

2005-2007 Initiatives to Promote Excellence in Student Learning

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Leadership Council

Academic and Student Affairs

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Background

- 2005 legislature: \$12M for “competitive compensation for faculty and staff for initiatives to promote excellence in student learning”
- \$4.0M for IPESL after
 - ❖ \$6.6M for College Faculty Awards for Excellence
 - ❖ \$0.9M for university administrative and service faculty Special Initiative Awards
 - ❖ \$0.5M for university faculty professional improvement funds
- Program launched May, 2006
<http://ipesl.project.mnscu.edu>



Executive Summary

- **30 institutions participated**
 - ❖ 39 projects, May 2006 – June 2008
- **\$4.0M allocated by student FYE**
 - ❖ Range: \$50,000 - \$315,437
- **\$1.3M campus match funding**
- **Estimated 1,100+ faculty and staff rewarded**
 - ❖ Based on 409 faculty involved in 36% of projects that reported faculty numbers
- **95% of projects met or exceeded their goals for promoting excellence in student learning**



Program Goals

- **Major projects: institution-level impact**
- **Contribute to achievement of student learning goals in the 2006-2010 Strategic Plan**
- **Focus on critical needs in math, science, reading, writing, and critical thinking**
- **Significant development in courses, assessments, curricula, program requirements, other areas to promote excellent and lasting learning**



Program Outcomes

- **Major projects, all with institution-level impact**



39 Projects

- 18 institutions: 1 project
- 7 institutions: 2 projects
- 3 universities: multiple “re-grants”
- 31 projects complete
- 8 projects ongoing to Jun 2008
- 37 met or exceeded goals by Dec 2007
- Full reports available under “Reporting” tab at <http://ipesl.project.mnscu.edu>



Program Outcomes

- **Contribute to achievement of student learning goals in the 2006-2010 Strategic Plan**



Strategic Teaching and Learning Support

■ Increase access and opportunity

- ❖ English Language Learners: 3 projects
- ❖ Minority students: 2
- ❖ Returning adult students: 1
- ❖ Rural students: 1
- ❖ Students with disabilities: 1
- ❖ Developmental education: 13
- ❖ College transitions: 12

■ Promote and measure high-quality learning programs and services

- ❖ Assess quality and effectiveness of academic programs: 39 projects
- ❖ Improve courses, programs, services, and evaluation methods: 39



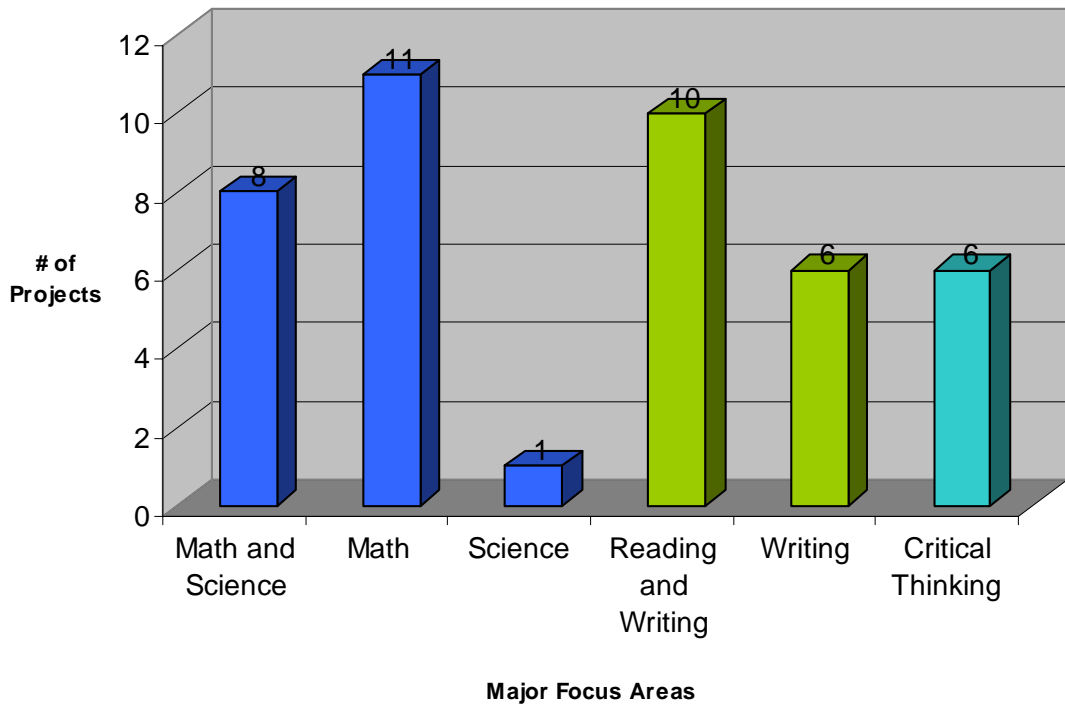
Program Outcomes

- **Focus on critical needs in math, science, reading, writing, and critical thinking**



Projects focused on...

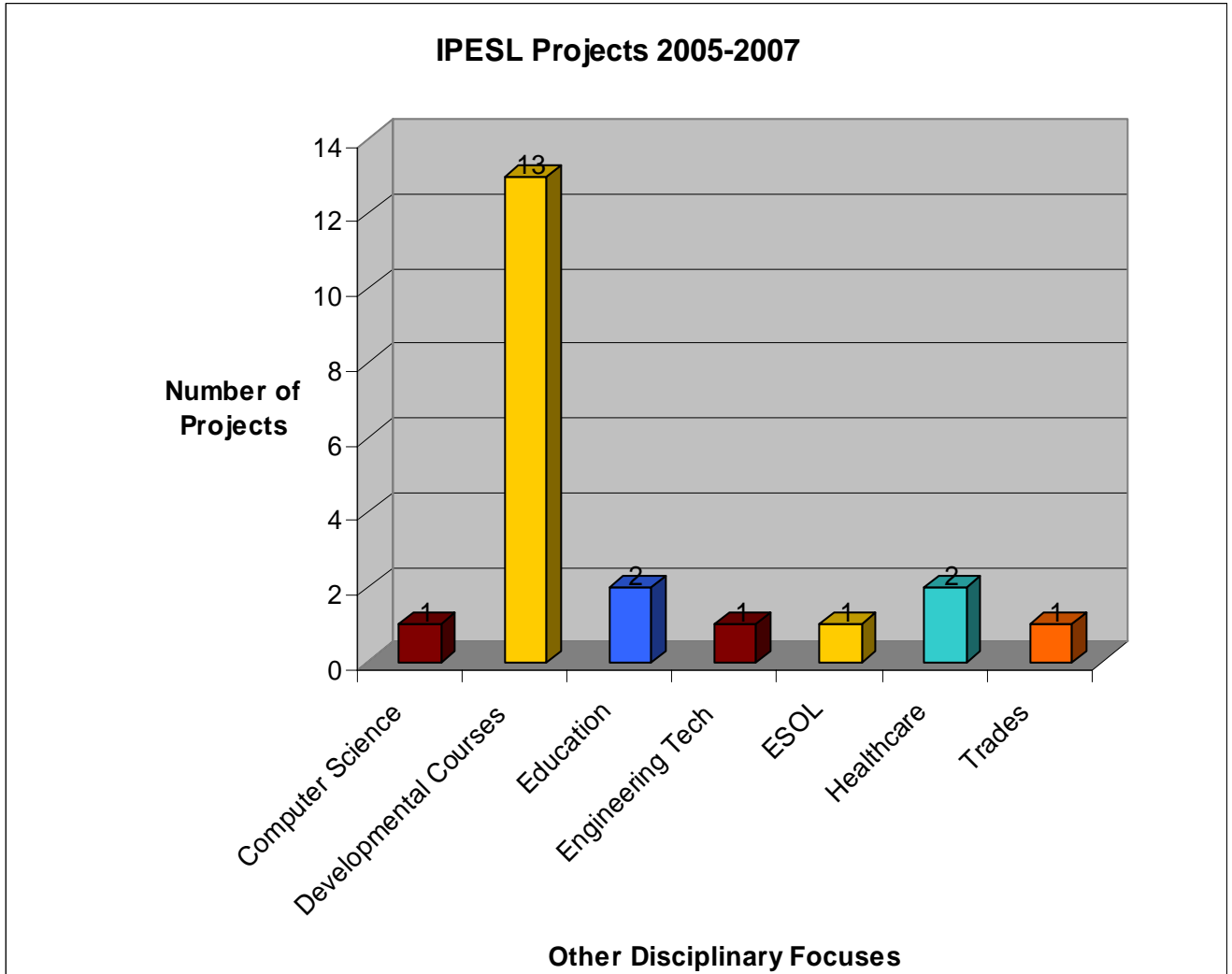
IPESL Projects 2005-2007



Note: Three universities focused on critical thinking as well as writing; math and science; and reading and writing.



...in these disciplines



Note: “Developmental courses” included a variety of efforts to assess and improve developmental education and college transitions.



Program Outcomes

- **Significant development in courses, curricula, assessments, program requirements, other areas to promote excellent and lasting learning**



Instructional Development

■ Course Development/Redesign

- ❖ New courses: 5 projects
- ❖ Redesigned courses: 8

■ Collaborations

- ❖ Across disciplines: 7
- ❖ Between academic and student affairs: 2
- ❖ With high schools: 12
- ❖ With outside groups/agencies/industry: 4

■ Engaged Pedagogies

- ❖ Learning communities: 5
- ❖ Service-learning, civic engagement: 4
- ❖ Faculty mentors for students: 2

■ Learning Assessments

- ❖ Rubrics / diagnostics: 7



Augmented Instruction

■ Transition Programs

- ❖ Summer bridge programs: 5 projects
- ❖ Between academic and student affairs: 2
- ❖ With high schools: 12
- ❖ With outside groups/agencies/industry: 4
- ❖ New courses: 5
- ❖ Redesigned courses: 8

■ Learning Centers

- ❖ Tutoring/skills centers: 4
- ❖ Education/career centers: 2
- ❖ Career/education centers: 2

■ Co-Curricular Programs

- ❖ First-Year Experience programs: 5
- ❖ New student services: 10
- ❖ Activities for developmental courses: 3



Program Development

■ New Programs

- ❖ Pilot new diplomas/degrees: 2 projects

■ Program Analysis

- ❖ Program research and evaluation: 3

■ New or Revised Curricula

- ❖ New general education curriculum: 1
- ❖ New course combinations: 2
- ❖ New curriculum assessment plan: 1
- ❖ Writing across-curriculum plan: 2
- ❖ New core outcomes definitions/assessments: 3



Faculty Development

- **Courses and colloquia**

- ❖ New pedagogies and strategies: 3 projects



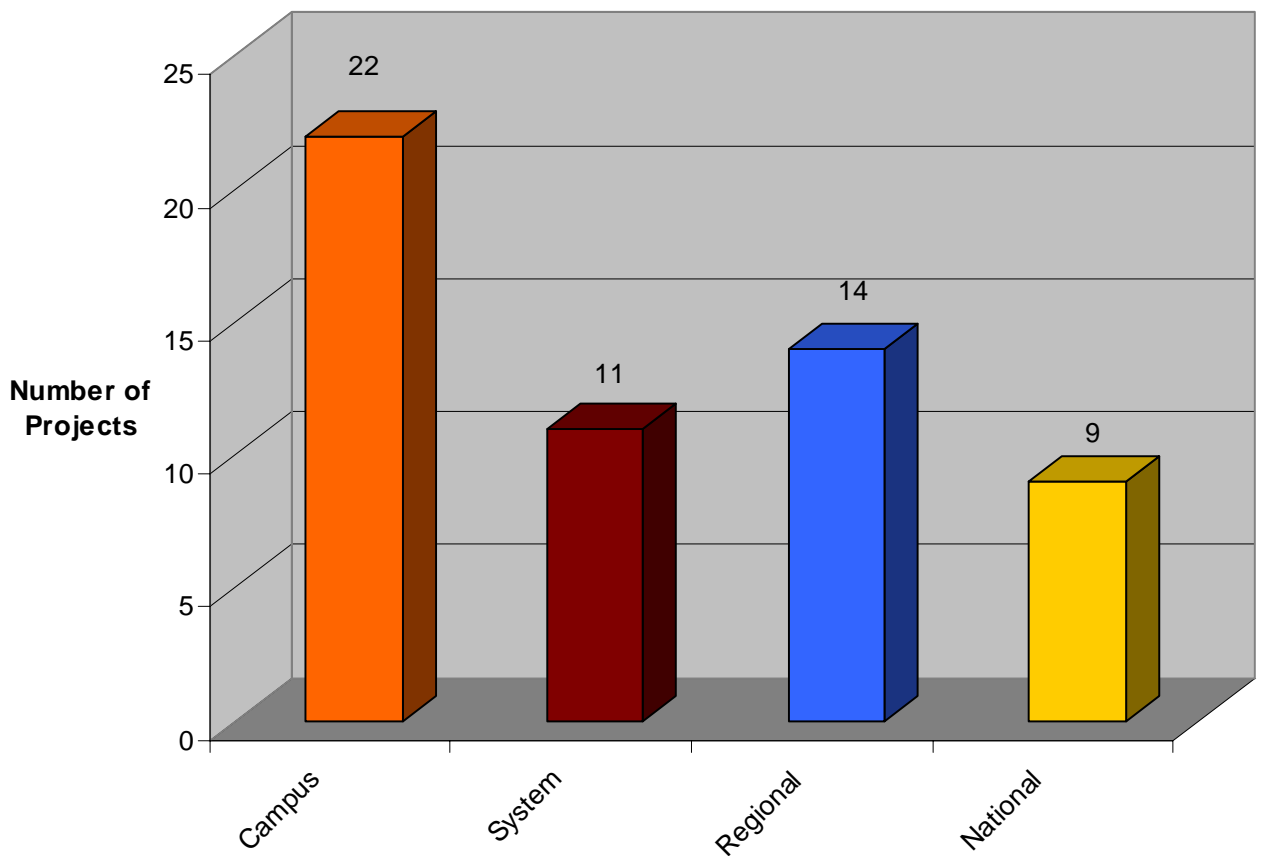
Processes

- **Most: initiatives headed by deans and center directors**
- **Some: re-granted for individual projects pursuing common institutional goals**
- **Some: leveraged IPESL funds into other major institutional initiatives, adding components that would not otherwise have been funded**



Outcomes: Dissemination

Presentations on IPESL Projects 2005-2007



A Few Highlights

- First Year Experience, Lake Superior College
<http://www.lsc.cc.mn.us/NEWfye/home.cfm>
- Critical Thinking at MSU, Mankato
<http://www.mnsu.edu/grants/ipesl/>
- Dragon Core Curriculum at MSU Moorhead
<http://www.mnsu.edu/grants/ipesl/>
- Collaborative Assessment of Mathematics, Northeast Higher Education District
<http://camp.mnscu.edu/apps/>



Conclusions

- **Big common program: pluses**
 - ❖ Increased sense of common challenges, sharable solutions and approaches
 - ❖ Products and programs developed will be useful in longer term
 - ❖ Dissemination of outcomes encourages sharing, increases system profile
 - ❖ Funding supported otherwise “undoable” components of broader programs

- **Limitations of program impact**
 - ❖ Short timeframe limited depth of real teaching and learning change
 - ❖ Program widely perceived as “one-time-only”
 - ❖ Funding not sustained due to budget constraints, salary increases



Conclusions

- Significant goals achieved; some innovative, most strategic
- \$4M in compensation funds leveraged outcomes that program money alone couldn't achieve
- \$1.3M in non-required matching funds demonstrates importance of initiative to institutions
- Long-term followup study could evaluate sustainability
- Ongoing program could encourage sharing, re-use of products, materials, ideas



Next Steps?



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