

Annual report to the Faculty Senate on the activities of the Academic Quality Committee for the academic year 2019/2020

Members:

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Ex officio: Kathi Ketcheson OIRP

We have also had a guest from the Provost’s office, G.L.A. (Gigi) Harris as OAA Faculty Fellow for Assessment and Accreditation attending our meetings regularly.

Action items:

1. We ended last year by sending out on May 9, 2019 the HIP Survey we developed to Chairs, Directors, and Program coordinators with the goal of mapping where HIPs (high impact practices) are delivered across the university curriculum. We know that HIPs are considered best practices as markers of quality in education. What we do not know is how these practices are delivered across campus and how this relates to things like student retention or student success. Kathi Ketcheson reported to the committee the responses to her Powerpoint on HIPs presented at the European Association for Institutional Research Forum on high impact practices (see attached). She pointed out that other scholars presenting confirmed what we already know, that we don’t know what people are doing in actual courses or how this relates to success. Some people do not want to use the language of HIP and find that it gets in the way when surveying students (this was our experience as well). The most significant finding is that common intellectual experiences, internships, and being a transfer student have the highest correlation to graduation in six years or less. We need more information as existing data at PSU is not sufficient for detailed analysis. It is even more important to stimulate conversation around these practices: how do people frame this when talking to students and how do we test their actual impact on student success?
2. Generally, the HIP Survey is one set of data that must be combined with other data to be useful. We had the results available to us fall term 2019 and began to assess them (see attached document). We don’t feel we have enough information to make recommendations, but can give indications on the basis of what we learned from the survey.

Summary of results: Currently, there are three approaches to practicing HIPs: majors with a few specific courses that address one or two HIPs, programs where one or two HIPs are practiced in all or most of the courses for the major (some of these list UNST Cluster Courses), and programs that integrate HIPs throughout the four-year curriculum. It is significant to note that this last group (BSW, COTA, HON, and UNST) follow a cohort structure. Of those responding, 82.1% said the department or program did not use “high impact practices” as a

term, although 97.1% of respondents said their units did engage in what are considered to be high impact practices

Other findings

- The vast majority of HIPs are at the 300 (including Cluster Courses) and 400 levels (with more 400 level courses listed). One exception is Physics, which lists six HIP courses at the 200-level. This fits with the answer that 82% of responses don't offer first-year experiences. Four respondents (BSW, COTA, HON, UNST) incorporate HIPs throughout the four-year undergraduate curriculum, usually with First Year Course or Common Intellectual Experiences at the start, progressing to coursework with extensive collaborative/group projects and/or writing intensive experiences. These programs often allow/encourage/require Internships, and then culminate with a capstone course with a research/project that is produced and exhibited. Answers for specific majors within schools tend to have HIP associated with coursework at the 300 and 400 levels, although Group and Collaborative work seems broadly spread over the levels of curriculum. There is some use of ePortfolios to collect a student's experience/growth over a number of courses
 - In the answers from majors within Schools, there is some overlapping of HIP in a single course: Research Experiences also double count as Writing Intensive courses; Project Work often overlaps with Community Engagement; Internships often overlap with Community Engagement; Diversity work also connects with Community Engagement. This is to be expected, although it does suggest that, if a student somehow misses a course, they may miss several HIP at once.
 - The fact that some respondents wrote about graduate programs and HIP (particularly, Internships and Research) tends to underscore the fact that they think of these activities as more typical for advanced students, more associated with the end of the major than with the beginning student's experience. This may be something to address within the majors.
 - Some responses that HIPs require more "dedicated faculty time" illustrates what may be a common assumption among faculty in large or lecture-based programs/
3. As a result of work done during the academic year 2018/2019, AQC representatives began attending IAC meetings over the course of year 2019/2020, giving regular reports and providing feedback into the processes. We have also had valuable input from Gigi Harris on concerns about assessment.
 4. As part of our ongoing work to gather data to answer the basic question of how HIPs relate to student success and academic quality, we decided that the best way to survey students was to include an HIP set of questions on the Exit Survey that OIRP sends out biannually to graduating Seniors. To that end we collaborated with OIRP to review and edit the survey (see attached OIRP document). We spent considerable time working through the best language to use to get students to provide useful information, given that we know they are not familiar with the vocabulary developed at the academic level around high-impact practices (see Exit Survey Q7a and 7b). This work was completed and the survey sent out 4/13. Kathi Ketcheson reports that students are responding, with a 26% response rate already as of 4/27. The survey will stay open through June with reminders sent out every 10 days via OIRP.

5. We have determined an agenda for the committee next year:
 - a) We should return to the retention data to see how this can be combined with the results of the HIP survey and those of the Exit Survey questions for students on HIP practices.
 - b) We should return to earlier surveys to consider when or if they should be repeated and/or redesigned and what a survey calendar would look like. When the AQC began these surveys, OAA funded a graduate student to conduct the substantial amount of data management. There was no funding this year for that support. We need to arrive at a research plan on how to collect data and how often to do so, and whether surveys are the best means for doing this, or whether there are other means we can use to generate a conversation at the department level about academic quality.
 - c) We will be able to put the results of the student Exit Survey together with HIP faculty departments survey and with the retention data.
 - d) We can possibly look at our remote teaching terms and concerns about quality or lessons learned.

Survey Name: High Impact Practices Survey (Annual Assessment Update-Part 2)

Number of Respondents: 37

1. Does your department or its majors or programs offer courses or other experiences that could be considered High Impact Practices, according to the descriptions of HIPs provided by AAC&U?

Denominator Used: 34

Response	N	Percent
Yes	33	97.1%
No	1	2.9%

2. If yes, please list specific majors or programs of study, within your department, that offer High Impact Practices.

See Appendix A.

3. Please check all that apply and indicate in the appropriate adjacent column how HIPs are offered in your department, majors or programs of study:

HIPs	N	In designated courses	Across courses offered in the major	Through opportunities outside the classroom (i.e. research with faculty, internships, etc.)	Not offered
First-year experiences	28	14.3%	7.1%	7.1%	82.1%
Common Intellectual Experiences	28	21.4%	32.1%	17.9%	53.6%
Learning Communities	28	3.6%	17.9%	25.0%	71.4%
Writing-Intensive Courses	28	57.1%	35.7%	17.9%	28.6%
Collaborative Assignments and Projects	28	50.0%	53.6%	42.9%	3.6%
Undergraduate Research	28	35.7%	25.0%	53.6%	21.4%
Diversity/Global Learning	28	39.3%	60.7%	28.6%	14.3%
ePortfolios	28	25.0%	10.7%	10.7%	67.9%
Service Learning; Community-Based Learning	28	53.6%	25.0%	32.1%	25.0%
Internships	28	32.1%	7.1%	67.9%	17.9%
Capstone Courses and Projects	28	42.9%	17.9%	14.3%	42.9%

4. Does your department or program use the term "high impact practices" when you describe these courses or experiences (please select all that apply)?

Denominator Used:28

Response	N	Percent
No	23	82.1%
Yes, among faculty	5	17.9%
Yes, with students	2	7.1%
Yes, with both students and faculty	2	7.1%
Yes, on course syllabi	1	3.6%
Yes, in promotional materials in print or online	1	3.6%

5. Could you please provide a list of courses or provide examples of experiences in your program that include or represent HIPs?

See Appendix B.

Appendix A. If yes, please list specific majors or programs of study, within your department, that offer High Impact Practices

Responses (29):

All majors offered by the Department of International and Global Studies have courses that engage in one or more of the HIPs listed.

BA/BS in Child Youth and Family Studies

internships, capstones

Our primary curriculum is graduate, and those courses include group projects, and in some cases, working with a community partner to address their particular needs. Our UG contributions are reflected in the Systems Minor, which is largely based on UNST cluster courses. These courses often include group projects. We also offer a learning abroad course at the graduate and UG levels.

Film Major

The MSW Program in the School of Social Work offers courses using HIPs

MPA, MPA:HA, MNL, Minor in Civic Leadership

Undergraduate BA/BS MA/MS

ePortfolios are required four times during a three-year period of multiple courses; writing intensive courses - all of our courses require students to write weekly writing with heavy feedback provided by course instructor; 9-month capstone course and project per student.

B.A. Judaic Studies

All 24 departments in CLAS have 1 or more HIPs. I can't name them all here but I hope that you get a good response. Let me know if you need any assistance gathering this important information.

Criminology & Criminal Justice Undergraduate and Masters program

Chicano/Latino Studies offers a course on public art, which focuses on murals. Students taking this class participate in the design of a mural, which is then painted in a public building in the community. It is assumed that students

have no background in art/design. The instructor walks them through the process, which culminates in the production of a mural.

BSME

Capstone courses, Learning assistants - upper division undergrads who assist with intro level courses, Workshop leaders - upper division undergrads who lead problem-solving workshops

B.A. in Applied Linguistics Certificate in Teaching English as a Second Language (TESL) M.A. in Teaching English to Speakers of Other Languages (TESOL)

All of the School of Business: Accounting, Finance, Management, Marketing and Supply Chain Management
French, German, Japanese, Russian, Spanish, Arabic

Our Bachelors degree in Social Work program offers the following HIPs: First-Year Experiences, Common Intellectual Experiences, Learning Communities, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning/Internships. Each BSW student is also required to complete a capstone.

All 5 of our programs in Art + Design offer High Impact Practices: Graphic Design, Art Practice, Art History & MFA Studio and Social Practice

Eight of the ten High Impact Practices identified by LEAP are integral to the Honors College curriculum. Students who enter UHC as first years take a cohorted year-long course, The Global City, which functions as a first-year seminar. This course teaches foundational skills that LEAP identifies as linked to the “highest-quality first-year experiences” such as “critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies” (LEAP). The Honors College is organized around common intellectual experiences, another High Impact Practice. The Honors College provides a vertically integrated curricular experience throughout the four years students spend in the program, and this vertical integration is expressed both in a shared thematic inquiry across the first two years of the curriculum and in the explicit writing, reading, and research capabilities taught and rehearsed across the four years. The lower-division core courses in the first two years of the curriculum explore themes related to urbanization; in these courses, students develop a number of analysis, writing, and research skills necessary for writing the baccalaureate thesis. In the upper-division, students take courses that continue to refine and build upon the skills developed during the lower-division core courses. All of the courses offered in Honors are writing-intensive and integrate collaborative assignments and projects, two more High-Impact Practices. All students in Honors complete original undergraduate research or creative projects and produce a thesis. These two fundamental activities integrate the High-Impact Practices of undergraduate research and capstone courses and projects. The Honors curriculum also integrates the High-Impact Practice of diversity/global learning in both the first-year course, which is themed around the Global City and necessarily has students encounter cultural diversity and issues of globalization, and through the encouragement of study abroad. Finally, Honors encourages students to earn credit for internships and offers a course attached to the internships which prompts students to think critically about the experiences they are having. Students also encounter a ninth High-Impact Practice, service or community-based learning, in several courses. The faculty who teach HON 201: Urban Social Sciences use Portland as a laboratory for methodological training in social sciences. Likewise, Dr. Starry’s HON 202: Urban Ecology courses integrate field work components.

Health Studies: Community Health, Health Science, Aging Services, Health Administration Services, School Health Applied Health and Fitness

The Department of Philosophy runs a service-based/community-based learning Philosophy for Children capstone in which undergraduates design philosophy-based lesson plans and implemented them in the classroom. Philosophy majors also assist high school teachers in Portland-area schools in preparing students for the Oregon High School Ethics Bowl. We also offer a 400-level writing intensive honors seminar in which students produce a research paper. These papers are frequently presented at undergraduate conferences and published in undergraduate journals. We piloted a 300-level Philosophical Writing (writing in the discipline course). We have plans to submit a proposal next year to make this a permanent course.

Collaborative Assignments and Projects: Speech & Lang Dev in Children (SPHR 372U) includes 6-8 (depending on the instructor) in-class group assignments in which students apply concepts from the text and lecture. We presented on these at ASHA: Costanza-Smith, A., Larsen, J., Roberts, T., & Quam, C. (2017, November). Supporting critical

thinking in an undergraduate language development course. ASHA Annual Convention, Los Angeles, CA (poster). We address Undergraduate Research through all of our research labs in Speech and Hearing Sciences, which sponsor BUILD EXITO scholars, Honor's students, as well as many other UG / PB students. In addition, our UG Research Methods course directly supports students in their approach to the research literature and EBP. We address Diversity throughout our coursework, specifically in the Perspectives on Disability course, which provides our students an opportunity to examine Disability as Diversity at the UG level. Many courses utilize collaborative assignments and projects (e.g., experiential learning activities, team-based learning, etc.).

Group activities and active learning is intentionally structured into some gateway courses: 1) MTH 111, 112 2) STAT 241, STAT 243, STAT 244 Some sections of other course may include these at the discretion of the instructor.

Psychology offers (1) 2 required broad introductory classes, (2) a Capstone focuses on Community Psychology, and (3) a required course in diversity. We also have a large number of undergraduates in our research labs (maybe 30 or so at any one time), all of which conducted community-engaged research. Individual courses include CBL and collaborative assignments and projects. Our neuroscience concentration has an extensive network of educational outreach activities. I must say that it is almost painful to see this list of high impact practices, all of which involve dedicated faculty time. We have 22 full-time faculty and 1250 majors, or a ratio of 1 FT faculty for every 57 students. This makes it impossible for us to enact these HIP for our majors.

Anthropology Department. Anth 401 - Research. Students work with a faculty partner on research projects in the faculty lab. Student signs up for 1-4 credits of "by-arrangement" type credits. Anth 404-- Cooperative Education/internships. Students take 1-4 credits of Anth 404, work with a community partner (company, agency, museum) on a project. <https://www.pdx.edu/anthropology/internships> Anth 415-Applied Anthropology. 4-credit course. As part of class requirement, students work with a community partner on a project where anthropological knowledge can support the mission/goals of that partner. Anth 460. Public Archaeology. 4-credit course. As part of class requirement, students create and host an exhibit/activity related to archaeology and heritage at the Archaeology Roadshow-- a 5-hour public outreach event hosted by the department on PSU campus and in satellite communities in Oregon. Key part of the assignment involves student reflection on the importance of collaborating with communities, finding common ground among diverse groups of people, reflecting on the best ways to convey complex ideas to varying demographics and people from different backgrounds.

Majors? sociology major

Major in Geography Minor in GIS

Appendix B. Could you please provide a list of courses or provide examples of experiences in your program that include or represent HIPs

Responses: (28)

Our Seminar courses are writing intensive and require undergraduate research. Our course on Understanding the International Experience deals with intercultural and global communication. We often have students engaged in internships, both locally and well as internationally. Our faculty often supervises theses for the Honors College, even for students outside of our majors, which requires undergraduate research.

CFS 497 & 498 Practicum I and Practicum II CFS 493/4/5/6 Professional Self in CYFS

PS 199 Internship, PS 399 Internship, Engaging Democracy Capstone

Courses available to undergraduates include several 3xxU cluster courses and 4xx sections of first year graduate courses. Some of the cluster courses include team project experiences, which involve developing a shared understanding of a complex problem and using a diagram to communicate that understanding. Many of the 4xx courses feature team projects that involve building a computer model of a complex system and using the model to explore potential interventions. Our study abroad class takes students to Peru where they learn about sustainability via a hands-on service learning project in a rural community.

See answer 2, if needed we can provide courses linked to distinct practices.

SW 511 and SW 512 all graduate students must take these internship courses All graduate courses in the MSW program have collaborative learning assignments or projects, integrate diversity and global perspective. All courses, except internship courses, are writing intensive

PA509: Organizational Experience --- Service Learning, Community-Based Learning/ Capstone Courses and Projects PA549: Cross Cultural Communication for Public Administration --- Diversity/Global Learning PA594: Diversity in the Workplace --- Diversity/Global Learning PA544: International Field Experience --- Diversity/Global Learning

CR 411 is a career preparation course for undergraduates CR 509 is practicum which places students in a variety of learning, research, and engagement opportunities in the community CR 312 and CR 526 are focused on diversity ('intercultural') CR 445/545 focuses on diversity (gender) CR 307 focuses on skills

We have offered ePortfolio courses every year for the past 20 years. Instructors talk with the students each quarter about preparing, reflecting, and sharing content in their ePortfolios. Four ePortfolio courses are required for the degree. All of our courses require writing each week, with a formal report required for each quarter. These student writings receive weekly written feedback and follow-up back and forth submissions between student and instructor to answer questions, pose new ideas, and to explore that which is written in total. To graduate, each student must complete a 9-month project on a research topic that uses their learned work in the courses in addition to their life's experience or professional endeavors.

Cogan Internship -- competitive, scholarship-based experience offered to 1-2 students each year for hands-on work at local Jewish community organization. Writing Intensive Course: e.g., HST492/592 Research Seminar on the Shtetl of Eastern Europe Undergraduate Research: e.g., JST430U Messiahs & Messianism

1) Internships = CCJ 404 (required internship class for undergraduate CCJ majors), CCJ 504 - graduate internship, not required, but allowed if student is able to set up a meaningful experience. 2) Collaborate Assignments/Projects = numerous at undergraduate level, but a common one is CCJ 340 Crime Analysis, requires a group project and presentation. Graduate level = numerous classes 3) Undergraduate Research = CCJ 340

ChLa 399 Public Art: Muralism ChLa 450 Latinos and Education ChLa 390 Latinos in the Pacific Northwest

First-Year Experiences: The three-course sequence ME 120 - Introduction to Engineering, ME 121 - Introduction to System Controls, and ME 122 - Introduction to Design uses an activity learning format with students fabricating prototypes and building servo-electric devices and presentations to develop first-year students' intellectual and practical competencies. Collaborative Assignments and Projects: ME491, ME492, ME493 Undergraduate Research: Undergraduate students work on their research with the faculty. Internships: Students have various internship opportunities including MECOP and Engineering Work Experience (EWX) working at the local industry. Capstone Courses and Projects: ME491, ME492, ME493

PH059; PH284, 285,286; PH294, 295, 296; PH408

Courses with one or more HIPs: Ling 391, 392, 407, 4/509 Teaching Practicum, 4/509 Community Activism, 4/516, 4/532, 4/537, 4/538, 4/539, 4/570, 4/571, 4/572, 4/573, 4/575, 4/576, 4/577, 4/578, 4/580, 4/581, 507.

Internships: Actg 404, Fin 404, Mgmt 404, SLM 404, Mktg 404, MTaX 540 Capstones: BA 495 with 95 consulting projects in 2018-19, Actg 495, MSF Impact Investing Capstone, MBA Capstone, MTax Capstone, MS GSCM Capstone, MRED Capstone, HCMBA Capstone Community Based Learning: FIR NW Advertising Agency, BA 495 Capstone, MRED Capstone, Writing intensive courses: BA 385, BA 205 Common intellectual experiences: Core for each major; core for School of Business Collaborative Assignments/Projects: Many SB classes have group projects Diversity/Global Learning: Graduate International trips

Service-learning and internships include at French-American International School and Spanish Immersion School; group projects include making YouTube videos in a second language, creating a children's book (text and image) in a second-language; study abroad; some courses have students create eportfolios

Our Bachelors degree in Social Work program offers the following HIPs: First-Year Experiences--In fall term of the BSW program students are required to take SW 339 Intro to Oppression and Privilege and SW 301 Intro to Social Work. Both courses emphasize critical inquiry and center social, economic, and racial equity through innovative assignments (e.g., a Dramaturgical Book Review of the Spirit Catches You and You Fall Down). Learning Communities--Both our programs--the Portland campus program and our BSW Hybrid program--use a cohort model. We admit 32 students into each program every year, and they take all required classes (roughly 2 per term)

together. Common Intellectual Experiences--The curriculum includes common required courses. Writing-Intensive Courses--Several courses, including our two-term research course (SW 450/451 Program Evaluation) are writing intensive. Collaborative Assignments and Projects--Almost all courses use group projects, especially summative projects. Some Online/Hybrid program assignments require synchronous group work on dyad/triad counseling exercises. Undergraduate Research begins with epistemology, moves through qual and quant approaches commonly used in social work research, and invites students to engage in real world program evaluations with community partners. The course requires data collection, analysis, and dissemination. Diversity/Global Learning--Our entire curriculum proceeds from a commitment to center the voices of the most marginalized across courses. We include this statement in every syllabus: "In recognition of the many voices which are and have been excluded in curriculum, members of Bachelors of Social Work program have committed to an ongoing critical review of our texts and materials with a focus on decolonizing, decentering, and challenging dominant perspectives. We are committed to centering in our curriculum the voices of people who experience racism, classism, sexism, hetero-centrism, ableism, nativism, islamophobia, xenophobia, and all other forms of oppression. With a particular focus on addressing racial inequities, we commit to include in all our offered courses a preponderance of materials and texts from nondominant perspectives." All of our courses emphasize a critical reception to the social work canon. In this way, we do not confine "diversity" to one course. Rather, justice is woven through the entire curriculum--including micro, meso, and macro classes. ePortfolios--We have a course SW 460 Senior Portfolio in which students compile a portfolio of their work, reflect on the high impact parts of the program for them, and articulate their unique Social Work Manifesto to serve as a guidepost in their future career. Community-Based Learning --Our research course allows students to work with community partners to produce a program evaluation. Internships--All students are required to complete a 450 hour unpaid internship. This is the signature pedagogy of social work. Capstone Courses and Projects--All students are required to complete a capstone.

School of Art + Design (A+D), COTA The School of Art + Design which is comprised of the following undergraduate majors: Art History, Art Practice, and Graphic Design; in addition, all first-year students new to art and design participate in A+D's CORE curriculum. The following information/notes provide an overview of high impact educational activities in each of the four program areas as follows: CORE Art History Art Practice Graphic Design CORE: First-Year Program in Art + Design The CORE program incorporates First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Collaborative Assignments and Projects, Undergraduate Research, e-Portfolios, Diversity/Global Learning, and Capstone Courses and Projects. First-Year Seminars and Experiences/Common Intellectual Experiences/Learning Communities/Capstone Courses and Projects All students majoring in Art Practice and Graphic Design start their education together in this common foundational year, which offers a wide spectrum of opportunities for connecting with resources, faculty, and fellow students. The program consists of three "toolbox courses" Digital Tools, Ideation, and Intro to Visual Literacy and three 5-credit studio courses Surface, Space and Time. The studio courses are taken one per term and are linked by a weekly lab called coLAB. CoLAB brings all beginning students together to develop community through collaborative projects, provide advising, and introduce students to artists, designers, the campus, and the city. At the end of each term, all CORE students present their work as part of exhibitions and creative events. CORE has its own summer abroad program that promotes experiential global and diversity learning. Students are encouraged to join the CORE Student Collective -- the student-run group that curates exhibitions organizes informal crits, and all sorts of community-forming events from popsicle-eating drawing meetups to silk-screen flag-making day. ART 105: Ideation In 2019, CORE Ideation (ART 105) students used the Willamette River as a focal point for research, art making, inspiration, and investigation students walked its shores, researched its impact on our region and explored its geography. The course was jump-started by a boat ride on the Willamette River to understand the ways the complicated and historic river has shaped our city. Together the 60 students in the course produced a museum titled: Willamette Exploratorium from these first explorations. Students uncovered hidden histories and personal stories of the river through interviews with scholars, librarians, mapmakers, and locals and then worked collaboratively to create a podcast to share these stories. For the final project, students looked to the future of the river and created proposals for public projects that drew attention to the environment, the use of the river by people, plants and fish as well innovative ideas for the health of the river and its city. Collaborative Assignments and Projects All studio and toolbox courses in the CORE program (ART 101-105) actively provide collaborative learning experiences. This includes smaller group problem-solving exercises as well as large scale projects that require students to produce and present work together. Students in the coLAB are frequently asked to individually produce content for larger group projects, such as the book project "I took a Selfie with a Bird". We invited a birding expert and illustrator to lecture about noticing and then students were sent out to take a selfie with a bird. We produced a collective book from the experience. Collaboration also takes the form of term end finals where students organize an exhibition or creative

events. e-Portfolios All students in the CORE courses learn how to document their work and produce digital documentation of all course projects. Faculty use D2L or Google to collect the work. This documentation is then shared with program leaders and serves to evaluate the courses. It also serves as a milestone for students and sets them on a path to collecting their own work as a way to better understand their learning process. Diversity/Global Learning The CORE Study Abroad program, CITYLAB began during the summer of 2019 (CORE Abroad ART 299/399). This 8-credit 3-week program promotes experiential global and diversity learning. Students focus on issues of tourism, place, and home while studying historical and contemporary art, design and craft in Italy. Based in Florence, students will also travel to Venice to visit the Venice Biennale, the oldest survey of contemporary art and take a side trip to Siena. At the host school, SRISA, students will meet local artists and designer and have the opportunity to engage with students from other countries. ART HISTORY Writing Intensive Courses Students majoring in Art History experience writing intensive courses at all levels, undergraduate research, and the opportunity for a capstone thesis project. 100- and 200-level Art History instruction: Over the quarter, students are expected to write assignments totaling at least 2500 words (not including responses in timed tests such as the final). Some instructors prefer to have several longer assignments, whereas others use a weekly essay to anchor students learning. Regardless, at least one of the written assignments needs to include a draft, feedback, and revision. 300- and 400-level Art History instruction In upper-level classes, faculty structure assignments so that students write at least 3000 words over the quarter, and still include at least one written assignment with a draft, feedback, and revision. In addition, at least one assignment in these classes needs to be founded on research using peer-reviewed sources (note that faculty don't have to assign a traditional research paper, this research-based assignment could take many forms, including an online exhibition, podcast, etc.) Diversity / Global Learning A student enrolled in art history courses directly learn about the cultural production and artistic practices of a wide range of geographic areas across different time periods. Through the in-depth study of the visual arts in a wide variety of contexts, students explore cultures, life experiences, and worldviews different from their own. Courses focused on non-western art, such as "Issues in Asian Art" or "Latin American Women Artists" further allow students to explore cultural differences across racial, ethnic, and gender lines. Undergraduate Research Art History Thesis Project: Highly motivated students can elect to do a senior year thesis project in lieu of one upper-level art history course (registering for ARH 403, Undergraduate Thesis instead). The student would contact the potential advisor, and if the advisor agrees to the project, over one to three terms (totaling four credits of ARH 403 credit), the student will produce a substantial research project. If the project takes the form of a traditional research paper, the final version should be at least 5000 words in length and offer a well-researched, cogently argued analysis. Internships Art History majors have interned at the Oregon Jewish Museum and Center for Holocaust Education, Oregon Society of Artists, Portland Art Museum, and the Portland Institute for Contemporary Art as well as applying their curatorial skills in the student-run Littman + White Galleries among other local galleries. ART PRACTICE ART 339/439 BFA Vertical Lab I & II These courses encapsulate all 3rd and 4th year BFA students in Art Practice. Students at both levels work together to learn research methods, strategies and project management skills for publicly presenting artwork. Students collaborate on theme-based projects that culminate in public display. Coursework includes lectures, demonstrations, studio production, and field trips. The course establishes common intellectual experience as continuing students and transfers as they enter upper-division course work in the BFA program. It is also an important course for generating learning communities between 3rd and 4th year students through collaborative assignments and projects that engage creative practitioners from the community. Art 496 BFA Project I / Art 498 BFA Project II This is fourth year sequence function as our capstone courses for the BFA in Art Practice. BFA Project I and BFA Project II focus on studio production and exhibition preparation in which students produce a body of work for a culminating presentation. Student are continually engaging in research, studio production, editing, documentation. These courses culminate in the collaborative publication of the BFA catalog which combine images of their studio projects with formal written statements. Art 499 BFA Oral Review For our Oral Review course, students develop artist talks presented in a public forum where they reflect on the body of work they have created over the course of the academic study and discuss the development and exhibition of their thesis project. The course includes the presentation of individual websites, which serves as our version of ePortfolio. Service Learning, Community-Based Learning At KSMoCA (King School Museum of Contemporary Art), our students built a contemporary art museum inside of an elementary school in Northeast Portland. Students in the BFA in Art Practice Art and in the Art and Social Practice MFA program work with the school community to collaboratively run the project, which brings in internationally renowned artists, curators, and arts organizations. KSMoCA reimagines the ways that museums, public schools, and universities can impact people, culture, and perspectives by creating radical intersections. Out of KSMoCA grew the Harriet Tubman Center for Expanded Curatorial Practice, located at a public middle school in North Portland. A+D students work weekly with middle school students, exposing them to curatorial approaches and meeting with curators at contemporary art institutions throughout the Pacific Northwest.

The Harriet Tubman Center for Expanded Curatorial Practice is actively working to address disparities in the art world, and increase diversity in access and representation. The Art and Social Practice program began an Artist in Residence program at the Columbia River Correctional Institute. Our MFA students act as facilitators and offer support to the inmates, who themselves become artists in residence within their facility. The Artist-Prisoners are trained as conceptual artists and supported while they are imprisoned, but also upon their reentry into society. A popular component of the program is the comedy class, where prisoners develop and practice routines with the help of visiting, professional comedians, like Portlandia's Fred Armiston. This year the Art and Social Practice MFA will be expanding this project to include outreach and projects at the Coffee Creek Correctional Institute to work with a group of female prisoners.

Diversity and Global Learning The Art Practice program incorporates diversity and global learning perspective in virtually all the courses we teach. In all of the required courses, we investigate the way contemporary art practice engages with cultures and worldviews different from our own. In both required and elective coursework, we expect faculty to introduce students to creative practitioners from diverse backgrounds and life experiences.

Internships In the last few years, we've seen our Art and Art History students thrive at places like the Portland Art Museum, the Portland Institute for Contemporary Art, Oregon Shakespeare Festival, Portland Opera, and Portland Apparel Lab. Our Art Practice students exhibit their visual work and flex their curatorial skills in the student-run Littman + White Galleries. Located in our campus student union, these galleries let students share their work with a campus-wide audience.

GRAPHIC DESIGN Research The Graphic Design program introduces students to research practices in both formative and summative courses that are required for all majors: DES 111: Design Thinking ART 111 requires research and writing practices for designers, and acts as a first-year experience, as it embeds information literacy and collaborative learning in the curriculum. DES 470 & 471: Design Thesis sequence The Design Thesis sequence is also a writing-intensive course and is a capstone course. ART 470 is dedicated to research and requires a written and oral thesis defense to industry professionals, and ART 471 is the implementation of that research into a capstone design project.

Internships We also offer internships for our students, throughout the year. We connect students with potential employers through our own faculty networks, and with job postings on our website and social media, and support our students while interning. We highly encourage students to take internships, or begin freelance, to learn professional skills in the field.

Diversity/Global Learning Our students frequently study abroad. We offer two models for this to happen. During summer terms, select faculty will bring a group of students to another country to learn about the design and culture there. We've taken students to Japan and the UK, and have plans to take another group to Brazil in 2020. The second way we do this is through formalized study abroad programs with other universities. We have a partner program exchange with the London College of Communication, students from this university have studied here for a term, while our students have also studied there for a semester. We also have students who take international internships.

ePortfolios "Sophomore Portfolio Review" DES 472: Portfolio Portfolios are a crucial component to our program, and we require the creation of a printed portfolio at the end of the second year of study, and we require both digital and print portfolios of all graduating seniors through our final, annual student exhibition, Fresh.

Service Learning, Community-Based Learning DES 321 All Graphic Design majors take ART 321 Studio 5, a class where they work directly with small businesses to create and implement brand identities in real-world applications. Graphic design students in our ART 321 Communication Studio 5 course develop branding solutions for local not-for-profits and micro business. The objective of this course is to refine the students' understanding of brand strategy and design. They will be exposed to a variety of brand approaches, ways of working with clients, best practices in presenting ideas, and methods for brand implementation through the brand standards manual. Students will apply what they have learned through the development of a brand for a local not-for-profit or micro business.

DES 333 Friendtorship (Art and Social Change) is an art and mentorship course built on a foundation of creative collaboration and strong personal friendships. The program aims to increase access to design and arts learning for underserved high school students, empowering them to engage in experiential creative processes that better their communities. The personal relationships that develop between the university and high school students are fundamental to the active engagement that drives the program. Creative collaboration and positive relationships are the pillars of our program.

Capstone Courses and Projects DES 425 Our Graphic Design program has an in-house design studio A+D Projects is staffed by students who create real design work for real clients. A+D Projects is the student-run in-house design studio for the School of Art + Design. Each term, junior and senior design students work with all of the areas within the school to help produce design materials such as the BFA catalog, MFA lecture series promos, and Scholarship announcements They also design, organize and execute events such as Show & Tell Lecture series, Good Market and Be Honest.

Internships Our Graphic Design students nab internships at institutions and agencies in Portland and beyond. In the last few years, we've seen students thrive at places like Wieden+Kennedy, Nike, Spotify, Keen, Adidas, Columbia, Wieden+Kennedy, Snapchat, RGA, and Intel as well as smaller to medium-sized local firms like OMFGco, Murmur, Instrument, Camp Grizzly, and Ziba.

Eight of the ten High Impact Practices identified by LEAP are integral to the Honors College curriculum. Students who enter UHC as first years take a cohorted year-long course, The Global City, which functions as a first-year seminar. This course teaches foundational skills that LEAP identifies as linked to the “highest-quality first-year experiences” such as “critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies” (LEAP). The Honors College is organized around common intellectual experiences, another High Impact Practice. The Honors College provides a vertically integrated curricular experience throughout the four years students spend in the program, and this vertical integration is expressed both in a shared thematic inquiry across the first two years of the curriculum and in the explicit writing, reading, and research capabilities taught and rehearsed across the four years. The lower-division core courses in the first two years of the curriculum explore themes related to urbanization; in these courses, students develop a number of analysis, writing, and research skills necessary for writing the baccalaureate thesis. In the upper-division, students take courses that continue to refine and build upon the skills developed during the lower-division core courses. All of the courses offered in Honors are writing-intensive and integrate collaborative assignments and projects, two more High-Impact Practices. All students in Honors complete original undergraduate research or creative projects and produce a thesis. These two fundamental activities integrate the High-Impact Practices of undergraduate research and capstone courses and projects. The Honors curriculum also integrates the High-Impact Practice of diversity/global learning in both the first-year course, which is themed around the Global City and necessarily has students encounter cultural diversity and issues of globalization, and through the encouragement of study abroad. Finally, Honors encourages students to earn credit for internships and offers a course attached to the internships which prompts students to think critically about the experiences they are having. Students also encounter a ninth High-Impact Practice, service or community-based learning, in several courses. The faculty who teach HON 201: Urban Social Sciences use Portland as a laboratory for methodological training in social sciences. Likewise, Dr. Starry’s HON 202: Urban Ecology courses integrate field work components.

All Health Studies Students (all majors) and all Applied Health and Fitness students must complete a minimum of 4 credits of internship in the field of their major/career. Students apply theory into practice. PHE 404 Internship Students in Applied Health and Fitness must demonstrate mastery of skills through a culminating applied practical exam in their senior year, PHE 474 Exercise Prescription We have a core set of courses for all Health Studies students which cover required learning objectives as mandated by our accrediting body. The common core is as follows: PHE 250, PHE 350, PHE 363, PHE 452, PHE 450 PHE 404, Stats 243 We have several writing intensive courses in both core and required courses for Health Studies students. PHE 250 Our Community, Our Health, PHE 350 Health and Health Systems PHE 452 is devoted to content on diversity and health disparities. PHE 478 Program Planning and PHE 479 Program Evaluation required extensive group work with collaborative assignments and projects.

PHL 312 - Feminist Philosophy (cross-listed with WGSS) PHL 399 - Philosophical Writing (piloted winter 2019, course proposal in the works) PHL 399 - Indigenous Philosophy (will be offered in the future as NAS 399 and count as a Philosophy elective credit) PHL 399 - Philosophy of Race PHL 399 - Queer Philosophy (to be piloted winter 2020) PHL 485 - Honors Seminar UNST 421, Capstone - Philosophy for Children

many (sorry - end of year!)

Already answered in the first question regarding group activities. Research is done in by arrangement courses mostly for honors students. Projects are required for some of the MS programs. Internships are part of our doctoral program.

We have a list of courses that qualify for our diversity requirement. We have a capstone in Community Psychology.

I wish had the capacity to answer this question fully.

group research projects in our undergraduate methods sequence internship course undergraduate research assistants CBL learning in courses (e.g., in our Gender and Work class Dr. Kelly has students work with community based organizations such as Jobs with Justice) community based research projects in courses all our our courses in some way or another address culture and diversity

Climate and Water Resources Global Water Issues and Sustainability Resource Management Environmental Issues and Actions Sense of Place Resource Management Topics Urban Streams Community Resilience in Coupled Social and Ecological Systems

High Impact Practices, Degree Completion, and Academic Quality: A Study of Student Participation in Practices that Promote Success



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*European Association for Institutional Research Forum 2019
Leiden, The Netherlands*



Introduction

In a university recognized for including high impact practices in its undergraduate curriculum, but which has struggled with persistence and degree completion, how do these practices contribute to student success?

What are “High Impact Practices?”

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

Background

- Academic Quality Committee appointed in 2016
- Conducted surveys of faculty 2016 and 2017
- Identified quality practices
- Formed task forces
- New focus in 2019 on HIPs as quality practice

HIPs in undergraduate curriculum

Required

- University Studies Program:
 - Freshman Inquiry (eportfolios)
 - Sophomore Inquiry (e-portfolios)
 - Upper-division Clusters
 - Capstone
- OR...
- University Honors

Elective or Majors

- Writing-Intensive Courses
- Study Abroad
- International Studies/Diversity
- Community-Based Learning
- Internships

Undergraduate student characteristics

- In Fall Term 2018, 4,757 new undergraduates
- 36% new freshmen
- 64% new transfers from other institutions
- 42% minority students
- 76% Oregon residents
- 3% international students
- 21% other states
- More than 50% receive Pell Grants or other grant support

Student Success indicators

- Retention and graduation rates have been inching up
- Remains lower than other, similar institutions
- Concern among administrators that progress should be faster
- Past 10 years have seen implementation of multiple student success initiatives, including advising redesign, degree maps, financial assistance programs
- Concern about amount of grant money and direct investments with little perceived progress

6-year graduation rates

Freshmen

Entering cohort:

Fall 2010 46.5%

Fall 2011 47.9%

Fall 2012 47.2%

Transfer sophomores and juniors

Entering cohort:

Fall 2010 64.9%

Fall 2011 61.4%

Fall 2012 60.8%

Research on HIPs and Degree Completion

- A 2018 study suggests direct link to graduation is difficult to make (Johnson and Stage, 2018).
- Many factors affect graduation rates
- Entering GPAs, financial and personal circumstances work against student success
- *AQC: can more intentional use of HIPs mitigate or reduce effect of these factors, especially when combined with other supports?*

Research design

- 2013 National Survey of Student Engagement (NSSE) results
- Fall 2012 entering students course enrollment data, completers and non-completers
- Survey of program directors/coordinators

NSSE questions

Which have you done or plan to do before graduation?

- Internship, co-op, field experience, student teaching, clinical placement
- Learning community or formal program where groups of students take two or more classes together
- Study abroad
- Work with a faculty member on research
- Complete a culminating senior experience (capstone, senior project or thesis, comprehensive exam, portfolio, etc.)

*No centrally-collected data on participation in student organizations

Results

Freshmen (N= 179) 1st time college students

73% planned/completed
internship

36% planned/completed
learning community

38% planned/completed
study abroad

32% planned/completed UG
research

69% planned Capstone

Seniors (N = 912) Includes transfers

66% planned/completed
internship

34% planned/completed
learning community

15% planned/completed
study abroad

32% planned/completed UG
research

92% planned/completed
Capstone

Results--continued

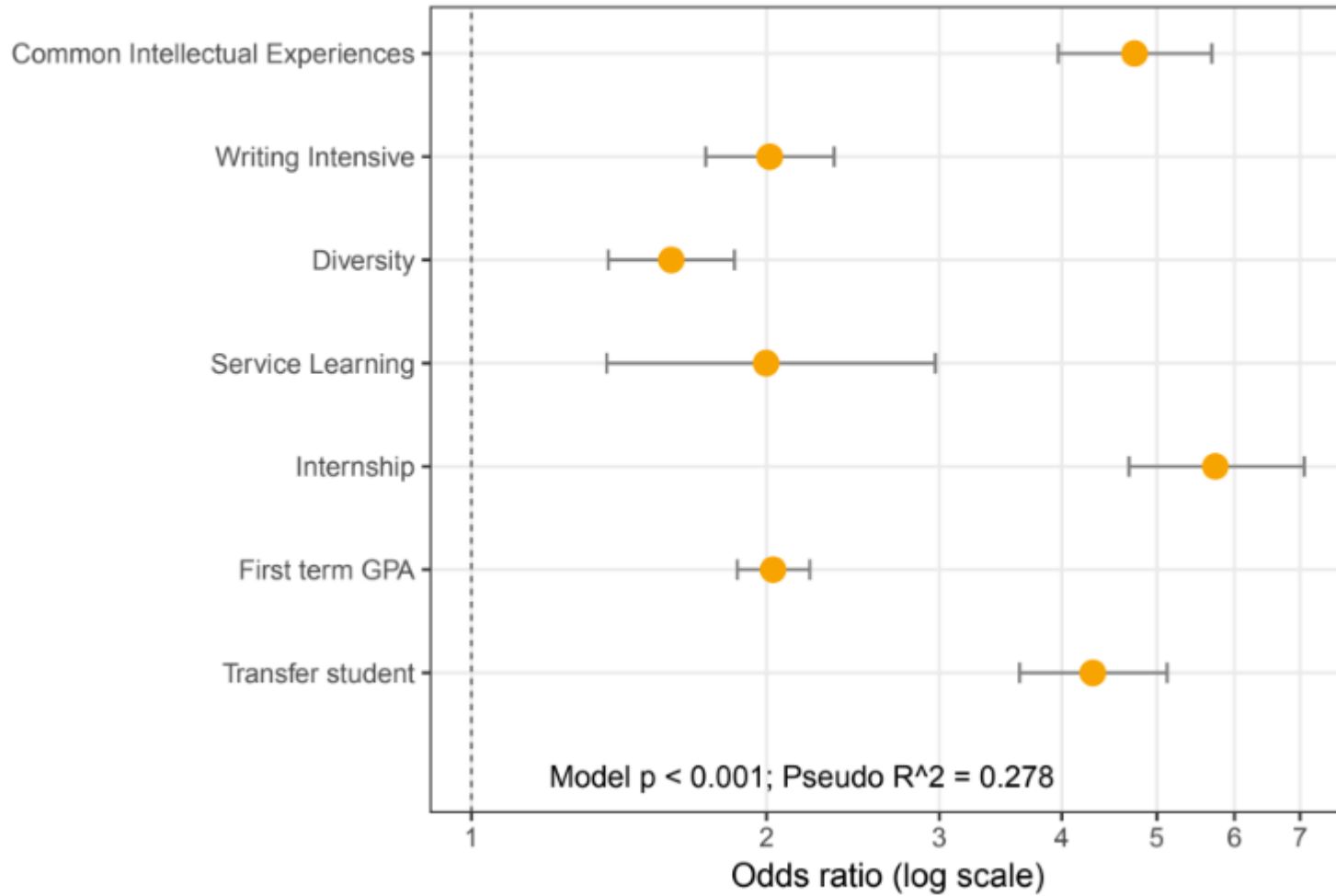
- Response rate very low: 11%
- Senior results more consistent with actual enrollment.
- Low reported involvement in learning community among seniors reflection of high number of transfer students at senior level.
- Only 38% of freshman stated planning or participating in learning community, while 90% actually do (Freshman Inquiry or University Honors Program).
- All freshmen are required to take a Capstone, but 69% stated they planned to complete.

Preliminary course analysis

- Grouped courses broadly under HIPs definitions.
- Considerable overlap!
- Groupings not based on subject matter, not pedagogy.
- Removed required FRINQ and Capstone courses from analysis.
- Included some student characteristics.
- Completion in 6 years dependent variable.
- Coded HIPs 1 or 0 for any credit earned in HIP-designated course.
- Compared completers vs non-completers within six years from Fall Term 2012 to Summer Term 2018.

Regression results

Graduates in six years or less



Discussion

- Data analysis complicated by overlap of HIPs categories among courses
- Assumptions that these courses use the practices necessary to make them high impact!
- Clearly multiple factors interact to determine student success
- **What can we learn from this high-level view of the data to begin conversations with departments about curriculum, quality practices, and learning outcomes?**

Survey of programs

- Concurrent with annual assessment inventory
- Program directors, coordinators
- List majors or programs of study that include HIPs
- How HIPs are offered: individual courses, across the major, outside the classroom
- List specific courses where students encounter HIPs
- 50% response rate
- Applying definition of HIPs to curriculum, 97% said the practices apply

Results

For individual courses:

57% writing intensive

54% community-based learning

50% collaborative assignments/projects

43% capstone projects

40% diversity/global learning

For courses required in the major:

61% diversity/global learning

54% collaborative assignment/projects

36% writing intensive

Results--continued

- Outside the classroom:
 - 68% internships
 - 54% undergraduate research
 - 43% collaborative assignments/projects
- Use of “High Impact Practices” when describing these courses or experiences:
 - 82% no
 - 18% among faculty
- Primarily not used with students, on syllabi, or in promotional materials

Sample of departments reporting HIPs

Department of International and Global
Studies

Child, Youth, and Family Studies

Art+Design

University Honors

Anthropology

Mechanical Engineering

Next steps

- Further analysis of course data to include analysis by sub-groups of students
- Focus groups with program directors and individual faculty
- Connecting HIPs with student learning assessment activities

Questions?

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