

## **I. Purpose and Alignment**

Clarity of purpose is a key component of success at the Institute. Discuss with your team how the work you are planning at the Institute aligns with institutional mission, current academic or strategic priorities, and addresses equity in student outcomes. If your context or goals have changed since you applied for the Institute, please share updates here.

## **II. Campus Learning Environment**

### **A. High-Impact Practices**

1. Identify the current high-impact practices that are being employed at your institution in the curriculum and/or co-curriculum.
  - a. If you currently employ high-impact practices, briefly describe your assessment plan. Are data disaggregated to examine inequities in student participation and achievement? If so, please include data report.
    - i. *At the current time there is no HIPs assessment plan.*
  - b. Through what modalities are you currently employing high-impact practices? Are there modes of delivery through which you would like to start implementing high impact practices (ex. virtual learning)?
    - i. *At the current time, HIPs are employed per course and course of study curriculum, as well as co-curricular activities. This includes traditional (in person), hybrid, and online modalities (synchronous and asynchronous). The ways in which HIPs are utilized within these courses is not entirely known, but information collection to better understand such is underway.*
  - c. To what extent are students aware of the intent and expected learning outcomes as a result of participation in high-impact practices? Are data disaggregated on student learning outcomes? If so, please include data.
    - i. *In some instances, students may be aware of HIPs intent and expected SLOs through course syllabi and in-class discussion, however, there is no university-wide information set to provide to students or faculty.*
    - ii. *There is no university-wide assessment of HIPs, however academic programs are required to develop student learning outcome and assess the SLOs as part of an evaluation process. It is important to note that this assessment mechanism is not specific to HIPs but may include them at the discretion of faculty/department.*
  - d. Please consider the following questions to ensure equitable participation, engagement, and achievement in your high-impact practices.
    - Do you know which student populations you are serving with your high-impact practice(s)?
      - *Through a campus inventory, most departments noted using one or more HIPs within their degree program(s). Therefore, most students are likely being served with a HIPs at one or more times while progressing through their academic program. However, more data is needed to better identify when and where students are involved with HIPs.*

- Which student populations are you not serving with your high-impact practice(s)?
  - At the current time, this is unknown. As noted previously, students are likely being served with a HIPs at one or more times while progressing through their academic program.
- Which student populations could you be serving with your high-impact practice(s) with additional resources?
  - More information is needed to better identify avenues by which to increase the number of students being served with HIPs and avenues by which to enhance current HIPs for students across the university.
- How do you ensure that historically marginalized and minoritized students are engaging in and benefiting from high-impact practices on your campus?
  - At the current time, there is no university-wide HIPs assessment in place.

## **B. Faculty, Staff, and Administrators**

1. Are there institutional or departmental structures for collaboration/coordination for faculty, student affairs, academic affairs, and other campus educators (e.g., librarians, instructional technology specialists) to share responsibility for creating a learning environment that incorporates high-impact practices? If yes, briefly describe the structures.
  - a. The institution offers several avenues for faculty to develop HIPs in their courses, research, and service.
    - i. Center for Excellence in Teaching and Learning (CETL). CETL offers a wide range of professional development opportunities for faculty and staff. For instance, CETL offers:
      1. Badging Program – Faculty and staff attend several opportunities to earn the badge. There were 3 badges available to be earned in Spring 2021.
      2. TechTalks – Faculty attend a series of seminars to enhance teaching, service, and scholarship at the conclusion of every Spring semester.
      3. Webinars – CETL provides a series of seminars/webinars throughout each month. The number of opportunities per month varies, but several are offered per week. Specific topics vary, but many focus on enhancing teaching and learning. During the summer months (May, June, July). Some opportunities focus on topical themes (Women’s Month, Black History Month) relevant to current events and historical importance.
      4. Subscriptions – subscriptions to provide faculty and staff access to external professional development (Academic Impressions, The Teaching Professor, Monday Morning Mentor Series, Magna Seminar Series).
      5. Repository of tools and information to aid instructors as they seek ways to update and enhance teaching and learning. This includes tools related to: shifting to remote instruction, online instruction tips, use of informational technology, inclusive teaching, and much more.
    - ii. Graduate College and Research maintains a list of faculty and staff that have been approved for funding for external professional development. While such a list is not specific to HIPs, many of the professional development opportunities relate to teaching and learning, thus serve as a component to consider in this discussion.
      1. 30 individuals participated in an external development opportunity from August 2020 to May 2021

2. 83 individuals participated in an external development opportunity from August 2018 to July 2020
  3. There are likely faculty and staff across campus that sought external professional development that is not captured in this data set. This is due to professional development being funded through other means and in some cases being complimentary.
2. Do you offer professional development opportunities related to designing, implementing, and assessing high-impact practices? What data or evidence do you collect to evaluate the impact of these professional development opportunities?
- a. At this time, there is no HIPs-specific development or assessment available, however, CETL has offered a variety of development opportunities related to HIPs.

### III. Institutional Data

Please include a brief institutional profile including disaggregated data as may be available, (e.g. number of students; student demographics; full-time faculty; part-time faculty; admissions profile for most recent cohort; # of transfer students; % of students in developmental education; retention and graduation rates, high-impact practices (e.g. NSSE, FSSE, CCSSE), student learning outcomes, etc.)

Arkansas Tech University (ATU) is a public non-profit university located in Russellville and provides commuter and residential students with opportunities to earn bachelor's through doctoral degrees. ATU maintains an 16.4:1 student to faculty ratio for instruction. Almost half of ATU students (46%) are Pell eligible and 37% are the first in their family to attend college. More than 93 percent of ATU students are Arkansans, and 3 of 4 ATU graduates remain in Arkansas to apply what they have learned and help further develop the state's economy. Undergraduate enrollment at ATU is 10,1100 and graduate enrollment is 719, with 54% of all students being female. About 75% of student identify as White, 9% identify as Hispanic/Latino, 6% as Black or African-American, 1% as Asian, and less than 1% identify as American Indian/Alaska Native, Native Hawaiian/Pacific Islander. The 6-year graduate rate for 2014 was 46%, up from 40% in 2013. From Fall 2019 to Fall 2020, the retention rate at ATU was 67.21%. For Fall 2020, ATU admitted 647 transfer students and enrolled 256 transfer students. ATU has 342 full time instructional faculty and 235 part time instructional faculty, 17% identify as a minority, 54% are female, and 48% have attained a terminal degree. ATU is currently collecting data related to HIPs practices in place across academic programs.

**NOTE:** Your campus institutional research effectiveness or assessment director may be helpful for gathering this information. The intent of gathering the data is to provide your team with information about your student body, and faculty that will be relevant to your Institute work. It isn't necessary to create new reports, if existing reports are not available. Please note if reports are not available for any of the metrics.

## IV. Your Campus Team's Work at the 2021 Institute

Answering the questions below will help prepare your team to work effectively at the Institute. These questions should be discussed prior to the Institute, 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) providing text that your team can draw on for the action plan.

### ATU Team Goals

1. Scaling and sustaining HIPs
2. Direct and indirect assessment of student learning through HIPs
3. Faculty leadership and engagement for student success on HIPs

1. Describe the relationship between this work and existing campus programs/policies/structures.
  - a. There are existing HIPs in place within coursework and there are individuals/groups facilitating and supporting HIPs across campus. It will be important to consider how to leverage existing processes and initiatives as we move forward. An initial data collection phase is needed to better understand HIPs in practice and supported.
2. Describe the campus resources (financial, human, facilities, communication systems, technological, political) or other supports that will help you implement your 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?
  - a. The main goal of the HIPs Committee is to develop a framework and plan to help achieve the goals of scaling, assessment, and faculty leadership related to HIPs.
  - b. Currently, the Vice President of Academic Affairs and the Director of Assessment and Institutional Effectiveness have provided support to a group of faculty to attend this workshop. Across the university, leadership is supporting an array of initiatives and programs that include HIPs in a variety of ways.
  - c. While the current context is High Impact Practices (HIPs), there are a variety of other frameworks that are included, complimentary, or ancillary, such as service-learning, civic engagement, experiential education, and more. These resources and support mechanisms are not centralized at this time at ATU.
  - d. There are many academic support units that offer programs and experiences that support HIPs. Programs such as service/volunteerism through student life, undergraduate research, fraternities/sororities, and more. There are also many student success and enrichment programs offers through academic units, including Academic Coaching, Apex Tutoring Center, Study Abroad, and Norman Career Services.
  - e. It is unknown if grants or community resources are available to support HIPs on campus.

3. What internal and external factors might enhance or impede the implementation, evolution, and sustainability of your goals? How might your team leverage or address these factors to increase the likelihood of your work's success and sustainability?
  - a. There are various internal and external factors that may affect implementation of our goals. Financial flexibility, leadership support, faculty support, and a central department/office is needed to train faculty and staff, implement HIPs, and implement assessment measures. One goal of the ATU HIPs team is to identify the best plan to overcome challenges and leverage current support and resources.
  - b. External factors may include: students hesitant to engage in HIPs or enroll in courses that include HIPs, lack of support from external partners, and lack of external partnerships available. There are also unidentified factors that will certainly affect the ability to scale HIPs across campus.