2012 Institute on High-Impact Practices and Student Success

Campus Inventory for Pre-Institute Reflection and Institute Use

Please note that we are asking you to electronically submit the completed Campus Inventory to Jordan Fraade at fraade@aacu.org by June 4th. We are not requiring you to submit data sets.

Dear Campus Team Leader:

The *Campus Inventory for Pre-Institute Reflection and Institute Use* is designed to:
- help your team reflect on your campus learning environment, the composition of your campus community, student learning outcomes and achievement, equity, and the factors influencing the implementation and sustainability of high-impact practices;
- inform your team's work to develop a concrete action plan while in Portland ; and
- help Institute faculty understand the context, constraints, and options that shape your team's work.

We are asking you to collect data for your use. We are not asking or requiring you to share any of these data with us or other teams. Most of the data suggested for use can be obtained through your institutional research (IR) office or assessment director. (Other useful sources include the HERI Freshman and Senior surveys, NSSE, FSSE, CCSSE, and CLA)

It may be beneficial to have a conversation with those who will help you gather the information to ensure the usefulness of the specific data, given your goals for participating in the Institute. Collecting too much information may add unnecessary distractions and be less useful to your team and the Institute faculty who will consult with you. It will be most helpful if the data are given to your team in a user-friendly format (e.g., charts, graphs, and/or matrices that may include very brief narratives).

We highly recommend that you meet with your **team prior to the Institute** to review the campus inventory, and to discuss goals and expectations. In our experience, teams that meet in advance of the Institute have more productive interactions within their group, with faculty consultants, and with other campus teams.

Feel free to contact us if you have questions about collecting this information. We are looking forward to working with you and your team members.

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Campus Inventory for Pre-Institute Reflection and Institute Use

Institution Name: _____ **Team Leader:** _____

I.	**Your Campus Learning Environment: General**

1. Please provide the text of your institution's mission statement below. Review this statement and indicate below the extent to which you believe student learning and engagement, academic excellence, diversity and equity are addressed in it. How do your goals for the Institute link to your institution's mission?

MISSION STATEMENT: "Heritage University is a non-profit, independent, non-denominational accredited institution of higher education offering undergraduate and graduate education. Its mission is to provide quality, accessible higher education to multicultural population which has been educationally isolated. Within its liberal arts curriculum, Heritage offers strong professional and career-oriented programs designed to enrich the quality of life for students and their communities."   Our mission statement explicitly mentions how Heritage helps the underrepresented student obtain an education.

The goals for the HIPS team from Heritage encompass two targets that relate closely to our mission.   1st goal: To identify practices of faculty which further student learning and engagement, as exhibited in current Heritage faculty and in research nationally, in order to prepare reports and materials useful on a national or regional basis to faculty who are inexperienced with making low-income, first-generation student successful. This goal links commitment to education equity. 2nd goal: to prepare specific professional development opportunities for new faculty at Heritage University , including adjuncts, to help them better understand how to successfully engage students. The second goal relates to our mission because it emphasizes getting all faculty on board.

2. Review your institution's most recent strategic plan and briefly note below: (a) the time period it covers, (b) references to student learning goals, (c) references to equity, inclusion, and high achievement, and (d) references to assessment of student learning.
   (a) Time Period: 2012-2017
   (b) References to Student Learning Goals: The entire section B. 2. of the Plan deals with student learning goals. Here are some relevant excerpts:
   "a. Implement The Heritage Connection so that all graduates:
   1) Benefit from uniformly strong advising from admissions to graduation.
   2) Develop strong communication skills.
   3) Learn to connect their rigorous liberal education with an understanding of how to solve problems outside the academy.
   4) Develop the professional skills needed for success.
   5) Develop a global and international awareness of social, political, economic, cultural, environmental, and technological issues.
   6) Develop a strong sense of community engagement and responsibility."
   . . . .
   (c) References to Equity, inclusion, and high achievement:
   "B. 1. e. Cut annual student attrition by 50% per year over the next 5 years."

   "B. 2. b. Combine, for each student, a strong set of broadly based general education courses with a strong major, which includes learning to address complex questions in their chosen field, as well as flexibility to take several electives."
   "B. 2. d. Strengthen the existing professional majors in Education, Social Work, Business, Criminal Justice, Applied Computer Science, Nursing, and Clinical Laboratory Science. "

   "B. 5.a. (5) Appreciation for differences in the broadest sense is modeled by division staff members and is embedded in our work with students. Student Affairs members have a positive regard for each student as a unique individual who is valued and deserves respect. Students are taught positive communication strategies that focus on solutions. "

   "D. 3 The Yakama Nation has been one of the University's longest and most important partners in improving educational opportunities across the Valley. The next five years will see an expansion of that partnership through the creation of initiatives focused on Native health, culture, environment and management. . . . Efforts to expand the skill of Native American entrepreneurs, managers and organizational leaders will continue as a focus within the

business program supporting the development of the next generation of Yakama leaders. All such initiatives will also involve Heritage students as parts of their educational experience."

"D.4 Given the size and growth of what is becoming our majority population, effectively serving Hispanic learners will be critical to our success locally and can be an important niche we serve statewide. The Yakima Valley Hispanic population is as diverse as any ethnic group in the state."

(d) References to assessment of student learning

"g. Continue to require assessment of student learning in all programs and take action steps to ensure continued success and continued improvement in academic progress.

h. Strengthen assessment of general education program. "

Then briefly answer the questions below and discuss them with your team:

- 2a. In what ways is your work at the Institute linked to the strategic plan?
  The HIPS team has two goals. One of them relates to the Strategic Plan's goal of becoming a resource to the entire community and region by developing materials which can assist faculty at our partner institutions throughout central Washington and beyond. The other goal relates to the increased ability of the Heritage University faculty to foster student success and increased graduation rates at Heritage University.
- 2b. How is the assessment of student learning outcomes explicitly addressed in the strategic plan?
  See the answers to (d) above.

3. Please identify the current <u>high-impact practices</u> that are being employed on your campus in the curriculum and/or co-curriculum.

- *At Heritage we have <u>faculty who reflect diversity</u> to our students, both in gender and ethnicity. This helps our ethnically diverse student body see themselves in the faculty and build their personal self-confidence that "I can do it too."*

- *Through our faculty and student interviews as part of the research conducted by the Institute for Student Identity and Success, we have wide evidence of <u>group work</u> in all majors. This has been reported in our research to help bond students and engage them in their academic experience.*

- *<u>Extensive journal writing</u> in all areas of study is used, fostering the <u>self-reflection</u> necessary for reaching high standards in academic writing and research, and for maintaining focus and perseverance.*

- *Everyone participates in at least one <u>service learning experience</u> including one or more of the following: Internships, Practicums, student research with local and regional entities, and our business program's S.I.F.E (Students In Free Enterprise) projects.*

- *Heritage faculty have significant success in acquiring grants for biology, natural science, and computer science students to work in <u>internships</u> and <u>practical experience</u> outside of the classroom.*

- *An easy-to-use <u>computerized referral system</u> allows each faculty to contact student services staff when there are two or more absences in a course or any other sign of a student being "at risk." Student services staff then call the student.*

- *Heritage has excellent <u>student support activities</u>, such as career exploration trips, tutoring, seminars on presentation skills, financial aid planning, etc., , provided through TRIO- SSS and CAMP (College Assistance for Migrants Program).*

- *Heritage, through CAMP, Heritage Core classes, and freshman orientation covers <u>time management training</u>, which helps students adjust to the rigors of academic life.*

- *Heritage <u>honors different cultures</u> in many on –campus activities, speakers, campus art and architecture, etc.*

- *Along with required English classes, Heritage also requires students to have 4 <u>additional intensive writing</u> classes that are incorporated in other academic courses. Final papers in these courses are passed on to English faculty for assessment. If a significant problem emerges, students are required to take an additional 1-credit course in the appropriate skills – punctuation, spelling, etc.*

- *Heritage has <u>multicultural activities</u>, which include <u>Native American drumming and a prayer song at graduation</u> every year and a Spring Faire celebrates a diverse student body.*

- *Learning communities consist of Dream Catchers (a Native American group), TRIO (the Student Support Services program), CAMP (College Assistance for Migrants Program), the Honors Program, the Act Six cohorts (Urban diverse leadership), Mellon-Mays Undergraduate Fellowship program, Ronald McNair program. Also, a cohort model is used in social work and nursing and clinical laboratory science, so students in these majors automatically are part of a learning community.*

- *Free tutoring is offered and students are encouraged to take advantage of it in the Academic Skills Center which is open about 60 hours a week.*

- *Effective Teaching is the criteria for hiring and advancement – and prospective faculty candidates teach demonstration lessons, respond to teaching related interview questions, and meet with facilitators from CILT (Center for Intercultural Learning and Teaching), our faculty teaching and learning center to discuss strategies and the support that is available. Faculty evaluation and professional development are linked and both are directly tied to criteria defined in a document entitled "Key Characteristics of Highly Effective Heritage University Faculty." The criteria were developed by the faculty with student involvement in observation teams that observed classes in 1997 and reviewed assessment data to determine key characteristics that supported student learning. The criteria have been reviewed and revised periodically by the faculty. They are the basis for the annual report by each faculty member and for the periodic evaluations of faculty, as well as the key touchstone for assessing applications for faculty advancement. (A copy is attached to this Inventory.)*

   a. If you currently employ high-impact practices, please briefly describe your assessment plan.

   A midterm feedback process empowers students and faculty to work as a community of learners to improve instruction. Some programs make use of e-Portfolios with key assignments and common rubrics. Writing samples are reviewed periodically by outside evaluators. Capstone courses and internships make use of rubrics, as well as surveys of students and employers to assess level of performance. The National Survey of Student Engagement provides helpful data every three years which is reviewed by the Undergraduate Curriculum Committee and the Faculty Professional Development Committee to inform planning on an institutional level.

A. Faculty, Staff, and Administrators

1. Are there incentives for faculty, student affairs, academic affairs, and other campus educators (e.g., librarians, instructional technology specialists) to share responsibility for creating a powerful learning environment that incorporates high-impact practices? Please briefly describe these incentives for collaboration. If no incentives exist, go to question #2.

   1) Monetary incentives are available for revising courses to improve use of instructional technology and to incorporate multicultural strategies and resources.
   2) Money is available for software and training for student orientations and support, involving both faculty and staff.
   3) Six times a year there is either a Faculty/Staff Day or a President's Breakfast for ALL employees of Heritage University; this brings together both faculty and staff from student services, physical plant, IT, etc. A nice meal is always served at these events.
   4) We believe the biggest incentive for faculty at Heritage University is the MISSION – it is why people choose to come to this institution.

2. What professional development opportunities are available for faculty, staff, and administrators that relate to increasing student engagement and the use of high-impact practices while promoting and assessing inclusion and equity (e.g., how to develop effective programs, course structures, and pedagogies)?

   1) The Heritage University Center for Intercultural Learning and Teaching (CILT) provides formal and informal opportunities for ongoing faculty development. CILT's two co-facilitators provide workshops, small and large, face-to-face and virtual, which address use of effective instructional strategies, use of multicultural resources and perspectives, and appropriate use of instructional technology. In addition, the co-facilitators provide opportunities for faculty to come together to share successes, to review midterm feedback from students, to problem solve, and to more broadly implement innovative practices. Faculty also have opportunities to invite co-facilitators to observe instruction and provide feedback, to assist in developing individual professional development plans, and to problem-solve particular situations of concern to the faculty member. The co-facilitators of CILT also engage with student focus groups and join with student services personnel to develop more supportive systems and better communication between faculty and student services.

   2) Campus Compact of Washington State provides opportunities called "Continuums of Service" which faculty have attended.

   3) The Washington Center for Undergraduate Education has sponsored various faculty development opportunities for faculty in our state, and H.U. faculty have attended.

   4) "Sustainability Across the Bio-Region" is an inter-institutional initiative that Heritage University participates in. Faculty have had the opportunity to attend workshops on incorporating sustainability in the curriculum. The follow-ups have involved faculty in teams to help each other, and this has led to faculty thinking of the local area as a great resource – "biofilia" as a feeling to encourage in students, which leads to civic engagement and service learning.   This also embodies the high impact practice of utilizing concepts and material to which students can relate.

   5) *Heritage University contracted with "The Pacific Institute" to hold intensive workshops (8 full days of training for the 20 faculty and staff who were trained as trainers) and 2 full days for all other FT employees. At this point 90+% of them have taken the workshop. It focuses on self-efficacy and identifying practices and skills that would improve one's effectiveness in implementing Heritage University mission, and teaches a follow-up technique to personally create the change desired.   The sessions were cross-functional so that faculty and staff met and worked with people they would normally not work with, and this built great networks across academic and student services and administrative offices.*

3. In the last five (5) years, have there been administrative consolidation, reorganization, or new positions created that could enhance or impede the inclusion of high-impact practices into the curriculum and co-curricular activities? Please describe them and how they may influence your work.

   We have added a Vice President for Student Services and an Assistant VP for Student Services & Career Services. Both of these have added to the strength of student services so that they have time and commitment to participate in Faculty

Development sessions and work for new initiatives between faculty and staff. This includes a referral service available to faculty on their MyHeritage site which is an immediate follow-up from Student Services to any student problem – such as missed classes – that is reported.

A new Provost is coming on in July and simultaneously there will be a reorganization to move the Admissions and Financial Aid offices to report to the Provost. This will position them to work more closely with academic issues and faculty.

B. Students

1. How does your institution define student success?

On one level, we count success as students' achieving the certificate or degree for which they entered Heritage. On a deeper level, faculty and administrators believe that if the students' experience is transformative and enabling, then H.U. has been successful.

In our Institute for Student Identity and Success research, we interviewed more than half the full-time faculty and their answers to "How do you define student success" included "producing competent, compassionate professionals;" "students developing servant leadership;" "becoming self-reflective;" " steady employment appropriate to their degree;" and "critical thinking skills."

The typical "graduation rate" data from IPEDS is not an accurate measure of success for Heritage University, as it excludes more than two-thirds of our student body, does not measure appropriate time lengths to degree for part-time students, does not include transfer-in students nor transfer-out to other institutions, and does not include students who start in January or Summer Session.

2. What programs exist to help all students succeed academically and socially? To what extent are group differences addressed in the approaches of these programs? Do you have student participation/success data for these programs?

Below is a list of the programs. Most of these programs have detailed information on their participation and success as measured by a specific criteria (such as retention to the next year of the program, or graduation, or satisfactory GPA, etc.), but we have not collected all of this data for this report, as the Team coming to HIPS is not directly involved in most of these programs. Data from one program (CAMP) is indicated below as a sample assessment.

- *Ronald McNair program*
- *Mellon Mays Undergraduate Fellowship (H.U. is one of 7 institutions on west coast in this program)*
- *CAMP (College Assistance for Migrants Program – serves those with 75 days or more in agricultural work; various support activities throughout freshman and sophomore years)*
    - *Participation/Success data for 2010-2011, from CAMP report: "Of the sixty (60) students enrolled fifty-nine (59) were in need of remedial coursework in either English or math; forty-nine (49) in both; and thirty-five (35) were English language learner students. The remediation needs coupled with making the transition and adjusting to the university cultural experience can be quite daunting for any college student, particularly those identified and served by our CAMP program, of which fifty (59) were first-generation college students. During this, our first year of this five year grant, forty-four (44) of our sixty (60) students served were either able to complete their first year in good standing or maintained persister standing by enrolling for the 2011-2012 academic year. The sixteen (16) students who found themselves in positions to withdraw and not return to complete, at this point, were predominately due to concerns related to family, medical, financial reasons."*
- *SIFE (Students In Free Enterprise – business club which creates community projects)*
- *TRIO – Student Support Services*
- *Dream Catchers – Native American cohort / student activities program*
- *Academic Skills Center – free tutoring and use of computers 60 hours/week*
- *Student Government Association*
- *Heritage Core (Comm 105 for freshmen; Hum 305 for Transfers) -- required course for new students including study skills, intercultural communications, college navigating, etc.*
- *Honors Program*
- *Justice Circle – club and service group for Criminal Justice majors*
- *Visual Arts Club*
- *Social Work Club*
- *Native American Club*

- *MeCHA club*
- *Judo Club*
- *Science Club*
- *Informal student or faculty-initiated activities, such as a recent "Teach-In on Banned Books in Arizona" including electronic program "Collaborate" used to connect with faculty at UCLA via video-conferencing.*

3. To what extent are students aware of the intent and expected learning outcomes of the institution, programs, courses, and/or co-curricular activities?

There was an initial push with the newly developed University Goals and Assessment Indicators last year, to publish these around campus and in syllabi. However, once the accreditation visit ended 18 months ago, attention declined significantly. We believe that most students are not as aware as they should be of the University Goals.

4. How are the expected learning outcomes assessed? Are data disaggregated to examine and/or to measure student achievement of learning outcomes?

There is a new effort to apply for a grant as part of the Bringing Theory to Practice consortium to which Heritage University belongs, for the purpose of tying together faculty development and general university student learning outcomes assessment. Though some programs have been very successful in disaggregating data for use in program improvement, assessment has been uneven across campus. Those programs that have been successful tend to be those with outside accrediting demands, such as teacher preparation, nurse education, and social work preparation.

Use of performance assessment for the University Goals has lagged. Within the University Goals, the writing/ communication outcomes are more thoroughly and consistently assessed, while newer measures, such as those related to the sustainability outcomes, for example, remain at a very early stage of exploration, not even implementation.

Internships and capstone experiences are more and more consistently part of the review of program success across the majors. The largest major is Teacher Education, and the capstone "Student Teaching" experience is the final assessment which determines whether or not a student is recommended for teacher certification. The next largest programs – Business, Criminal Justice, and Social Work – all require at least one Practicum and/or Internship. Each of these experiences includes extensive written and oral feedback from the professional supervisor in the "real-life" situation, as well as debriefing sessions in groups with the college faculty member who oversees the placement.

III. Your Campus Learning Environment:
Data about your Faculty, Staff, Administrators, and Students

Your campus **IPEDS, NSSE, FSSE, CCSSE, CLA**, and/or **CIRP** (freshman/senior survey) data may also be useful to you as you work to develop your campus action plan at the Institute. Faculty will be at the Institute and can help guide your interpretation of these data.

Below are suggestions about specific data to collect. **NOTE**: Your campus institutional research or assessment director can help you gather this information. The intent of gathering the data is to provide your team with information about your student body, faculty, student affairs staff, and administrators that is relevant to your Institute work.

A. Faculty, Staff, and Administrators
1. Who are your faculty, staff, and administrators? (Disaggregate these data by race/ethnicity and gender)
- Demographic profile of your faculty, staff and administrators:
  Heritage University employs a total of 293 faculty, staff and administrators: 176 faculty, 19 administrators, and 98 staff members.
    - Gender-wise, 180 (61%) are female and 113 (39%) are male.
    - Ethnically, 76 (26%) are Hispanic, 16 (6%) are Native American, 7 (2%) are Asian, 7 (2%) are African American, 170 (58%) are White, and 17 (6%) are of unknown race.
- Number and percent of tenured and tenure line faculty:
  Since Heritage University does not have tenure, zero percent of faculty are tenured. Faculty who have been employed for 3 or more years may apply for Multi-year Contracts (3-year or 5-year).
- Number and percent of full-time and contingent faculty (including non-tenured contract faculty):
  Heritage University current employs 176 faculty members.
    - 61 or 35% of the faculty are full-time and 115 or 65% are contingent (adjunct) faculty.
    - 36 (59%) of the full-time faculty are women and 25 (41%) are men.
    - Ethnically, 6 (10%) full-time faculty members are Hispanic, 8 (13%) are Native American, 2 (3%) are Asian, 2 (3%) are African American, and 43 (71%) are white.
- Standard course load for faculty and relative weight of teaching, research and service in the reward structure:
  The standard course load for each full-time faculty is 12 semester credits and for research projects, faculty members receive released time for one or more classes (most classes are 3 credits).

2. How long has each below position been held by the incumbent?
President/Chancellor: 2 Years   Chief Academic Officer: New coming 7/1/2012   Chief Student Affairs Officer: 2.5 Years
Chief Diversity Officer: N/A   Chief Institutional Research Officer: New 6/15/2012

B. Students
1. Who are your students? First-year and Total Enrollment Information (disaggregated by race/ethnicity and gender)
First-year enrollment information

- Admissions profile of the 2010-2011 and 2011-2012 first-year cohorts (include geographic distribution if known and relevant to your work):
  - First-time Freshmen: For fall 2011 semester Heritage enrolled 120 first-time freshmen. All were students were in-state students.
    - Percent of the cohort provided institutional need-based aid: 92%
    - Percent of the cohort provided non-need-based aid: 5 students (less than 1%)
    - Percent of the cohort who are Pell grant recipients: 91%
  - Freshman Status Students: There were a total of 294 students in fall 2011 with freshman status. Since Heritage University is a commuter college, every student is geographically from in-state.
    - 70% of the all freshman students were female and 30% were male.
    - Ethnically, 17% of all freshman students were Native American, 1% were Asian, 1% were African American, 57% were Hispanic, 15% were white, 7% were of unknown race [most presumed white], and 1% were of two or more races.
    - The age range for all freshman students was between 18 and 52 years of age; 63% of the first-year students were between the ages of 18 and 24, 23% between 25 and 34, and 14% were 35 years of age and older.
- Number of transfer students admitted in 2010-2011 and 2011-2012 academic years, if applicable. Number of transfer students for the 2011-2012 school year is 155.

Total enrollment information
Total UG enrollment in Fall 2011 indicated by 1ˢᵗ, 2ⁿᵈ, 3ʳᵈ 4ᵗʰ-year, etc.: There was a total of 882 students enrolled as of Fall 2011. By class: 294 Freshmen, 131 Sophomores, 187 Juniors, 257 Seniors, and 13 were above senior status.
- % international students: 0%
- 6-year persistence and graduation rates, for 2005-2011 cohorts:
  2001 entering cohort as of 2009: <u>20% graduation rate and 27% transfer out rate (in 8 years)</u>
  2003 entering cohort as of 2009: <u>14% graduation rate and 15% transfer out rate (in 6 years)</u>
  2004 entering cohort as of 2010: <u>22% graduation rate and 24% transfer out rate (in 6 yrs)</u>
- % full time and part time: 78% FT, 22% PT
- % Pell Grant recipients: 74% of all students
- 1ˢᵗ and 2ⁿᵈ year retention rates: 56% FT, 54% PT

Academic Programs and High-Impact Practices (disaggregated by race/ethnicity and gender)
- Number and % of first-year students enrolled in developmental (a.k.a. remedial) and honor courses:
  Developmental courses: 192 first-year students (22%) of the total student enrollment for Fall 2011 were enrolled in developmental courses.
    - By gender 136 (71%) of the 192 were female and 56 (29%) were male.
    - Ethnically: 36 (19%) Native American; 2 (1%) African American; 123 (64%) Hispanic; 13 (7%) Race Unknown; 3 (1.6%) Two or more races, and 15 (8%) White.
  Honor Courses: 18 first year students (2%) of the total student enrollment for Fall 2011 were enrolled in honors courses.
    - By Gender 12 (67%) were female and 6 (33%) were male.
    - Ethnically: 3 (17%) Native American; 9 (50%) Hispanic; 3 (17%) Race Unknown, and 3 (17%) White.
- Number and % of students in high-impact practices (e.g., internships, service learning, learning communities, , undergraduate research, first-year seminars, capstone courses, writing-intensive courses, diversity/global learning): 100% of all undergraduate students are involved in high-impact practices. All freshmen are required to take a core class that is the equivalent of a first-year seminar; seniors are required to take a capstone course; and every student is required to take four writing intensive courses in various disciplines after passing Eng 102.

2. Does the <u>disaggregated</u> data indicate a different engagement and success profile (as defined by persistence and graduation, at the very least) for historically underrepresented minority students and low-income students? Does participation and success differ among groups (e.g., participation in developmental courses, leadership courses, study abroad, learning communities, and honors programs)? How does your institution's work address discrepancies?

> Virtually all of Heritage University's students are low income (95+%).

> Participation in honor courses indicates that there is no systemic problem in equity in opportunities provided, as there is representation from all major groups in the honors program.

> Participation in Developmental courses is somewhat higher for Native American and Hispanic students than their representation in the whole UG student body. This may indicate that there are problems with local high school preparation in English and Math for higher education. It may also indicate the challenge of college-level reading and writing for English as a Second Language learners, which includes some of the Hispanic students.

> The graduation rates reported on NCES web-site for the 2004 cohort show an overall 6-year graduation rate of 22%. The rate for women is 23% and for men is 22%. The rate for Hispanics is 25% and the rate for Native Americans is 23%. The rate for whites is 0%.
> The graduate rates reported for the 2003 cohort show an overall graduation rate of 15% with a rate of 18% for Hispanics and 20% for whites, and 0% for Native Americans.
> The contrast between the two years reflects the low "N" that is available to be counted, and also points to the need for alternative means of calculating the completion success rates so that it is meaningful for the institution. It also highlights the importance of considering the transfer-out rate when assessing "success rates."
> Another problem is that the traditional measurements reported here do not include transfer students, who comprise at least half of any recent baccalaureate graduating class.

IV. Your Campus Team's Work at the 2012 Institute

Answering the list of questions below will help prepare you for your work at the Institute. You might consider responding to them in writing, which can serve several purposes including:
a) providing a point of departure for the team's pre-Institute discussions
b) helping to bring out differences of opinion and perceptions of the task ahead;
c) pointing to areas that need attention as you develop your action plan; and
d) incorporating text from your answers into the action plan that your team will develop at the Institute.

1. How does the educational enhancement work you will pursue at the Institute address student engagement, equity, inclusion, and achievement of learning outcomes?

    We have two projects we are pursuing at the Institute.
    Project One: We are attempting to take our Institute for Student Identity and Success research to a new Dissemination Phase. We hope this effort will include utilizing input from the various faculty present at this HIP Institute to identify publications, web-sites, other sources of information which faculty usually read so we can prepare materials based on our research for those sites. Our research focuses on how faculty can be effective in facilitating student success for low-income, first-generation students.

    Project Two: The two faculty leaders who are attending HIPS are working on a format and presentation to make Heritage University faculty more aware of high-impact practices. They are planning to include what they develop in the Orientation for New Faculty and in a presentation for all faculty at Faculty Days. This includes developing an expanded menu of ways in which faculty can incorporate HIPs in their courses. There is a special interest in finding ways to reach adjunct faculty.

    Many content topics overlap the two projects. For instance, one content-topic we are developing is misconceptions faculty may have about students, based on their behavior. For instance, what is a sign of dis-interest or poor motivation in one student may be an indication of having responsibility for sick children at home for another student.

2. What constituent group(s) (e.g., faculty, student affairs educators, academic administrators, and students) set in motion the work that you will pursue in Portland?   *The entire ethos of Heritage University gives impetus to the work of the Institute for Student Identity and Success (ISIS), the Faculty Senate's Committee on Faculty Professional Development, and the Center for Intercultural Learning and Teaching (CILT), the entities which are represented by the Team Members coming to HIPS.*

3. Describe the supporters and opponents of the work and their reasons for the perspectives they hold.   *Most faculty & staff are supportive, but some don't want to hear about student success & retention again, and this sometimes manifests as resistance, because they think they already know everything they need to know. Most of the faculty and staff, however, are open to learning new things about student success & retention.*

    What groups on campus have yet to hear about the work? *The only group who may not have heard much about student success classroom issues is the adjunct faculty. There is a time and space barrier in reaching them, since they are not on campus to interact with the regular faculty who would explain and share issues and ideas.*

4.   Describe the relationship between this work and existing campus programs/policies/structures.
    *The existing programs have been described earlier in this Inventory. They include the Center for Intercultural Teaching and Learning (*CILT), *Institute for Student Identity and Success (ISIS) and Faculty Professional Development Committee of the Faculty Senate. Many other programs and activities of campus offices are also related to this work.*

5. Please describe the campus resources (financial, human, facilities, communication systems, technological, political) or other supports that will help you implement your Campus Team Goals. What resources do you need to increase the impact of your project and sustain it over time? Do off-campus resources (e.g. grants, community leaders) exist to help support this work?
    For the Institute for Student Identity and Success projects of dissemination and continuing research, a grant is currently in place which will go through the summer of 2013, from the College Spark Foundation of Washington State. Technology is an important resource and it is in place, allowing CILT to provide on-line faculty workshops and alternative ways to contact and work with students. We are planning a survey on use of social networking by faculty, which may add additional supports. A new Provost is coming in July, and we will need to get him involved. We plan to continue brainstorming ways in which our

work can be more fully embedded in the institution, and how our research can be disseminated effectively to faculty at other institutions with less experience serving low-income and first-generation students.

6. What internal and external factors might <u>enhance</u> or <u>impede</u> the implementation, evolution, and sustainability of your Team Goals? How might your team leverage or address these factors to increase the likelihood of your work's success and sustainability?

    We believe we need to demonstrate and showcase successes as a result of the high impact practices currently in use on campus. We hope to use the new web-site which will be coming up in the fall, including a blog run by CILT. ISIS is in the process of producing some short films interviewing students about their experiences leading to success, and we have a new channel on You-Tube to post these. We will continue brainstorming ideas along this line during the Institute.

7. How will you know you are making progress on this work?

    Ultimately, these are the measures we will be looking at: 1) are we improving the retention and completion rates of our students? 2) Are we increasing the visibility of student success stories to inspire both students and faculty? (I.e., increase the specific number and frequency of these). 3) Are we increasing the number and percentage of adjunct faculty who participate in our professional development opportunities? 4) By developing a pre-and post-questionnaire to use at the Orientation for New Faculty, we hope to show how the HIPS-type of presentations actually change perceptions, motivation, and plans of new faculty.

Originally adopted into Heritage University Faculty Handbook by Faculty Senate on May 5 and Board of Directors on June 12, 1997

Heritage University Key Characteristics of Highly Effective Faculty
And Measures of Faculty Success
(Changes Adopted by Faculty Senate 3/29/2005 and Academic Affairs April 2005)

Core Convictions/Preamble

Highly effective educators at Heritage University are persons whose commitment and dedication embody the three "key values" underlying the Heritage University Vision Statement: "1) honoring each person's human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind." Highly effective Heritage educators value the intellectual life in all its dimensions: cognitive, affective, and cultural; listen to and incorporate student knowledge and experience by respecting their diverse cultures and learning styles; challenge students to explore and aspire to their full academic potential; and foster collaboration among students and faculty to form a community of engaged, reflective, mutually-supportive learners.

Together the faculty members of Heritage University have identified the following categories of key characteristics of faculty who are highly successful at Heritage.

1. Knowledge
- 1A. Is professionally well-prepared; is well-informed on a broad range of topics
- 1B. Provides strong, academic disciplinary content; continues to advance in the discipline; knows current sources and resources for the discipline
- 1C. Integrates related academic disciplines
- 1D. Is aware of key aspects of human, intellectual, and moral development
- 1E. Understands and respects individual learners, intellectually, emotionally, and culturally

2. Learner-Centered Teaching
- 2A. Uses a variety of active teaching and learning strategies to interest, engage, and motivate students
- 2B. Connects discipline content to authentic, real life applications and current issues
- 2C. Identifies learning outcomes and multiple means of achieving them
- 2D. Uses frequent and multiple techniques of assessment
- 2E. Adapts teaching strategies to diverse learning styles,
- 2F. Identifies the point at which students can grow, and supports students in meeting rigorous academic challenges
- 2G. Designs a hospitable classroom culture and builds a collaborative community from the diversity in the classroom
- 2H. Integrates technology and multi-media into classroom learning.
- 2I. Encourages hands-on learning with projects, practica, or research that is relevant to students' professional development and to the needs of the community.

3. Cultural Pluralism
- 3A. Celebrates human diversity and practices inclusiveness as core institutional values
- 3B. Enlarges students' world view, respecting the many traditions underlying ethical thought and conduct by bringing cross-cultural/global perspectives into the curriculum
- 3C. Functions comfortably and effectively in the cultural communities served by Heritage University
- 3D. Recognizes and respects each student's multiple socio-cultural identities and teaches holistically (mind, heart, spirit, and body)

4. Communication
- 4A. Demonstrates reading, writing, quantitative, and research skills appropriate to the discipline, and

provides students with opportunities to develop and practice these skills
4B. Models active listening, effective speaking, and oral questioning skills
4C. Understands and uses cross-cultural communication skills

5. Reflective Teaching
5A. Is an analytical, life-long learner in the profession
5B. Learns from students
5C. Welcomes new ideas; seeks to learn and improve
5D. Does self-evaluation; has a professional self-improvement plan
5E. Has a humble, patient attitude with self and others
5F. Models appropriate risk taking, innovation

6. Professional Standards and Ethics
6A. Demonstrates responsibility to the learning community and profession
6B. Embraces cross-disciplinary collaboration
6C. Disseminates results of research or creative endeavors
6D. Observes the code of ethics of the profession/discipline and understands conflict of interest
6E. Embraces contractual responsibility
6F. Participates in college governance
6G. Is accessible to students
6H. Demonstrates ethically appropriate relationships inside and outside of the classroom

University Goals and Key Assessment Indicators

1) Knowledge of the Physical World and of Human Cultures
   a) Students will possess the knowledge of the physical world and scientific methodology necessary to engage in informed discussions regarding currently relevant issues in science and society.
   b) Students will explain contributions and impacts of, as well as the connections among, history, the arts, social sciences, and cultural elements such as religion, philosophy, and literature.

2) Intellectual and Practical Skills
   a) Students will employ the appropriate methods to find, evaluate, produce, share, and use information.
   b) Students will ask questions, think systematically, and answer their questions by analyzing literature or conducting investigations.
   c) Students will demonstrate communication skills including reading, writing, speaking, listening, and use of visual media in a variety of contexts.
   d) Students will construct valid and sound arguments.
   e) Students will employ the mathematical knowledge and skills necessary to succeed in their disciplines and to contribute to their communities and to society.
   f) Students will express themselves creatively through experience in the arts.

3) Personal and Social Responsibility
   a) Students will display the emotional competence, self-awareness, and resilience to maintain a sense of well being.
   b) Students will interpret and explain issues impacting society, including issues of sustainability and justice.
   c) Students will develop knowledge of the interconnections among ecological, social, and economic systems.
   d) Students will respect, with dignity, the similarities and differences among people with whom they live and work.

4) Integrative and Applied Learning
   a) Students will synthesize and apply the knowledge and skills gained through their university experience in the contexts of their fields.
   b) Students will bring what they have learned about personal and social responsibility into practice in service for the community.
   c) Students will practice personal, professional, and academic ethics in the appropriate contexts.