Report on the COEUS Award to Recognize High Impact Practices

Summary of what was planned:

The objective of the COEUS Award was to engage undergraduates more deeply in their learning by challenging them to participate in a number of high-impact practices. Each of the experiences (Creative Activity, Overseas Study, Experiential Learning, Undergraduate Research, and Service Learning) promotes application of learning and integration of knowledge through guided reflection and mentoring, and these types of experiences are closely related to skills sought by employers. In addition, studies consistently show that those students who participate in high-impact practices are more likely to stay enrolled and graduate at a higher rate.

What we did:

First, we developed a list of criteria for each of the elements of the COEUS Award (Creative Activity, Overseas Study, Experiential Learning, Undergraduate Research, and Service Learning). The list was based on George Kuh’s work and matched closely to the RISE Initiative begun by IUPUI. Our sister school’s RISE Initiative was begun in 2008 and served as an institutional model for us. We figured that if the program can be done at one IU school, it can be replicated with little trouble at another.

Next, we combed through the Campus Bulletin and made preliminary identification of all applicable classes, based on course titles and descriptions. Then we supplemented our categorization with data from previous years’ NSSE reports.

Then our plan was to meet with Deans and Chairs/Heads to discuss which classes we missed and which we may have misclassified. At the same time, we begun discussions with the Registrar’s Office at both IU South Bend and IUPUI about how to assign requirement designation codes to all courses, as well as how to produce a report on student enrollment. This is where things began to bog down. There were a number of issues that arose that made forward progress on the designation and reporting more challenging than we anticipated.

Around the same time as the independent COEUS project was collecting course information and designing publicity, the decision to put together a task force about community engagement. The campus would apply for Carnegie Community Engaged Campus classification. Since most of the high-impact practices for COEUS are related to community engagement in some way, and because both projects were large undertakings of campus data collection and campus culture change, we thought the best use of faculty time would be to roll the COEUS project into the Carnegie project.
Results and Next Steps:

Students are very interested in this topic. We met with the Student Senate and had their enthusiastic support. The Chancellor and Executive Vice Chancellor are very interested, as the project ties nicely with the Campus Strategic Plan. We put together a pamphlet explaining the project and distributed that at some faculty meetings and UCET events. We are maintaining our list of courses that meet the various criteria. The delay in the project is in deciding what should be noted on the official student transcript and who does that task.

We did not seek funding from the 2020 Grants in subsequent years. This project has stalled while the faculty involved are working on the Carnegie Classification. But the Carnegie Task Force is now picking up the COEUS project as something that will receive attention and efforts in the next year.
A Brief Introduction to the C.O.E.U.S. Award

The objective of the COEUS Award is to engage undergraduates more deeply in their learning by challenging them to participate in high-impact practices. Each COEUS Award experience promotes application of learning and integration of knowledge through guided reflection and mentoring.

Creative Activity: students produce original works of art or artistic performances under the mentorship of a faculty member.

Overseas (International) Study: travel and learning outside the U.S. as well as guided reflection on the cross-cultural elements of the experience.

Experiential Learning: involve students in community-based, pre-practice experiences, such as internships, practica, co-ops, field experiences, or other clinical experiences under the mentorship of a faculty member. The requirement will be met by credit-bearing professional practice-based educational experiences.

Undergraduate Research: students conducting research under the mentorship of a faculty member. Undergraduate research experience courses may include any scholarly activities that lead to the production of new knowledge; to increased problem solving capabilities, including design and analysis; or to original critical or historical theory and interpretation.

Service Learning: a credit-bearing educational experience in which students participate in activities that benefit the community, and they reflect on the service in such a way as to gain a further understanding of academic content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

The COEUS Award is directly linked to the current strategic plan put forward by IU South Bend because an intentional and proactive initiative like this aids in maintaining an effective institution, particularly in matters of student success. The strategic plan calls for a campus-wide system to track and report the number of students engaged in internships, service learning, and international study, and other experiences.

The COEUS Award will begin by establishing a baseline through the classification and coding of credit-bearing courses. Because the COEUS Award adds a formal recognition of coursework done in HIPs, students and faculty will both be more likely to complete the paperwork needed to turn applicable experiences into credit hours. ***This is an important secondary point to the overall project: those credit hours become tuition revenue that was previously lost. ***

The COEUS Award seeks to increase the use and visibility of resources the campus provides to the community and develop associated marketing. The COEUS Award will increase the recognition of student internships and service learning experiences conducted in and around South Bend. Not only will students be pursuing the award to include on their résumés, but it is our intent to help the Office of Development promote the award as a tangible and visible product that could be sponsored by an external source.

Scholarship has already identified and charted the benefits of HIPs as being full-circle for students, faculty, and the University at large because:

- Students are drawn into their education with HIPs and experience greater student retention and quicker graduation rates.
- Which means faculty will have larger classes offering a deeper learning experience.
- Higher graduation rates within 6 years means more funding for the university.
Intrinsic Value of Participation in HIPs

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

<table>
<thead>
<tr>
<th>Deep Learning</th>
<th>Gains: General</th>
<th>Gains: Personal</th>
<th>Gains: Practical</th>
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<tbody>
<tr>
<td><strong>First-Year</strong></td>
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<tr>
<td>Learning Communities</td>
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<td>Service Learning</td>
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<tr>
<td><strong>Senior</strong></td>
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<tr>
<td>Study Abroad</td>
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<td>Student-Faculty Research</td>
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<td>Internships</td>
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<td>Service Learning</td>
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<tr>
<td>Senior Culminating Experience</td>
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(from Kuh and O’Donnell 2013)

Extrinsic Value of Participation through COEUS

Possibilities include, but are not limited to:
- Notation on Academic Transcript
- Letter from Chancellor or Executive Vice Chancellor to be included in student dossier
- Name on a plaque hanging on campus
- Priority for registration
- Special recognition at Commencement
- Funds toward printing, parking, or bookstore

In Greek mythology, this deity represents the inquisitive mind. Experiences in High Impact Practices bring the Titan to life.