Case Study Research

Establishing expectations for campus approved High Impact Practices (HIPs)

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Background –High Impact Practice goal in University Strategic Plan

- When you set a goal, you should know if you met it
  - 75% of students upon graduation will have participated in two or more HIPs including at least one in the first academic year of enrollment
- Task force of campus leaders meets to discuss during academic year
  - Institutional Research (Sullivan, Moon, Karimi) and Assessment (Swarat) added to discussion in late spring 2014 when need to measure surfaces as a critical concern.

Background –High Impact Practice goal in University Strategic Plan

- What can we determine from analyses of campus programs loosely meeting the HIP definitions?
  - Common freshman experiences
    - Freshman Programs
    - EOP/Summer Bridge
  - Semester abroad
  - Undergraduate research
  - Service learning
  - Common course experiences
    - theatre production crew
  - Mandatory Academic Advisement

Background –High Impact Practice goal in University Strategic Plan

- Can we establish standards and expectations for campus approved/vetted HIPs?
- Found that we needed to
  - Agree on a campus definition of HIP
    - Learning goals/outcomes
    - Measures of Impact
    - Measure of Quality
    - Measure of Scale
  - Find a way to record data on HIP participation and quality of experience
 - Establish a rubric to designate campus approved HIPs

We Found that Campus Reality and the Best Practices for Measurement Are Not Always In Sync

On the next slides we share what might have occurred if we had approached our efforts from a case study frame rather than as a series of assumptions / suppositions followed by reactions to data

What if we had applied Yin's case study model?

Iterative case study model of planning, design, preparation, data collection, analysis, and communication of results

Yin Case Study Model
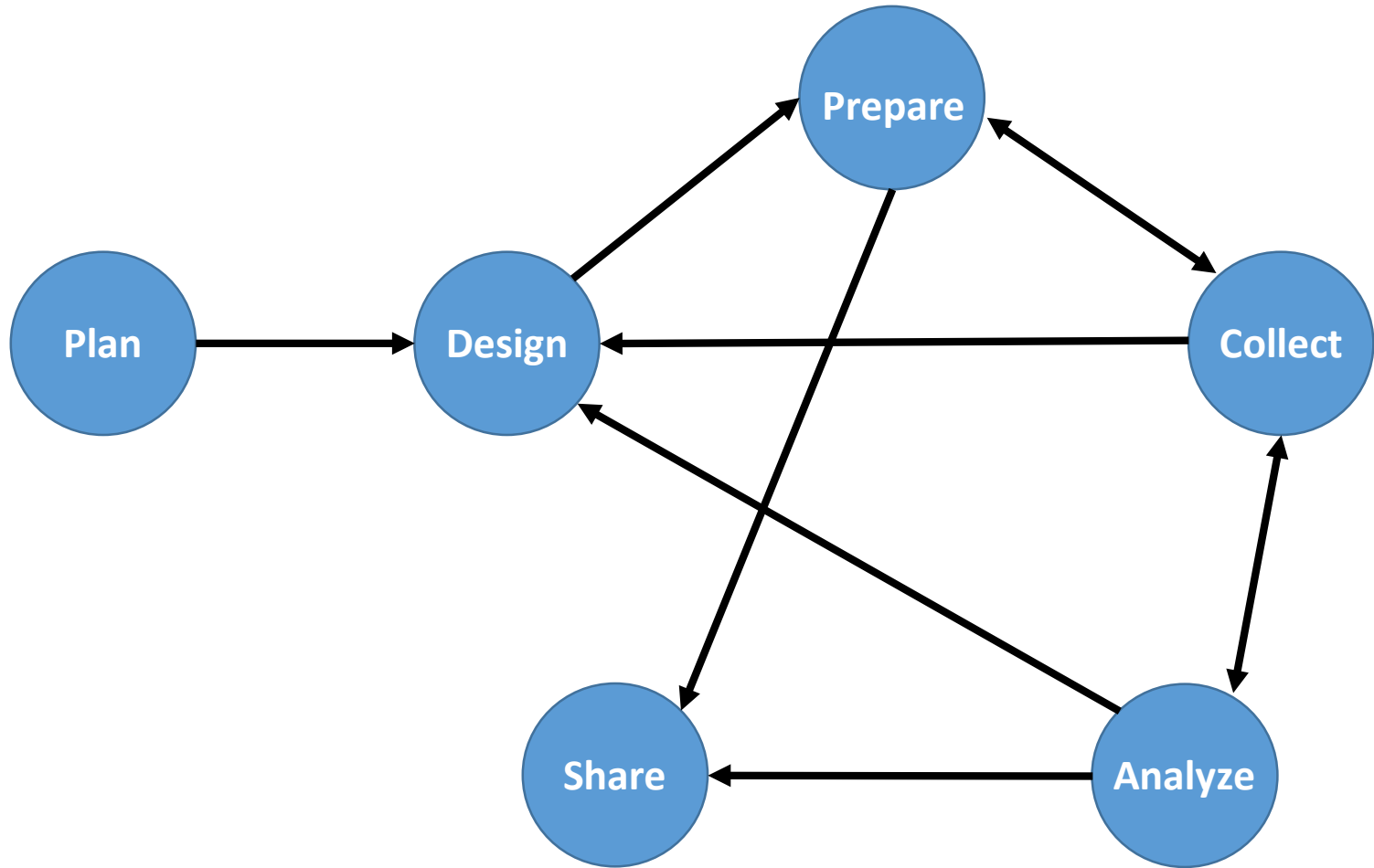
Plan
Determining the best approach

- Can we find a consistent campus approach to measure High Impact Practices?
  - Is this a measurement study?
  - Is it a review of existing practices?
  - Is it a bit of both?

Design
How do we get where we hope to get?

- What have others done?

- What are we looking at and how?

- Can we identify a standard definition?

- Can we use existing campus exemplars to find commonalities and differences?

Prepare
What need to be done before collecting data?

- What HIPs should be examined?

- Are there systems to track data?

- What do the HIPs impact?
  - Are there learning goals?
  - What outcomes are sought?

Collect
Sources of data?

- Can you tell me what the program should do?
  - Learning outcomes?
  - Quality indicators?
  - Endpoint measures?
  - Data sources/quality?

Analyze
Analytical Choices

- Comparison groups
- Significance of outcomes
- Direct vs Indirect assessment

Collect and Analyze took us back to Prepare with a preliminary Share

- We learned
  - Few defined learning outcomes
  - Few measures of quality of experience
  - Everything suspected to influence six-year graduation
  - Data are in shoeboxes (old hand-entered shoeboxes)

Initial Sharing
Making meaning of the study

We needed to better Prepare

- We had some information on some programs
- Quality of experience was uneven
- Learning Goals (if any) were uneven
- Data quality were uneven

Preparation part two: How would we measure HIPs?

- Worked from existing task force document
  - Identified measurable and un-measurable elements
  - Consolidated key ideas
- Developed a threshold definition to be met to be considered as an approved Fullerton HIP
  - Identified elements that focused on learning outcomes and quality of experience
  - Recognized one size does not fit all (flexibility)

Preparation part two:
How would we measure HIPs?

- Developed measures to record HIP experience
  - Quantification of participation
  - Quantification of effort
  - Artifacts of effort
  - Measures related to learning goals/outcomes
- Established a foundation from which transcription would be possible
  - Potential for improved data quality
  - Potential for better assessment of the HIP outcomes

Time to Share
Draft HIP measures

	Program Characteristics	Description	Program Information	Assessment Measures	Methods	Results *(to be completed after program completion)*
P1	Nature of experience offered	Provide a general overview of the HIP program design, structure, and/or the nature of experience offered	*Provide a general overview of the HIP program:* *(narrative)*	Program participation and scale	n/a	Provide participation data (e.g. # of student participants, # of faculty paricipants; partcipation by college, participation by diversity - ethnicity, gender, SES, etc.)
P2	Anticipated student outcomes	Provide a characterization and a brief description of the anticipated "high impact"	*Check the type of impact on students:* *__Academic* *__Social* *__Ethical* *__Personal* *Provide a brief description of the impact:*	Student outcome(s)	Describe the method(s) to be used to assess the anticipated "high impact" *(Methods determined by program)*	Provide appropriate evidence demonstrating the anticipated "high impact" (e.g. knowledge gain, skill development, attitude change)
P3	Meaningful and substantive (deep) learning interactions with faculty, staff, and students	Describe the quantity and nature of interactions between students and faculty/staff/peers	*Indicate the number of interactions each student has with faculty/staff/peers over the course of the program :* *__ Less than 5 interactions* *__5-10 interactions* *__More than 10 interactions* *Provide a brief description of the nature of the interactions:*	Quality of interactions with others	Describe the method(s) to be used to assess the quality of interactions with others *(Methods determined by program, and/or university-wide survey)*	Provide appropriate evidence demonstrating the quantity and quality of interactions b/w students and faculty/staff/students (e.g. satisfaction, effectiveness)
P4	Opportunies for interactions with diversity	Describe the extend to which opportunities for students to interact with diverse elements (people, culture, environment, etc.) are included in the program	*Indicate the extend to which opportunities to interact with diverse elements are included in the program:* *___None* *___Few opportunities* *___Several opportunites* *___Many opportunites* *Provide a brief descritpion of the nature of the opportunities to interact with diverse elements:* *(Narrative)*	Quality of interactions with diverse elements	Describe the method(s) to be used to assess the quantity and quality of interactions b/w students and diverse elements *(Methods determined by program, and/or university-wide survey)*	Provide appropriate evidence demonstrating the quantity and quality of interactions b/w students and diverse elements (e.g. satisfaction, effectiveness)

	Program Characteristics	Description	Program Information	Assessment Measures	Methods	Results *(to be completed after program completion)*
P5	**Opportunities for frequent and meaningful feedback**	Describe the quantity and nature of feedback opportunities students receive	*Indicate the number of feedback opportunities each student receives over the course of the program :* __ *Less than 5 feedback opportunities* __*5-10 feedback opportunities* __*More than 10 feedback opportunities* *Provide a brief description of the nature of the feedback opportunites:* *(narrative)*	**Quality of feedback**	Describe the method(s) to be used to assess the quantity and level and quality of feedback opportunities *(Methods determined by program, and/or university-wide survey)*	Provide appropriate evidence demonstrating the quantity and level and quality of feedback opportunities (e.g. satisfaction, effectiveness)
P6	**Considerable time and effort invested by students**	Describe the amount of time students are expected to invest in the program	*Indicate the amount of time each student is engaged with the program over the course of the program:* __*Less than 20 hours* __*20-40 hours* __*More than 40 hours* *Provide a brief description of how students are engaged in the program:* *(narrative)*	**Student engagement**	Describe the method(s) to be used to track students' time and effort investment *(Methods determined by program, and/or university-wide survey)*	Provide appropriate evidence demonstrating students' time and effort investment (e.g. faculty judgment; self-report)
P7	**Opportunities for reflective and integrated learning**	Describe the extend to which opportunities for students to reflect upon and integrate their learning are included in the program	*Indicate the extend to which opportunities to reflect upon and integrate learning are included in the program:* ___*None* ___*Few opportunities* ___*Several opportunites* ___*Many opportunites* *Provide a brief descritpion of the nature of the opportunities to reflect upon and integrate learning:*	**Quality of reflective and integrated learning opportunities**	Describe the method(s) to be used to assess the quantity and quality of reflective and integrated learning opportunities *(Methods determined by program, and/or university-wide survey)*	Provide appropriate evidence demonstrating the quantity and quality of reflective and integrated learning opportunities (e.g. satisfaction, effectiveness)
P8	**Opportunities for authentic learning**	Describe the extend to which opportunities for authentic learning are included in the program	*Indicate the extend to which opportunities for authentic learning are included in the program:* ___*None* ___*Few opportunities* ___*Several opportunites* ___*Many opportunites* *Provide a brief descritpion of the nature of the authentic learning opportunities:* *(Narrative)*	**Quality of authentic learning opportunities**	Describe the method(s) to be used to assess the quantity and quality of authentic learning opportunities *(Methods determined by program, and/or university-wide survey)*	Provide appropriate evidence demonstrating the quantity and quality of authentic learning opportunities (e.g. satisfaction, effectiveness)

Sometimes the end brings you to another beginning

- Model and measures continue to be reviewed and refined

- Model is being piloted as part of a Gates-Funded CSU efforts

- It is likely the model will undergo additional changes before becoming final

Questions?