PURPOSE

- Identify key elements of a High Impact Practice (HIP)

- Generate examples of HIPs
  - Course Level
  - Programmatic Level (LEAP/USG)

- Be able to integrate concepts into an FLC
  - Provide resources
ACTIVITY: TABLE OPENER

- THINK: What had a “high impact” on you as a student?

- DISCUSS:
  - What had a “high impact” on you as a student?
  - Find commonalities/themes in everyone’s experiences.

- REPORT OUT: Navigate to popin.live in an internet browser and enter code 28zkgz

8 KEY ELEMENTS

1. High Expectations
2. Time/Effort Investment
3. Substantive Interactions
4. Diversity Experiences
5. Feedback
6. Reflection/Integration
7. Real-World Applications
8. Dissemination
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8. Dissemination

- Performance expectations set at an appropriately high level
  - Example: Writing-intensive or inquiry-intensive assignments that push students beyond prior abilities

- Significant investment of time and effort by students over an extended time period
  - Example: Multi-part assignment that lasts the full term
8 KEY ELEMENTS

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- Interactions with faculty and peers about substantive matters
  - Example: Discussion of common readings and assignments facilitated by upper-division peer mentor

- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
  - Example: Service-Learning wherein students work with people from backgrounds different than their own
### 8 Key Elements

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- **Frequent, timely, and constructive feedback**
  - Example: A student-faculty research project with weekly check-ins

- **Periodic, structured opportunities to reflect and integrate learning**
  - Example: A learning community portfolio assignment that draws together material from linked courses
8 KEY ELEMENTS

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- Opportunities to discover relevance of learning through real-world applications
  - Example: Projects that ask students to create products to be tested or used by an external audience

- Public demonstration of competence
  - Example: Polished presentation of knowledge or performance of skills for an audience beyond the instructor
ACTIVITY: EXPLORING KEY ELEMENTS

A. From the envelope at your table, select one example slip for each person.
B. Think about which of the 8 elements your example could illustrate.
C. Move to stand by the corresponding number of the element on the wall.
D. With others there, discuss:
   Have you tried this strategy, or something like it?
   What makes it high impact?

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- Performance expectations set at appropriately high level

- Examples:
  - Provide exemplar assignments and rubrics
  - Design writing-intensive or inquiry-intensive projects
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- Significant investment of time and effort by students over an extended time period
  - Examples:
    - Create multi-part assignments that scaffold learning
    - Assign semester-length team project

- Interactions with faculty and peers about substantive matters
  - Examples:
    - Connect with an outside expert for guest lecture and discussion
    - Conduct collaborative activities
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- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

- Examples:
  - Research diverse groups (community members, people with disabilities, women in STEM)
  - Ensure class materials are multicultural

- Frequent, timely, and constructive feedback

- Examples:
  - Provide non-graded feedback (e.g., peer review)
  - Post announcements/weekly activities
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- Periodic, structured opportunities to reflect and integrate learning
  - Examples:
    - Develop portfolio assignment to integrate learning
    - Complete pre-assessment and culminating reflective assignment

- Opportunities to discover relevance of learning through real-world applications
  - Examples:
    - Contribute to Wiki, blog or open online resource
    - Connect students with a local nonprofit or community group for problem-solving exercise
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- Public demonstration of competence
- Examples:
  - Submit posters for undergraduate research event (local or regional)
  - Showcase, exhibit, or perform for external audience

WHY HIPS ARE EFFECTIVE

- HIPS have significant impacts on GPA and persistence for
  - Students with less academic preparation
  - Hispanic Students
  - African-American Students

- HIPS are also positively associated with
  - “Deep approaches to learning”
  - Higher rates of student-faculty interaction
  - Increases in critical thinking and writing skills
  - Greater appreciation for diversity
  - Higher student engagement overall

HIPS AT A PROGRAM LEVEL

The USG is beginning to track program-level HIPs:

- First-Year Seminars and Experiences
- Undergraduate Research
- Diversity/Global Learning
- Service-Learning, Community-Based Learning
- Work-based Learning
- Capstone Courses and Projects

ACTIVITY: A LIP OR A HIP?

It's not enough to pay "lip service" to a high impact program. How could you fix this?

**Service, Community-Based Learning**

Professor Green assigns biology students to collect trash from a public park.

Students can work for any two hours at their convenience, alone or with classmates or friends.

Students verify their effort by emailing Green a photo of the trash they collected.

- Students identify a service activity that will allow them to explore some aspect of their course content.

- Professor organizes logistics for a group experience, including meeting with a local expert.

- Students write about their expectations in advance, and then reflect on how the experience affected them, and what they learned.
**ACTIVITY: A LIP OR A HIP?**

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**Work-Based Learning**

Professor Plum keeps a list of local organizations who are willing to host student interns.

Each semester, Plum assigns junior-level students in the program to work a mandated number of hours per week at these organizations.

Students serve coffee and make photocopies. Supervisors sign off on the number of hours worked.

- Partner organizations describe available work activities for developing specific skills.
- Students share goals for work experience, and plans for regular check-ins with supervising faculty.
- Students reflect on field experience through a final paper or project.

**Capstone Courses and Projects**

Professor Scarlet is excited to be teaching a seniors-only undergraduate seminar.

The course design is based on Scarlet's personal area of scholarly expertise, offering students an intensive, focused look at the topic.

The final project is a 25-page research paper that each student produces individually and submits to Scarlet at the end of the term.

- Students integrate and connect learning from other courses into the Capstone topic.
- Students work in teams assembled for maximum diversity (including interests and experiences) to create portfolios that showcase their growth as majors.
- Final projects are presented at an Undergraduate Research forum.
ACTIVITY FOR YOUR LEARNING COMMUNITY: BUILDING A HIPS GRID

WRITE: How might you embed these key elements into one of your courses?

DISCUSS: Talk with your group about your examples. Do certain elements present special challenges?

ACTIVITY: WORKSHOP REFLECTION

Which of the 8 key elements did you experience in today's HIPs workshop?

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RESOURCES

- **AACU:**
  - https://www.aacu.org/leap/hips
  - https://www.aacu.org/publications-research/periodicals/high-impact-practices-promoting-participation-all-students

- **Articles:**