Aligning Educational Practice With Institutional Purpose: A Case Study of High Impact Practices in Higher Education

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Aligning Educational Practice With Institutional Purpose:

A Case Study of High Impact Practices

in Higher Education

Jaynie Celeste Mitchell

A dissertation submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Doctor of Education

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ABSTRACT

Aligning Educational Practice With Institutional Purpose: A Case Study of High Impact Practices in Higher Education

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Department of Educational Leadership and Foundations, BYU
Doctor of Education

This study examines how one college in a large private university sought to benefit its students by implementing a program of faculty-mentored, co-curricular high impact practices (HIPs). This qualitative single case study uses confirmatory and exploratory document analysis to examine how an educational leader translated institutional purpose via unit leaders and program managers into the educational practice of faculty mentors. The researcher found stronger and weaker areas of alignment of institution purpose to educational practice across a systems theory-based purpose-to-practice continuum. Variety in the concentration of themes across the data may be due to how these themes were emphasized in the administrative directives and could indicate a training gap in HIPs. In addition, the researcher found that certain HIPs were used more frequently, first- and second-year undergraduates rarely participated, and themes emerged from the educational practice narrative that were important to participants that did not appear in institutional purpose documents. The study offers recommendations to leaders in higher education to (a) use institutional purpose language clearly in administrative directives; (b) educate faculty to create high-quality HIP opportunities for underserved students; and (c) acknowledge program impacts that fall outside declared institutional purpose.

Keywords: alignment, high impact practices, mission statement, boundary spanning, leadership in higher education, systems theory
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DEDICATION

Between the idea
And the reality
Between the conception
And the creation
Between the emotion
And the response
Falls the shadow

Adapted from ‘The Hollow Men’
T. S. Eliot, 1925

How did I come to this place in my life? My father and mother opened every door and led the way. Over the years, teachers believed in my potential and granted the space, time, and encouragement I needed to grow. Pat Kauffman challenged me to see beyond the darkened glass. Lyle Smith gave my voice mythic wings. I will always treasure my companions on this long road, which include Michele Price, my trusty ‘second,’ EDLF faculty, and members of my doctoral cohort, Kami Alvarez, Mike Anderson, Anthony Bates, Kristen Betts, Memo Caldera, Jodi Chowen, Liz Darger, and Suzanne Kimball, who opened my eyes to new ways of knowing. I dedicate this work to all these individuals, but most of all to Roger Mitchell, my husband, best friend, and tireless supporter for 42 years. In gratitude, I thank my Heavenly Father for this priceless opportunity and divine spark of intelligence.
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 DESCRIPTION OF DISSERTATION CONTENT AND STRUCTURE

This manuscript is presented in the format of the hybrid dissertation, one of several formats supported in BYU’s David O. McKay School of Education. Unlike a traditional five-chapter format, the hybrid dissertation focuses on producing a journal-ready manuscript considered by the dissertation committee to be ready for submission. Consequently, the final dissertation product has fewer chapters than the traditional format and focuses on the presentation of the scholarly manuscript as the centerpiece. This hybrid dissertation also includes other necessary supporting documentation following the manuscript chapter as appendices. Appendix A includes an extended literature review and Appendix B includes a methodological section sufficient for the requirements of an institutional review board (IRB). Appendix C includes evidence of IRB approval. The hybrid dissertation format contains multiple reference lists. The first list contains references for citations included in the journal-ready article. Appendix A and B each include a reference list for citations included in each appendix.

The targeted journal for this dissertation article is The Journal of Leadership and Organizational Studies (JLOS). JLOS is a SAGE publication and a member of the Committee on Publication Ethics (COPE). JLOS publishes research that explores effective leadership of people, groups, and organizations and has a clear functional value to managers and leaders across organizations and cultures. The target audience for JLOS comprises both academics and practitioners in educational leadership. Articles submitted to the JLOS are screened for appropriateness and then reviewed by two external reviewers. The manuscript length for submission is approximately 45 pages, including tables and references.
Introduction

Institutions of higher education are under increasing pressure to provide educational programs and services that ensure that their students attain high levels of academic development and post-graduation opportunities (Jackson & Bridgstock, 2018; Marginson, 2006). Mission statements often declare institutional purpose in lofty language that evokes grand images of capped and gowned graduates marching off to a bright future (Meacham & Gaff, 2006). Students may choose their university because of their perception of the experiences they will have and the skills, opportunities, and connections they will gain. Parents, alumni, and donors want assurances that universities enact their espoused missions and achieve their promised results through proven educational practices (Immerwahr et al., 2007; Smith & Benavot, 2019). Governing boards, accrediting bodies, funders, and communities hold institutions of higher education accountable (Baert & Shipman, 2005; Lowman, 2010; Walker, 2008). Researchers in organizational theory suggest that universities that align their mission with their policies and programs are more effective (Bolman & Deal, 2008; Kezar & Kinzie, 2006). Failure to align the reality of educational practice with institutional purpose puts public trust, vital resources, and academic reputation at risk (Mullane, 2002; Stemler et al., 2011).

Problem Statement

Leaders in higher education navigate the space between purpose and practice, often serving as proactive agents of visible change while simultaneously tending the historic vision and mission of their respective institutions. When other institutional actors (such as unit leaders, program managers, and faculty as educational practitioners) operationalize change, some key elements of mission and vision may be lost in the translation between the aspirational purpose and the educational practice. The risk of mission creep, where the clear focus on the original
mission is skewed or even lost in translation from espoused purpose to operation (Lowman, 2010), can be magnified in the loosely coupled, semi-autonomous management structures found in modern universities (Spain & Woulfin, 2019; Weick, 1976). When the translation from purpose to practice passes through multiple actors across several organizational levels, critical elements of intent can shift and skew and strategic alignment may be lost in the process (Stains & Vickrey, 2017; Trevor, 2019).

In large, complex educational systems, high-level administrative leaders rarely deliver services directly to students. Instead, they may envision, encourage, promote, attract, and direct resources to enact espoused purposes. Implementing an educational innovation requires the cooperation of multiple actors, or boundary spanners (Peach et al., 2011; Skolaski, 2012) who convey knowledge and resources across a series of related but semi-autonomous fields (Meacham & Gaff, 2006; Rosch, 2002). To illustrate this system, I created a purpose-to-practice continuum where operational units with embedded subunits span the distance from leaders to students, with boundary spanners who operationalize espoused purpose into enacted practice.

**Figure 1**

*Purpose-to-Practice Continuum*

Unit leaders, program managers, and faculty practitioners act as boundary spanners to transform the knowledge associated with the institutional purposes of an innovation.
meaningfully across this continuum (Egosi & Somech, 2021). Not only can communication across boundaries be complex, but individuals within the units must be willing to alter their own knowledge and be capable of influencing or transforming the knowledge used by the other units (Carlile, 2002; Peach et al., 2011; Skolaski, 2012). Misaligned initiatives can waste time, effort, and resources and lead to loss of the trust of students and supporters. Educational leaders across the hierarchy of the organization need to understand how their mission or purpose aligns with actual practice so that students gain the most benefit from high quality experiential education (Coker et al., 2017; Eyler, 2009; Roberts, 2016).

Institutional leaders often envision educational innovations that highly impact academic progress but are separated from the students they are trying to reach by organizational levels. University leaders must rely on program managers and faculty to deliver programs that lead to effective learning. Program managers, as boundary spanners between upper administration and faculty, often function as both implementers and evaluators (Beechler et al., 2004; Prysor & Henley, 2018). Navigating the tension between these roles is challenging, and managers should approach program evaluation as a beneficial way to deeply understand how the program system functions within the larger institution. To provide leadership with ethical guidance in a spirit of continuous improvement, project managers must not only assess the effectiveness of program components but also evaluate their own roles as actors within the system (Conley-Tyler, 2005; House, 1980; Volkov, 2011).

Educational researchers assert that experiential, student-centric educational innovations such as high impact practices (HIPs) have great potential to impact college students when they are implemented in highly aligned, well-functioning managerial systems (Kuh & O’Donnell, 2013; Kuh et al., 2017; Roberts, 2016). HIPs are a set of experience-based teaching and learning
practices shown to be effective in fostering completion and higher levels of knowledge and skill attainment. According to HIP scholars George Kuh and Ken O’Donnell (2013), such practices often occur outside of the college classroom and include first-year seminars, learning communities, service learning, undergraduate research, internships, global/diversity experiences such as study abroad, and senior capstones. A quick internet search locates institutions of higher education across the world who prominently tout their HIPs as high quality student-centered educational offerings. While HIPs may be increasingly popular, adopting these practices does not guarantee improved retention and student engagement (Kuh & O’Donnell, 2013). To maximize their effectiveness, educational leaders need to craft these complex, resource-intensive programs to align with institutional mission (Larkin & Richardson, 2013; Loughlin et al., 2021; Wang & Ghose, 2006). HIP proponents call upon educators to share models, approaches, observations, and research findings to build on what is known and expand their effective use (Kuh et al., 2017; Lanning & Brown, 2019). To encourage high-quality programming, the Association of American Colleges and Universities (AAC&U) endorsed eight key elements of effective HIPs in 2013. In addition to introducing the key elements for use in program evaluation, this report, entitled *Ensuring Quality & Taking High-Impact Practices to Scale*, called for researchers to examine how organizational and pedagogical expertise combine to impact college students (Kuh & O’Donnell, 2013). My study responds to this call for research into how organizational systems impact the pedagogy of faculty practitioners.

**Purpose Statement**

The purpose of my study is to discover how institutional purpose translates into educational practice through a systems theory approach that leads to a deeper understanding of system alignment (Norqvist & Ärlestig, 2020; Senge, 1990; Trevor, 2019). In my case study, I
will explore one university’s application of high-impact practices (HIPs) along a purpose-to-practice continuum by (a) defining institutional purpose as shaped by the twin influences of internal mission and external educational theory, (b) mapping educational practice using confirmatory analysis, and (c) examining the alignment of purpose to practice using the institutional mission and the AAC&U HIP key elements as themes in confirmatory coding schemas.

To deeply understand the purpose-to-practice continuum, I was guided by literature that examines mission statements as formal language that often reflects institutional purpose (Stemler et al., 2011; Taiwo et al., 2016). I researched the university’s founding mission and culture to see how it internally shaped the mission statement tied to the educational intervention’s purpose (Stemler et al., 2011; Taiwo et al., 2016). In addition, I considered how experiential educational theory (Coker et al., 2017; Dewey, 1938; Kolb, 1984; Roberts, 2016) and research-based literature on HIPs (Brownell & Swaner, 2009; Finley, 2019; Finley & McNair, 2013; Kuh & O’Donnell, 2013) externally influenced the institutional purpose. I added these internal and external influences to the purpose-to-practice continuum to create my case study framework (Figure 2).
Figure 2

Strategic Alignment Continuum Framework

My strategic alignment continuum is based on a related grouping of organizational fields that begins with an educational innovation as envisioned by institutional leaders. To impact students, a leader’s vision for change, shaped by both internal and external influences, must be transferred across organizational boundaries (Egosi & Somech, 2021; Oreg & Berson, 2019; Rosch, 2002). The purpose of the initiative is communicated to the next managerial unit and so on down the line until purpose is transformed into an educational practice that reaches the student through their faculty practitioner. In the continuum model, administrative directives represent the way in which high level purposes are operationalized by unit managers and communicated to the practitioners. Boundary spanning is defined as the creation of linkages that communicate across organizational boundaries and boundary spanners are the people who establish and maintain organizational linkages (Beechler et al., 2004). The two-way arrows between units represent managerial boundary spanners with roles in implementing the innovation and reporting the results.
University presidents, unit leaders, program managers, and faculty all have boundary spanning roles to communicate purpose from one unit to the next along the continuum. Knowledge and information flow back and forth across the boundaries through formal and informal reporting that keeps leaders informed of how innovations are progressing. Every organization has a distinct culture of communication that influences how information flows across boundaries (Peach et al., 2011; Prysor & Henley, 2018). Although I used a linear continuum model for simplicity, institutional systems for transmitting knowledge and information are typically much more complex, often containing feedback loops or leaps that may bypass some subunits completely (Bolman & Deal, 2008). My systems model framed my approach to my problem of practice as I examined the following case study.

In 2016, Brigham Young University’s president declared that the purpose of his new *Inspiring Learning Initiative*, meant to increase experiential faculty-to-student mentoring, was intentionally grounded in the institution’s stated mission that includes four primary educational aims. These aims promote an education that is *Spiritually Strengthening, Intellectually Enlarging, Character Building*, and leads to *Lifelong Learning and Service* (Mission, 1995; Worthen, 2016). College deans as unit leaders were tasked to operationalize the *Inspiring Learning Initiative* (which I conclude is a HIP program) based on their understanding of the overarching purpose and aspirational outcomes outlined by the university president. The president outlined a collective purpose but did not prescribe implementation and unit leaders were given great latitude to adapt the initiative to their college. In the college I studied, the unit leader and her subordinates followed a well-established top-down management approach to interpret and operationalize the purpose of the initiative (Lorinkova et al., 2013; Yukl & Uppal, 2017) for faculty who wanted access to the funding the university offered to support student
mentoring projects. The college dean created a list of project attributes based on her interpretation of the initiative’s purpose (M. A. Prater, personal communication, February 5, 2021). These project attributes, based on a mnemonic device created around the word INSPIRING, informed the proposal templates and instructions that I used to guide faculty to intentionally design experiential mentoring projects to impact students.

As the boundary spanner tasked to move the administrative directives to faculty project design, I experienced the flow of purpose to practice along the continuum as the mission and HIP elements were translated into administrative directives. Researchers who study program evaluation advise institutions developing quality student engagement initiatives to build assessment into their program design and state that clearer descriptions of program components would enhance their understanding of program quality (Brownell & Swaner, 2009). In my case, university-level administration monitored the program through fiscal accounting and did not provide a process to assess how well the program met the overarching goal of student impact.

With a clear concept of my program components as outlined in my framework, I turned to the decades of George Kuh’s research into college student success to understand what gives HIPs their impact (Kuh, 1981; Kuh & O’Donnell, 2013; Kuh et al., 2017). Responding to the popularity of HIPs on college campuses, the Association of American Colleges and Universities (AAC&U) called for greater quality assurance, noting that their research-based rubric of key elements “forms a basis for evaluating whether something that is ‘called’ a HIP has the necessary quality dimensions that foster accomplishments in terms of persistence, graduation rates, and desired learning outcomes” (Kuh & O’Donnell, 2013, pp 7-8). This study directly addresses the need to evaluate HIP programs to determine how educational practice meets the intent of institutional mission and research-based best practices (Kuh et al., 2017; McClellan et al., 2020).
HIPs have gained traction in higher education due to their “repeated association with increases in retention rates and deeper learning” (Landy, 2015, p. 29). Educational researchers worked with AAC&U to articulate the following eight key elements of high impact as a rubric for examining HIP program quality (Kuh & O’Donnell, 2013, p. 10):

- Performance expectations are set at appropriately high levels
- Significant investment of effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

These key elements encapsulate HIP best practices research, and the AAC&U report Ensuring Quality & Taking High-Impact Practices to Scale (Kuh & O’Donnell, 2013) recommends that colleges and universities use these elements to further their HIP program evaluation efforts.

In the next section, I provide my research questions and explain my study methodology.

**Research Questions**

I designed my study to answer four research questions that explore how institutional purpose transforms into educational practice.

1. How has one university uniquely constructed and interpreted its institutional purpose?
2. How has one college directed an educational initiative and translated institutional purpose into educational practice?
3. How is the institutional purpose reflected across educational practice?

4. How does educational practice align with the institutional purpose of the HIP initiative?

To answer these questions, I used a qualitative case study approach to study how actors uniquely constructed and interpreted meaning in a setting where I functioned as the primary research instrument (Merriam & Tisdell, 2016).

**Method**

Using a single, bounded, embedded case study (Merriam & Tisdell, 2016; Yin, 1994), I examined one college’s implementation of a High Impact Practices (HIP) initiative (Kuh et al., 2017) focused on increasing faculty-student mentoring. The college functions as a semi-autonomous unit within the larger institution, and several subunits were involved in the development and delivery of the initiative. The boundaries of the case contain the purpose of the university-level initiative flowing through college directives along the purpose-to-practice continuum, resulting in completed co-curricular student mentoring projects led by faculty as educational practitioners. Embedded subunits operationalize project design, delivery, and subsequent impact of related experiential learning on students. In this section, I (a) outline my study objectives and methodological approach, (b) describe the institutional setting and participants of the case, and (c) detail my study progression.

**Study Objectives and Methodological Approach**

For the purposes of my study, I defined institutional purpose as the university mission, culture, and educational theory that led to the HIP initiative. I defined educational practice as faculty-led HIP project design and delivery, comprised of learning objectives, experiential activities, and observed/self-reported student outcomes. To gain new insight and understanding, I
examined how institutional purpose was transformed into practice through an HIP initiative launched at Brigham Young University in 2016. I purposefully selected (Merriam & Tisdell, 2016) six HIP projects and interviewed faculty practitioners (N = 6) who designed and led projects during 2018-2019. Following Yin’s (1994) advice to triangulate by using multiple sources of evidence, I gathered pre-project proposals for funding (N = 6), post-project reports (N = 6), and post-project student reflections from archived survey results (N = 70). I de-identified each data set and organized them by coherent statements into narrative segments (N = 373). To increase trustworthiness, I member-checked my findings with a focus group of participants (N = 4) (Merriam & Tisdell, 2016).

I used confirmatory document analysis via multiple coding schemas to code these segments and observed the patterns that emerged, a process recommended by qualitative research authorities (Guest et al., 2013; Wood et al., 2020). Confirmatory document analysis, in which themes and codes are predetermined and derived from hypothesis or existing sources, allows the evaluator to compare documented evidence of practice against established standards (House, 1980; Guest et al., 2013) and can be used by both internal and external evaluators (Conley-Tyler, 2005; Finney & Horst, 2019). For my study, I drew these standards from a priori themes present in historic institutional documents (Mission, 1995) and HIP quality assurance literature (Kuh & O’Donnell, 2013) to create coding schemas.

Once the coding schemas were established, I used thematic content analysis, a method of scoring text for the purpose of assessing the characteristics or experiences of persons or groups and recommended for coding open-ended written responses using pre-set coding schemas (Neuendorf, 2002). I simultaneously coded (Saldaña, 2016) each of the 373 narrative segments using the mission and key elements coding schemas. By observing distribution patterns, I found
various concentrations of language that aligned with both internal (mission) and external (HIP key elements) influences across all six projects and noted emergent themes not represented by confirmatory coding (Neuendorf, 2002; Saldaña, 2016). Following initial coding of the educational practice data, I used systems thinking (Bolman & Deal, 2008; Senge, 1990) to map the administrative directives that boundary spanners used to translate purpose to practice. Through this exercise, I identified how the confirmatory themes were emphasized throughout the directives.

**Researcher as Instrument**

Research experts agree that a qualitative researcher’s primary tool is their own role as research instrument (Guest et al., 2013; Merriam & Tisdell, 2016). In keeping with their well-established qualitative methods, I performed the coding and analysis of my data as a participant/observer with significant prior knowledge and exposure to the projects I studied. Since I could not be blinded to the participants and project settings, I dealt with the risk of implicit bias (Yin, 1994) through researcher reflexivity, defined as awareness of the influence of the researcher on what is being studied and how the research process in turn affects the researcher (Merriam & Tisdell, 2016). I developed reflexive awareness through writing that was informed through frequent discussions with my faculty advisor and other doctoral cohort members. I tracked my evolution as a researcher through multiple revisions of my research framework. As an inside evaluator, deep prior knowledge and broad understanding of the philosophy, policies, procedures, personnel, and management of the organization enriched my ability to answer the research questions arising from my problem of practice (House, 1980; Volkov, 2011; Yin, 1994).
Once I understood institutional purpose, I explored the state of enacted educational practice through qualitative document analysis of the narratives that emerged from administrative efforts to implement the new HIP initiative at the college level (Guest et al., 2013; Wood et al., 2020). Through this work, I sought to answer Research Question 2—How has one college directed an educational initiative and translated institutional purpose into educational practice? To answer this question, I mapped all language used to direct faculty HIP projects, which stemmed from an initial set of program attributes to the prompts used in the proposal template and project report. As part of my self-evaluation, I included my semi-structured interview questions in the map to understand how my line of questioning may have influenced my data. After identifying and sorting the directives into their components, I applied the primary mission and HIP themes to the map to observe how themes received attention in the language of the directives.

To answer Research Question 3—How is the institutional purpose reflected across educational practice?—I examined the mission and HIP key element themes in the data for common patterns. Purpose transformed into practice as unit leaders created administrative directives based on the president’s vision and program managers acted as boundary spanners. They communicate these directives to faculty practitioners, who in turn designed and delivered high impact practices. I extracted pedagogical approaches, experiential activities, and learning objectives from the six data sets and simultaneously coded the narrative segments (Saldaña, 2016), first by primary and sub themes taken from the institutional mission statement (Mission, 1995), and then by the eight HIP key elements (Kuh & O’Donnell, 2013). Following a standards-based evaluative approach, I used these two confirmatory coding schemas as standards and compared the patterns of thematic elements of institutional purpose found within educational
practice (Finney & Horst, 2019; House, 1980). While useful, the coding schemas did not contain all of the themes present in the rich faculty and student narrative, and I collected emergent themes not reflected in the confirmatory themes (Merriam & Tisdell, 2016) and discussed these with my focus group.

To complete my analysis, I compared institutional practice as informed by the new insights I had gained into organizational mission, HIP best practices, and administrative directives, to the thematic patterns observed in the educational practice data to answer Research Question 4—How does educational practice align with the institutional purpose of the HIP initiative? By studying the case methodologically, I gained a greater understanding of the evolution and current state of the HIP program and identified several areas where alignment could be improved.

My findings were based on what I learn from both the distribution pattern of the thematic elements and the faculty and students’ lived experience as expressed in the project narratives. To increase trustworthiness, I conducted a faculty focus group to member-check my findings and perceptions (Merriam & Tisdell, 2016; Saldaña, 2016; Yin, 1994).

**Institutional Setting**

The study is set at Brigham Young University (BYU), a large, private, religiously-sponsored university in the western U.S. The university provides a wide offering of undergraduate majors, as well as select graduate degrees. The school of education that is the subject of this study enrolled 1,500 undergraduates in 2020, of which 96% were female and 4% were male. The school employs 87 full-time faculty charged to teach, conduct scholarly research/provide professional service, and provide service to the university and professional community. In 2016, the university launched an initiative to increase faculty-student mentoring
through access to co-curricular, high-impact practices (Kuh, 1981; Kuh et al., 1994; Kuh et al., 2005; Kuh & O’Donnell, 2013; Kuh et al., 1991) grounded in experiential learning theory (Coker et al., 2017; Dewey, 1938; Kolb, 1984; Mezirow, 1991; Roberts, 2016). The university president announcement states the purpose is to further enact the mission of the institution as codified in its mission statement (Worthen, 2016). I was part of the administrative team tasked to implement the new program at the college level.

Foundational documents contain the genesis of institutional purpose and faculty/student narratives express the current state of educational practice. To examine purpose to practice alignment, I researched Karl G. Maeser, a prominent founding educator of the institution and the university mission statement that codifies cultural goals and values (Richards, 2014). Documents were accessed through the university library and online archives. For this study, I examined a lengthy formal university mission statement, created in 1981 and expanded in 1995. The statement comprises a declaration of institutional purpose, strongly influenced by the founding purpose and culture of the university (Richards, 2014; Mission, 1995; Wilkinson & Skousen, 1976). The expanded mission statement reflects not only the goal of academic excellence but also resonates with the spiritual mandate of the sponsoring religious organization.

The founders of the university saw education as key to understanding and fulfilling God’s plan for his children (Burton, 1953; Daines et al., 2021), and the crafters of the expanded mission were motivated by a desire to increase the spiritually enhanced growth and development of students while at the university (M. J. Bateman, personal correspondence, May 9, 2021). Research supports the institutional assertion that a focus on spirituality can enhance students’ inner lives while at college and enrich their personal lives afterwards (Astin et al., 2011; Maslow,
164; Nord, 1995), and religiously sponsored universities continually navigate the modern
tension between the secular and the sacred (Daines et al., 2021).

Participants

Study participants are full-time faculty teaching in the college who received university
funding in 2018-2019 for experiential learning-based HIP projects that mentor students. When
seeking an in-depth understanding of specific, information-rich cases, qualitative research
scholars recommend using purposeful sampling based on selection criteria (Merriam & Tisdell,
2016). I developed criteria based on my desire to broadly represent participating faculty and HIP
project types and select projects that would provide the richest data set. After reviewing the 19
HIP projects for type of HIP and availability of archived student reflections, I chose a
manageable representative sampling that would meet my goal to study several projects in each
HIP type and contained multiple student responses that were rich in content. Organizational
management researchers challenge evaluators to ensure that systematic assessments consider
gender inclusion (Adamson et al., 2016). In an effort to be inclusive, I recruited both male and
female participants for my study.

Based on my selection criteria, I invited seven faculty who led initiative projects in 2018-
2019 to participate in the study. Of these seven, six agreed (a) to participate through semi-
structured interviews and focus groups, and (b) allow access to previously submitted project
proposals and annual reports for research purposes. Although other HIPs (such as
diversity/global studies and service learning) can be found across campus, only three types were
in use in the college I studied and were equally represented in the sample. Of the projects
selected, two were designed as senior culminating experiences, two were faculty-student
mentored research projects, and two fostered short-term student learning communities engaged in career-based experiences.

**Study Progression**

I collected data between October 2020 and May 2021. Following a case study approach and using several best practices recommended by qualitative research scholars, I used purposeful sampling, Institutional Review Board (IRB) approved interview protocols, confirmatory document analysis, thematic content analysis, and triangulation to gather and analyze my data (Bans-Akutey & Tiimub, 2021; Bowen, 2009; Guest et al., 2013; Merriam & Tisdell, 2016; Saldaña, 2016; Woodside, 2010; Yin, 1994).

**Data Sets**

The primary data used to construct a confirmatory coding schema of institutional purpose comes from the published text of the expansive university mission statement (Mission, 1995). The aspirational language of the mission statement reflects the religious nature of the institution, which states that “all students should be taught the truths of the gospel of Jesus Christ, receive a broad university education, receive instruction in special fields of their choice, and be encouraged in scholarly research and creative endeavors” (Mission, 1995, pp. 1-2). While the mission statement was originally published in 1981, it was significantly expanded in 1995 with the addition of four aims, stated as “A [university] education should be (1) spiritually strengthening, (2) intellectually enlarging, (3) character building, leading to (4) lifelong learning and service” (Mission, 1995, p. 3). Data includes an interview with the past university president who authored these aims as well as archived speeches given by notable church leaders and the current university president.
The primary data I used to understand educational practice includes written and oral narratives from participating faculty related to six purposefully selected project designs and subsequent delivery of program-funded HIP projects. Following IRB approval, data were gathered from pre-project HIP proposals and post-project reports, semi-structured interviews, and a focus group comprised of four participating faculty. An archive of student surveys included demographic data and open-statement responses from 270 student participants. Demographic data were used to assess which types of students (gender, year in school, major) have accessed the HIP program since inception. Open-statement responses from 70 students who participated in the six selected projects were isolated, de-identified, and coded using the mission and HIP key element schemas.

Findings

My findings are organized by research question. Numbered findings follow each research question and include the associated data and discussion. Findings 1.1 and 1.2 address internal and external influences that define institutional purpose. Findings 2.1 and 2.2 address how college directives evolved and impacted implementation. Finding 3.1 explores the concentration of four primary themes that emerged from the mission statement and Finding 3.2 explores the prevalence of language related to the HIP key elements in the narrative data. Finding 4.1 details and discusses the alignment of various themes across the purpose-to-practice continuum and Finding 4.2 describes the training and participation gaps observed in the case. An additional finding examines emergent themes not reflected in the mission or HIP key elements.

Findings Related to Research Question 1

To understand the origin, purpose, and implementation of the educational intervention, I asked, how has one university uniquely constructed and interpreted its institutional purpose?
Finding 1.1

Dominant themes of Spiritually Strengthening, Intellectually Enlarging, Character Building, and Lifelong Learning and Service reflect the purpose and culture of the institution and are appropriately designated as confirmatory codes for data analysis.

When a society highly values education, energy and resources are dedicated to educational endeavors. Leaders often see education as key to inculcating new generations in the faith of the old (Bass, 1997; Fullan, 2007; Wilkinson, 1996). Historical documents give a window into the origin, cultural norms, and personalities that shape our current institutions (Neuendorf, 2002). When the force behind the launch of a university is a church only decades old, the origin story of both faith and institution are closely intertwined (Wilkinson & Skousen, 1976). My study of foundational documents and scholarly works on the origin of one such institution provides key insights into why the language of faith emerges so strongly in a mission statement that was created generations after the university’s founding. I used authentic mission statement language as themes, which allows me to use confirmatory document analysis (Guest et al., 2013) to track the prevalence of primary themes throughout the data. These primary themes elucidate the institution’s purpose, calling for a university education that is (a) spiritually strengthening, (b) intellectually enlarging, (c) character building, and (d) leads to lifelong learning and service.

BYU lists spiritually strengthening as the first purpose of a university education. The single charge given by church leader Brigham Young to university founder Karl G. Maeser was to view education through a spiritual lens: “Brother Maeser, you ought not to teach even the alphabet or multiplication tables without the Spirit of God. That is all. God bless you” (Richards, 2014, p. 366). Karl G. Maeser was a master teacher trained in Europe in the application of
Pestalozzian pedagogy, which, in turn, was influenced by Rousseau’s call to teach using the laws of nature. Unlike the harsh, punitive educational practices usually seen in religious schools of the 1800’s, Pestalozzi based his educational approach on a fundamental belief in the goodness of human nature and the unlimited potential of the individual (Richards, 2014). Combined with an understanding that religious education could be a light and a liberation from superstition and poverty and a devout belief that divine exaltation is the primary goal of mortality, Maeser’s legacy to help students realize their eternal potential still resonates throughout the university he founded. He summarized his philosophy of education in 1900 as “This life is one great object lesson to practice on the principles of immortality and eternal life” (Richards, 2014, p. xxxvii).

The culture of the university, centered around providing students with a strong academic purpose, embarking on a life of learning and service to others, and educating the whole person, emerged from the beliefs and values of the religious congregations that have supported and provided students for the university since its founding (Clark, 1996; Hinkley, 1996). Prominently displayed faith-based mottos such as *The Glory of God is Intelligence* and *Enter to Learn, Go Forth to Serve* are ubiquitous in the dominant religious culture on campus, and subsequent leaders purposefully catechize these and similar Christian values into the institutional mission statement (Wilkinson, 1996; Wilkinson & Skousen, 1976).

The primary historical text considered for this study is the university’s published mission document. Although the mission and purpose statements were developed at separate times in the institution’s history, the additional language functions as an addendum to the mission and should be considered as a unit. The mission statement identifies four primary themes, crafted as statements of the purpose of a university education. The associated publication provides a significant amount of language that defines and supports the visionary concepts (Mission, 1995).
Understanding that institutional purpose is housed within these primary themes is a key step to examining how educational practice within the case aligns with the overarching purpose.

**Finding 1.2**

Themes that emerge from an examination of external influences on institutional purpose are encompassed by the key elements of High Impact Practices (Kuh & O’Donnell, 2013).

Knowledgeable institutional leaders are consumers of research, and new educational initiatives often rely on a foundation of established best practices (Fullan, 2007). Within the text of the university president’s speech that launched the HIP initiative, I found two educational theories that influenced the president’s new educational initiative. First is experiential learning theory, which he described as hands-on learning, occurring outside of the classroom. He asserts that learning by experience is a central purpose of a student’s journey:

> Students cannot learn all they need to learn by memorizing or even discussing principles in a classroom…. Experience connects theory with application and deepens our understanding of the principles and truths we learn…. There is ample evidence that experiential learning can inspire and excite students to learn in ways that have deep and long-lasting impact. (Worthen, 2016)

In addition to citing experiential learning theory, the president refers to teaching and learning practices that can be considered experiential and have especially high impact on students. He calls out internships, service learning, and undergraduate research and links these practices to other studies that validate the use of these practices to highly impact student learning (Worthen, 2016, p. 5). The president closed his 2016 remarks with the challenge to find more faculty mentoring opportunities for students and announced the “release of substantial additional funding to each college with the stipulation that the funds be directed to students to facilitate a
structured experiential learning experience” (Worthen, 2016, p. 7). Within the language of the address, I found evidence of the strong influence that experiential learning theory and the designation of HIPs as the primary vehicle for change has on the purpose of the president’s new initiative (Worthen, 2016). I also found that administrative purpose was conveyed not only by rhetoric, but also through the long-term infusion of donor resources to the colleges. In the college I studied, 19 HIP projects were proposed and completed during the 2018-2019 school year as a direct response to the combination of administrative imperative and targeted resources.

**Findings Related to Research Question 2**

*How has one college directed an educational initiative and translated institutional purpose into educational practice?*

**Finding 2.1**

Administrative directives operationalized institutional purpose through the development of college-specific HIP program attributes and project proposal guidelines and templates. Unit leaders and program managers acted as boundary spanners to implement the program by conveying the purpose of the HIP initiative to faculty, overseeing the distribution of targeted funding, and gathering/reporting outcomes.

After the launch of the new initiative in 2016, deans were tasked to direct their colleges to use the newly allocated funds to enrich the student experience through faculty mentored co-curricular HIPs. The initiative was expected to inspire students to increase their growth toward the four developmental purposes of a university education envisioned in the mission statement. The information provided was conceptual and aspirational, allowing each dean to direct his or her own college-based program. Upper administration relied on the deans’ understanding of institutional purpose, culture, intent, and basic knowledge of experiential learning and high
impact practices to guide their design. As a result, each college developed a unique program that was not standardized beyond basic funding parameters. In the college of education, the dean crafted unique design attributes to guide faculty seeking funding for their HIP projects (M. A. Prater, personal communication, February 5, 2021).

*Finding 2.2*

Mapping the college directives to the mission themes and the HIP key elements found that guidance given to faculty, related to the purpose theme of *Intellectually Enlarging* and HIP elements of *real-world relevance* and *faculty and peer interactions*, were prevalent throughout the guiding language of the college directives. These directives consist of project design attributes, pre-project proposal design prompts, post-project report prompts, and faculty interview questions. After reviewing formal and informal communication surrounding the implementation of the HIP initiative in the college, I found that other themes received less emphasis and there was no training in HIP best practice for the unit lead, program manager, or faculty as college directives were operationalized and projects were designed and launched (M. A. Prater, personal communication, February 9, 2021).

Systems mapping (Bolman & Deal, 2008; Patton & McMahon, 2021; Senge, 1990) is an organizing process that provides a lens to uncover connections in complex systems and expresses the alignment of program components (Finney & Horst, 2019; Plaza et al., 2007). I mapped the administrative directives in the case using a virtual organizer that isolated and sorted language from response prompts within the proposal template, the report template, and semi-structured interview questions as they related to the program attributes. The INSPIRING attributes represented the primary program guidance provided by the unit leader at the time the program was launched. The highest number of operational prompts were related to the program attributes
of intentional, impactful, and instructive. Student-centered was well covered, as was novel, but relational, reflective, and gospel-centered had relatively few instances of related language in the proposal, reporting, and interview questions.

Using the college attributes as a third coding schema, I mapped the dominant themes from the mission document and the eight key HIP elements against the key text of the college directives. Language around academic achievement that reflected the intellectually enlarging aspect of the mission was abundant, while the other three themes were seen less frequently (see full map in Figure B10). Because the research-based HIP evaluation rubric was not included in initial program launch guidance, or in my early research design, it is not well represented in the college directives. College directives such as the INSPIRING design attributes were developed around a general conceptual understanding rather than on specific training on research into best practices in HIPs (M. A. Prater, personal communication, Feb. 5, 2021). Mapping the HIP key elements to the attributes allowed me to observe how well our early understanding of the purpose and experiential learning theory behind HIPs came through into practice, despite the lack of access to a key evaluative tool. Experience with diversity mapped to personal, relevance of learning through real-world applications mapped to intentional and novel, and periodic, structured opportunities to reflect and integrate learning mapped to reflective, but all were seen in relatively low concentrations across the writing and interview prompts.

**Findings Related to Research Question 3**

**Finding 3.1**

The mission theme of Intellectually Enlarging was highly concentrated (86%) across the continuum. Subthemes of gaining basic academic skills and deep learning around one area of
concentration were found in all narrative subcategories of project purpose, activities, outcomes, and student statements of current and future impact. *Lifelong Learning and Service* (64%) and *Character Building* (53%) are found in moderate concentrations. *Spiritually Strengthening* is found in low concentration (23%) across the continuum.

To facilitate data analysis, I followed a research-based evaluative process that began with the adoption of standards, specified the class of comparison, and then determined to what degree the standards are met (House, 1980). Finding 3.1 is illustrated in Figure 3.

**Figure 3**

*Depiction of Thematic Coding Across Narrative Segments*

Elements that appeared most frequently in the narratives under the four overarching themes are designated as *strongly aligned*, while thematic elements that appeared in moderate or lower concentrations were designated as *moderately aligned* or *weakly aligned*. Figure 3
illustrates how the distribution of all four themes overlap across the data set, indicating that individual narrative segments may code to multiple themes. Using these frequency counts as initial alignment indicators, I next turned to the language of faculty mentors and their students for examples of each primary mission theme along the continuum from design to delivery.

**Primary Mission Theme 1 – Spiritually Strengthening.** The mission document claims that a “spiritually strengthening education warms and enlightens students by the bright fire of their teacher’s faith while enlarging their minds with knowledge” (Mission, 1995, p. 4). While fewer passages overall were coded to *Spiritually Strengthening* (87, or 23% of the 373 total narrative segments), the corresponding passages were unusually rich, with specific, intentional language, expressing a desire to communicate spiritual and religious concepts to their students in secular studies. My study design is limited as it does not assign weight to individual narrative passages. Faculty in my focus group said that strengthening students spiritually is a strong fundamental value. Future studies should look in depth at the true impact of the relatively few responses that were coded to this theme before it is labeled as under-represented. The following passages indicate instances where the aim of an education being spiritually strengthening was intentionally addressed.

One faculty member’s HIP project was a week-long workshop designed to help pre-service teachers prepare for their first classroom assignments. In our interview, she spoke about ways that she connects the learning to the concept of spiritually strengthening students:

And it's easy at BYU to make those connections explicitly, right? I can say to my students, Heavenly Father loves that kid, that you're having a hard time reaching. So, what are you going to do? How are you going to make your instruction relevant? And interesting and engaging? Because you can't just be like, well, that kid doesn't care. You
can't, because you've got to care as a professional, and you've got to care because he's Heavenly Father's child. (Faculty Interview D1, 2021)

Another faculty member designed a field study to help students learn to work with individuals with a specific communication disorder. In his annual report, he explained how his students were inspired and guided by the Holy Spirit during their experience:

It is quite rare for undergraduate students to have the opportunity to interact personally with adults with aphasia. This experience provided a novel, student-centered experience for students to have this opportunity. Some students also had opportunities to interact with caregivers and family members of participants with aphasia. These students reported providing comfort and even being led by the spirit to listen, react with love, and provide counsel while talking to caregivers about their challenges. (Faculty Annual Report D7, 2021)

Although there were few direct references to spiritual learning in the college directives, faculty were explicitly asked to design their projects with inspiring learning in mind. The writing prompt in the proposal template explicitly asked how the experience will be student- and gospel-centered. The writing prompt asks faculty to respond directly to design aspects of the experience and the interactions of participating faculty that will guide the student toward making connections between their experience and gospel principles. This example illustrates faculty member’s approach to designing a gospel-centered experience:

Much of what the Savior taught focused on loving God and loving our fellowmen. In our instructional design classes, students learn about empathizing with those they’re trying to help which is one way we can develop love for others. This trip allows the students to see that principle of empathy put into practice. They’ll be able to learn from professionals
how to apply the elements of design (and empathy in particular) to create meaningful learning experiences for others. The BYU faculty who accompany students on the trip will reinforce this principle in reflections before/after the experience to make a gospel connection explicit. (Faculty Proposal D19)

Intriguingly, while this practitioner spoke of intentionally creating meaningful learning experiences around empathy in the project proposal, no overt evidence exists in the associated student reflective statements that students equated this learning with being spiritually strengthened. Even at the practitioner level, a disconnect may arise between purpose and practice. The faculty member saw empathy as a religious ideal, but student language around the experience did not use the word empathy or other synonymous words (such as understanding, compassion, or sympathy) that could be clearly linked to the language in the first theme. The lack of overt spiritual, religious, or virtue-based language in student reflections may be tied to the broad cultural pressure to secularize education (Astin et al., 2011; Daines et al., 2021; Marsden, 1994).

Primary Mission Theme 2 – Intellectually Enlarging. The next aim is entitled Intellectually Enlarging, which ties to the academic mission of the university:

All instruction, programs, and services at BYU, including a wide variety of extracurricular activities, should make their own contribution toward the balanced development of the total person… These intellectual Aims of a BYU Education are intended to give students understanding, perspective, motivation, and interpersonal abilities – not just information and academic skills. (Mission, 1995, pp. 1, 4)

Language related to the theme intellectually enlarging was commonly found throughout the educational practice data. The coding schema contained multiple subthemes, and
confirmatory analysis around subthemes provided addition insights. The most prevalent subtheme was academic competence, composed of subsets of discipline specific content and skills, teaching methods, and preparing students to enter careers or future study.

Analysis indicate that the HIP projects selected were highly focused on developing competence in at least one area of concentration (93% of passages included language related to this theme and its subthemes). One faculty member participating in the study very clearly set the academic goal of the project and reported success in their desire to give students advanced training that would be useful after graduation:

The academic objective of the proposal was to provide an opportunity for professional-level training in autism assessment across disciplines among graduate-level clinicians in Counseling Psychology, School Psychology and Communication Disorders. We intentionally planned…to bring in a trainer from out of state to provide training for our students and community clinicians. This is a novel, student-centered, instructive approach to training our students with very advanced skills. (Faculty Annual Report D4)

When asked about how the project moved students beyond classroom-based learning, faculty stated that the innovation was to introduce an advanced diagnostic training, usually reserved for program graduates, earlier into the curriculum (Faculty Interview D4). The faculty member reported that there was some concern among other faculty that students weren’t ready for the advanced training, but acknowledged that after the diagnostic training experience students are able to put theory into practice in a way that enriched their career preparation:

Some of the thoughts among the faculty were like, I don't want them going out there until they're rock solid on their theory. But I think what…I discovered is like, they are not going to understand that theory, until they've had a chance to apply it. So just that's, that's
the spirit of I think what we're getting at here, like we can teach them theory all day long, right. But until they're out there doing it, they don't understand. (Faculty Interview, D4)

The desire to bridge theory and practice is a primary academic objective of the HIP project, and the following quotations from associated student reflections give indications that, in this case, the students realized the faculty’s learning objective:

I loved being able to ask questions. I loved being in the room while the interviews were going on, feeling a part of the process. I loved the intense experience where I learned by doing, rather than just watching from afar... It taught me...what it means to be more understanding of others with different disabilities. (Student Reflection D4S6)

As a future school psychologist, this training was beneficial because I feel more prepared to work with children with autism and I am one step closer to being a qualified administrator of the [assessment]. I feel that this training has helped me pay closer attention to behaviors that will lead to a more accurate autism evaluation. (Student Reflection D4S1)

This experience impacted my learning of autism spectrum disorder (ASD) in communication disorders because it helped me to better understand the process of diagnosing ASD. While I often will work with individuals with ASD I didn't have a lot of experience with assessment and diagnosis of ASD. I feel that now I will be better able to collaborate with other professionals about ASD diagnosis and treatment and feel more confident and competent in the diagnostic procedure of ASD. (Student Reflection D4S7)

Students use action words (e.g., ask questions, more prepared, one step closer, being qualified, pay closer attention, intense experience, learned by doing) that are connected to the acquisition of specific skills (e.g., greater insight, collaborate with other professionals, accurate evaluation,
feel more confident/competent). This connection of learning by doing sits at the heart of experiential education and supports research on the benefits of co-curricular HIPs on student learning (Baker et al., 2012; Finley, 2019; Kuh et al., 2017; Landy, 2015; Roberts, 2016). I found 322 distinct examples of language that coded to increasing students’ academic development.

Academic-forward language was found in high concentration across the educational practice data and featured prominently in administrative directives.

**Primary Mission Theme 3 – Character Building.** The third theme is Character Building. The university’s founder charged that the university promote this purpose throughout all institutional efforts: “A firm, unchangeable course of righteousness through life is what secures a person’s true intelligence” (Mission, 1995, p. 10). The passage that following this quotation declares that the university is dedicated to not merely teaching a code of ethics but also to developing students with character traits that “flow from the long-term application of gospel teachings to their lives” (Mission, 1995, p. 10). Analysis showed that 197 narrative segments included language that coded to this primary theme.

The language around this aim states that “Every part of the BYU experience should therefore strengthen character” (Mission, 1995, p. 11). Self-control, courage, and acceptance of commitments are listed as moral virtues that should be reinforced in students (Mission, 1995, p. 11). Experiences designed to increase soft outcomes such as confidence, growth, and the professional use of theoretical concepts can be emphasized. A project to help pre-service teachers feel ready for their first classroom was particularly focused on building confidence and helping students apply concepts to build literacy in K-6 classrooms. Observing, coaching, and mentoring may not be specifically called for in the mission statement, but through these
pedagogies, moral virtues of academic integrity and acceptance of commitments referred to in the third primary theme and related subthemes are reinforced in the students.

The following narrative excerpts from one HIP project show how this mentored experience flowed along the practice side of the purpose-to-practice continuum. The faculty mentor declared in the purpose statement that the project was carefully designed so that the educational practice aligned with the institutional purpose. The outcome statement illustrates how the practice was delivered and the student statements of impact supports the faculty observation that the students were impacted by the experience. This isolated series of aligned language, managed by the faculty practitioner as a purpose-to-practice boundary spanner, indicates strong strategic alignment from faculty design to student impact in this instance.

Faculty Purpose Statement:
Teaching observations alongside coaching and mentoring for effective literacy instruction within the grade-specific classroom will take place. (Faculty Proposal D8)

Faculty Outcome Statement:
The interns were at the center of the experiential learning grant. In most college courses, students are expected to make their own personal connections and to generate their own clear understanding between theory and practice. This experiential learning project flipped that model around and asked, “tell us where you are at, what you need (determined through discussions and knowledge assessments), and how we can best help you. These questions help us know how to best support you as you embark on your new teaching job.” (Faculty Annual Report D8)

Student Statements of Impact:
This has been an incredible experience. I have been so stressed about the first day of school and how to plan and set up that day, but I feel so much more prepared now that I have completed this Experiential Learning experience. Not only do I now have my first day planned and ideas for the first week, but I am also confident in my ability to plan literacy instruction for the rest of the school year. Thanks to this experience, I am entering my internship with so much more confidence and excitement. (Student Reflection D8S1)

This experience helped me to feel much more confident, organized, and prepared for the upcoming year. It was a comfortable and safe place to bring up concerns without feeling judged or like I was a burden. I was able to recognize much more logical and efficient ways to begin preparing for the upcoming year, and then discuss ideas with peers who are facing the exact same challenges, so I could then refine these ideas. (Student Reflection D8S10)

Seeing a strong recurrence of the common theme of confidence and application of theory in faculty design and student reflective statements reassures that alignment of practice and purpose occurred at the practitioner (faculty) level, but I question whether this recurrence reflected evidence of strong alignment in the overall continuum.

The high-level construct of character building is a difficult concept to program and even harder to assess. However, there are indications that a culture supporting the cultivation of high moral character permeates the case. While overt mission statement language such as “students thus perfect their quest for character development by coming to Christ through faith, repentance, and righteous living” and archaic language such as “virtue, temperance, and brotherly love” did not appear directly in the data, the underlying concept that “education should bring together the
intellectual integrity of fine academic discipline with the spiritual integrity of personal righteousness” (Mission, 1995, p. 10) influences the campus culture in subtle but powerful ways. College directives such as gospel-centered and impactful are an indirect attempt to focus faculty to design projects that build character in their students. More targeted research will be required to detect character building in action.

Primary Mission Theme 4 – Lifelong Learning and Service. Lifelong Learning and Service constitutes the final primary theme. In 1995, the institution’s president desired to broaden the institutional mission through the addition of specific aims that would motivate graduates to develop both the competencies and the desire to bless the world for the rest of their lives (M. J. Bateman, personal communication, March 9, 2021). This legacy is not lost on the current president, who quoted this passage from the institutional mission when launching the HIP initiative in 2016:

By applying well-developed faith, intellect, and character throughout their lives, individual students strengthen not only themselves, but also join with the 370,000 living alumni to create a critical mass to attain the university’s mission to bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. (Mission, 1995, p. 12)

The mission statement declares that well-developed faith, intellect, and character prepare students for a lifetime of learning and service, and that students must use their talents to build the kingdom of God on earth (Mission, 1995, p. 12-13). It makes the bold promise that students who “learn and demonstrate that their ultimate allegiance is to higher values, principles, and human commitments rather than to mere self-interest” will counter the worldly affliction of self-
centeredness (Mission, 1995, p. 13). The theme of service is pronounced with a gravitas that leaves no doubt of the fervent dedication expected on campus and beyond.

Prominent primary and subthemes emerged that centered around continual learning and a desire to use knowledge and skills to bless others. Narrative excerpts coded to this aim contained language linked to continual learning, as shown in the following example:

Faculty Statement of Purpose:
The main two aims with my [HIP] project were “intellectually enlarging” and “lifelong learning.” They went to these conferences to learn about teaching and to learn about science.... Some went to topics that were interesting scientifically. Others went to topics that were focused on pedagogy. I also wanted them to see that this was an opportunity for them to continue learning throughout their lives—something they could do as teachers.

(Faculty Interview D17)

Student Statements of Impact:
It was absolutely amazing! I learned so much from the other teachers there, the workshops, etc. I got to go to things both beneficial to me and things that interested me. The hands-on learning experiences helped clarify what I had been taught in classes.

(Student Reflection, D17S20)

One thing I really took away is that even teachers who dedicate themselves to teaching science are still learning to improve. I also liked getting so many different perspectives on teaching. I was able to add some new techniques and ideas to my teacher toolbox.

(Student Reflection D17S11)

More than a third of the passages coded to this aim represented the standard of service, with desire to use knowledge and skills to bless others as the major sub-theme.
Finding 3.2

Concentration of HIP key elements varies across the continuum.

As shown in Figure 4, opportunities to discover relevance of learning through real-world applications (27%) and interactions with faculty and peers about substantive matters (21%) coded with the highest concentration across the data set. Moderate concentration was seen in performance expectations set appropriately high levels (16%) and periodic, structured opportunities to reflect and integrate learning (11%). Low concentration occurred in the key elements of significant investment of time and effort by students over time (9%), experiences with diversity (5%), and frequent, timely, and constructive feedback (4%).

Figure 4

Distribution of HIP Key Elements Across all Narrative Sections

Within the six projects selected for close examination, I observed the following trends. Opportunities to discover relevance of learning through real world applications is highly
distributed in narrative comments throughout the total data set. In the narrative below, faculty explain how their project design intentionally led students to a real-world application of learning:

I love it, trying to really go out into the field to get that ‘hands-on’ experience, not just the textbook, learning, not just the books and tests, things along that line, but also to actually apply it to bring it into being before they actually go out and do their jobs.

(Faculty Interview D8)

*Interactions with faculty and peers about substantive matters* is highly distributed across the data set. In one narrative segment, a faculty mentor reflected in an interview about the importance of building community within the participant group.

An event like this can contribute to the feeling of community among the students. This feeling of community is important for retaining students in the major and recruiting future students. As practicing teachers and other preservice teachers will be in attendance, our students will be able to join the broader community of teachers. (Faculty Proposal, D17)

Another faculty mentor talked about the importance of interacting through training alongside their students:

We're sitting side by side with them in the training, asking questions, coding right along with them. So, for me, it was a way for me to bring my students … out of the classroom, [saying] ‘come on, let's go. Let's be in this professional development opportunity alongside community clinicians.’ And we brought in experts, certified experts who are certified trainers to come in and do it just to give them an idea of like, this is very advanced for you. And you can sit and learn alongside people [who have] been in the field for a long, long time. (Faculty Interview, D4)
Through mapping the college directives, I found that the *interaction with faculty and peers* element was not overtly directed by the college, so the high level of distribution could indicate that (a) there was a foundational understanding among faculty about the interactive purpose of the projects (transmitted orally in design meetings and/or grounded in the educational mission of the college) and (b) that interactions with faculty and peers occur organically in student mentoring/experiential learning projects conducted with student groups.

The same narrative segment refers not only to the benefits of interaction but also to the professional performance level that was expected of student participants as well, so it also codes to *performance expectations set at appropriately high levels*. This element is moderately distributed overall with high distribution in the *purpose* and *outcomes* sections, indicating that faculty designed projects to enhance student performance and realized this enhancement in project outcomes:

This experience was focused on providing opportunities for students to grow and increase their capacity to serve. They reported that they gained an increased understanding of what it is like to work with adults with communication disorders. They also learned to better recognize important language behaviors for clinical diagnosis of aphasia and acquired apraxia of speech. Over the course of the short trip, students improved their ability to recognize these key language behaviors. (Faculty Annual Report D7)

Participating faculty observed strong knowledge and performance gains among participating students, an indicator that their practice reflects a key element of quality HIPs.

*Significant investment of time and effort by students, and periodic, structured opportunities to reflect and integrate learning*, are moderately distributed and are usually mentioned in the data in association with other activities or outcomes rather than as a direct
learning objective. Although less common than more highly distributed elements, this post-
experience student reflection gives a rich glimpse into the high impact of significant investment
of time and effort and opportunities for reflection and integration:

This experience was the one of the most helpful, if not the most helpful class I have had
throughout my training as a teacher. The classes we take during our time at the university
are helpful, but they happen during a time when we don't have many questions or don't
even know what our questions are yet. This [training] came at the perfect time. We have
started to meet with our teams, and we have started making a list of questions in our
mind. This training gave us an opportunity to ask all these questions and get the answers.
We filled out a questionnaire before the training that let us express what we wanted to
learn about. I think this was very beneficial because I feel like almost all my questions
were answered, and the training was geared towards our specific questions and needs. I
feel extremely blessed and grateful that I had the opportunity to be a part of this class
because it has helped to prepare me in ways that none of my other classes were able to
do. (Student Reflection D8S8)

Experience with diversity, frequent, timely, and constructive feedback, and public
demonstration of competency are referred to less frequently across the data. As the boundary
spanner responsible for guiding faculty in the development of HIP proposals, I was given a list of
guiding project attributes but not provided information on HIP best practices at the time the
program was launched. Therefore, these elements are not specifically named in the data
collection instruments, comprised of the proposal template, annual report template, or the semi-
structured interview questions that I used. I learned about the AAC&U Key Elements (Kuh &
O’Donnell, 2013) in my research into HIP literature in 2019. This lack of knowledge represents a
mission-critical training gap, and the absence of language related to HIP best practices in our administrative directives may have contributed to the low distribution of these HIP elements in the data.

Even though low concentration levels were noted, the narrative segments that coded to experience with diversity are compelling:

It is quite rare for undergraduate students to have the opportunity to interact personally with adults with aphasia. This experience provided a novel, student-centered experience for students to have this opportunity. Some students also had opportunities to interact with caregivers and family members of participants with aphasia. These students reported providing comfort and even being led by the spirit to listen, react with love, and provide counsel while talking to caregivers about their challenges. (Faculty Annual Report D7)

Although public demonstrations of competency are not highly represented, narrative excerpts coded to this element give examples of high impact, not only on students but also on the faculty who mentor them:

I kind of had this epiphany, the other day, where I had a couple students that presented on some of the work that they had done in the lab. And it was like one of those moments where I saw them talk about what they had worked on for the last year to a group of other people who knew nothing about Aphasia. And they explained it so well. And they presented so well. And it was just one of those moments where I was like, wow, like this is what it's all about, right? That was the greatest reward that I could have received for the last three years of work that I've done. (Faculty Interview, D7)

Using the HIPs Key Elements rubric as a lens to consider how the co-curricular projects in the case study demonstrate the elements of high impact practices allowed for a unique reading of the
narratives and triangulated my initial coding based on institutional mission language. I found almost 600 references in the data that could be coded to a HIP key element. Observing the patterns of high, moderate, and low distribution and mapping the language of the elements to the college directives led me to see weak areas of alignment where better guidance at the proposal design stage could strengthen practice. I found that increasing public demonstration of competency, experiences with diversity, and providing opportunities for frequent, timely, and constructive feedback are all areas within the case where more informed HIP project design can benefit participating students.

**Findings Related to Research Question 4**

*How does educational practice align with the institutional purpose of the initiative?*

The final research question considers how the prevalence of mission language and appearance of HIP key elements in both purpose and practice indicates levels of alignment along the continuum.

**Finding 4.1**

Purpose-to-practice alignment is present, as mission themes and HIP key elements are found in various concentrations across the data set.

I found the strongest alignment in the mission area of intellectual enlargement and HIP key elements of discovering relevance through real world application and interaction with faculty and peers. Moderate levels of mission alignment are present in life-long learning and service and in the HIP elements of performance expectations, significant investment of time and effort, and structured opportunities to reflect and integrate learning. Weaker alignment exists in the mission themes of spiritually strengthening and character building and HIP elements of
experiences with diversity, frequent and timely feedback, and public demonstration of competence.

Mapping the college directives to the mission and HIP themes indicate a stronger presence of directives related to intellectually enlarging and faculty and peer interaction aspects of the projects. Due to my direct involvement in the delivery of college directives, I can assert that my emphasis of one mission theme over another is not deliberate, but more likely the result of my participation in a system oriented toward academic pursuits. I posit that this inadvertent emphasis has impacted the subsequent design, implementation, and reporting on HIP projects by faculty and students, as evidenced in the concentration of themes in the directives and the level at which they are found in the narratives. Future research is needed to determine whether this hypothesis has merit. There is also the use of mission language in everyday language on campus. I assert that the concepts of intellectual and lifelong learning are more concrete and, therefore, may be easier for faculty to program and for students to recognize and name. Character building and spiritual strengthening are more esoteric constructs, and my data collection instruments may not have picked up subtle nuances that could be probed for in more targeted faculty/student interviews and project observations. Both assumptions should be explored in future research.

According to researchers in organizational management, strong strategic alignment of purpose with production is key to competitive advantage in business settings (Trevor, 2019; Wang & Ghose, 2006). Likewise, educational researchers have explored strategic alignment as a vehicle for clear, organized, and aligned pedagogy in higher education (Boitshwarelo & Vermuri, 2017; Larkin & Richardson, 2013). Based on my initial premise that institutional purpose would be visible in the artifacts of educational practice in an aligned system, I proposed that high concentration or frequency of thematic elements indicated strong alignment in areas
along the continuum, while thematic elements that occur in lower concentration indicated areas of weaker alignment across the subunits. Following data analysis, I discovered that, while theme language distribution provided initial indications of purpose to practice alignment across the system, this approach did not explain why there were variations in frequency. This “why” question was not explicitly stated in Research Question 4 but emerged as a consideration following my data analysis, as I sought to deeply understand the purpose to practice alignment of my case.

To answer why variations occurred, I considered the importance that proponents of educational change placed on fidelity to purpose (Fullan, 2007; Smith & Benavot, 2019) and how a lack of fidelity might factor into alignment variation. I reflected on how my own lack of knowledge of the HIP themes and unequal attention to several of the mission themes may have contributed to the variation of purpose language in the directives. By mapping the administrative directives, I recognized a training gap on designing and delivering quality HIPs. This gap appears in the boundary spans between unit leader and program manager and between program manager and faculty practitioners and could represent critical areas of weak alignment. More research is needed to gauge whether additional training and attention to directive language in these areas would result in better purpose-to-practice alignment.

Lack of training on HIPs could have led faculty to design and deliver fewer types of HIPs than the broad slate recommended by experts (Kuh et al., 2017). I was also concerned by demographic data from the archived survey of HIP project participants that showed very little participation by first- or second-year students since program inception. In addition to introducing the eight key elements, Kuh’s report for AAC&U (Kuh & O’Donnell, 2013) recommended that robust HIP programs broaden their use of targeted practices and focus on reaching underserved
students early in their collegiate journey, a recommendation also endorsed by other educational researchers (Brownell & Swaner, 2009; Finley & McNair, 2013; McKeown, 2009). Considering these recommendations, I sought to understand more deeply what my assessment told me about overall program quality.

_Finding 4.2_

A limited number of HIP types are being consistently implemented in the college and participation is concentrated among certain types of students, limiting the scope and potential benefit of the program.

The types of high impact practices developed and implemented in the system are primarily _student-faculty research, internships, senior culminating experiences, _and _career-related field/professional development experiences_. Demographic data from the case study’s student reflective survey indicates that, among respondents, 97.6% of participants are juniors, seniors, and graduate students, while only 2.4% of participating students are freshmen or sophomores. These students are primarily pre-majors who rarely work directly with college faculty until they are accepted into a major program late in their sophomore year. Literature from studies of HIP programs indicate that first-year students can see significant gains in deep learning by participating in service learning, study abroad, and learning communities (Kuh & O’Donnell, 2013; McKeown, 2009). These types of HIPs are not among the project types led by college faculty in the case study. Therefore, HIPs have limited impact on the pre-majors concentrated in the freshman and sophomore classes.

The mission statement I studied does not speak directly to serving students in their first or second year of college, while a full passage calls for “educational activities that help upperclassmen culminate their studies by integrating them in a capstone project, honors thesis,
senior seminar, or internship” (Mission, 1995, p. 7). While activities listed in the passage are all acknowledged HIPs, this mission language reflects a targeted emphasis on preparing upperclassmen to enter the world of work upon graduation. Administrative directives do not specify how students should be recruited to participate in HIPs beyond an affiliation with the sponsoring college. While alignment with the mission statement and HIP focus are present in an emphasis on delivering culminating experiences, there appears to be little alignment with HIP literature calling for a comprehensive offering of high impact practices with an emphasis on recruiting underclass and other groups of underrepresented students (Brownell & Swaner, 2009; Kuh et al., 2017).

**Additional Finding**

Faculty mentors and participating students refer to impacts in areas that are not specifically contained in the mission language or HIP key elements. Focus group members concurred with study findings but strongly agreed that prevalent themes that emerged outside of the mission and aims statement or HIP key elements schemas are an important part of the story and indicated impact in areas that the mission-based purpose of the intervention did not anticipate. I have added a finding on emergent themes based on participants’ post-study feedback. Emergent themes are relevant because they indicate the HIP intervention has impact beyond what was explicitly directed by upper administration. The themes that emerged that were not specifically mentioned as confirmatory included career goals, preparation, access to resources, networking, professional role modeling, skill demonstration, collaboration, excitement, mentoring, confidence, and gratitude. During a focus group, participating faculty reported that they found these emergent themes particularly meaningful and recommended that
they be included with the significant study findings. Many of the emergent themes can be found in the student reflection below:

After this week, I’m feeling much more prepared to tackle this year and especially the first week. Dr. is so passionate about teaching and is the perfect person to help guide us as new teachers just entering the field. All of the activities, guest speakers, panels, etc. have been so meaningful and enriching, and have left me feeling much more confident and prepared than I was a week ago. Thanks to the donor who has funded this project, and to Dr. for her desire to support and inspire! (Student Reflection D8S3)

This student uses the words meaningful, enriching, and more confident and prepared to described personal impact and refers to her teacher/mentor as a passionate guide who supports and inspires. While these words are not specifically found in the mission and HIP themes, they represent an important part of the story of how the HIP initiative reaches and impacts students. The energy and enthusiasm in the student’s language brings the experience to life and gives the researcher, faculty, and stakeholders insights into a story that shares areas of deep learning and high impact. Development of soft skills such as collaboration, preparation, and networking may not be specified in the coding schemas but are still seen as valuable, tangible impacts by faculty practitioners and their students who are focused on the career that will follow their university education.

Summary of Findings

I organized my findings around my research questions that guided my search to understand the origin, purpose, and implementation of the HIP initiative in one college and to explore what faculty and student narratives can tell us about how faculty actualize institutional
purpose. Each research question was answered with a series of findings that are summarized here.

To answer Research Question 1, I found that the four dominant in vivo themes in the mission statement reflected the internalized purpose and culture of the institution. Using these four themes and associated subthemes as confirmatory codes allowed me to code the narrative data derived from educational practice by institutional purpose. Likewise, the HIP Key Elements (Kuh & O’Donnell, 2013) encompass the external influences of experiential learning and HIP best practices and can be used as a second set of standards to code educational practice (Guest et al., 2013).

In Research Question 2, I searched for how the college directives influenced project implementation. I observed which themes were most prominently represented in the language of the administrative directives. I found that administrative directives were key to operationalizing institutional purpose. The guidance provided in proposal guidelines and templates was transmitted into practice via unit leaders, program managers, and faculty practitioners acting as boundary spanners. I found that the mission theme of intellectually enlarging, and the HIP elements real-world relevance and faculty and peer interactions were found most often throughout the data set. I found that the three themes that appeared most often in the educational practice narrative were also highly distributed across the college directives. Themes found less frequently in the narrative (spiritually strengthening, public demonstration of competency, increasing student’s experiences with diversity, and providing opportunities for frequent, timely, and constructive feedback) were found less frequently in the directives.

To answer Research Question 3, I explored the distribution of confirmatory themes from the mission statement and the HIP Key Elements across the narrative data. I found that primary
themes of external influences varied in distribution, with a strong emphasis on *real-world applications* and *faculty and peer interactions*, while elements with lower rates of inclusion included *frequent feedback, experience with diversity, and opportunities to demonstrate competency publicly*. Primary themes of internal influences likewise varied in distribution, with *intellectually enlarging* showing up in the highest percentage of narrative excerpts. Language related to *lifelong learning and service* and *character building* occurred in over 50% and *spiritually strengthening* themes occurred in less than 50% of the narrative excerpts. Stronger emphasis of these themes within the college directives should translate into stronger alignment of purpose to practice in the future.

Research Question 4 looked at how purpose aligns to practice across the continuum and led me to consider the story the data told. Mission and HIP themes were found in various concentrations across the educational practice data set. I found several areas of strong and weak alignment within the four primary mission themes, with *intellectually enlarging* emerging most strongly and *spiritually strengthening* appearing less consistently than other themes. I determined that the emphasis of certain themes in the administrative directives and a training gap on best practices in HIPs could help explain variation in theme concentration. When I considered which HIPs were in use in contrast to the broader list of HIPs recommended in literature, I found that all the projects led in 2018-2019 were internships, senior culminating experiences, or research and field study projects involving primarily upper-class and graduate students. Service learning and global/diversity projects (such as study abroad) that research shows to be well suited for first- or second-year students (Kuh & O’Donnell, 2013) were not found in either the initial group of 19 projects or the six projects I studied.
The data I collected provided a rich and varied narrative of educational practice that included insights and implications not revealed through confirmatory coding. I turned to exploratory analysis to consider what emergent data could say about the state of the program (Guest et al., 2013). I noted a group of emergent themes that were not included in the internal or external confirmatory themes. Words and phrases commonly found in the narrative that seemed to lie outside the primary themes of the mission statement and HIP Key Elements were career goals, project design, preparation, collaboration, excitement, access to resources, networking, professional role modeling, skill demonstration, confidence, and gratitude. Including these themes in the findings creates a more complete view of how the HIP initiative is not only addressing the institutional purpose as expressed in mission, culture, and educational theory, but also impacting students in important and perhaps unanticipated ways.

Working within a robust data set of faculty and student voices brings HIPs from esoteric educational theory to lived experience. Interrogating the narrative provides new insights into our journey to bring broad, aspirational purpose into vibrant, impactful practice that benefits our students in meaningful and lasting ways. In the next section, I reflect on what I have learned about my problem of practice and provide three recommendations to improve the HIP program I studied.

**Recommendations**

My observations can aid university administrators and program managers who are charged with spanning the boundaries between institutional purpose and the educational practice of faculty practitioners. This study provides one example of how to construct a purpose-to-practice continuum and use confirmatory document analysis to explore alignment by mapping the concentration of themes that define institutional purpose across narrative data. After
examining the case study, I gained the following insights that could benefit program and unit leaders in their efforts to identify and strengthen areas of weak alignment.

**Recommendation 1: Use Institutional Purpose Language Clearly in Administrative Directives**

To increase purpose to practice alignment, unit and subunit leaders should overtly include the language of the expanded mission statement and HIPs key elements in the administrative directives, project design discussions, and templates used to coach faculty. My findings indicate various concentrations of mission and HIP best practices alignment across the continuum, raising the question of the reasons for such variation. My research indicates that alignment strength may have been influenced by the various ways that college directives were developed and communicated; when asked directly what faculty remembered about administrative directives, the most frequent response was a vague memory of the dean saying something in a meeting and some discussion around the directives in project design meetings or a prompt in a proposal or report template, indicating a lack of clear messaging through purpose-driven language. My insights build upon observations that themes that are strongly emphasized within college directives are seen more frequently in the narrative.

Incidences of lower alignment may be attributed to how boundary spanners used administrative directives to translate purpose across the boundaries of the continuum. For example, the boundary between the educational intervention as launched by the university president and the drafting of college directives represents a transmission area that relies heavily on the unit leader and program manager as boundary spanners (Carlile, 2002; Miller, 2008; Peach et al., 2011; Prysor & Henley, 2018). Rather than transmitting overt mission language, which is focused on developing student attributes, I found that the administrative directives were...
couched as program design objectives. I found that this language shift, from student educational aims to program deliverables, may have provided some project design guidance to faculty and support staff initially, but inadvertently created the opportunity for misalignment in the boundary between the president’s vision and the directives. Where the mission language spoke to developing students who could think soundly, communicate effectively, and demonstrate a strong moral character, the college HIP program attributes encouraged faculty to design mentoring projects that were intentional, student-centered, and impactful.

This shift in focus from student development to programmatic design comes at a critical communication juncture between upper administrators and unit administrators and may have reduced the levels of direct mission language found in the narrative data. Mission language is present but may reflect mission language in the overall culture of the university rather than a result of explicit direction across boundaries. Because literature on HIPs and key quality elements were not provided to the program manager and faculty practitioners, there was a critical knowledge gap as institutional purpose was translated into practice. By specifically using the mission and HIPs language and providing training into best practices, boundary spanners can reduce the risk for misalignment.

**Recommendation 2: Educate Faculty to Create HIP Opportunities for Underserved Students**

To increase the reach and impact of the HIP program, educate faculty in HIP best practices and focus efforts to create opportunities for more students to participate during the first two years of their academic journey in preparatory HIPs, such as service learning and diversity/global learning. Research shows that students should participate in multiple HIP experiential learning opportunities as early and frequently as possible in their collegiate journey
HIP researchers indicate that across the institutions studied, fewer first-year and first-generation, racially diverse, and transfer students participate in HIPs, and one of the most impactful types of HIPs for first year students are service-learning experiences (Kuh & O’Donnell, 2013), which is not among the HIPs found in the case study. Field experiences, faculty-student research, internships, and senior culminating experiences are all prevalent in the college I studied. Juniors, seniors, and graduate students benefit from these faculty mentored projects while underclass students are underserved.

Unlike senior capstones, internships, and mentored research projects that target students with advanced learning in their chosen field, service-learning and diversity/global learning opportunities can be designed to apply general rather than specialized knowledge and delivered appropriately to first- or second-year students. Service-learning distinguishes itself from volunteer work because it directly links to course work and academic knowledge and should include an opportunity to work directly with diverse clients in real-world settings (Brownell & Swaner, 2009; Landy, 2015; Roberts, 2016). Students who participate early in their collegiate journey can benefit from their experience throughout the rest of their time in college (Baker et al., 2012; Kuh et al., 1994; McKeown, 2009).

Recommendation 3: Acknowledge Impacts That Fall Outside Declared Institutional Purpose

HIP program administrators can acknowledge gains and impacts, perceived by students and recognized by faculty, that fall outside of the declared purpose of the initiative and highlight these gains when reporting program outcomes. New educational initiatives are launched with fanfare and lofty objectives, such as reaching a significant number of students who participate in
a certain type of educative activities that lead to improved student retention and achievement rates. These objectives are usually reported on as the initiative settles into continual practice. Collecting and analyzing reflective narratives on an ongoing basis allows program managers to tell a richer, more compelling story about the impact of the initiative, letting stakeholders witness the inner work of the desired change. When students tell us in their own authentic voices that they are learning to collaborate and network, about new-found excitement for their field, how their career goals have broadened and changed, and their confidence in their abilities to work in the real world, these crucial gains may be marginalized or missed altogether when they don’t fit a statistical report prompt.

Opportunities for students to share their stories, whether by video or photos, scientific poster presentations, speaker panels, or as co-authors on publications brings a richness to the HIP initiative. Video logs and photo essays of student experiences can be shared on college and university websites. Celebrating these stories in a variety of venues to a broad audience can validate the pedagogical practice of co-curricular experiential learning and attract additional resources to sustain HIP initiatives into the future.

**Implications for Future Research**

My search for clarity of purpose that translates into a strongly aligned continuous improvement of practice is not over. Next steps will include moving beyond the student reflective survey to gain a deeper understanding of how students are recruited into HIP experiences. I wish to further explore which key elements are most impactful and meaningful to students and how they lead to self-perceptions of growth. Longitudinal tracking could help us determine if the retention and graduation gains promised by proponents of HIPs are being realized in our college. Finding more compelling ways to share our deeper knowledge with all
our stakeholders; students, parents, community members, donors, alumni, upper administration, and other HIP programs could solidify and tighten our purpose to practice alignment.

My study is limited by a lack of racial diversity as the study population reflects the high rate of racial homogeneity of faculty and students at the university. Future work should extend to a larger and more diverse sample by considering HIP programs at multiple institutions. There is the potential for non-response bias in the archived student survey responses, which can be reduced through observation and interviews of active participants. Reducing the time lapse between project delivery and data collection should improve the accuracy of participant recall.

I wish to acknowledge my early reliance on confirmatory analysis, which has utility to describe *how* but is limited for understanding *why* an observed phenomenon occurs. Moving to exploratory analysis in the late stages of my analysis allowed me to broaden my recommendations. Throughout my research process, I sought to recognize these limitations and mitigate them where possible.

**Conclusion**

As a member of the grants management team for one college at a large university, I undertook this study to come to a deeper understanding of our journey to take a new initiative from institutional vision to educational reality. While the findings are limited to the case and are not intended to be broadly generalizable to other institutions, they may be of worth to educational leaders concerned with sustaining innovation through purpose to practice alignment. My findings tell me that while we have areas of concentrated alignment of the purpose of the HIP initiative with educational practice across our purpose-to-practice continuum, more work is needed in the areas of (a) clarifying our directives by using language taken from the mission and best practices literature, (b) educating faculty in HIP/experiential learning best practices and
broadening student participation through more comprehensive offerings, and (c) hearing and honoring our students’ deeper stories of experience and growth.

After mapping the administrative directives, I can see where project implementation would have benefitted from access to more than just a general knowledge of HIP best practices. I can also see how emphasis on an intellectually enlarging academic experience and faculty and peer interaction in the administrative directives translated into strong alignment in practice, perhaps at the cost of other mission and HIP key elements that were not emphasized to the same degree. This new awareness of the importance of fidelity in the creation and delivery of program operational directives by boundary spanners will inform the next iteration of project design instructions and proposal templates. Faculty who propose to deliver high quality HIPs deserve access to training and tools that are more overtly and consistently aligned with the mission of the institution and best practices in HIP programming.

During my conversations with participating faculty, I have been touched repeatedly by their passion for their students and their craft, the care and thought they take to mentor as Christ would, and their energy and enthusiasm for their projects. I recently joined a group of students on an HIP field experience to learn about sacred learning traditions, and the richness of our immersive experience reminds me that our students have much to teach us about how HIPs impact their lives. Future HIP program evaluations should include observations of co-curricular experiences in practice, followed by deep conversations with students about how HIP experiences impact their learning and personal development.

I have learned a great deal through this opportunity to delve deeply into my problem of practice, and I believe my insights will interest the broader HIP effort at the university, as well other institutions using or planning to use HIPs to increase student success. Due to my increased
knowledge about HIPs, I am better able to guide faculty design, but awareness of HIP best practices has been slow to reach all faculty and the students they mentor. Enhanced training and clarified directives should increase the pace of this transformation toward better purpose to practice alignment.

The generous donors providing resources to our students can be assured that alignment of purpose to practice already exists to some degree across the continuum and this study provides a foundation for future research and program improvement. Educational initiatives, both aligned and misaligned, become institutionalized all the time. My study challenges leaders and managers to examine their roles within the purpose-to-practice continuum in their own systems so that best purpose will ultimately align with best practice for the benefit of faculty and the students they mentor.
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APPENDIX A

Extended Literature Review

Responding to the rising popularity of HIP programs on college campuses, Association of American Colleges and Universities [AAC&U] calls for greater quality assurance, noting that their rubric of key elements “forms a basis for evaluating whether something that is ‘called’ a HIP has the necessary quality dimensions that foster accomplishments in terms of persistence, graduation rates, and desired learning outcomes” (Kuh & O’Donnell, 2013, p. 7). This study directly addresses the call to evaluate HIP programs, to determine how educational practice meets the intent of institutional mission and research-based best practices.

My extended literature review is organized by topic. Tracing the theoretical and historical origins of the HIP initiative is critical to understanding the evolution of the case. In my extended literature review, I discuss the evolution of sociocultural theory that promotes learner-centered education, a hallmark of the university president’s vision, joining together Dewey’s demand for educative experiential learning with Vygotsky’s theory of cognition in social settings. The importance of institutional purpose is considered, as well as leadership in organizations in general and leadership in higher education specifically. Research into organizational management theory is vital to understand how field theory and boundary spanning inform my conceptual model. Curriculum mapping is an organizational tool that is useful in educational evaluation and critical to envisioning purpose to practice alignment. Internal and external influences flow through purpose into practice, and I detail the elements of each as they apply to my study. Experiential Learning Theory and High Impact Practices are essential external influences with rich research-based legacies that are explored in this section. The last topic I address shows how my qualitative research methodology draws on best practices.
Sociocultural Theory

Sociocultural theory focuses on how individual learning is influenced by adults, peers, cultural beliefs, and attitudes. A contemporary of Piaget, Skinner, and Freud, Lev Vygotsky’s work to discover how learning is based in social interaction has influenced child development, cognitive psychology, and education. Learner-centered education and the current push in academia toward enhancing student engagement can trace its roots through Vygotsky’s emphasis on how social factors influence cognitive development (Henson, 2003; Mahn & John-Steiner, 2012; Thorne, 2005). Vygotsky’s sociocultural theory is compatible with John Dewey’s emphasis on personal experience as the key to educational excellence (Dewey, 1938). Both educational theorists emphasized the importance of a social environment that supports a culture of learning through educative experience, placing the societal responsibility of student learning on the modern educational institution (Allazzam, 2015; Glassman, 2001; Stein, 1998). The social contract that has evolved between communities and educational institutions of higher education holds these institutions increasingly accountable to their declared purpose to inculcate students to be productive, purposeful members of adult society (McClarty et al., 2017; Pausits, 2015).

The Importance of Institutional Purpose

Educational institutions represent one of the complex systems we create to further our societal goals of inculcating our youth with culturally relevant knowledge and skills. Once launched, these systems may quickly grow beyond their initial purpose, comprised of multiple moving parts connected by strands of language and culture (Bolman & Deal, 2008; Marginson, 2006). When a strong sense of purpose permeates the system, independent units are more likely to act in strategic alignment (Senge, 1990; Trevor, 2019; Wang & Ghose, 2006). Private systems of elite higher education, striving to attract the best and brightest students, rely on
Educational researcher George D. Kuh uses concepts such as institutional purpose and indices of success, such as student-faculty interaction and student outcomes, to assess the quality of an undergraduate educational experience (Kuh, 1981). In his work promoting high impact practices, Kuh explains the importance of messaging the mission.

...an institution can increase the likelihood that students will experience college as a seamless web of learning across classrooms and out-of-class settings. For this to occur, the institution’s ethos must send the message that learning is continuous and contagious. 

(Kuh et al., 1994, p. viii)

Other researchers have connected excellence in student experience with the clarity of institutional purpose that is translated into practice (Astin et al., 2011; Blaich et al., 2016; Chickering et al., 1969; Pascarella & Terenzini, 2005).

As an organizational development facilitator in the late 1990s, I helped community groups develop mission and vision statements in highly focused strategic development sessions and have often wondered whether the pithy statements that were crafted had any lasting impact. Chickering and colleagues sounded the alarm in 1969 that institutions with many missions and purposes send mixed messages to students and faculty and dilute the power of the student experience. Chickering has promoted the use of clear and consistent objectives that are stated in terms of desired outcomes that are explicit and compelling and taken to heart by campus leaders as guides to decision-making (Chickering & Reisser, 1993).

Organizational management researchers have studied how mission statements are used by modern institutions such as universities to differentiate themselves and espouse their unique
purpose (Connell & Galasiński, 1998; Fairhurst et al., 1997; Kezar & Kinzie, 2006; Lowman, 2010; Morphew & Hartley, 2006). The president of the university I studied used a graphic representation (Figure A1) to emphasize how closely his HIP initiative is tied to the primary themes of the mission of the university. Researchers who question whether vision and mission statements really matter have answered that it depends on how the statement is developed and used (Mullane, 2002). One recent study that questions whether mission statements have value finds that vision and mission statements that are properly crafted and implemented can exert influence on employees in their daily work, but organizational managers must regularly check their level of alignment with the achievement of set goals (Taiwo et al., 2016).

Recommendations to maintain strategic alignment and avoid mission creep relate directly to my problem of practice (Gonzales, 2012; Lowman, 2010).

Figure A1

*Mission to HIP Initiative Graphic*
Leadership in Organizations

Leadership in the modern workplace is defined as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl & Uppal, 2017, p. 9). My systems study focuses on both organizational-level and group-level processes. Both processes must be considered because groups exist in a larger social system and limiting a study to the group’s internal processes does not consider the influence of the larger open system wherein the group resides (Yukl & Uppal, 2017).

Organizational structure includes a combination of human and material resources working toward the achievement of a common goal. Classical organizational theory was influenced by the scientific management approach of the early 20th century, which focused on specialization, authority, and delegation of responsibility (Bolman & Deal, 2008; Clawson, 2009; Perrow, 2014; Serifi & Dašić, 2012). Organizational decision making exists within a complex, structural frame, where scarce resources create competition and conflict. Managers must have strong leadership skills to navigate these dynamics (Fullan, 2007; Lowman, 2010; Perrow, 2014). Recent student engagement literature recommends a shift beyond structuralism to post-structuralism, which suggests that to be equity-minded, universities must look deeply into their own campus structures and policies for biases and built-in or hidden barriers that make it difficult for some students to succeed (Kezar & Kinzie, 2006; Kezar et al., 2015). This 21st century cultural shift is only one example of how the modern university is required to adapt to survive.
Field Theory and Boundary Spanning

In large, complex educational systems, high level leaders rarely deliver services directly to students. They envision, encourage, promote, and attract and direct resources to enact espoused purposes. Implementing a new educational initiative requires the cooperation of multiple actors, or boundary spanners (Peach et al., 2011; Skolaski, 2012) who work within a series of related but semi-autonomous fields (Meacham & Gaff, 2006; Rosch, 2002). These operational units span the distance from leaders to students, transforming espoused purpose into enacted practice. The concept of fields in organizations and the dynamics of power transference in society can be traced back to Pierre Bourdaisn, who, in turn, influenced social psychologist Kurt Lewin. Lewin’s field theory work influenced the democratic leadership movement and current educational approaches such as experiential learning. Based in field theory, my conceptualization of the prime unit and embedded subunits, as fields that attract resources and conveys information between boundaries, is modeled as the purpose-to-practice continuum (Lewin, 1948; Miettinen, 2005; Wheatley, 1992).

Boundary spanning is defined by organizational management experts as the creation of linkages that integrate and coordinate across organizational boundaries, and boundary spanners are the people who establish and maintain organizational linkages (Beechler et al., 2004). University presidents, college deans, program managers, and faculty all have a boundary spanning role to communicate purpose from one unit to the next along the continuum (Peach et al., 2011; Prysor & Henley, 2018). In the institution I studied, college deans are the unit leaders tasked to provide directives to their units, based on their understanding of the overarching purpose and aspirational outcomes outlined by the university president and his cabinet. Directives are then translated by program managers into practical guidance and operational
mechanisms to support faculty project design and implementation (Lorinkova et al., 2013; Yukl & Uppal, 2017)

Effective boundary spanning can enable rapid change and institutional flexibility, and both are needed if new educational initiatives are to take root and thrive (Peach et al., 2011; Skolaski, 2012). Researcher Paul Carlile sought to understand how knowledge and resources flow across functional boundaries, something he acknowledged could be not only a critical challenge but a perpetual necessity. He proposed that there are semantic differences in how meaning is conveyed and that individual, context-specific aspects of creating and transferring knowledge must be considered when evaluating how knowledge moves in an organization (Carlile, 2002). Since I am trying to explore a continuum constructed of units linked by boundary spanners, Carlile’s work on how knowledge moves across the continuum and functional barriers that may inhibit movement may help to explain why some areas of low mission concentration may exist on the practice side.

**Cognitive Mapping**

As a visual learner, I looked for graphic organizers to better understand how purpose and practice may align in my case study. Alignment is a concrete term dealing with the arrangement of constructs in appropriate relative positions (Oxford Languages) that lends itself to analysis through mapping strategies. Cognitive mapping is used as a strategic planning tool in education to document and visualize student learning at the programmatic level. It provides a method to explore how program learning outcomes and competencies, with the learning outcomes important to the institution, align and can be used to locate gaps and redundancies (Archambault & Masunaga, 2015). Cognitive mapping is a vehicle for collaborators to develop a common understanding and clarify expectations (Merriam & Tisdell, 2016). It can be used to evaluate
whether an educational intervention is delivered as planned and if students benefit in the ways expected through highlighting the organization and pattern of learning in a program of study, revealing the alignment of the content to the practice (Lam & Tsui, 2016; Plaza et al., 2007). To illuminate the messaging within the case’s purpose-to-practice continuum, I used a virtual visual tool known as a Google Jamboard (see Figure B10) to create a cognitive map that overlays the themes of the mission statement with the language of college directives and HIP key elements, revealing areas of high and low concentration.

**Purpose to Practice Alignment**

For optimal results, educational interventions, such as high impact practices, are implemented in highly aligned, well-functioning managerial systems. But ideals are not often realities, and there is a need to determine how well the myriad components of complex systems are aligned (Larkin & Richardson, 2013; Loughlin et al., 2021; Wang & Ghose, 2006). Researchers call upon educators to share models, approaches, observations, and research findings to build on what is known and expand the effective use of a variety of high impact practices (Kuh, 1981; Lanning & Brown, 2019). The Association of American Colleges and Universities (AAC&U) encourages studies to determine what organizational and pedagogical expertise and support is needed for high impact practices, to realize their promise for advancing undergraduate student accomplishment and success (Kuh & O’Donnell, 2013).

The study of strategic alignment in educational initiatives has its roots in business management. In the 1990’s, I learned about how W. Edwards Deming’s Total Quality Management approach to streamlining production through strategic alignment of human and logistical systems can be applied to education (Deming, 1982; Tribus, 1993). Peter Senge
recommends a system approach in his seminal work *The Fifth Discipline* (Senge, 1990). Another business management authority states that the best leaders understand that choosing how to align all the moving parts of their enterprise, including its business strategy and the way it is organized, to best support the fulfilment of its long-term purpose…is a critical performance condition, regardless of whether it is a company, a government agency, or a charity. (Trevor, 2019, p. 4)
The importance of using strategic alignment to maximize resources and minimize waste and student attrition is found in recent works that recommend aligning curricular design with student outcomes (Larkin & Richardson, 2013). *Constructive alignment* embeds a theory of learning that articulates the connection and direction of travel between learning outcomes, learning activities, and assessment (Biggs, 1996). Other researchers caution against using constructive alignment as a “mechanistic, top-down quality assurance tool that creates an illusion of quality control which bears little relation to the reality of teaching practice and student learning” (Loughlin et al., 2021, p. 119). This concern is one reason why I chose to conduct a qualitative study that would allow authentic faculty and student voices to tell their real story of experience in high impact practices.

**Internal Influences**

No institutional mission evolves out of thin air. Understanding the ‘water we swim in’ is an essential part of exploring institutional purpose. In this section, I look at the literature around how organizational culture, religion in education, and mission statements as institutional purpose are key influencers.

**Organizational Culture**

Organizational culture is key to understanding institutional purpose and one key reason for a comprehensive mission statement is to communicate mission and vision to the campus and
broader community (Connell & Galasiński, 1998; Fairhurst et al., 1997; Kezar & Kinzie, 2006; Meacham & Gaff, 2006; Mullane, 2002). HIPs research ties communicating organizational culture around learning to student gains.

An institution’s ethos and related cultural properties warrant attention because students at institutions characterized by an ethos of learning show greater gains in learning and personal development than students at other institutions. At these institutions, the institutional culture communicates to students, faculty, and staff – at a deep, almost unconscious level—the central role of learning. (Kuh et al., 1994)

The aspirational language of the mission statement reflects the religious nature of the institution, stating that “all students should be taught the truths of the gospel of Jesus Christ, receive a broad university education, receive instruction in special fields of their choice, and be encouraged in scholarly research and creative endeavors” (Mission, 1995, pp. 1-2). While the mission statement originated in 1981, it was significantly expanded in 1995 with the addition of four aims, stated as “A [university] education should be (1) spiritually strengthening, (2) intellectually enlarging, (3) character building, leading to (4) lifelong learning and service” (Mission, 1995, p. 3).

Curious about the decision to expand the mission, I interviewed a past university president who was an early adopter of the four aims to better understand their origin and purpose. He said that discussions with faculty and students raised concerns that the religious imperative of the mission statement was not being translated into all aspects of university life, as intended by the school’s founders. He said that expanding the original mission language with the Aims of a BYU Education (Mission, 1995) was inspired by a desire to increase the spiritual focus of the delivery of all education on campus. He felt his role as president was to use the mission
and aims to refocus the institution’s purpose and he placed the spiritual growth of students before all other endeavors (M. J. Bateman, personal correspondence, March 9, 2021).

President Bateman’s reference to the religious imperative of the mission led me back even further into the annals of the university’s origin story. In 1876, Brigham Young instructed Karl G. Maeser, principal of the fledgling Brigham Young Academy, “you ought not to teach even the alphabet or the multiplication tables without the spirit of God” (Richards, 2014, p. 366). Maeser described the founding principles (or mission) of the academy in these terms:

   The fundamental principles of Latter-day Saint education [are] plainly marked… a religious foundation consisting of reverence for, and obedience to, the revealed Word of God…. The pursuance of science, literature, and art… [and] the formation of character for integrity, truthfulness, chastity, love, and independence. (Richards, 2014, pp. 368-369)

The legacy of this spiritual charge can be heard in language reintroducing the mission with the addition of the Aims as a set of guiding principles in 1995:

   To this end, [the university] seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at [the university]. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. (Mission, 1995, p. 3)

Over the decades since their introduction, the “Mission and Aims,” as they are now referred to in one breath, work as the guiding principles for all university functions.
Religion in Higher Education

American novelist and cultural critic Wendell Berry reminded us of the crucial role higher education plays in shaping the culture of the future:

The thing being made in a university is humanity…What universities…are mandated to make or to help make is human beings in the fulness sense of those words – not just trained workers or knowledgeable citizens but responsible heirs and members of human culture. (1987, p. 77)

Human culture is a complex tapestry of beliefs, values, and viewpoints. When the purpose of the institution is inseparably bound to religion, the role of the university expands beyond academics to include religious inculcation. As a culture of separating church and state dominates our post-modern era, many religiously founded institutions have moved inexorably toward secularized learning (Marsden, 1994; Nord, 1995). Brigham Young University represents a dwindling group of universities that lead with a definitive religious purpose (Daines et al., 2021). Although allegiance to a single religious viewpoint or denomination continues to wane in academia, noted social scientists who promote a rich inner life find that universities can and should provide a safe space for young adults to explore their spiritual selves. Students should be encouraged to reconnect with a spiritual heritage that integrates the sacred with secular learning to invigorate and enlighten the mind (Astin et al., 2011; Palmer, 1993; Palmer et al., 2010; Wulff & Maslow, 1965).

Mission Statements as Institutional Purpose

I chose to use the mission statement of the university as an expression of institutional purpose. The study of mission statements as foundational documents that articulate institutional goals and educational purposes has been well established, and many researchers find that mission
statements are useful when intentionally created and implemented with integrity across the system (Connell & Galasiński, 1998; Fairhurst et al., 1997; Moldof, 1993; Mullane, 2002; Taiwo et al., 2016). The institution I studied is accredited by the Northwest Commission on Colleges and Universities and to meet the first of its 2020 standards, the institution must demonstrate that its programs are consistent with its mission and culminates in identified student outcomes. The institution’s mission statement must “define its broad educational purposes and its commitment to student learning and achievement” (Northwest Commission on Colleges and Universities, 2021). Analyzing mission statements can tell us much about the values of an organization, and accrediting bodies and other stakeholders assess how well a university functions by considering how espoused mission statements relate to enacted educational practice (Gibbons et al., 2018; Hanna, 2001; Kezar & Kinzie, 2006; Meacham & Gaff, 2006; Stemler & Bebell, 1999; Stemler et al., 2011). When researchers find that institutions have strayed from their original missions, they often refer to this phenomenon as mission creep (Gonzales, 2012; Lowman, 2010).

**External Influences**

Institutional purpose is not only found in the close reading of a mission statement. Understanding the influence that stems from external educational theories is just as important as dissecting the internal influences of a new initiative. In my case, the university president refers to experiential learning theory and high impact practices as key influences on his plan to increase student engagement (Worthen, 2016). Therefore, it is important to understand these theories so that their influence can be traced throughout the purpose-to-practice continuum.

**Experiential Learning Theory**

John Dewey drew attention to the role that experience plays in education when he made the claim that “there is an intimate and necessary relation between the processes of actual
experience and education” (1938, p. 20). He drew a distinction between experience that was educative and others that could be mis-educative and called for both traditional and progressive educators to apply a carefully developed philosophy of experience. The ideal educational system would respect all sources of experience and offer a true learning situation that is historical, social, orderly, and dynamic (Dewey, 1938). Dewey clearly states that not all experience results in quality learning, and so the debate around how to determine the quality of something as ephemeral as a student’s experience has kept more ambitious attempts at experiential learning from becoming mainstream. Dewey’s dream of experiential education found new life in the work of David Kolb and his learning cycle, which draws on Kurt Lewin’s field theory. In the 1970’s, Kolb was concerned about the modern condition of educational apathy, fearing that in the overeager embrace of the rational, scientific, and technological, our concept of the learning process itself was distorted first by rationalism and later by behaviorism. We lost touch with our own experience as the source of personal learning and development and, in the process, lost that experiential centeredness. (1984, p. 2)

Kolb said that even as experienced-based education has become widely accepted, to the great benefit of non-traditional students in particular, “some critics see experiential learning as gimmicky and faddish, more concerned with technique and process than content and substance” (1984, p. 3). His experiential learning theory sought to offer a foundation based in the intellectual traditions of social psychology, philosophy, and cognitive psychology.

Kolb’s learning cycle begins with a concrete experience, followed by some type of reflective observation. Reflection is followed by abstract conceptualization of the experience, which then leads to active experimentation on the new knowledge (A. Y. Kolb & Kolb, 2005; D. Kolb, 1984). Over the decades, educational innovators have built on the work of Dewey and
Kolb to legitimize experiential learning, by focusing on how to establish quality. Recommendations include identifying, developing, and disseminating principles of good practice and assessing and documenting student gains (Gavillet, 2018; Kendall et al., 1986; Mezirow, 1991; Roberts, 2016; Yardley et al., 2012).

Not all researchers have found experiential education to be the antidote to many of education’s woes. April Wright and her fellow researchers (2018) raised concerns that many university faculty are not properly trained to guide students through formative experiences in what may be traumatic situations, such as serving in recovery efforts following a natural disaster. Feminist standpoint theory contends that experiential learning has emerged from a parochial educational system that supports the unequal balance of power between the teacher and the learner and recommends alternative approaches to reflection that can support the development of independent self-knowledge (Kuk & Holst, 2018). Other researchers are concerned that evidence of low participation among first generation and other underrepresented groups of students in experiential learning-based HIPs represents an equity gap. AAC&U scholars caution HIP program administrators to ward against selection bias that may create a system where internships and advantageous research assignments are predominantly accessed by privileged students with high social capital, thereby reinforcing the barriers to engagement for underprivileged groups (Finley, 2019; Finley & McNair, 2013; Jenkins, 2007; Kahu, 2013; Nunn, 2021).

**High Impact Practices**

My study looks at the purpose-to-practice continuum as it relates to the implementation of HIPs on a university campus. Highly promoted by the Association of American Colleges and Universities (AAC&U), under their Liberal Education and America’s Promise (LEAP) initiative,
HIPs are student-centric, experiential-based educational programs (Kuh et al., 2005; Kuh & O’Donnell, 2013; McClellan et al., 2020).

HIPs have gained traction in higher education due to their “repeated association with increases in retention rates and deeper learning” (Landy, 2015, p. 29). Researchers in higher education identified categories of co-curricular educative activities associated with college student gains. These include learning communities, service learning, diversity/global learning, student-faculty research, internships, field experiences, and senior culminating experiences (Kuh et al., 2017). To support the work of bringing HIPs to scale, educational researchers George Kuh and Ken O’Donnell worked with AAC&U to develop a rubric for examining program quality (2013).

Since HIPs were identified and called out as best practices for increasing student engagement, many educational researchers have studied their efficacy (Baker & Johnson, 2012; Finley, 2019; Johnson & Stage, 2018; Lanning & Brown, 2019; McKeown, 2009). Researchers note that institutions that seek to develop quality student engagement initiatives should build assessment into their program design and understanding of outcomes would be enhanced by clearer descriptions of program components (Brownell & Swaner, 2009).

Responding to the rising popularity of HIP programs on college campuses, AAC&U calls for greater quality assurance, noting that their rubric of key elements “forms a basis for evaluating whether something that is ‘called’ a HIP has the necessary quality dimensions that foster accomplishments in terms of persistence, graduation rates, and desired learning outcomes” (Kuh & O’Donnell, 2013, p. 7).

Researchers in favor of increasing student engagement, to retain students to and through graduation, see great promise in Kuh’s collaborative work on high impact practices (Brownell &
Swaner, 2009; Bunting, 2014; Jenkins, 2007; Lanning & Brown, 2019; Tinto & Pusser, 2006).


Some scholars are concerned that HIPs may be a passing fad favored by wealthy, exclusive institutions trying to attract and keep the most promising students. Pascarella reminds educational leaders that high quality colleges start with a distinct advantage in terms of attracting students with academic ability, educational aspirations, level and clarity of career ambition, and family financial resources, making them extremely likely to graduate. These precollege characteristics can account for much of the high levels of student persistence reported by these institutions, and he cautioned against attributing all student success to one type of intervention (Pascarella & Terenzini, 2005).

HIPs are growing in popularity among all institution types but there are still those who find HIPs have limited relationship to graduate rates at some institutions. In their quantitative study of 101 public institutions, there was no significant relationship found between HIPs that target first year students and graduate rates among highly or moderately selective institutions (Johnson & Stage, 2018). This recent study raises valid questions about the underlying assumption that HIPs lead to student engagement and retention, but they are not overly concerning considering the differences in our studies. Findings from a multi-institution
quantitative study of impact on students engaged in HIP during their first year at college are not widely generalizable to my qualitative study of one unit in a large, religiously sponsored, selective enrollment private institution that currently focuses primarily on upper division and graduate student participation.

While my study may be limited in scope and not as generalizable as the large quantitative studies in literature, it provides a unique window into my specific problem of practice in a local setting. My research also sets a foundation for a broader study that could follow a wider variety of HIP practices, mentoring faculty, and participating students in different colleges and majors across the institution. Based in literature on the practical applications of qualitative research, I believe my study is appropriate in scale, scope, and methodology.

**Research Methods**

Applied research such as evaluation studies in education are often more concerned with ‘why’ a phenomenon has influence in a certain setting, rather than describing ‘what’ it generally looks like across a large group of participants or study sites. Scholars in evaluation studies call for evaluations that begin with the adoption of standards, specifying the class of comparison, and deducing to what degree the standards are met (House, 1980). My study follows a similar systematic approach and uses a qualitative research methodology outlined in Appendix B. Through my review of the literature, I discovered a philosophical affinity with qualitative researchers who tend to view social worlds as holistic and complex, engage in systematic reflection, remain sensitive to their own biographies and social identities, and conduct systematic inquiries that move between deduction and induction (Marshall & Rossman, 2016).

Qualitative research explores how people interpret their experiences, construct their worlds, and what meaning they attribute to experience. Qualitative research questions are
focused on understanding ‘why’ and often use words as data. This methodology is most often used in education and social science fields and has its origin in the ethnographic studies of cultural anthropology (Bowen, 2015; Merriam & Tisdell, 2016). Researchers in the mid-20th century advocated for studies that take place in a real world setting naturally rather than the controlled setting of a laboratory (Guba, 1978). My study is naturalistic, as it considers real world experiences of managers, faculty, and students in an authentic higher educational setting.

There are many accepted methodologies that fall under the umbrella of qualitative research, each with their specialized approach related to the types of research questions that are asked. A qualitative case study searches for meaning and understanding, the researcher is the primary instrument of data collection and analysis, with an inductive investigative strategy that results in rich description (Merriam & Tisdell, 2016). Case studies are the preferred strategy when asking ‘how’ or ‘why’ questions within a real-life context that has clear boundaries and need not be limited to the exploratory phase of a study. Case studies as a research method can be traced back to the conduct of life histories and casework in social work. They consider many variables of interests, rely on multiple sources of evidence converged through triangulation, and benefit from the prior development of theoretical frameworks to guide data collection and analysis (Yin, 1994).

Yin details the benefits of a revelatory case as a single case when the researcher has access to a bounded situation that can give the researcher access to unique understanding. When attention is given to units with embedded subunits, analysis of data from individual projects or process units within the program can result in deep inquiry into how individual components are embedded and function within the whole (Yin, 1994). Deep understanding in case study research relies on direct observation within the environments of the case, probing by asking case
participants for explanations and interpretations, and analysis of written documents and natural sites occurring in the case environments (Woodside, 2010). I chose to conduct a single embedded case study design because my study seeks to examine the alignment within the subunits of a single, well-defined case with clear boundaries, as seen from a program manager’s perspective.

When a manager acts as both evaluator and decision maker, evaluations become complex and proceed more as a dialectical process between abstract principles and concrete examples than as a deduction purely from standards (House, 1980). This tension between roles can create the opportunity for implicit bias to enter the study, which can be acknowledged and minimized by the researcher through the triangulation of multiple sources of evidence (Yin, 1994). Establishing trustworthiness in data collection methods and resulting findings is a challenging part of qualitative research and there are many recommended approaches to overcome this challenge (Arnett, 2007; Bowen, 2015; Fereday & Muir-Cochrane, 2006; Marshall & Rossman, 2016; Merriam & Tisdell, 2016; Nowell et al., 2017; Yin, 1994). Qualitative researchers rely on credibility, dependability, confirmability, and transferability to maintain trustworthiness in their findings (Lincoln & Guba, 1985).

To study the alignment of institutional purpose to educational practice, I relied on themes present in historic documents and HIP literature. Following the recommendations of qualitative research experts, I used confirmatory document analysis, in which themes and codes are predetermined and derived from hypothesis or existing sources, to identify multiple coding schemas to guide the coding of textual data and interview transcripts that I collected throughout my study (Guest et al., 2013). Given Yin’s (1994) advice to use multiple sources of evidence, I drew my data from pre-project faculty proposals, post-project reports and interview data, and archived post-experience student reflections and member-checked my findings using a focus
group. Once the coding schemas were identified, I applied them using thematic content analysis to create a frequency score for the purposes of assessing the common experiences of persons or groups (Neuendorf, 2002). Appendix B contains additional detail on my study methodology.
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APPENDIX B

Extended Methods

I used a qualitative, embedded single case study methodology to answer the research questions guiding the study and to improve my daily practice as a mid-level manager in the college of education at my university. My research is focused on discovery, insight, and understanding from the perspectives of my research participants. Qualitative research suits my worldview, personality, and skills, which are grounded in sociocultural theory (Merriam & Tisdell, 2016). I chose to perform an embedded single-case study, to discover how purpose translates to practice in readily identifiable subunits that exist within one unit of the larger High Impact Practice (HIP) university initiative. An embedded design focuses the case study inquiry within the subunits while allowing overall system analysis (Yin, 1994). In this section, I will discuss the methodological approach and conceptual framework and detail my step-by-step study progression with associated artifacts related to data collection and analysis. Study limitations are discussed at the end of this section.

Methodological Approach

I used maximum variation purposeful sampling to select six HIP projects from one college to focus my data collection efforts (Merriam & Tisdell, 2016). My study used a document analysis approach that involved selecting and analyzing documents that contain information directly related to my research questions. The steps that I followed included (a) selecting document sampling units, (b) identifying coding units, and (c) developing coding attributes from historic institutional documents and literature on evaluating HIPs appropriate for confirmative analysis (Guest et al., 2013). After creating a text matrix divided into five sections, I coded the data set against the mission statement (Mission, 1995), HIP key elements (Kuh &
O’Donnell, 2013), and administrative directives, noticing patterns that emerged in the frequency and distribution of the themes. To locate any emergent themes that were not predetermined, I created a word cloud from the entire narrative data set and compared high frequency words with the coding schemas (Saldaña, 2016). After analyzing and triangulating the various patterns in the data, I developed findings, implications, and insights and identified key passages of text to honor authentic voices describing their experiences as practitioners and participants in the HIP program I studied.

**Conceptual Framework**

I designed several iterations of my study framework, to illustrate how embedded units aligned from institutional purpose to educational practice across transformational fields. The arrows between units represent managerial *boundary spanners* with roles in implementing the intervention (Figure B1). Boundary spanning is defined as the creation of linkages that integrate and coordinate across organizational boundaries, and boundary spanners are the people who establish and maintain organizational linkages (Beechler et al., 2004). University presidents, unit leaders, program managers, and faculty all have a boundary spanning role to communicate purpose from one unit to the next along the continuum (Peach et al., 2011; Prysor & Henley, 2018).
Unit leaders, such as college deans, may be tasked to implement new initiatives based solely on their understanding of the overarching purpose and aspirational outcomes outlined by the university president. In my continuum, administrative directives represent operationalization, where the institutional vision for change is translated by managers into practical guidance and operational mechanisms that support faculty project design and implementation (Lorinkova et al., 2013; Yukl & Uppal, 2017). The flow of purpose to practice is seen as the mission and HIP elements are translated via boundary spanners into administrative directives, HIP project design, implementation, and influence on students that is expressed as faculty observed outcomes and student statements of impact. In my study framework shown as Figure B2, I represent the flow of institutional purpose as informed by internal and external influences across the continuum into educational practice. Strategic alignment is determined by the extent to which language related to purpose is found in the subsequent units.
For each unit and subunit, I identified available sources of data and methods of the qualitative embedded, single-case study, as illustrated in Table B1.
### Table B1

**HIP Study Data by Method of Analysis**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Data Sources</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Case: 1. HIP Initiative</td>
<td>Historical writings and speeches; university mission statement and associated documents; HIP program web documents; Past president interview</td>
<td>Use document analysis to develop in vivo coding schema from the university mission statement and HIP key elements (Guest et al., 2013).</td>
</tr>
<tr>
<td>Subunit level 1.A Administrative directives at the college level</td>
<td>Implementation documents, records, and recollections of implementation</td>
<td>Thematic coding, interpretive inquiry, researcher as instrument, cognitive mapping (Merriam &amp; Tisdell, 2016), retrospective analysis (Cox &amp; Hassard, 2007).</td>
</tr>
<tr>
<td>Subunit level 1.A.a HIP Projects</td>
<td>Proposals, Reports, Interviews, Focus Group</td>
<td>Narrative inquiry, researcher as instrument (Yin, 1994), code mapping (Saldaña, 2016), interpretive analysis (Neuendorf, 2002), and retrospective analysis (Cox &amp; Hassard, 2007).</td>
</tr>
</tbody>
</table>

Following the identification of data sources and the appropriate methodology, I broke the data sources down by units, actors, and roles each artifact played in the translation of purpose to practice in the case, as show in Table B2.
The activities of clearly identifying the prime unit and embedded subunits along with their actors and elements was a critical preliminary step in conceptualizing the purpose-to-practice continuum, which I believe to be a novel and accessible approach to evaluating program alignment.

**Detailed Study Progression**

To guide the reader in comprehension and replication, I organized my study progression into 13 steps, divided into the primary research activities of gathering and analyzing data. Artifacts are included as related to each step, to illustrate the thought processes and tools that I used throughout my research.
Step 1: Examine literature around the inception of the educational initiative, noting internal (university) and external (educational theory) influences. In addition to examining historic documents and speeches and marketing materials around the new initiative, I was privileged to interview the past university president responsible for a significant elaboration of the institutional mission statement.

Step 2: Examine existing evidence around the nineteen 2018-2019 initiative projects in the college and gather a set of documents and student reflective statements for each project.

Step 3: Develop a selection criterion (type of HIP, number and quality of student reflections, and gender) and purposefully select a set of projects that reflect maximum variation and are gender inclusive. Recruit associated faculty to participate in the study so that the total case will represent a diversity of high impact practices employed, contain a representative amount of student reflections, and represent both male and female faculty mentors (Merriam & Tisdell, 2016). Seven projects met the selection criteria, and, of these seven, six faculty (three men and three women) agreed to participate in the study.

Step 4: Develop research questions and a slate of semi-structured interview questions and receive IRB approval. Due to the Covid-19 outbreak, my original study plan was amended to move from pre-post interviews of students engaged in a single HIP project to interviewing multiple faculty practitioners about their completed HIP projects. My interview protocol changed accordingly and was approved by my committee and IRB. See Appendix C for IRB original and amended approvals.

Step 5: Conduct semi-structured faculty interviews. Due to institutional policies limiting face to face interaction during the Covid-19 outbreak, all interviews were conducted via video conferencing in November 2020. I have included my interview questions which guided my
interviews with participating faculty that were conducted as semi-structured, open discussions between familiar colleagues.

**Interview Protocol**

Semi-structured questions for faculty interviews include the following:

1. How did you learn about the Inspiring Learning Initiative (ILI) and doing experiential learning?
2. What is your understanding of the intent of the ILI?
3. Why did you decide to design and lead an ILI project?
4. What do you understand about the MSE Guiding Attributes?
5. How did the MSE Guiding Attributes factor into your experience design?
6. What did you hope your students would learn?
7. What learning did you observe during the experience? Can you tell me about any significant learning experiences your students had?
8. What surprised you about the experience? Why?
9. What might you have done differently if you were to do this project again?
10. What competencies do you think your students gained through their experience? Can you tell me about how they learned these competencies?
11. What examples of these competencies did you see during or after the experience?
12. How did your students reflect on their experience? What kind of formal or informal reflection opportunities and means did your students have?
13. How did you guide your students during their experience? Did all of your students require the same amount of guidance? Why or why not?
14. Reflecting back to your understanding of the intent of the ILI, how did your experience align with that intent? Do you feel like students who participated benefited over students who did not? Describe the difference.

15. How much impact did the design process have on how you delivered the experience?

16. How has adding co-curricular activities to classwork impacted your students?

17. What other resources or assistance would be helpful in your work to design and deliver student experiences?

**Analyze Data**

Step 6: Transcribe the interviews and create a de-identified data set for each project that includes the project proposal, project annual report, interview transcript, and associated student reflective statements. I used an alpha-numeric numbering system to de-identify all participants and removed identifying language (primarily names and locations) from the edited version used for the next step.

Step 7: Create a database matrix for each project (Guest et al., 2013), sorting segments of the data set narratives into five categories that mirror the design and implementation progression of the projects: Purpose/intent, activities, outcomes, student statements of current impact, and student statements of future impact. An excerpt from the database matrix is shown in Figure B3.
Step 8: Develop a coding schema grounded in the institutional expression of purpose (the institutional mission statement) to facilitate coding the assembled narrative segments across multiple categories of purpose (House, 1980; Stemler & Bebell, 1999; Stemler et al., 2011). My coding schema structure was informed by academic standards and curriculum mapping (Finney & Horst, 2019; Plaza et al., 2007; Uchiyama & Radin, 2009) and best practices in confirmatory document analysis (Guest et al., 2013). It was constructed in standard outline format (I.1.a) using primarily, secondary, and tertiary “nested” topics extracted from the original and expanded

### HIP Study Data - Thematic Analysis

<table>
<thead>
<tr>
<th>Data set N=45</th>
<th>Document</th>
<th>Quotations - Purpose - Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Faculty Annual Report</td>
<td>The purpose of this project is to allow pre-interns (students beginning their internship in Fall 2019) to create curriculum and study content that will be used during their internship year.</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Annual Report</td>
<td>Mentoring will occur through liaisons, CFA’s, faculty</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Annual Report</td>
<td>Working to create materials, content, and curriculum for one’s own upcoming class is intentionally impactful as it is directly related to applying all the students have learned during their university studies in a “real-world” setting.</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Specific units will be outlined and lessons planned for intern teaching assignment</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Some instruction/discussion will be included to heighten student awareness of why the work they engaged in must be meaningful and personally inspiring, both to them and to their future students.</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Working in this environment with other pre-interns will be one of limited opportunities going forward in which teachings of the gospel can be explicitly discussed. Focusing on their students as “the one” and working to develop materials and curriculum that emulate the Master Teacher brings a gospel-centered element to this experience. It becomes student-centered for both the pre-interns participating and for their future students.</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Students will have additional guidance and opportunities to collaborate in preparation for their first year as the teacher of record, which will enhance their academic learning and ultimately that of the children in their classes.</td>
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<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>This work is an authentic application of what they have learned in their campus classes in preparation for working with children in their class.</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Interview</td>
<td>Now, they know like reality is staring them in the face. And by being able to prepare them better, I know that their students in the classroom are going to get a better experience.</td>
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<tr>
<td>D1</td>
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<td>It’s inspiring learning just to be an intern in like in the McKay school, it’s more of but that’s just part of what we do. (D1.I.12)</td>
</tr>
</tbody>
</table>
mission statement. Figure B4 illustrates how I used the original language from the university mission statement to develop a coding schema for confirmatory analysis and includes three full coding schemas (mission statement, HIP key elements, and college attributes) used in confirmatory data coding and analysis to increase trustworthiness through triangulation.

Figure B4

Illustration of Coding Schema Development Process and Coding Schemas 1, 2, & 3


Primary Theme: Spiritually Strengthening (SS)

SS 1. Teach with the Spirit
SS 2. Be mastered by discipleship to the Savior
   SS 2.A Bring strength to others
      SS 2.A.a Home and family life
      SS 2.A.b Social relationships
      SS 2.A.c Civic duty
      SS 2.A.d Service to mankind

SS 3. All students should be taught the truths of the gospel
   SS 3.A Spiritual gifts
   SS 3.B Community of believers
      SS 3.C Faith enlarges minds with knowledge
      SS 3.D Frame questions in prayerful, faithful ways that lead to answers
      SS 3.E Articulate their commitments to Christ and the church honestly and thoughtfully
SS 3. All students should be taught the truths of the gospel
   SS 3.A  Spiritual gifts
   SS 3.B  Community of believers
   SS 3.C  Faith enlarges minds with knowledge
   SS 3.D  Frame questions in prayerful, faithful ways that lead to answers
   SS 3.E  Articulate their commitments to Christ and the church honestly and thoughtfully

Primary Theme: Intellectually Enlarging (IE)

IE 1  Skills: Acquire basic tools needed to learn – strong general education
   IE 1.A  Sound thinking (think soundly and clearly)
       IE 1.A.a  Understand and solve theoretical and practical problems
       IE 1.A.b  Logical reasoning
       IE 1.A.c  Critical analysis
       IE 1.A.d  Moral discrimination
       IE 1.A.e  Creative imagination
       IE 1.A.f  Independent thought
   IE 1.B  Communicate effectively
       IE 1.B.a  Language abilities to listen, speak, read, write well
       IE 1.B.b  Communicate with a wide range of audiences in general subjects and an area of expertise
   IE 1.C  Quantitative reasoning
       IE 1.C.a  Numerical abilities to understand and explain the world in quantitative terms.
       IE 1.C.b  Evaluate arguments relying on quantitative information and approaches
       IE 1.C.c  Understanding important cross-cultural ideas
       IE 1.C.d  Establish clear standards of integrity

IE 2  Breadth: Educated in broad areas of human knowledge
   IE 2.A  Religion
   IE 2.B  Historical perspectives
   IE 2.C  Science
   IE 2.D  Arts and Letters
   IE 2.E  Global Awareness

IE 3  Depth: develop competence in at least one area of concentration
   IE 3.A  Chief result is competence in discipline specific content and skills
       IE 3.A.a  Mathematical reasoning
       IE 3.A.b  Statistical analysis
       IE 3.A.c  Computer literacy
       IE 3.A.d  Foreign language fluency
       IE 3.A.e  Laboratory techniques
       IE 3.A.f  Library research
       IE 3.A.g  Teaching methods
   IE 3.B  Prepare students to enter the world of work or pursue further study
   IE 3.C  Often requires activities that help upperclassmen culminate their studies
       IE 3.C.a  Capstones
Primary Theme: Character Building (CB)

CB 1  Strong moral character
   CB 1.A  Reinforce moral virtues
      CB 1.A.a  Integrity
      CB 1.A.b  Reverence
      CB 1.A.c  Modesty
      CB 1.A.d  Self-control
      CB 1.A.e  Courage
      CB 1.A.f  Compassion
      CB 1.A.g  Industry (willingness to work)
CB 2  Partakers of divine nature
CB 3  Long term application of gospel principles in their lives
   CB 3.A  Fruits of a well-disciplined life (fruits of the Spirit)
      CB 3.A.a  Charity
      CB 3.A.b  Christlike love for others
      CB 3.A.c  Come unto Christ through faith, repentance, righteous living
   CB 3.B  Intellectual integrity of fine academic discipline joined with spiritual integrity of personal righteousness
      CB 3.B.a  Honest reporting
      CB 3.B.b  Academic integrity
      CB 3.B.c  Sportsmanship
      CB 3.B.d  Careful use of university funds
      CB 3.B.e  Treating others with dignity and fairness
      CB 3.B.f  Acceptance of commitments

Primary Theme: Lifelong Learning and Service (LLS)

LLS 1  Continual learning
   LLS 1.A  Keep alive curiosity
   LLS 1.B  Careful readers
   LLS 1.C  Prayerful thinkers
   LLS 1.D  Active participants in problem solving
   LLS 1.E  Habit of constant learning
LLS 2  Service
   LLS 2.A  Use talents to build the kingdom
   LLS 2.B  Desire to use knowledge and skills to bless families, communities, Church, and larger society
   LLS 2.C  Allegiance to higher values, principles, and human commitments above self-interest
   LLS 2.D  Service ethic in every aspect of university experience

1. Performance expectations set at appropriately high levels
2. Significant investment of time and effort by students over an extended period of time
3. Interactions with faculty and peers about substantive matters
4. Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence


Faculty were asked to propose HIP student mentoring projects that incorporated the following attributes:

Intentional
Novel
Student-centered
Personal
Impactful
Relational
Instructive
Nurturing
Gospel-centered/engaging

Step 9: Code the narrative segments against each coding schema using simultaneous coding (Saldaña, 2016) to indicate the presence of one or more aspects of institutional purpose in
the segment. Multiple schemas and data from multiple sources increase trustworthiness of the findings (Bans-Akutey & Tiimub, 2021; Bowen, 2009; Saldaña, 2016).

1. Code the narrative segments against the university mission statement to observe the concentration of primary themes and subthemes throughout the narrative. (Figures B5 and B6 and Table B3)

2. Code the narrative segments against the AAC&U HIP Key elements to observe the concentration of these elements in the perceptions of the faculty and students across the six projects. (Figure B7)

3. Code the narrative segments against the School of Education Attributes to observe how college directives are found throughout the different project phases. (Figure B8)

4. Use a computer-generated word cloud to identify language most frequently used in student reflective statements and isolate any language not tied to the university mission or HIP key elements. (Figure B9)
### Thematic Analysis of Study Data

#### HIP Study Data - Thematic Analysis

<table>
<thead>
<tr>
<th>Data set</th>
<th>Document</th>
<th>Quotations - Purpose - Intent</th>
<th>IE</th>
<th>SS</th>
<th>CB</th>
<th>LLS</th>
<th>coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Faculty Annual Report</td>
<td>The purpose of this project is to allow pre-interns (students beginning their internship in Fall 2019) to create curriculum and study content that will be used during their internship year.</td>
<td>IE 3.A,g; 3.C,d</td>
<td>N/A</td>
<td>CB 1.A,g; 3.A,f; 1.B,E</td>
<td>LL 2.B; 2.D</td>
<td>7</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Annual Report</td>
<td>Mentoring will occur through liaisons, CFA’s, faculty</td>
<td>IE 1.A,g; 3.C,d</td>
<td>SS 1</td>
<td>N/A</td>
<td>LL 2.D</td>
<td>4</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Annual Report</td>
<td>Working to create materials, content, and curriculum for one’s own upcoming class is intentionally impactful as it is directly related to applying all the students have learned during their university studies in a “real-world” setting.</td>
<td>IE 1.A,f; 1.B; 3.B</td>
<td>N/A</td>
<td>CB 1.A,g</td>
<td>LL 2.B</td>
<td>6</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Specific units will be outlined and lessons planned for intern teaching assignment</td>
<td>IE 1.A,a; 1.A,f, 1.B,a; 3.C,d</td>
<td>N/A</td>
<td>CB 1.A,g</td>
<td>LL 1.D</td>
<td>6</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Some instruction/discussion will be included to heighten student awareness of why the work they engaged in must be meaningful and personally inspiring, both to them and to their future students.</td>
<td>IE 3.B, 3.C,d</td>
<td>SS 2.A,d</td>
<td>CB 3.A,b,</td>
<td>LL 2.A,B;</td>
<td>5</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Working in this environment with other pre-interns will be one of limited opportunities going forward in which teachings of the gospel can be explicitly discussed. Focusing on their students as “the one” and working to develop materials and curriculum that emulate the Master Teacher brings a gospel-centered element to this experience. It becomes student-centered for both the pre-interns participating and for their future students.</td>
<td>IE 1.A,a, 3, 3.A,g</td>
<td>SS 1, 2; 3.B</td>
<td>CB 2</td>
<td>LL 2.D</td>
<td>8</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>Students will have additional guidance and opportunities to collaborate in preparation for their first year as the teacher of record, which will enhance their academic learning and ultimately that of the children in their classes.</td>
<td>IE 1.B,b; 3.A,g; 3.C,d; 3.B</td>
<td>SS 2.A,d</td>
<td>CB 3.B,e</td>
<td>LL 2.B</td>
<td>7</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty ELG Proposal</td>
<td>This work is an authentic application of what they have learned in their campus classes in preparation for working with children in their class.</td>
<td>IE 1.A, 3.B</td>
<td>SS</td>
<td>CB 3.B.a</td>
<td>LL 1.D, 2.B</td>
<td>5</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Interview</td>
<td>Now, they know like reality is staring them in the face. And by being able to prepare them better, I know that their students in the classroom are going to get a better experience.</td>
<td>IE 3.A,g, 3.B</td>
<td>SS 2.A,d</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Interview</td>
<td>It’s inspiring learning just to be an intern in like in the McKay school, it’s more of but that’s just part of what we do. (D1.I.12)</td>
<td>IE 3.C,d</td>
<td>SS 1</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>D1</td>
<td>Faculty Interview</td>
<td>So if we can pull you together, we can provide this structure, we can provide resources and pay you for your time, then it gets done. You know, just like professional development for teachers, right, as much as we would like to think that they will spend a week after school ends to study, whatever new program, it’s not going to happen. (D1.I.10)</td>
<td>IE 3.A,g, 3.B</td>
<td>N/A</td>
<td>CB 3.B,d; 3.B,f</td>
<td>N/A</td>
<td>4</td>
</tr>
</tbody>
</table>
After completing the coding and tabulation of coverage based on frequency, I isolated the top themes and observed the patterns of dominance that emerged. Each primary theme is listed separately with associated dominant themes as shown in Table B3.
### Table B3

**Concentration of Primary/Dominant Mission Themes Across the Data Set**

#### Dominant Themes of Intellectually Enlarging (IE) Aim

<table>
<thead>
<tr>
<th>Coding Schema</th>
<th>Dominant Themes</th>
<th>% of IE entries</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>IE.1</td>
<td>Skills: Acquire basic tools needed to learn - Strong General Education</td>
<td>41</td>
<td>133/322</td>
</tr>
<tr>
<td>IE.1.A</td>
<td>Sound Thinking (Think Soundly and Clearly)</td>
<td>21</td>
<td>68/322</td>
</tr>
<tr>
<td>IE.1.B</td>
<td>Communicate Effectively</td>
<td>21</td>
<td>68/322</td>
</tr>
<tr>
<td>IE.3</td>
<td>Depth - develop competence in at least one area of concentration</td>
<td>93</td>
<td>298/322</td>
</tr>
<tr>
<td>IE.3.A</td>
<td>Chief result is competence in discipline specific content and skills</td>
<td>51</td>
<td>163/322</td>
</tr>
<tr>
<td>IE.3.A.g</td>
<td>Teaching methods</td>
<td>35</td>
<td>112/322</td>
</tr>
<tr>
<td>IE.3.B</td>
<td>Prepare student to enter the world of work or to pursue further study.</td>
<td>47</td>
<td>151/322</td>
</tr>
</tbody>
</table>

#### Dominant Themes of the Spiritually Strengthening (SS) Aim

<table>
<thead>
<tr>
<th>Code Schema</th>
<th>Dominant Themes</th>
<th>% of SS entries</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.1</td>
<td>Teach with the spirit</td>
<td>32</td>
<td>28/87</td>
</tr>
<tr>
<td>SS.2</td>
<td>Be mastered by discipleship to the Savior</td>
<td>43</td>
<td>37/87</td>
</tr>
<tr>
<td>SS.2.A</td>
<td>Bring strength to others</td>
<td>40</td>
<td>35/87</td>
</tr>
<tr>
<td>SS.2.A.d</td>
<td>Service to mankind</td>
<td>36</td>
<td>31/87</td>
</tr>
<tr>
<td>SS.3</td>
<td>All students should be taught the truths of the gospel</td>
<td>43</td>
<td>37/87</td>
</tr>
</tbody>
</table>

#### Dominant Themes of the Character Building (CB) Aim

<table>
<thead>
<tr>
<th>Coding Schema</th>
<th>Dominant Themes</th>
<th>% of CB entries</th>
<th>Frequency Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB.1</td>
<td>Strong Moral Character</td>
<td>38</td>
<td>75/197</td>
</tr>
<tr>
<td>CB.1.A</td>
<td>Reinforce moral virtues</td>
<td>37</td>
<td>72/197</td>
</tr>
<tr>
<td>CB.3</td>
<td>Long term application of gospel principles in their lives</td>
<td>72</td>
<td>141/197</td>
</tr>
<tr>
<td>CB.3.A</td>
<td>Fruits of a well-disciplined life - fruits of the Spirit</td>
<td>15</td>
<td>29/197</td>
</tr>
<tr>
<td>CB.3.B</td>
<td>Intellectual integrity of academic discipline joined with spiritual integrity of personal righteousness</td>
<td>59</td>
<td>116/197</td>
</tr>
</tbody>
</table>

#### Dominant Themes of the Lifelong Learning and Service (LLS) Aim

<table>
<thead>
<tr>
<th>Coding Schema</th>
<th>Dominant Themes</th>
<th>% of LLS entries</th>
<th>Frequency Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLS.1</td>
<td>Continual learning</td>
<td>67</td>
<td>160/239</td>
</tr>
<tr>
<td>LLS.1.D</td>
<td>Active participants in problem solving</td>
<td>18</td>
<td>43/239</td>
</tr>
<tr>
<td>LLS.1.E</td>
<td>Habit of constant learning</td>
<td>31</td>
<td>75/239</td>
</tr>
<tr>
<td>LLS.2</td>
<td>Service</td>
<td>34</td>
<td>81/239</td>
</tr>
<tr>
<td>LLS.2.B</td>
<td>Desire to use knowledge and skills to bless families, communities, Church, and larger society.</td>
<td>30</td>
<td>71/239</td>
</tr>
</tbody>
</table>
Figure B7

Example of HIP Key Elements Coding

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty Annual Report</td>
<td>1. Performance expectations</td>
<td>2. Significant investment of time and effort</td>
<td>3. Interaction s with faculty and peers</td>
<td>4. Experiences with diversity</td>
<td>5. Frequent, timely, and constructive feedback</td>
<td>6. Periodic, structured opportunities to reflect and integrate learning</td>
<td>7. Real World Applications</td>
<td>8. Public demonstration of competence</td>
<td>9. The purpose of this project is to allow pre-interns (students beginning their internship in Fall 2019) to create curriculum and study content that will be used during their mentoring. Will occur through liaisons, CPAs, faculty.</td>
</tr>
<tr>
<td>2</td>
<td>Faculty Annual Report</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Some instruction/discussion will be included to heighten student awareness of why the work they engaged in must be meaningful and personally inspiring, both to them and to their future students.</td>
</tr>
<tr>
<td>3</td>
<td>Faculty Annual Report</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Working in this environment with other pre-interns will be one of limited opportunities going forward in which teachings of the gospel can be explicitly discussed. Focusing on their students as &quot;the one&quot; and working to develop materials and curriculum that stimulate the Master Teacher brings a gospel-centered element to this experience. It becomes student-centered for both the pre-interns participating and for their future students.</td>
</tr>
<tr>
<td>4</td>
<td>Faculty EGP Proposal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students will have additional guidance and opportunities to collaborate in preparation for their first year as the teacher of record, which will enhance their academic learning and ultimately that of the children in their class.</td>
</tr>
<tr>
<td>5</td>
<td>Faculty EGP Proposal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This work is an authentic application of what they have learned in their campus classes in preparation for working with children in their class.</td>
</tr>
<tr>
<td>6</td>
<td>Faculty EGP Proposal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Now, they know like reality is staring them in the face. And by being able to prepare them better, I know that their students in the classroom are going to get a better</td>
</tr>
<tr>
<td>7</td>
<td>Faculty EGP Proposal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>It's inspiring learning just to be an intern in like in the McKay school, it's more of but that's just part of what we do. (D1:11:12)</td>
</tr>
<tr>
<td>8</td>
<td>Faculty EGP Proposal</td>
<td>1</td>
<td></td>
<td></td>
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<td>9</td>
<td>Faculty Interview</td>
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<td>10</td>
<td>Faculty Interview</td>
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<td>11</td>
<td>Faculty Interview</td>
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1. Performance expectations
2. Significant investment of time and effort
3. Interaction s with faculty and peers
4. Experiences with diversity
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Real World Applications
8. Public demonstration of competence
### Figure B8

**Example of Program Attributes Coding**

<table>
<thead>
<tr>
<th>Narrative Statements</th>
<th>Project Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of this project is to allow pre-interns (students beginning their internship in Fall 2019) to create curriculum and study content that will be used during their internship year.</td>
<td>Impactful, Engaging, Intentional, Instructive</td>
</tr>
<tr>
<td>Mentoring will occur through liaisons, CFA’s, faculty</td>
<td>student centered, Nurturing, Relational</td>
</tr>
<tr>
<td>Working to create materials, content, and curriculum for one’s own upcoming class is intentionally impactful as it is directly related to applying all the students have learned during their university studies in a “real-world” setting.</td>
<td>Impactful, Relational, Intentional, Instructive</td>
</tr>
<tr>
<td>Specific units will be outlined and lessons planned for intern teaching assignment</td>
<td>student centered, personal, Instructive</td>
</tr>
<tr>
<td>Some instruction/discussion will be included to heighten student awareness of why the work they engaged in must be meaningful and personally inspiring, both to them and to their future students.</td>
<td>reflective, Instructive, Intentional</td>
</tr>
<tr>
<td>Working in this environment with other pre-interns will be one of limited opportunities going forward in which teachings of the gospel can be explicitly discussed focusing on their students as “the one” and working to develop materials and curriculum that emulate the Master Teacher brings a gospel-centered element to this experience it becomes student-centered for both the pre-interns participating and for their future students.</td>
<td>student centered, Nurturing, gospel centered, Instructive</td>
</tr>
<tr>
<td>Students will have additional guidance and opportunities to collaborate in preparation for their first year as the teacher of record, which will enhance their academic learning and ultimately that of the children in their classes.</td>
<td>personal, student centered, Intentional, Instructive</td>
</tr>
<tr>
<td>This work is an authentic application of what they have learned in their campus classes in preparation for working with children in their class.</td>
<td>Relational</td>
</tr>
<tr>
<td>Now, they know like reality is staring them in the face. And by being able to prepare them better, I know that their students in the classroom are going to get a better experience.</td>
<td>Impactful, Instructive, Intentional</td>
</tr>
<tr>
<td>It's inspiring learning just to be an intern in like in the McKay school, it's more of but that's just part of what we do. (D1.1.12)</td>
<td>Impactful, Personal, Intentional</td>
</tr>
<tr>
<td>So if we can pull them together, we can provide this structure, we can provide resources and pay you for your time, then it gets done. You know, just like professional development for teachers, right, as much as we would like to think that they will spend a week after school ends to study, whatever new program, it's not going to happen. (D1.1.10)</td>
<td>Novel, Impactful, Intentional, Instructive</td>
</tr>
<tr>
<td>Come to the training, let us pay you let us teach you let us support you. So I think it also just, you know, nicely follows the professional model in education. (D1.1.10)</td>
<td>student centered, Nurturing</td>
</tr>
<tr>
<td>This proposal provides funding for up to 18 graduate students in School Psychology and Communication Disorders at BYU to participate in an invited official training for the administration, scoring, and interpretation of the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), which is the gold standard in-person autism assessment measure.</td>
<td>Novel, Impactful, Student-centered</td>
</tr>
<tr>
<td>ADOS-2 training will enhance the academic programs of students by providing them with certified training in the ADOS to</td>
<td></td>
</tr>
</tbody>
</table>
Step 10: Map the college directives as delivered across the unit boundaries. Observe how the proposal template, report template, and interview questions prompt and influence faculty to frame their responses to the college directives and note where these directives intersect with the HIP key elements. Mapping was completed using a virtual organizational tool that allowed me to sort confirmatory themes and project manager level directive language by unit level attributes. By observing the concentration of items under each attribute, I was able to visualize where there was strong and weak thematic inclusion in all college directives, including my data collection instruments, which I believe factored into the strong and weak concentration of certain themes throughout the data set (Figure B10).
Figure B10

Mapping the College Directives

Step 11: Observe the distribution and pattern of primary, secondary, and tertiary themes that arise from coding the narrative segments and draw conclusions based on the levels of presence and concentration of these themes in the different focal areas of the narrative set.

Develop findings that reflect the levels of thematic concentration observed in the narrative set and the mapping exercise.

Step 12: Convene a focus group of participating faculty to member check findings. The focus group was an essential step in trustworthiness of the data and pointed me toward the
importance of the emergent themes not included in the language I used to define institutional purpose. The word cloud created from narrative data (Figure B9) helped the focus group visualize and respond to the emergent themes.

Step 13: Visualize the concentration levels of primary themes from external influences and internal influences across the continuum (Figures B11 and B12). These figures are representative of the hierarchy of lower to higher theme concentration and do not represent the precise levels of thematic concentration in each subunit. Additional research will be required to determine the precise levels and locations of thematic concentration across the continuum.

Consider the value and limitations of theme distribution as an indicator of alignment.

**Figure B11**

*Concentration of Primary Themes From External Influences on Purpose*
Step 14: Consider the story of educational practice that emerged from the narrative data as it compares to institutional purpose. Note key passages in the data that provide examples of alignment and consider preliminary student demographic data for performance gaps. Reflect on what I have learned about my practice as boundary spanner and consider possible causes for variation in the distribution data.

Step 15: Develop findings and recommendations for program improvement.

**Study Limitations**

I acknowledge the following study limitations and detail the mitigation efforts I used or plan to use in future research.

1. Population diversity. My study is limited by a lack of diversity in the population studied. Access to participants was limited to the faculty and student population of the case. Therefore, 90% were white, non-Hispanic members of the Church of Jesus Christ of Latter-day Saints, the denomination that sponsors the university. Due to the
Covid-19 campus closure from March 2020 to April 2021, student reflections were drawn from an archived reflective survey of participating students who are 86% female, consistent with the high level of female enrollment in the school of education, reported as 95% in 2020 (college infographic).

2. Non-response bias. Not all students who participated in HIP projects completed the reflective survey, resulting in the potential for non-response bias. Future research will seek to capture the voices of participating and non-participating students through more inclusive methods of observation and interviews.

3. Time lapse and social desirability bias. Approximately one to two years had lapsed between HIP project design and delivery and the faculty interviews. This time lapse may have caused participants to have lapses in memory or be unable to accurately identify perceptions. Future research should capture student outcomes and faculty and student reflective insights more quickly through observation and reflective instruments administered during and immediately following their experiential learning.

4. Confirmatory analysis as a methodological approach. This approach worked well in the early stages of my study as I organized my data, developed coding schemas from historic documents, and focused my initial coding and analysis efforts. However, I found that using confirmatory themes and tabulating the frequency that these themes appeared in the data produced descriptive findings for standards-based evaluation but could not answer why there was significant variation in how themes presented in the data. I turned to exploratory analysis (Guest et al., 2013) to gain new understanding
as I reflected on what the narrative revealed about the broader purpose to practice alignment of my case.
References


https://doi.org/10.1002/9781405166355.ch7


https://doi.org/10.1177/1350508407078049


https://doi.org/https://doi.org/10.4135/9781506374680


Academy of Management Journal, 56(2), 573–596.

https://doi.org/https://doi.org/10.5465/amj.2011.0132


APPENDIX C

Institutional Review Board (IRB) Approval and Consent Form

Original IRB Approval

My original IRB was submitted in January 2020 and gained approval on February 5, 2020.

Memorandum

To: Michael Owens  
Department: BYU - EDUC - Educational Leadership & Foundations  
From: Sandee Aina, MPA, HRPP Manager  
Wayne Larsen, MAcc, IRB  
Administrator Bob Ridge, PhD, IRB  
Chair  
Date: February 05, 2020  
IRB#: IRB2020-030  
Title: The Impact of Experiential Learning (EL): A single case study to consider how the impact to McKay School of Education (MSE) students participating in EL projects aligns with BYU's Inspiring Learning Initiative (ILI)

Brigham Young University's IRB has approved the research study referenced in the subject heading as exempt level, categories 1 and 2.

This category does not require an annual continuing review. Each year near the anniversary of the approval date, you will receive an email reminding you of your obligations as a researcher and to check on the status of the study. You will receive this email each year until you close the study.

The study is approved as of 02/05/2020. Please reference your assigned IRB identification number in any correspondence with the IRB.

Continued approval is conditional upon your compliance with the following requirements:

1. A copy of the approved informed consent statement can be found in iRIS. No other consent statement should be used. Each research subject must be provided with a copy or a way to access the consent statement.
2. Any modifications to the approved protocol must be submitted, reviewed, and approved by the IRB before modifications are incorporated in the study.
3. All recruiting tools must be submitted and approved by the IRB prior to use.
4. Instructions to access approved documents, submit modifications, report adverse events, can be found on the IRB website, iRIS guide: http://orca.byu.edu/irb/iRIS/story_html5.html
5. All non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the PI. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and/or informed consent processes. Such modifications require the review and approval of the IRB. Please refer to the IRB website for more information.
Need for Amendment: Due to the COVID-19 pandemic, the proposed study sites at University of Pittsburgh and historic sites in Kirtland, Ohio were shut down in March 2020 just prior to the student experience data collection trip. As a result of the extended nature of the campus closures and my inability to access students participating in active projects, I amended my study in September 2020. The study moved from an ethnographic study of one active HIP project with student interviews and in-situ observations to a retrospective study of a set of completed HIP projects. Under the guidance of my dissertation chair and the approval of my committee, I changed my participants to faculty and submitted a new interview protocol for IRB approval. The amended IRB was approved on Sept. 18, 2020.

Amended IRB Approval

Memorandum

To: Michael Owens, Ph.D.
Department: BYU - EDUC - Educational Leadership & Foundations
From: Sandee Aina, MPA, HRPP Manager
Wayne Larsen, MAcc, IRB Administrator
Bob Ridge, PhD, IRB Chair
Date: September 18, 2020
IRB#: E2020-030
Title: The Impact of Experiential Learning (EL): A single case study to consider how the impact to McKay School of Education (MSE) students participating in EL projects aligns with BYU’s Inspiring Learning Initiative (ILI)

Brigham Young University’s IRB has reviewed the amendment to add a faculty group and interview guide. The IRB determined that the amendment does not increase risks to the research subject and the aims of the study remain as originally approved. The amendment has been approved. The revised consent statement and recruiting script have been approved and stamped for your files.

The approval of this protocol expires on 02/04/2021. All conditions for continued approval period remain in effect. Any modifications to the approved protocol must be submitted, reviewed and approved by the IRB before modifications are incorporated in the study.
Approved Participant Consent Form

Title of the Research Study: Aligning Practice with Purpose: Examining the BYU Inspiring Learning Initiative
Principal Investigator: Michael Owens, EDLF, Doctoral Committee Chair for Jaynie C. Mitchell, EDLF EdD Doctoral Candidate.
IRB ID#: E2020-030

Introduction
This research study is being conducted by Jaynie C. Mitchell at Brigham Young University to determine whether the practice of providing student experiences in the McKay School of Education aligns with the vision and purpose of the BYU Inspiring Learning Initiative. You were invited to participate because you have designed and led an ILI sponsored student experience between 2017 and 2019.

Procedures
If you agree to participate in this research study, the following will occur:

- Your ELG proposal and corresponding grant report will be examined using narrative inquiry for emergent themes.
- You will be interviewed for approximately thirty (30) minutes about your completed ILI project.
- The interview will be audio recorded to ensure accuracy in reporting your statements.
- The interview will take place in the researcher's office at a time convenient for you or it will take place at a time and location convenient for you or remotely via Zoom if face to face meetings are not advised.
- The researcher may contact you later to clarify your interview answers for approximately fifteen (15) minutes.
- Total time commitment will be sixty [60] minutes.
- In addition, you may be asked to participate in a focus group to review and provide input on study findings. If you choose to participate, an additional commitment time of sixty [60] minutes is anticipated.

Physical and Emotional Risks: The risks of this study are minimal. There are no foreseeable physical risks to you. You may feel some emotional discomfort thinking about or talking about personal information related to your participation in the ILI sponsored experience. These risks are similar to those you experience when discussing personal information with others. You are free to decline to answer any questions you do not want to and to end your involvement with the project at any time.

Risk of loss of privacy: Quotes from your interview, ILI proposal, and grant report may be selected for inclusion in a publication and pseudonyms will be used to protect the identity of participants. Interview and focus group transcripts, written documents, photographs and audio recordings will be kept on secure, password protected electronic devices for the required three years before being deleted and/or destroyed.
Confidentiality: Narrative data will be stored on a password protected computer without personal identifiers using an alpha-numeric code to link the interview transcripts and artifacts to individuals. Pseudonyms will be used when referencing individual faculty and students throughout the dissertation and, prior to publication, the text will be evaluated by the researcher and a reviewer to minimize the inclusion of details that could be used to identify specific participants.

Voluntary Participation: Involvement in this research project is voluntary. You may withdraw at any time without penalty or refuse to participate entirely. There will be no reference to your identity at any point in the research. All data will be securely kept on a password-protected hard drive, backed up with secure cloud-based data storage.

Data Sharing:
We will keep the information we collect about you during this research study for analysis. Your name and other information that can directly identify you will be stored securely and separately from the rest of the research information we collect from you.

De-identified data from this study may be shared with the research community, with journals in which study results are published, and with databases and data repositories used for research. We will remove or code any personal information that could directly identify you before the study data are shared. Despite these measures, we cannot guarantee anonymity of your personal data.

The results of this study could be shared in articles and presentations but will not include any information that identifies you unless you give permission for use of information that identifies you in articles and presentations.

Compensation: There is no payment or reimbursement for participating in this study.

Participation: Participating in this research study is voluntary. You may refuse to participate or withdraw at any time without affecting your employment or standing as faculty in the McKay School of Education.

Questions about the Research
If you have questions, concerns, or complaints, you can contact the Principal Investigator Dr. Michael Owens at michael_owens@byu.edu and Jaynie C. Mitchell, Doctoral Candidate at jaynie_mitchell@byu.edu.

Questions about Your Rights as Research Participants
If you have questions regarding your rights as a research participant contact Human Research Protections Manager by phone at (801) 422-1461; or by email: irb@byu.edu.

Statement of Consent
I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name (Printed): __________________________ Signature: __________________________ Date: __________