High Impact Practices (HIPs): Implementing HIPs for Momentum

USG Momentum Summit IV
March 2nd, 2021
Welcome

Robert Tucker Todd
Assistant Vice Chancellor, Student Success and Completion
University System of Georgia

Bruce Vandal
Principal, Bruce Vandal Consulting, LLC
Agenda

• What is the USG HIPs Initiative for Momentum?
• What is the LEAP Georgia collaboration for HIPs?
• What are real-world examples of scaling for HIPs in Georgia?
  – Georgia College and State University
  – Kennesaw State University
High Impact Practices

• The American Association of Colleges & Universities (AAC&U) has established a set of High Impact Practices (HIPs) that encourage postsecondary institutions to adopt and scale.

• HIPs are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds.

• HIPS take many different forms, depending on learner characteristics and on institutional priorities and contexts.

High Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning/Community-Based Learning
- Work-based Learning/Internships
- Capstone Courses and Projects
HIPs Elements

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
Initiative History

2018 Grant from NASH TS3 - The National Association of System Heads
Taking Students to Scale Initiative

• Vanguard USG institutions
• Equity focus
• Taxonomies for HIPs
• Initiate data enhancements
• Expanded attributes in the BANNER Information System.

NASH HIPs Educator’s Guide: http://hips.nashonline.org/
Initiative Goals

• Planning and implementation of HIPs at scale that can serve as new models for learning.

• Ensure high impact and equity.

• Empower student momentum.

• Facilitate smooth transition to report of reliable course data via BANNER.

• Tap and promote knowledge/experience of all 26 USG institutions.
Initiative Strategies

• HIPs Implementation Faculty – 4 from each USG institution - chosen by institution
• Build reliable and effective methods to assess and qualify courses as HIPs
• USG/LEAP Georgia Collaboration
• Training for effective HIPs
• Course Attribute Dashboard
Initiative Objective: Example

**Objective:**
Expand equitable access to and participation in High Impact Practices and related experiential learning opportunities for students enrolled at University System of Georgia institutions.

**One Success Metric:**
Increase the number of student enrollments in experiential learning courses from 42,129 in FY 2019 to 150,000 in FY 2024
Integration of HIPs into Momentum Approach 2018

A Systemic Vision for Integrating High Impact Practices into the USG Momentum Approach

- Supporting Faculty’s Essential Role in Generating Student Momentum
  - Learning Communities
  - 8 Foundational Pedagogies

- Measuring Impact and Scaling Effective Practice Systemwide
  - Convene Chancellor’s Learning Scholars
  - Measure impact of HIPs on Momentum Metrics
  - Research on the mindset of faculty and students

- Designing and Delivering High Impact Practices in College Courses
  - AAC&U 8 Core elements of High Impact Practices

- Investing Institutional Capacity to Scale HIPs Campus Wide
  - Momentum Plans
  - Tracking HIPs in Banner
    - Taxonomy

Investing Institutional Capacity to Scale HIPs Campus Wide

- Momentum Plans
- Tracking HIPs in Banner
  - Taxonomy
Integration of HIPs into Momentum Approach
2021

A Systemic Vision for Integrating High Impact Practices into the USG Momentum Approach

- Supporting Faculty's Essential Role in Generating Student Momentum
  - HIPs Implementation Teams
  - Assess faculty interest and needs to implement HIPs

- Designing and Delivering High Impact Practices in College Courses
  - USG/LSG Alliance supporting implementation and scale of HIPs

- Measuring Impact and Scaling Effective Practice Systemwide
  - Tracking progress toward USG Strategic Plan goals
  - Measure impact of HIPs on Momentum Metrics

- Investing Institutional Capacity to Scale HIPs Campus Wide
  - Integrating HIPs into Momentum Plans
  - Identifying, Qualifying and Coding HIPs in Banner
  - Taxonomy implementation

- Tracking progress toward USG Strategic Plan goals
- Measure impact of HIPs on Momentum Metrics
- Integrating HIPs into Momentum Plans
- Taxonomy implementation
Investing in Institutional Capacity to Scale HIPs Campus Wide

Three of the structural tools for institutional scaling:

- including HIPs in institutional Momentum Plans,
- utilizing the HIPs Taxonomy for Equitable Learning Pathways,
- ensuring HIPs versus LIPs, and
- integrating HIPs attributes in the BANNER student information system.

These tools provide means to engage faculty and teaching staff in their development and mechanisms for measuring course impact on student outcomes.
Resources for Faculty Leaders

The USG/LSG Collaboration

• Webinars and other supports for designing and delivering HIPs
• Resources and tools for ensuring equitable access to HIPs
  – Assessing and qualifying courses as HIPS via an institutional team
  – Guidance on reporting HIPs data
  – Taxonomy to review institutional capacity and commitment to HIPs
  – Just in time resources from LSG/USG HIPs leaders and professionals
LEAP Georgia

Jordan Cofer, Associate Provost for Transformative Learning Experiences, Georgia College and State University

Micheal Crafton, Provost, University of West Georgia

Brian Etheridge, Director, University Honors Program, Kennesaw State University
What is LEAP Georgia?

An AAC&U associated consortium

Education and advocacy on liberal education
(and more)

https://leapstategeorgia.wordpress.com/
More on LEAP Georgia

A (quick) history of LEAP Georgia

Defining LEAP

Connections with USG
USG & LEAP State Georgia
HIPs Alliance
HIPs in Action

Georgia College and State University
  Jordan Cofer, Associate Provost for Transformative Learning Experiences
  Dana Gorzelany-Mostak, Associate Professor of Music
  Christopher Clark, Professor of Economics

Kennesaw State University
  Danielle Buehrer, Executive Director of Institutional Quality and Accreditation
  Michele DiPietro, Executive Director of the Center for Excellence in Teaching and Learning
  Scott Reese, Assistant Dean, College of Science and Mathematics
High-Impact Practices at GC: Implementing HIPs for Equity and Scale

Dr. Jordan Cofer, Associate Provost
Dr. Chris Clark, Professor of Economics
Dr. Dana Gorzelany-Mostak, Associate Professor of Music
Chat Pop! 30 Seconds

What High-Impact Practices are you most familiar?
Your journey starts with...

- The First Year Experience (FYE)
- Career Planning Milestones
- Capstone Course in Your Major

+ Choose 2 from...

- Intensive Leadership Experiences
- Mentored Undergraduate Research
- Community-Based Engaged Learning
- Internships
- Study Abroad/Study Away

Where will your journey take you?

Think Independently. Lead Creatively.
GC Journeys Participation

2018-2019 2019-2020

First Year Experience 1642 1519
Undergrad Research 1318 1318
Internships 1076 1086
Capstone 1053 1118
Leadership 584 602
CbEL 477 728
Career Milestones 452 324
Study Abroad 255 203
GC Journeys: Equity Self-Study

Participation in High Impact Practices at Georgia College by Student Type

- C-hEL: 38% Pell Eligible, 22% Underrepresented, 24% Traditional
- Study Abroad: 2% Pell Eligible, 11% Underrepresented, 12% Traditional
- Internship: 22% Pell Eligible, 22% Underrepresented, 16% Traditional
- Undergraduate Research: 22% Pell Eligible, 20% Underrepresented, 10% Traditional
GC Journeys: Measuring Student Success

- University of Indiana HIPs Quality study
- NSSE Data shows GC’s incoming first-year students show no significant difference to peers, but GC Seniors (n=205) exceeded peers in Collaborative Learning, Student-Faculty Interaction, Supportive Environment, Reflective & Integrated Learning, and Discussions with Diverse Others
- First-year & seniors exceed all 3 peer groups in HIPs participation
- Increase in GPAs based on HIPs participation
GC Journeys: Spring 2021

• 15.3% increase in student participation in HIPs
• Increase in GPA among students taking more HIPs
• Increased faculty engagement with undergraduates (Carnegie Engaged Campus; Experiential Consortium)
• Increased cooperation with other organizations (IU, NASH, NILOA, AAC&U)
• Winner of CUR’s AURA (Award for Undergraduate Research Accomplishment) Award; won the USG award for Excellence in Teaching and Curricular Innovation;
• Launched Undergraduate Research
Chemistry & Art: A High-Impact Partnership
GC Journeys: HIPs at GC

- World Languages has a built-in study abroad & internship abroad model (exploring service learning abroad)
- Dr. Chiang’s empathy lab has psychology students working with education on undergraduate research & service learning
- Health Sciences study abroad/UR trip to Belize has students collecting data on a continuous rotation
GC Journeys: HIPS at GC

• Nursing Dept’s Tanzania trip has students studying abroad, while engaging in service learning while working in the community
• Theatre’s Dept’s Dramaturgy program has combined study abroad with undergraduate research
• Physics has a service learning/undergraduate research partnership with the local school system.
GC Journeys: High-Impact Practices in Economics

2-Semester Integrated Econometrics Capstone Experience
• Focused on Undergraduate Research
• Student ownership of topic, data acquisition, and analysis
• Uptick in graduates enrolling in PhD over Masters (88% from 60%)
• Six students have received awards for outstanding research.
GC Journeys: High-Impact Practices in Economics & Psychology

Georgia College Nudge Unit

• Economics and Psychology students utilizing behavioral economics to solve problems for businesses and organizations.
• Students identify clients, develop interventions (nudges), and provide data analysis to measure effectiveness.
• Experiential Learning/Service Learning
• Three partnerships over the last three years: Sodexo, Sustainability, and Retention
Trax on the Trail:
A GC Journeys Sponsored Project

Dana Gorzelany-Mostak, Associate Professor of Music
Founder and Co-editor, Trax on the Trail
Faculty Success Coordinator
Georgia College

This project is made possible through the generous support of:

[logos of Georgia College and Journeys]
What is Trax on the Trail?

Trax on the Trail is a website and research project that tracks, catalogues, and analyzes the soundscapes of U.S. presidential campaigns. With the support of Georgia College and funding provided by GC Journeys, Trax on the Trail brings together an international team of experts from the fields of musicology, ethnomusicology, political science, history, sociology, and communications, along with GC undergraduate student researchers.

Our mission…

To promote a more critical evaluation of how sound and music shape the public’s perception of presidential candidates.

Trax on the Trail has been cited by the following news outlets:
Founded at Georgia College in 2015, Trax on the Trail is a website where scholars, educators, journalists, students, and the general public can learn about American presidential campaign music and gain insight into how sound participates in forming candidate identity.

Our interdisciplinary team includes academic experts from the fields of...
Trax on the Trail:
Key Elements of Teaching and Learning Through High-Impact Practices

- Flexible skill set demanded of each Trax on the Trail research assistant (high performance expectations)
- Students commit to 2 to 4-year terms on the project (significant investment of time)
- Collaborative research, presentations, publications, and projects (reflection and integration; feedback; substantive interaction)
- Creation of publicity/marketing for website, social media management, fundraising, grant writing, and concert/event planning (real-world application)
- Design, data collection, analysis, and maintenance for Trail Trax database; archival research on music leading to public performance; development of teaching resources (dissemination; demonstration of competence)
Join the Journey
GEORGIA COLLEGE

Will you join me?
High Impact Practices
Implementing HIPs for Equity:
The It’s About Engagement Initiative at KSU

Michele DiPietro
Scott Reese
SACSCOC requires institutions to develop and implement a Quality Enhancement Plan (QEP).

QEPs focus on improving student learning outcomes (SLOs) and/or student success.

KSU's QEP, *It's About Engagement*, is improving SLOs and student success through High-Impact Practices (HIPs).

HIPs were chosen for their compensatory effects on the growing student populations from traditionally underserved communities

(Brownell Swaner 2010; Kuh 2008; Pascarella and Terenzini 2005)
KSU’s QEP: It’s About Engagement
Our IAE program relies on a distributed model: Colleges have important differences and are able to contribute to the final outcome in varying ways.

There is a central organizational structure that holds colleges to account for progress.

IAE goals:
• Increase the number of IAE activities available for students
• Increase the number of students engaging in IAE activities
• Increase the quality of IAE activities
Start with a focus on 3 HIPs as ‘pillars of engagement:’

1. Internships/Cooperatives/Work-based Experiences
2. Undergraduate Research
3. Service Learning
Definitions, informed by literature

(NACE 2016; CUR; Bringle & Hatcher 1995)

https://engagement.kennesaw.edu/definitions.php
## IAE-Communication and Validation: Identification

**Step 1:** Enter your College name and the individual completing the report.

**Step 2:** Sort by your college/department.

**Step 3:** Please utilize the drop-down feature to select, add, or remove the HRP code list for each course section.

Class explanations and descriptions can be found in the second tab titled "Reference Source: DO NOT DELETE." If tab is deleted, drop-down lists will not work.

**Collage:** College of Science and Mathematics

**Completed By:**

**Term:** Spring 20XX

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### IAE-COMMUNICATION AND VALIDATION

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## IAE-COMMUNICATION AND VALIDATION

Making High Impact...Better

### It's About Engagement Critical Reflection Rubric

<table>
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<tr>
<th>Student Learning Outcome</th>
<th>Little or No Impact from the HBP</th>
<th>Low Impact from the HBP</th>
<th>Moderate Impact from the HBP</th>
<th>High Impact from the HBP</th>
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<tr>
<td>1. Educational Value</td>
<td>Reflection generally contains very little positive comments or enthusiasm about the value and meaningfulness of the HBP experience compared to other aspects of the student’s educational preparation.</td>
<td>Reflection generally contains some positive comments or enthusiasm about the value and meaningfulness of the HBP experience compared to other aspects of the student’s educational preparation.</td>
<td>Reflection generally contains substantial positive comments or enthusiasm about the value and meaningfulness of the HBP experience compared to other aspects of the student’s educational preparation.</td>
<td>Reflection closely contains exceptionally strong positive comments or enthusiasm about the value and meaningfulness of the HBP experience compared to other aspects of the student’s educational preparation.</td>
<td>Reflection closely connects exceptionally strong positive comments or enthusiasm about the value and meaningfulness of the HBP experience compared to other aspects of the student’s educational preparation.</td>
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### Service-Learning Taxonomy

- **Low Impact**: The course is not well integrated (knowledge, experience).
- **Moderate Impact**: The course is moderately well integrated (knowledge, experience).
- **High Impact**: The course is very well integrated (knowledge, experience).
- **Highest Impact**: The course is exceptionally well integrated (knowledge, experience).

### Undergraduate Research Taxonomy

- **Low Impact**: Research project is not well developed (knowledge, experience).
- **Moderate Impact**: Research project is moderately well developed (knowledge, experience).
- **High Impact**: Research project is very well developed (knowledge, experience).
- **Highest Impact**: Research project is exceptionally well developed (knowledge, experience).

### Internship Taxonomy

- **Low Impact**: Internship experience is not well developed (knowledge, experience).
- **Moderate Impact**: Internship experience is moderately well developed (knowledge, experience).
- **High Impact**: Internship experience is very well developed (knowledge, experience).
- **Highest Impact**: Internship experience is exceptionally well developed (knowledge, experience).

### Conclusion

High impact courses are those where the student's learning is significantly enhanced through the integration of the course content with real-world experiences. They are characterized by active and engaging learning activities, meaningful assignments, and opportunities for reflection and application. These courses provide students with the skills and knowledge they need to succeed in their future careers and personal lives.

---

[https://engagement.kennesaw.edu/definitions.php](https://engagement.kennesaw.edu/definitions.php)
FACULTY DEVELOPMENT FOR IAE/HIPs
FACULTY DEVELOPMENT PLAN

Even though the pillars are “High-Impact,” this is not a guarantee that every single IAE course will be impactful.

We learned that a strong faculty development plan is crucial for such large-scale initiatives.

Our goals:
- Get faculty energized about the possibilities
- Disseminate evidence-based knowledge about what makes HIPs effective
- Get them over the initial hump
- Ensure their courses meet the definitions
1. Workshops
2. Consultations
3. Online Resources
4. Travel funds*
5. Faculty Learning Communities*
6. Course Redesign Institutes*
7. Norming session for reflections*
8. Faculty Fellow for Reflection

*funded faculty development opportunities
1. WORKSHOPS — YEAR 1

1. An introduction to KSU’s “It’s About Engagement” initiative
2. Engaging Students with High Impact Practices
3. Engaging Students as Scholars
   (In partnership with the Office of Undergraduate Research)
4. Engaging Students with Potential Futures
   (In partnership with Career Planning and Development)
5. Engaging Students with our Community
   (In partnership with Student Leadership and Service)
6. Applying the Backward Design Process to Undergraduate Research, Internship and Co-op, and Service-Learning Courses
7. Reflective Assignments for High Impact Practice Courses

• Further years adapt for context
• Additional workshop for Chairs: Understanding chairs’ role in the “It’s about Engagement!” initiative
2. ENGAGEMENT-FOCUSED INDIVIDUAL CONSULTATIONS

• Available to all faculty at any time
• CETL consultation process tailored to IAE courses with Service-Learning, Undergraduate Research, and Internships/Co-ops.

• CETL believes that real, deep, and lasting change happens at the consultation level. So we strive to make them a safe and productive environment
• The 3 Cs of CETL consultations:
  Confidential
  Collaborative
  Constructive
2. ENGAGEMENT-FOCUSED INDIVIDUAL CONSULTATIONS

Possible elements of a CETL consultation:
• Confidential conversations
• Classroom observations
• Data collection with students
  • Surveys
  • Small Group Instructional Diagnosis (SGIDs)
• Review of syllabi, assignments, and other educational materials
• Review of online courses
• Research-based strategies
• Follow-up with implementation and evaluation
• Written summary memo
3. ONLINE RESOURCES

In addition to the It’s About Engagement website engagement.kennesaw.edu

CETL has created a suite of online resources https://facultydevelopment.kennesaw.edu/scholarly-teaching/its-about-engagement.php

• Teaching Resources Collective (research-based resources, including HIPs)
• Faculty Guide to Designing a Service-Learning Course
• A Reference section with links to relevant research articles
4. TRAVEL FUNDS*

Up to $1,000 per faculty, awarded on a competitive basis, to fund professional travel to

• deliver teaching-related scholarship
• actively participate in conferences or institutes
• participate in other faculty development opportunities

With significant emphasis on one or more of the three areas of the It’s About Engagement initiative.

* temporarily suspended due to travel restrictions
5. FACULTY LEARNING COMMUNITIES

Up to 3 FLCs funded per year, one per pillar, in partnership with the respective offices
   Undergraduate Research
   Internships and Co-ops
   Service-Learning

• 7 faculty per FLC
• Yearlong engagement with their topic
• Emphasis on trying things out in their courses in fulfillment of the definitions and the taxonomies

• $750 available for resources through the year
• $1,000 in professional development funds to all participants who finish the FLC ($1,500 for the coordinator)
6. COURSE (RE)DESIGN INSTITUTES

• All-day, week-long intensive event
• Focus on one of the pillars
• Daily sessions on research-based instructional strategies or pedagogies
• Individual work time to integrate theory into course plans and assignments
• CETL staff circulates and consults as needed
• Service-Learning and Undergraduate Research Institutes delivered so far
• Participants leave with a syllabus and a couple modules redesigned
• $1500 funds provided upon successful completion of the institute
7. CRITICAL REFLECTION ESSAY RATING

• 1/2 day norming session to train faculty to rate end-of-IAE-course student reflections consistently
• Understand and follow the rubric
• Increase inter-rater reliability
• Follow up-rating work of student reflections through the summer, in fulfillment of QEP Outcome #3

• $600 stipend provided upon completion of the work
8. CETL FACULTY FELLOW FOR REFLECTION

CETL Faculty Fellowship
• A yearlong CETL residency for a KSU faculty, with a half-time reassignment, to work on a specific issue
• They continue to receive their full salary
• The department receives replacement funds
• Internal job search, with a search committee and full interview

We just launched a fellowship on reflection, student as well as faculty reflection
• All 3 pillars require reflection
• Reflection needs to be structured to lead to meaningful experiences for students that consolidate their learning
• Fellow will create programs (workshops, consultations, resources, in the area of reflection)
CONCLUSION

• HIPs are energizing to many faculty if they can get over the initial hump and feel supported
• HIPs are beneficial to students and in particular to traditionally underserved groups
• HIPs are challenging to scale up for an institution of 40,000 students
• With the proper institutional support, this is doable!
THANK YOU!

dbuehrer@kennesaw.edu
mdipietr@kennesaw.edu
sreese3@kennesaw.edu
High Impact Practices (HIPs): Implementing HIPs for Momentum

Questions?
robert.todd@usg.edu