Request for Proposal:

Teaching projects to implement High Impact Practices that address the findings of RSCC's 2017 Academic Self-Study findings.

Background: A Case for Increased Relevancy in General Education Courses

On January 27 2017, Roane State Community College submitted an Academic Self-Study of its General Education program. The study consisted of faculty and student surveys and interviews, and a review of the General Education philosophy, mission statement, and student learning outcomes. The report was developed through the General Education Committee. The committee included faculty from each of the divisions offering General Education courses; the academic deans; a faculty member from the Nursing Division; representatives from the Learning Center, the Library, the Advising Center, and the Office of Institutional Effectiveness and Research; and the Vice President for Student Learning.

One of the core findings of the self-study was that students often struggled seeing the relevancy of coursework not directly related to their program of study. Roane State Community College is not alone in identifying this issue. In fact, a December 2016 TBR technical brief reached a similar conclusion, stating that in their survey of students across the state, "Disturbingly, almost half of the students participating did not see their academic work as directly relevant to their chosen career field and, as such, a waste of their time."[1] Nationally, the Carnegie Foundation, in its study of productive persistence, "the package of skills and tenacity that students need to succeed in an academic setting," has found a sense of relevancy to be an essential driver of student success. [2]

More than increasing student persistence, a move to more relevancy, greater contextualization in the curriculum, and an emphasis on collaborative projects and problem solving skills will help our students be more competitive in the labor market. As a recent survey by the National Association of College and Employers (NACE) found, problem solving and the ability to work in a team were among the top five skills employers sought on the resumes of new graduates. [3]

Call for Proposals: Relevancy and High Impact Practices

This call for pedagogical interventions challenges RSCC faculty to develop an activity or series of activities that address the question:

How do we increase our students' sense of connection and relevance between careers and "real-life" problems and the academic skills and content across their general education classes?

[1] Denley, T., & Knox, P. (2016, December). Building Student Success with a Co-Requisite Remediation Model and Mindset Know-How. Tennessee Board of Regents Technical Brief, (5), 1-29

[2] SILVA, Elena & White, T. (2014, September). Pathways to Improvement Using Psychological Strategies to Help College Students Master Developmental Math (Tech.). Retrieved https://www.carnegiefoundation.org

[3] Job Outlook 2016: The Attributes Employers Want to See on New College Graduates' Resumes http://www.naceweb.org/s11182015/employers-look-for-in-new-hires.aspx

Faculty are required to incorporate at least one prioritized "High Impact Practice" (HIP) in their proposals: a common intellectual experience that can be adopted across disciplines, leveraging service-learning experiences to demonstrate relevancy, or integrating collaborative assignments and projects that engage students in real-life problem solving. These HIP's were selected based on their alignment with the goal of increasing relevancy of general education courses and recommendations from the general education committee. Faculty collaboration and joint proposals are welcome.

Award

A total of $8,000 is available for faculty to compensate for the time required to design and evaluate their intervention. Awards will range from $250 for smaller projects to $2,000 (maximum $1,000 per faculty) for larger projects that require faculty collaboration. The award amount will be based on project plan submitted in the application. The costs of any materials and ½ the award will be made at the start of the Summer. The remainder of the award will be disbursed after receiving the final report.

Faculty are limited to one submission and may only receive one award. The total number of awards will be dependent on the number of applications received, quality of applications, and total amount of funds requested.

Applications will be reviewed and scored by the Grants Development and Institutional Research along with volunteers from the Completion Committee who are not submitting an application.

Eligibility
- Faculty of any rank, including adjunct faculty, are invited to apply.
- The proposed activity must pertain directly to general education courses (activities that help link or make apparent connections between career and general education courses are welcome).
- Faculty not teaching a general education course can apply for an award if their proposal is designed in collaboration with a faculty member teaching a general education class.
- The proposed activity must take place during the Fall 2017 semester.

Time Line

Activity	Date
Call for Proposals Published	March 20th, 2017
Application Workshops	March 30th @ 5:30pm Oak Ridge, RM TBD March 31st @ 2pm Harriman, RM TBD April 6th @ 2pm Cumberland, RM TBD April 7th @ 2pm Harriman, RM TBD
Application Due	April 21st
Awards Announced	May 5th
Project Implementation	Fall Term 2017
Evaluation Due	December 8th, 2017

Resources and Definitions

Example Projects/Idea Sparkers

A resource guide providing websites that elaborates on the below examples and more ideas can be found on the relevancy grant resource guide: **http://www.roanestate.edu/?10922-Relevancy-Resource-Guide**

The grant application can also be downloaded here **http://www.roanestate.edu/?10855-Title-III-Grant-Blog#Innovation Grant 17**

Math

The creation of unit in Math 1530 around personal finance that addresses students' ability to estimate, calculate percentages and ratios, create a budget, and use basic excel formulas for calculations. (See Quantway Module 1 for an example unit).

Use recent data from environmental impact studies and other data sources to develop policies for an airport to reduce it's CO_2 emissions. (See LaGuardia Community College Project Leap for example).

English and Reading
The development of a unit that encourages students to interview, research, and compare and contrast different types of jobs within their field of study.

Developing an early term assignment that asks students to either write a college entrance essay or a career-related cover letter to a specific employer. The assignment could also ask students to conduct some initial research on the college or employer.

Sciences
Implementing one or more of the many problem-based projects from the National Science Foundation's National Center for Case Study Teaching in Science.

Social Sciences
Ask students to participate in data gathering and analysis, with reference to scholarly articles in the context of current events that have had an emotional impact on the students. (See Delaware University Project Based Learning Database)

Business/Service Learning
Propose a project that partners with a local service agency that provides an analysis of a business process.

Cross-Curricular Common Intellectual Experiences
Propose that the college or Sociology and English classes read J.D. Vance's *Hillbilly Elegies* and develop activities that can be implemented that respond to this work.

Pick a theme or topic such as wealth and poverty, food production and consumption, or a shared essential question such as, "what is the price of going green, what is the price of not

going green?". Take this theme or question and work with another faculty member to build assignments that explore the theme or questions.

Propose that the college as whole or multiple disciplines investigate the problem of high unemployment and poverty in rural areas and suggest readings, activities, and other events that could help the college community investigate this issue

Other Resources

- http://www.roanestate.edu/?10922-Relevancy-Resource-Guide
- Application Workshops: (see timeline)
- Consultations by appointment with Title III Coordinator tinleyjj@roanestate.edu

High Impact Practices Definitions

Common Intellectual Experiences and Cross Curricular Assignments
The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of common courses or a vertically organized general education program that includes advanced integrative studies and/or participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.[4] Faculty electing to develop a project around a common intellectual experience are encouraged to work with another faculty member to devise activities that help students make connections across the general education curriculum and to career programs. Although multi-campus environment makes implementation more difficult cross-curricular projects enhance course relevancy and student engagement.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.[5]

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that

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[4] TBR High Impact Practices. (2016, October 25). Retrieved March 02, 2017, from
https://www.tbr.edu/academics/studentaffairs/tbr-high-impact-practices
[5] AAC&U. (2015, February 18). High-Impact Educational Practices. Retrieved March 02, 2017, from
https://www.aacu.org/leap/hips

giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life. [6]

Title III Mini Grant Application Instructions and Cover Sheet

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Applicant(s): _____

Project Title: _____

Funding Amount Requested: _____

Deadline

Submit by: Friday, April 21st by 9pm EST.

Email to: tinleyjj@roanestate.edu APPLICATION AND COVER SHEET ONLY using subject line:

Innovation Grant Title III 17 LAST NAME FIRST NAME

Requirements

_____Funding request is between $250-$2,000

_____At least one of the applicants teaches a general education class and the project clearly demonstrates how it is connected to increasing relevancy in general education courses.

_____Project will be conducted Fall 2017 and is not already part of the course activities

_____Proposal uses application form and adheres to word limits

Instructions

- Please use the application provided on the following pages.
- Use at least 12pt font.
- Single or Double space

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[6] TBR High Impact Practices.

- As a rule of thumb, ½ of a single-spaced page is 250 words
- Email <u>application and cover sheet</u> <u>only</u> subject line**: Innovation Grant Title III 17 LAST NAME FIRST NAME**

Questions?

Contact Jeff Tinley: tinleyjj@roanestate.edu

Title III Mini Grant Application Instructions and Cover Sheet

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Questions?

Contact Jeff Tinley: tinleyjj@roanestate.edu

Title III Mini Grant Application Form:

Teaching projects to implement High Impact Practices that address the findings of RSCC's 2017 Academic Self-Study findings

_____

Abstract (150 words): Describe the proposed activity in one to three sentences.

Outcomes/Goals: List the expected outcome of this mini-grant. Tie these outcomes to course outcomes or general education outcomes.

Narrative (250-500 words): How will this mini-grant:

a) Contribute to an increased sense of relevancy for students in general education classes?

b) Integrate at least one of the three prioritized high impact practices: Common Intellectual Experience, Collaborative Assignments and Projects, or Service Learning Experiences?

c) Promote problem solving-skills and the formation of cross disciplinary connections.

Evaluation (150-250 words): Describe how you plan to evaluate the effectiveness of the activities. *For example, using a Likert scale (1-5) to evaluate how engaging students found the assignment, having students write short reflections on the assignment to gather qualitative data, adding a specific question pertaining to the assignment on your course evaluation, etc.*

Disseminating Your Project (150 words): how will you share the results of your project? what efforts will you take to help your department and colleagues increase relevancy and integrate high impact practices? *For example, presenting at your division meeting, at convocations, at faculty development, etc.*

Project Plan: Please explain the associated costs and explanation of the research, implementation, end products and evaluations of your proposed project. The below charts should act as guides.

Material/Item (If not provided by the college)	Cost	Explanation of need

Activity (*research, production of lesson, sharing results, improving activity for future classes, evaluation and reporting*)	Estimated Time Spent on activity	Deliverables and other explanation (*Lesson plan, professional development, student survey results, completed post-report*)
e.g. Lesson planning and unit creation	*12hrs*	*A new unit and collaborative learning project assignment sheet that explores the types of rhetorical modes used in different careers.*

Total Grant Award Ask. (Note that awards range from $250-$2,000—*with $1,000 per person as the maximum reward*. You should estimate your time at roughly $35-40/hr. The committee will only use this rate a rough guideline for a determining award amount)

Total Hours	Materials Cost	Total Award Ask

Title III Mini-Grant Proposal Review Form

Project Title: _____   Project Lead/Team: _____

Funding Amount Requested: _____Total Points Awarded: _____

REQUIREMENTS

_____Funding request is between $250-$2,000

_____At least <u>one</u> of the applicants teaches a general education class and the project clearly demonstrates how it is connected to increasing relevancy in general education courses

_____ Project will be conducted Fall 2017 and is not already part of the course activities

_____Proposal uses application form and adheres to word limits

EVALUATION

Element	Points
<u>Abstract</u>: Explains the overall project in 1-3 sentences.	5/____
<u>Outcomes</u>: Clearly lists student learning outcomes of the proposed intervention in a student/learner will be able to format. Illustrates any other goals in addition to student learning. Draws a clear connection between the listed outcomes and those of RSCC's general education program.	10/____
<u>Narrative</u>: Explains in detail how this project will increase students' sense of relevancy between the content and outcomes of a course and "real-life" problems and or specific careers. Demonstrates how the use of at least one "High Impact Practice" will be incorporated into the project. Extra consideration will be given to proposals that detail how the intervention will help student students develop their problem solving skills and to make connections across disciplines. Collaborative proposals will also receive extra weight.	30/____

Dissemination Plan: Explains how the faculty member(s) will share their success and lessons learned to other faculty members and the college community.	10/____
Evaluation: Describes the criteria for success and the means of measuring the impact of the project.	20/____
Project Plan: Details any needs for materials, concrete deliverables, how the activity relates to the project goals/outcomes and a reasonable estimate of time spent developing the of the proposed project.	20/____
Award Ask: Is reasonable based on activities detailed in the narrative and project plan.	5/____