



Requesting Campus Feedback – Stage 2

Improving Student Success Via Revised Curricula and Instruction

To strengthen U of I students' outcomes, President Green has charged a Step-Up Completion: Collaboration, Evidence, Synergies, and Support (SUCCESS) Team to propose initiatives for funding that are likely to increase our existing 61% six-year graduation rate to 77%, matching the current average at Research I institutions. Based upon an initial round of input from the U of I community, the SUCCESS Team identified three types of initiatives that have had success at other universities¹⁻² and that build upon our existing strengths:

- **Expand and Enhance Common Experiences**
- **Increase Use of Evidence-Based Teaching Practices**
- **Provide Earlier Applied Learning Opportunities**

The team's next step is to develop proposals for each initiative. Your feedback will be critical to creating proposals that have the greatest potential to benefit U of I students' learning, academic achievement, and post-graduation success.

We encourage you to read about each initiative and then provide feedback.

Your comments will help the team develop proposals that achieve the desired outcomes. It will be especially helpful to get your perspective on how we can support efforts that already exist and encourage the growth of new efforts.

Existing research shows that **each initiative supports all students**. This support includes students from historically under-represented

groups, such as first-generation and rural students. By ensuring that the proposed initiatives help these students (and all students), U of I is fulfilling our land-grant mission to provide broad access to higher education for Idahoans.

First-generation, rural, and other students from historically under-represented groups have different prior experiences and therefore have specific support needs.

With these initiatives, U of I is building on existing programs that support these students effectively, such as the [Vandal Gateway Program](#), [Student Athlete Support Services](#), and the [Raven Scholars Program](#).

Descriptions of each initiative follow.



Expand and Enhance Common Experiences

Common experiences, such as first-year seminars and learning communities, offer meaningful curricular and cocurricular experiences to enhance student learning, often using broad themes and varied curricular and co-curricular choices.³

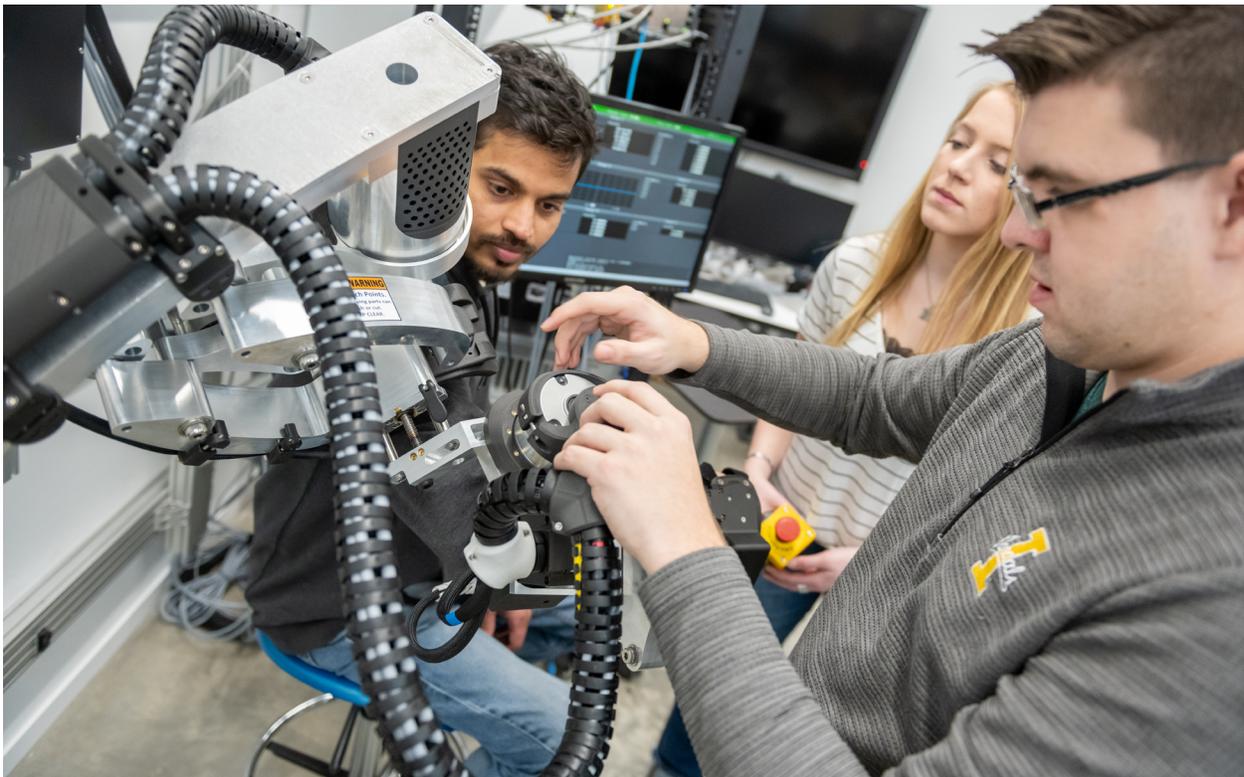
Research: shows common experiences (a) improve student success and GPA; (b) are consistently linked to higher retention and graduation rates; and (c) positively impact first-generation, racially/ethnically minoritized, conditionally admitted, and undeclared students.^{4,5,6,7,8,9,10}

Possible Approaches:

1. Bridge program to prepare students for a first-year experience (FYE).
2. Various FYE opportunities to introduce general education.
3. Links from FYE to sophomore-, junior-, and senior-year experiences.
4. A culminating experience that builds on students' earlier common intellectual experiences.
5. Support for core cognitive and non-cognitive skills.

Example: [Arizona State's highly rated First-Year Experience \(FYE\) Program](#)

U of I Examples: [TRIO Program](#), [Martin Institute Programs](#), and [Office of Multicultural Affairs Programs](#)



Increase Use of Evidence-Based Teaching Practices

Evidence-based teaching practices, such as active learning, promote higher-order thinking and self-directed learning through discussion, case studies, group work, problem solving, writing, sketching, and other instructor-guided activities.

Research: A meta-analysis of 255 studies of STEM courses linked active learning to +6% average exam scores and +12 percentage points in course success rates, with traditional lecture students 1.5 times more likely to fail.¹¹ Substantial research has linked success in foundational courses to increases in both retention and graduation rates for all students, including those from historically under-represented groups.^{12,13,14,15,16, 17}

Possible Approaches:

1. Revise promotion and tenure criteria.
2. Establish evidence-based, inclusive teaching practices; offer leadership, elevate expertise, and emphasize research on learning and instruction.
3. Ensure faculty have resources needed to pursue evidence-based teaching practices.

Example: [Home • Active Learning and Inductive Teaching • Iowa State University \(iastate.edu\)](#)

U of I Examples: [Self-Directed Learning Modules](#), [Generation Z Learning Approaches](#), and [Center for Excellence in Teaching and Learning](#)



Provide Earlier Applied Learning Opportunities

Undergraduate research, internships, community-based learning, and other learning experiences in which students apply learning outside the classroom. Applied learning opportunities are linked to increased learning, graduation rates, and post-graduation success.

Research: Undergraduate research has been linked to +4% to +10% in overall graduation rates and +13% STEM degree completion, with particular benefits for racially/ethnically minoritized and other historically under-represented groups.^{18,19,20,21}

Example: [Echegoyan et al \(2019\)](#) showed a strong association between completing [UTEP's Freshman Year Research Intensive Sequence](#) and long-term retention for the 1,652 students they studied, 2015-2017 (~63% female, ~86% Hispanic).

U of I Examples: [Cooperative Education](#) and [Interdisciplinary Capstone Design Program](#)

Possible Approaches:

1. Add co-op experiences, problem solving components, career experiences, and undergraduate research experiences.
2. Strengthen industry connections.
3. Engage community members as co-creators of learning and scholarship.



Providing Your Feedback

The SUCCESS team invites all members of campus to provide feedback on possible approaches for each of the three initiatives. There are **two ways to provide feedback** (you are welcome to participate in both ways if you desire):

1. **[Share your responses to survey questions](#)** in the feedback forms linked below:
 - **[Expand and Enhance Common Experiences](#)**
 - **[Increase Use of Evidence-Based Teaching Practices](#)**
 - **[Provide Earlier Applied Learning Opportunities](#)**
2. **Join an All-Campus Conversation** with the SUCCESS Team and Provost Lawrence from Wednesday, March 20 at 3:30 pm PT; 4:30 pm MT, via this **[Zoom link](#)**.

In both cases (i.e., the feedback forms and the all-campus conversation) you'll be asked for your thoughts in response to the following questions about each initiative:

- Please rank order the possible approaches for this initiative according to which you believe would be most effective, 1 high, 5 low.
- Please note existing U of I strengths these approaches could build on.
- What would it look like for this initiative to be implemented successfully in your program, department, or college?
- What types of support would be needed to implement this initiative in your program, department, or college?

Note: The SUCCESS Team will be reaching out to specific groups on campus who may wish to give feedback about the initiatives during one of the regular meetings, e.g., Faculty Senate, Dean of Students, the Associated Students of the University of Idaho (ASUI), College Assistance Migrant Program (CAMP), Student Support Services, and the Associate Deans.



Process/Background

To ensure that the final proposal is informed by perspectives from across campus, in **Stage 1** (late January/early February), the SUCCESS Team met with and surveyed approximately 100 members of eight shared governance and other campus groups.²² During these meetings, the team shared information on six possible evidence-based initiatives that have increased learning and academic achievement on other campuses:

1. Revise General Education Curriculum
2. Expand and Enhance Common Learning Experiences
3. Increase Use of Evidence-Based Teaching Practices
4. Provide More Real-World Learning Opportunities Earlier
5. Streamline Degree Pathways
6. Better Support Historically Under-Represented Students.

Through a mixed-methods analysis of campus groups' comments, the team determined that campus feedback identified the three initiatives described above as most effectively positioned to leverage existing U of I strengths. Further, campus feedback indicated that it would be most effective to **integrate initiative #6, Better Support Historically Under-represented Students, into each of the three identified initiatives.** Therefore, the team will recommend this integration, which will require close collaboration with colleagues across U of I. This integration will help U of I better serve our growing numbers of first-generation and other students from historically under-represented groups. Finally, based on feedback from campus groups with relevant experience, the team will consider proposing that the cohort model be used in each of the identified initiatives. The proposed initiatives will build on the work already underway as part of U of I's Strategic Enrollment Project.



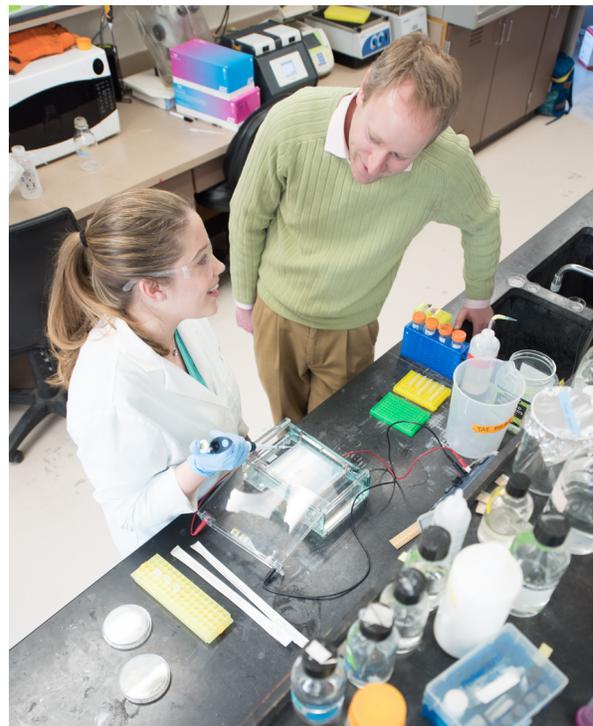
Importantly, the team will recommend that initiatives be implemented under **local direction, with centralized support**. The implementation plan will advocate that campus groups already pursuing related successful projects be incentivized to help lead implementation. For example, such groups might provide resources, consultation, and/or mentoring for colleagues developing similar projects. Incentives could include release time, summer stipends, access to professional development or other opportunities, and the like. These groups' leadership will support local direction by helping programs tailor approaches to their disciplines, cultures, and students' needs.

Further, the team will recommend a separate implementation plan for each initiative but emphasize that these plans should identify and leverage potential connections. For example, to implement common experiences and early applied learning in classrooms,

support for evidence-based teaching will be needed. Similarly, each initiative requires incentivizing faculty to adopting evidence-based approaches will build more explicit rewards into the annual review and the promotion and tenure processes.

Finally, please note that, based on campus feedback and SUCCESS Team discussions, the titles of two of the three identified initiatives have been tailored to better reflect U of I priorities, as follows:

- 2. *Expand and Enhance Common Experiences*** – “learning” omitted to indicate that some experiences will be curricular and others co-curricular.
- 4. *Provide Earlier Applied Learning Opportunities*** – “real-world” omitted to emphasize the connections between classroom and applied learning; “earlier” emphasized by new position in the title.



References

(Endnotes)

- 1 [Bradley, 2021.](#)
- 2 [Boyer 2030 Report.](#)
- 3 [American Association of Colleges & Universities High-Impact Practices.](#)
- 4 [Jamelske, 2008.](#)
- 5 [Swanson et al., 2016.](#)
- 6 [Vaughan et al., 2014a.](#)
- 7 [Vaughan et al., 2014b.](#)
- 8 [Miller et al., 2014.](#)
- 9 [Vaughan et al., 2019.](#)
- 10 [Pickenpaugh, Yoast, Baker, & Vaughan, 2022.](#)
- 11 [Freeman et al., 2014.](#)
- 12 [Koch & Pistilli, 2015.](#)
- 13 [Cabrera, Burkum, & LaNasa, 2005.](#)
- 14 [Lewis & Terry, 2016.](#)
- 15 [Moore & Shulock, 2009.](#)
- 16 [Offenstein & Shulock, 2010.](#)
- 17 [Biswas et al., 2022.](#)
- 18 [Rodenbusch et al., 2016.](#)
- 19 [Rodrigo-Peiris, Xiang, & Cassone, 2018.](#)
- 20 [Indoft et al., 2019.](#)
- 21 [Bangera & Brownell, 2017.](#)
- 22 These groups included the academic associate deans, the Associated Students of the University of Idaho, a Career Services representative, the Dean of Students leadership team, department chairs/heads, Faculty Senate, representatives from units focused on equity, and Staff Council.