Creating and Using Taxonomies to Support Implementation of High Impact Practices (rise.iupui.edu/taxonomies)

Jennifer Thorington Springer  Julie Hatcher  Matthew Rust
<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Research</th>
<th>Community Engagement</th>
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<tbody>
<tr>
<td>• 30K students (20K Undergrad)</td>
<td>• $428.9 million in external funding in 2015–2016</td>
<td>• &gt;800 Community Partners (‘15–’16)</td>
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<td>• 80% of Undergrads attend full-time</td>
<td>• 100 research Centers</td>
<td>• &gt; 10K students participate annually</td>
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<td>• 87% are in-state</td>
<td>• TRIP and publicly-engaged scholarship</td>
<td>• &gt;1.1 million hours of course-based service contributed annually</td>
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Discussion Session Overview
Framing the Discussion Questions

1. Assume you are in a faculty development role (e.g., a CTL, dept chair), how could you use a taxonomy for faculty and course development?

2. Assume you are an instructor using the taxonomy, how could you use it to support your own assessment/research/SoTL?

3. Assume you are responsible for course or program assessment/improvement, how could you use the taxonomy to support institutional assessment goals?
RISE Mission

To provide all students with broad access to quality education through inclusive and equitable high-impact practices that result in transformative student learning in support of timely graduation and prepare students to become actively engaged and informed citizens ready to participate in a global society.
Research International Service-Learning Experiential
RISE Goals For Students

• Challenges Students to Participate in at Least Two High Impact Practices
• Engages Students More Deeply in Their Learning
• Promotes Application of Knowledge through guided reflection
• Helps Students Further Clarify and Commit to Their Career Goals
• Allows students opportunities to reflect on personal growth and development
IUPUI students significantly more likely to participate in learning communities, service learning, internships or field experience, and capstones.

IUPUI students less likely to participate in study abroad.

Similar levels of participation in undergraduate research.
Taxonomies

Background

• Exec. Vice Chancellor
• Cal State University
• AAC&U
• IUPUI
• rise.iupui.edu/taxonomies
HIPs Done Well

- Expectations
- Time/effort
- Faculty + Peer Interaction
- Diversity
- Feedback
- Reflection
- Relevance
- Public Demonstration
Intended Benefits of Taxonomy Approach

• Quality Course/Program Development

• Fidelity

• Assessment

• Resource
Challenges

• Instructor Suspicion

• Incentives

• Taxonomy vs. Rubric

• Low, Medium, and High Descriptors

• Process for Input

• What next?
Service Learning Taxonomy

- Development
- Unique Features/Challenges
- Implementation
- FLC use and feedback
Service Learning Course Attributes

- Civic Competencies
- Reciprocal Partnerships
- Critical Reflection
- Diversity of Interactions and Dialogue
- Community Project

Assessment
Service Learning Course Attributes

- Civic Competencies
- Critical Reflection
- Reciprocal Partnerships
- Diversity of Interactions and Dialogue
- Community Project
- Institutional Type & Location
- Duration of Community Project
- Prior Learning Experiences of Student
- Teaching Philos. Epist.
- Assessment
- Campus Mission & Culture
Internship Taxonomy

• Development

• Unique Features/Challenges

• Implementation
<table>
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<tr>
<th>High Impact</th>
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<tr>
<td>1) Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision of a professional.</td>
<td>1) Student performs very few menial tasks at internship site; majority of students’ work is directly applying classroom learning, under the close supervision of a professional.</td>
<td>1) Student performs no menial tasks at internship site; students’ work is directly applying classroom learning, under the close supervision of a professional, but with a few opportunities for discretionary decision-making.</td>
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Themed Learning
Communities
Taxonomy

• Development
• Unique Features/Challenges
• Implementation
TLC Advisory Board Process

• What are the hallmarks of a TLC?

• Discussion/Debate
Processes

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5 Attributes

• Interdisciplinary theme
• Integration
• Out-of-class activities
• Active learning
• Collaboration
Q+A Session

#WHAT'S YOUR THEME?

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Discussion Question

1. **Faculty development** role (e.g., a CTL, dept chair), how could you use the taxonomy for faculty and course development?

2. **Instructor** role, how could you use the taxonomy to support your **own assessment/research/SoTL**?

3. **Program assessment/improvement** role, how could you use the taxonomy to support institutional assessment goals?
New Institute for Engaged Learning

• To provide greater access and opportunity for students to engage in evidence-based high-impact practices designed to foster their academic achievement, identity development, retention, and persistence to timely degree completion.

• Leverage existing resources—human, fiscal, physical, and intellectual—across campus that contribute to engaged learning in order to generate greater efficiencies through better coordination and integration of student-facing programs and services.
New Institute for Engaged Learning

Supports and develops meaningful curricular pathways that are integrative, applied, and experiential.

- Intensive planning this academic year
- HIPS - curricular and co-curricular
- Community engagement
- Assessment, SoTL, research on best practice
- National search for Exec. Associate Dean this spring/summer

~ We welcome and value your ideas ~
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