abroad and Service Learning experiences to courses with related focus/content.
- Pay for lunch meetings in which departments re-think capstone courses to ensure impact or at which faculty supervisors of internship or UG research courses meet to agree-upon common outcomes, activities, assignments.

- Facilitate help from MarComm for departments that want to advertise these enhanced opportunities on departmental webpage, promotional materials.

## ENGAGEMENT PLAN FOR STAKEHOLDERS

### Who are the stakeholders?

- Students
- Faculty
- President's Cabinet, but particularly:
  - *Academic Affairs administrators*
  - *Enrollment Management VP/staff/administrators*
  - *Student Development VP/staff/administrators*
  - *MarComm staff/administrators*
- Board of Trustees
- Parents
- Alumni
- Divisional Advisory Boards
- Advancement (donor opportunities)
- ORSP (grant opportunities)

### How to best engage?

- Consider the values, beliefs, potential contributions of each stakeholder group and address/invite those.
- Be collaborative in the design of the overall strategic plan and distinct parts of it, i.e., be open to revising according to stakeholder feedback.
- Identify and pursue possible opportunities to engage other divisions, such as student development, in cross-divisional strategic planning.

## COMMUNICATION STRATEGY

- With all stakeholders, clarify what makes a HIP high-impact and that smaller, focused experiences (e.g., short study tour) can, over time, be as impactful as a longer experience (semester abroad) if they reflect HIP characteristics or “elements.”
- Be clear about why this is a priority—and for whom (e.g., recruitment, retention, support of students from diverse backgrounds and/or students seeking scaffolded experiences that will help with career/grad school readiness as well as discernment of personal goals).
- Illustrate what current HIP landscape looks like, through HIP inventory.
- Emphasize all that faculty are currently doing and that we are encouraging expansion, deepening where it's appropriate but also where it's feasible.
- Leverage what different stakeholders care about (e.g., faculty value working with students one-to-one)

- When discussing HIP impact for first-gen and students of color, emphasize what such students bring to Loyola versus what they may lack (in preparation, experience, etc.)
- When communicating with students, make sure to specifically target students who are shown to be less likely to participate in HIPs (first-gen, transfer, young men, students who struggle academically)
- Use of dashboards to communicate participation rates for HIPs.

**TENTATIVE TEAM ACTIONS AND TIMELINE**

<b>Action</b>	<b>Purpose/details</b>	<b>When</b>
Share action plan with provost and other AAs leaders		June 25, 2019
Revise plan, as necessary		
Share HIP inventory and plan with chairs	To inform, gain support; Jesse and Lisa will present.	August 27, 2019
Share with HIP program leaders for review and comment; revise as necessary		Early September
Design communication plan about what/how/why of HIPs	Work with MarComm	By October 1, 2019
Create logo to specifically brand this work	Work with MarComm	

**TENTATIVE RECOMMENDED TIMELINE FOR CAMPUS WORK**

<b>Action</b>	<b>Who</b>	<b>When</b>
Plan to <b>assess</b> participation in HIPs	Cindy, Cheryl, Tracey, Nicole, Rita w/HIP program directors	
Plan to <b>assess</b> student engagement	Cindy, Tracey, Cheryl, with HIP program directors	
Plan to <b>assess</b> outcome achievement	Cindy, Tracey, HIP program directors, associate deans	
Create faculty development/support plan (faculty fellow clusters, HIP mentors, dept. Experts, trained UG TAs, library of HIP resources)	Cindy w/Lisa, Jesse, and other Fac Fellows	

**EVIDENCE OF SUCCESS** (how will we know we're making progress?)

*General approach:*

In the shorter term, we will assess success in three general areas: participation (overall and among students of color); engagement (of students and faculty); and achievement of learning

outcomes. For the longer term, we will track retention rates in light of HIP participation and Loyola's increasing identity as a learner-centered HIP institution.

We will begin (or support existing) HIP-oriented assessments at the program level (major programs, Study Abroad, Messina, Service Learning) and, to the extent possible, link these assessments, via outcomes alignment, with university student-learning assessments. In the case of small sample sizes, we will discuss meaning of data, without generalizing, and consider assessments over time (e.g., three-year cycles).

*Methods:*

IR Data (for enrollment and retention trends, per curricular HIP type, disaggregated by student group)

NSSE and FSSE data (for self-reported information about participation, engagement, valuing  
*[Note: Look at what our faculty are saying, via FSSE, before we present to chairs and faculty.]*

*National FSSE data suggest that women, faculty of color, non-us faculty, faculty in "life fields" (Biology, SOE) value HIPs more; PT lecturers and instructors tend to value them less. Is this true at Loyola?]*

Rates of participation in HIP faculty support/development activities (info. On valuing and engagement)

Focus groups (for information on engagement, valuing--could happen in current cohort groups, e.g., faculty fellows, returning study abroad students, summer-research fellows/grant recipients)  
*What are the stories that students and faculty are telling about HIPs?*

Faculty annual updates/mid-term/promotion portfolios (for information about faculty engagement and valuing--and, ideally, student learning, thru samples and analyses of student work)

Student-produced "artifacts": student work w/reflections, gathered through outcomes-based program assessments; Messina and senior-level "capstone" assessments; and, eventually e-portfolios (which are now the 11<sup>th</sup> AACU HIP). *[With e-portfolios, start with students in selected HIP programs and gradually broaden out to all students. With broader use, possibility for looking at how students are making their way through the UG curriculum and whether participating in HIPs makes a difference in senior-level assessments.]*