

Application Components and Selection Criteria

The online application consists of an information section and a narrative section. *The narrative should be clear and concise (maximum 1,500 words) and address the following prompts.*

Background

Old Dominion University is a Carnegie Doctoral Research (High) University whose central purpose is to provide students with the highest quality undergraduate and graduate education possible, which is accomplished through innovative use of modern learning technologies and pedagogy, emphasis on student engagement, interdisciplinary collaborations, a research-enabling infrastructure, and widespread promotion of faculty and student research findings. As a comprehensive, residential, and student-centered university, Old Dominion serves a highly diverse array of individuals, including non-traditional learners, military-affiliated students, and working professionals, through face-to-face, distance, and blended learning delivery modes, and by seamlessly connecting recruitment, engagement, active learning and student success. Over 20,000 undergraduate students are from all 50 American states and 78 countries, and create a celebrated diversity in which, the vast majority of students are from lower income families with 77.7 percent eligible for financial aid such as Pell grants (39.3%). ODU can also be described as a “minority serving institution” (MSI), a postsecondary institution with an enrollment that includes at least 25% of a specific minority group (e.g., Asian, African American, Hispanic, Native American). ODU’s undergraduate enrollment includes 27% of students who self-reported as African American or Black, and six percent as Hispanic/Latino (Fall 2016). In fact, ODU has the highest percentage of African American students enrolled in a Virginia institution that is not a Historically Black College and University (HBCU).

Motivation

Old Dominion University Academic Affairs leadership envision the Center for High Impact Practices (CHIP) becoming a regional hub, supporting and collaborating with two- and four-year institutions in the development and enhancement of high impact educational practices. CHIP is currently undertaking several major initiatives related to the implementation and improvement of high impact practices offered at ODU; thus, laying the foundation toward achieving this vision. The initial phase involves building on ODU’s long-standing commitment to student success, through the new LeADERS program. LeADERS provides opportunities for undergraduate students to incorporate **Leadership, ePortfolios, Academic internships, Diversity, Entrepreneurship courses, Research, and Service Learning (LeADERS)** into their degree program. The goal of LeADERS is to prepare students for careers, graduate school, life-long learning, and global citizenship through high-impact and engaging learning experiences.

Courses related to each area have been identified as LeADERS courses. Students will be expected to reflect and develop an e-Portfolio showing how these courses are connected to one another and to real-world experiences. The program will be administered through CHIP in coordination with Career Development Services, Leadership and Student Involvement, the Center for Service and Civic Engagement, the Undergraduate Research Program, and the Office of Institutional Effectiveness and Assessment. Collectively, CHIP and these partners make up the University’s HIP Council.

Graduating students who have completed designated courses and the ePortfolio component will receive a special designation noted on their final academic transcript and medals(gold/silver/bronze) based on the number of completed LeADERS courses. This new flagship program will begin in Fall 2018.

While LeADERS exemplifies a strong commitment to providing students and faculty with a vehicle for participating in several high impact practices, much of the program’s processes, assessment, and quality

improvement plan have yet to be developed. This necessary step will be the framework to develop HIP experiences. The CHIP team envisions AAC&U's Institute on High-Impact Practices & Student Success as an ideal opportunity to refine LeADERS practices.

In addition to LeADERS, CHIP is revamping and developing other initiatives. For example, while Learning Communities (LCs) have long been a standard practice at ODU, there is a need to reorganize existing operations to develop interdisciplinary communities, enhance out-of-class student experiences, and train faculty teams in best practices of integrated learning across course curricula. CHIP is also in the initial stages for launching new initiatives for the upcoming year, such as Common Read and Study Away programs.

Alignment

ODU has a longstanding commitment toward encouraging interdisciplinary and transdisciplinary collaborations with the synthesis of teaching, entrepreneurship, and engagement. The institution's 2014-19 strategic plan directs colleges and administration to enhance learning experiences for its students body through integrative learning pedagogy. Specifically, five action items address the expansion and support for high impact educational practices, including:

- create workshops and services to scale up student use of ePortfolios to document and showcase their learning, integrate classroom and co-curriculum learning, reflect upon their learning, and apply it to new and different situations.
- increase student success in gateway undergraduate writing and STEM-related courses by expanding faculty-led initiatives and academic support services
- provide travel funds for undergraduate researchers to attend conferences and competitions; support undergraduate research learning communities
- support, enhance and assess existing and new high impact practices and programs to improve retention and graduation rates
- increase opportunities for students to interact with faculty outside, as well as within, their discipline

Most recently, the provost established a new direction for Academic Affairs to increase the participation rates of undergraduate students in high impact educational practices outlined by AAC&U. His vision--the LeADERS Initiative--is a high impact learning pathway modeled after his former institution's RISE Program (Indiana University Purdue University Indianapolis). Participation in the Institute will allow our team to work with educators who can help to shape LeADERS as a quality program that align with VALUE standards.

Advancing Equitable Learning

ODU acknowledges that diversity, equity and inclusive excellence is an indispensable part of the experience of our campus community members. Academic Affairs educates faculty on the importance of inclusive learning environments in order to help attain equitable learning outcomes for all students and bring forth the educational benefits of diversity. Through LeADERS, CHIP will engage students more deeply in their learning and inform faculty of the unique needs of our underserved student populations. Through training sessions, workshops, and a variety of in- and out- of class experiences, both students and faculty work together to address academic and personal goals.

Goals

CHIP has two goals for the Institute: (1) further development of LeADERS and (2) cultivation of a community for faculty to implement high impact practices based on integrative learning outcomes. First, while the concept for LeADERS is intentional and based on high impact practices, much has yet to be developed in terms of processes, student learning outcomes, and assessment strategies. Specific examples of areas for further development of LeADERS include cultivating a strategy to work with faculty to improve the quality of LeADERS courses over time, methods for development and assessment of student learning outcomes, and mechanisms for scaling-up the appropriate support and review process for LeADERS students' ePortfolios.

Second, CHIP aims to use the Institute to develop a vehicle for faculty to be on-boarded into and develop a community of HIP scholars. CHIP envisions taking a leadership role in exposing new and existing faculty to the various HIPs they may implement in their courses. From there, faculty will have the opportunity to choose a high impact practice, attend faculty workshops, and receive ongoing support as they implement their HIP. While the CHIP team has a vision for this process, this Institute would provide valuable guidance and direction.

Data

Among Virginia's public, four-year institutions, ODU educates nearly one-fifth of all the Pell grant recipients. More than half of these students are identified in one or more of the underserved classifications. Based on multiple research claims, these students need additional support from the faculty and institution, as a whole. According to AAC&U's research of high impact educational practices, these are the students who benefit most from intentionally designed, engaging, and experiential learning opportunities. While, ODU offers all of HIP opportunities identified by AAC&U, our Office of Assessment revealed a large number of the courses are not assessed based on the VALUE rubrics or best practices. Those that are--such as, learning communities and service learning--show students perform better than non-participants. For example, in fall 2016, 500 students participated in 31 discipline and interest-based learning communities. Data revealed that these students were less isolated and more connected with the campus, students, and faculty. They also had higher grades and retention rates. In Fall 2008, the six-year graduation rate for lower income in-state students was 37%. In 2016, their graduation rate was the same as other in-state student graduating from ODU, at 59% compared with 37% in 2008. Our assessment shows that growth of quality HIPs contributed to this growth.

Campus Team

The team is composed of individuals whose expertise and responsibilities align with the University's goal to provide early, meaningful experiences for students. This team has several years of experience in faculty development, student learning, program implementation and assessment, and interventions that support student retention and engagement. The team includes:

- Lisa Mayes - Executive Director, Center for High Impact Practices
- Jenn Grimm - Director, High Impact Learning, Center for High Impact Practices
- Megan Mize - Associate Director, ePortfolio and Digital Initiatives
- Bev Forbes - Associate Director for Experiential Education Programs and Liaison to the College of Engineering
- Marissa Jimenez - Director, Academic Resources and Coordinator of Center Operations, Center for High Impact Practices
- Tisha Paredes - Vice President Institutional Effectiveness & Assessment
- Deri Draper - Lecturer, College of Continuing Education & Professional Development

Megan's Proposed Approach to making us a Regional Hub for HIPs

For Faculty:

- Initial orientation into HIPs
- selection of HIP training track
- Assessment - Scholarship/Teaching Learning
- HIP Conference w/LeADERS students presenting
- HIP Training tracks then becomes things outside universities can come to and take part of
- Participants can submit to have their courses count towards LeADERS

Things we should consider doing in Salt Lake City:

- Creating ODU's basic criteria for HIPs (as ours don't neatly align with AAC&U each time)
- Map where HIPs are occurring at ODU
 - Who owns each?
 - What opportunities exist?
- Consider how we can ensure more consistent experiences of quality HIP
- Clarify CHIP vs LeADERS for ODU faculty/ students

Program Topics Will Address:

- Scaling and sustaining a culture of engagement by integrating HIPs into curricular and cocurricular programs, ensuring equitable access for all students
- Curricular coherence, efficiency, and streamlined time to degree by aligning courses and programs with guided learning pathways
- Aligning courses and programs with guided learning pathways
 - (e.g., LeADERS???)
- Building institutional capacity for faculty-led direct assessment of student learning outcomes as a result of student participation in high-impact practices
- Designing high-impact activities that feature active, collaborative, and experiential learning and promote connections between educational experiences and long-term career success
- Faculty and leadership professional development to expand capacity to bring effective practices to scale and implement educational reforms
- Supporting faculty professional development that recognizes contingent contracts and connects inclusive, student-centered pedagogies to equitable outcomes
- Bridging divides and building collaborations to ensure that campus programs work toward shared equity goals
- Encouraging an academically open environment while promoting a safe, civil exchange of ideas
- Advocacy and outreach to effectively champion equity and quality and communicate the value of an equitable, high-quality liberal education

Online Information Section

INSTITUTION/ORGANIZATION INFORMATION

Institution Name

Old Dominion University

Undergraduate Enrollment

19,540

Masters Enrollment

2,611

Doctoral Enrollment

1,327

Team Member Information

1. Lisa Mayes - Executive Director, CHIP
 - 757-683-6746
 - lmayes@odu.edu
2. Jenn Grimm - Director, High Impact Learning, CHIP
 - 757-683-7651
 - jgrimm@odu.edu
3. Megan Mize - Associate Director, ePortfolio and Digital Initiatives, CHIP
 - 757-683-4116
 - mmize@odu.edu
4. Bev Forbes - Associate Director for Experiential Education Programs and Liaison to the College of Engineering, Career Development Services
 - 757-683-5341
 - bforbes@odu.edu
5. Marissa Jimenez - Director, Academic Resources and Coordinator of Center Operations, CHIP
 - 757-683-4892
 - mjimenez@odu.edu
6. Tisha Paredes - Vice President, Institutional Effectiveness & Assessment
 - 757-683-3154
 - tparedes@odu.edu
7. Deri Draper - Lecturer, College of Continuing Education & Professional Development
 - 757-683-4305
 - ddraper@odu.edu

Please summarize your goals for the institute into 150 words or less...

(1) further development of a phased approach for an intentional and sustainable LeADERS program, and (2) cultivation of a community for faculty to implement high impact practices in their courses and college programs. While the concept for LeADERS is intentional and based on HIPs, much has yet to be developed in terms of processes, learning outcomes, and assessment. Examples for further development include cultivating a strategy to work with faculty to improve the quality of LeADERS courses over time, methods for development and assessment of student learning outcomes, and mechanisms for scaling-up the appropriate support and review process for LeADERS ePortfolios.

The aim to use the Institute to develop a vehicle for faculty to be on-boarded into and develop a community of HIP scholars. CHIP envisions taking a leadership role in exposing new and existing faculty to the various HIPs they may implement in their courses.

Program Requests

Specific topics include: understanding of VALUE rubrics and how to modify for program purposes, use of ePortfolio rubrics, ensuring quality enhancement of HIPs, onboarding processes for faculty, strategies for effective communication with faculty, and managing priorities