Academic Leadership Forum

STUDENT SUCCESS: FOUNDATIONS OF EXCELLENCE, IMPACT, CORE CURRICULUM

October 20, 2011

A. Dale Whittaker
Vice Provost for Undergraduate Academic Affairs
Foundations of Excellence®

Building a Better Foundation for Undergraduate Education

John N. Gardner

Purdue University, West Lafayette
October 20, 2011
Why Does the First Year Matter?
Why Do YOU Matter?
(Deans and Department Heads)
The Central Questions:

• What is excellence in the first-year experience?

• What would the University have to do to have an excellent first-year experience?

• How does the University’s current first-year experience measure up?

• What do we think of what we find when we pursue that question and what are we willing to do about that?
What is Foundations of Excellence?

- A voluntary, comprehensive, University-wide, evidence based, self-study, planning and improvement process that engages both local and external professional expertise, knowledge and creativity of faculty, staff, and students

- A new form of assessment

- Task force based assessment

- Focuses on what the institution does
What is Foundations of Excellence?

• Tightly links evaluation with planning

• Critically examines our policies, procedures, pedagogies, and information on our students and their experiences

• Moves beyond a focus on “programs” which are necessary but not sufficient to improve the first year

• Moves the improvement focus beyond having retention as the sole or primary outcome
What is Foundations of Excellence?

• Affirms what is working well

• Recommends change/improvements for what is not working so well

• Results in a strategic action plan to improve the entire first-year experience

• Which must then be implemented!
Why is a self study of the first year and/or transfer experience needed?

Because most campuses have a variety of new student programs and policies but not a comprehensive design/plan.

A Grand Design for Excellence in the New Student Experience
Why Participate?

• Join a national conversation

• Create a campus-wide conversation (real time and electronically) and about the importance and substance of the first-year experience

• Improve efficiencies of operation, eliminating redundancy and closing gaps

• Better integrate/create synergy between unit efforts and University level efforts
Why Participate?

• Create greater coherence and intentionality of improvement efforts

• Clarify responsibilities and improve coordination and communication

• Increase faculty ownership for first-year improvement efforts

• Integrate this process with the parallel Equity Scorecard process

• Improve retention/graduation rates
Why Participate?

- Improve USNWR ranking(s)
- Lead the Big 10 in first-year focus
- Create a more distinctive undergraduate experience
- Increase our ability to recruit the students we most want
- Examine and leverage the unique STEM aspects of our first-year culture
Why Participate?

Help Students and Improve Student Success!
Thus enhance overall institutional effectiveness, prestige, and reputation.
The Intellectual Framework

Foundational Dimensions®

- Philosophy
- Organization
- Learning
- Faculty/Campus Culture
- Transitions
- All Students
- Diversity
- Roles & Purposes
- Improvement
How does FoE work?

Please visit www.fyfoundations.org for more information about the specific components of the self-study process.
The FoE Task Force: Composition and Roles

- Faculty
- Academic Affairs
- Student Affairs
- Assessment Professionals
- Others who interact with new students
- Students
FoE Task Force (cont’d)

Liaisons

Steering Committee

9 Dimension Committees
Tools Provided through FoEtec

- The Current Practices Inventory (CPI)
- FoE Faculty/Staff & Student Surveys
- Performance Indicators specific to each Dimension
- Online access for all task force members to self-study components
Performance Indicator

**Questions**

Please click the SAVE button at the bottom of this page before exiting.

**PI 5.1 Communications to Students**  To what degree does the institution effectively communicate the lived experience of first-year students through the following?

<table>
<thead>
<tr>
<th>Evaluate Each</th>
<th>Very Low/None</th>
<th>Low 2</th>
<th>Medium 3</th>
<th>High 4</th>
<th>Very High 5</th>
<th>N/A</th>
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<td>Institutional website</td>
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<td>Online communication technologies (e.g., instant messaging, blogs, YouTube, e-mail, Facebook, MySpace)</td>
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<td>Admissions print materials and other media</td>
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<td>Marketing (e.g., radio, TV, print advertisements)</td>
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<td>Campus tours for prospective students</td>
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**Discussion Notes on Current Situation**

**Discussion Notes on Opportunities and Challenges**
The FoE Task Force's Work

Complete the CPI
Analyze FoE Survey results
Use existing campus assessments
Gather other evidence as needed

9 Dimension Committee Reports

Steering Committee Pulls it All Together

Comprehensive Foundations of Excellence Report

Communicate Findings and Advocate for Improvement Implementation > Periodic Review > Adjustment
The Role of the Gardner Institute and FoE Outcomes

Please visit www.fyfoundations.org for more information
Role of the Gardner Institute

- Launch, Summit, and Winter Meetings
- Institute Advisor
- Written feedback
- Self-study process webinars
- FoE Listserv
- National recognition

Purdue University
2011 4-Year Launch Meeting
What Does It All Add Up To?
FoE Actions and Retention Gains

Institutions' change in 1-yr retention rates by time post action plan implementation year.
What Does It All Add Up To? (cont’d)

Change in first-to-second year retention rates post implementation of FoE action plan by level of implementation

<table>
<thead>
<tr>
<th>Implement year</th>
<th>1yr post</th>
<th>2yr post</th>
<th>3yr post</th>
<th>4yr post</th>
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<tr>
<td>high degree</td>
<td>1.67</td>
<td>2</td>
<td>4.35</td>
<td>5.62</td>
</tr>
<tr>
<td>Not high degree</td>
<td>-0.95</td>
<td>-1.92</td>
<td>-0.92</td>
<td>-1.4</td>
</tr>
</tbody>
</table>
Other FoE Impact/Outcomes

- Enrollment gains

- Enhanced assessment efforts including increased capacity and experience with:
  - Understanding institution-wide assessment
  - Using assessment results to actually make decisions

- Increased campus-wide awareness

- Improved collaboration

- More faculty buy-in
Impact/Outcomes (cont’d)

- Organization changes
- Program enhancements
- Professional development for faculty, staff, and students
- Increased perceptions of importance of the first year
- Connect to parallel self study and improvement of the Transfer Experience
Impact/Outcomes (cont’d)

- Linkage to
  - Strategic planning
  - General education revision
  - Integration with other multi-institution projects

- A strategic plan for improving the first year and/or the transfer experience
FoE Timeline

- Each institution must participate in the Launch Meeting
- Institution determines project time frame
  - Compressed timeline
  - Full academic year timeline
- Institutions typically complete the self study in one academic year
- Faculty/staff FoE survey to be administered mid fall
- Student FoE survey administered by end of fall term
- Winter Meeting, February 17, 2012 in San Antonio, TX
- Summit Meeting, June 14-15, 2012 in Asheville, NC
Thank You, Ladies and Gentlemen

John N. Gardner, President
John N. Gardner Institute for Excellence in Undergraduate Education
www.jngi.org
828-449-8044
Core Curriculum
Committee Members

Agriculture
Mark Tucker

Education
Teresa Taber Doughty (Chair)

Engineering
Marc Williams

Health and Human Sciences
Shelley MacDermid Wadsworth

Pharmacy
Steve Scott

Science
Chris Hrycyna

Technology
Kathy Newton

Libraries
Sharon Weiner

Krannert
Jackie Rees

Veterinary Medicine
Pete Bill

Student Representatives
Justin Gregory (Engineering)
Brad Krites (Krannert)

Liberal Arts
Nancy Gabin
Vision of Purdue’s Core Curriculum

• Learning outcomes within the core curriculum are designed to prepare students for continuous learning and expertise within disciplines.

• Purdue’s core curriculum will be one that is outcomes-based.

• Students will be able to satisfy the requirements of the core in multiple ways (e.g., co-curricular activities such as learning communities and a common reading program, service learning, course content requirements).

• Learning outcomes should not necessarily be tied to course credit. However, they must be tied to a course and students must register and demonstrate how they meet outcomes (e.g., capstone project, e-portfolio).

• The core curriculum maintains high academic standards within the disciplines.

• The goal is to design mechanisms to permit flexibility for both academic programs and students in meeting learning outcomes with the core curriculum.
Defined

• A core curriculum provides a mechanism by which all Purdue University students share a similar educational experience and in so doing achieve a set of common goals or outcomes required of all Purdue University graduates. The core curriculum is intended to give undergraduate students more flexibility in changing academic career paths while still requiring a common set of educational outcomes that will better equip Purdue graduates for success in tomorrow's global marketplace.
Core Curriculum Timeline

- **Fall 2011**: Obtain University Senate Approval
- **Spring 2012**: Communicate purpose and value of a Purdue Core
- **Summer 2012**: Identify Core learning outcomes
- **Fall 2012**: Establish consensus on transportability of Core courses or activities
- **Spring 2013**: Determine process for course or activity inclusion
- **Summer 2013**: Develop/adopt rubrics for meeting Core outcomes
- **Fall 2013**: Make recommendations for auditing outcomes (working with Registrar)

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<table>
<thead>
<tr>
<th>Foundational Outcomes</th>
<th>Embedded Outcomes (enhanced within disciplines)</th>
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<tbody>
<tr>
<td>Rubric Level 1*</td>
<td>Rubric Levels 1-3* Courses TBD</td>
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<tr>
<td><strong>1. Written communication and Information Literacy</strong> Select ONE:</td>
<td>1. Creative Thinking</td>
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<tr>
<td>- ENGL 10600 First Year Composition</td>
<td>2. Critical Thinking</td>
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<tr>
<td>- ENGL 10800 Accelerated First Year Composition</td>
<td>3. Ethical Reasoning</td>
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<tr>
<td>- ENGL 20300 Intro to Res in Prof Writing</td>
<td>4. Global Citizenship and Social Responsibility</td>
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<tr>
<td><strong>2. Oral communication</strong> Select ONE:</td>
<td>5. Intercultural Knowledge</td>
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<tr>
<td>- COM 11400 Fund of Speech Com</td>
<td>6. Leadership and Teamwork</td>
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<tr>
<td>- Others TBD</td>
<td>7. Quantitative Reasoning</td>
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<tr>
<td><strong>3. Knowledge of the Physical and Natural World</strong> Select ONE of each</td>
<td>8. Written Communication (Levels 2, 3)</td>
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<td>- Science</td>
<td>9. Oral Communication (Levels 2,3)</td>
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<td>- Mathematics, Statistics</td>
<td>10. Information Literacy (Levels 2,3)</td>
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<td><strong>4. Knowledge of Human Cultures</strong> Select ONE of each</td>
<td>11. Integrative Learning</td>
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<td>Written Communication Rubric</td>
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<td><strong>Proficient</strong></td>
<td><strong>Emerging</strong></td>
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| **Context of and Purpose for Writing**  
*Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. |
| **Genre and Disciplinary Conventions**  
*Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation |
<p>| <strong>Sources and Evidence</strong> | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible and relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. |
| <strong>Control of Syntax and Mechanics</strong> | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. |</p>
<table>
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<tr>
<th>SEMESTER</th>
<th>COURSE/ACTIVITY</th>
<th>Rubric Level</th>
<th>Knowledge of Human Cultures and the Physical and Natural World</th>
<th>Foundational Skills (portable across University)</th>
<th>Embedded Skills (may/may not be portable)</th>
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<td>Mathematics</td>
<td>Social/Behavioral sciences</td>
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Instruction Matters: Purdue Academic Course Transformation

Dr. Frank Dooley, Provost Fellow and Professor of Agricultural Economics

Academic Leadership Forum Fall 2011
October 20, 2011, West Lafayette, IN
"By using in-classroom technology, online education resources and even small-group work, the traditional lecture format for some introductory classes of more than 100 students will be upgraded to an environment of active learning."

Dale Whittaker, Vice Provost for Undergraduate and Academic Affairs. (January, 2011)
Our Agenda

• Quickly go over our Call for Applications
• Point to seven key success factors required for an institution-wide approach to course redesign
• Take questions
Application Process

1. Basic Contact Information and Course Information (subject, number, title)

2. Applicant’s Background
   - Rank
   - Years at Purdue
   - Courses Taught Since 2009
   - Your history of involvement with the proposed IMPACT course
Application Process

3. Evidence of Commitment to IMPACT
   • Short statement as to why they want to be part of IMPACT
   • Agreement to:
     1. Participate in Faculty Learning Workshops (beginning Jan 4)
     2. Work with the IMPACT staff to achieve goals
     3. Present a brown bag seminar
     4. Agree to participate in assessment

4. Evidence of Support from the Department
   • Head or designee attend the kick-off meeting
   • Encourage discussion of the IMPACT course
   • Accommodate time spent on IMPACT
   • Note that this is part of our assessment effort
Goals & Objectives

• Focus the **campus** culture on student-centered pedagogy and student successes
• Enable **faculty-led** course redesign with campus-wise resources
• Network faculty through **Faculty Learning Communities**
• Base course redesign on **best practices** and **sound research**
• **Grow and sustain** IMPACT by adding new IMPACT faculty fellows annually
• **Assess and share results** to benefit future courses and students, as well as the profession
Key Success Factors

1. University Support
2. Knowledgeable Support Staff
3. Learning Space
4. Reflection and Assessment
5. Committed Leadership
6. Faculty Learning Community
7. Continued Communication
KSF 1 - Commitment of funding, provost fellow, & new learning spaces

KSF 2 - Staff time for instructional developers

KSF 2 - Staff time for educational technologists

KSF 3 - Learning spaces & information literacy

KSF 4 - Assessment and experience

Linkages to distance education
KSF 5 - Leadership: Steering Committee

- **ITAP**: Donalee Attardo & John Campbell
- **Libraries**: Tomalee Doan
- **Teaching Academy & Provost**: Frank Dooley
- **CIE**: Marne Helgesen
- **Extended Campus**: Mickey Latour
- **Faculty**: Joann Miller
- **DLRC**: Gabriella Weaver
- **Project Manager**: Hosi Karzai
KSF 6 - Faculty Learning Communities

• Begin with a series of general sessions about topics like: learning outcomes, team based learning, SCALE-UP, teaching pedagogies, CPR, etc.

• Faculty and a team of instructional, technology, and assessment specialists build a course redevelopment plan

• Periodically meet with FLC to learn from others
Course Redesign Faculty Are:

- The drivers for curriculum change
- Ultimately responsible for identifying the learning outcome, and
- Provided support needed to focus their time and attention on learning, experimenting, and implementing research-based changes in their classes

- There is no formula, a course redesign plan recognizes the needs of each course may differ
KSF 3 - Space matters

- “The average age of a classroom on the Purdue campus is now 65 years. Most people retire at that age.” - Keith Murray, Space Mgmt & Academic Scheduling
- One classroom was redesigned in 6 weeks
- Plans for 5 to 6 more rooms
KSF 7 - Communication

• Weekly meetings of steering committee, project management team, and instructional and technology staff
• Continued meetings of FLC
• Series of campus workshops
• Web presence
• Use of university internal media
• Phone calls or campus strolls
• Reminders from the Provost
KSF 6 - Reflection and Assessment

- Faculty development
- Student experience
- Existence and use of learning objectives
- Course data mining
- Cultural change
- Student achievement
Lessons from the FLC

- Opportunity to interact with colleagues across campus
- Learn from fantastic professional staff
- Time to rethink their course and teaching practices
Some observations

• “The idea of backward design was most useful. We usually start with the material we are expected to cover in a course, and then prepare our classes to make it interesting to the students.”

• “[I learned] to think more deeply about the learning outcomes! Then to consider evidence based assessment--then the curriculum! Great ways of thinking differently.”
Some observations

• “Bob Beichner’s Session- this was the hands-on, nuts and bolts session. This gave me real examples and started me thinking about how I can change how I run my class.”

• “I have gotten more of an appreciation for collaborative learning and applied activities.”
Status and Next Steps

• We are 8 weeks into our first 7 courses (with 3 more to be offered in the spring)
• Are soliciting for the next round of 20 additional courses, our deadline is November 15
• Steering committee is defining campus policies and procedures to build a model for sustainability
• Assessment is questioning all that we do
For more information

- www.purdue.edu/impact
- dooleyf@purdue.edu