



HIGH IMPACT PRACTICES

Amy Austin, UWG/eCampus

Susan Hrach, Columbus State

Justin Mays, Clayton State

Josie Baudier, Georgia Highlands

Laura Lynch, College of Coastal Georgia

Dorene Medlin, Albany State

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



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

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



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

- 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

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

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



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

- 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

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

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



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

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



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

- 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



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

- 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*?

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



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

- Performance expectations set at appropriately high level
- Examples:
 - Provide exemplar assignments and rubrics
 - Design writing-intensive or inquiry-intensive projects



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
- 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



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
- Interactions with faculty and peers about substantive matters
 - Examples:
 - Connect with an outside expert for guest lecture and discussion
 - Conduct collaborative activities



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

- 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



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

- Frequent, timely, and constructive feedback
- Examples:
 - Provide non-graded feedback (e.g., peer review)
 - Post announcements/weekly activities



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

- Periodic, structured opportunities to reflect and integrate learning
- Examples:
 - Develop portfolio assignment to integrate learning
 - Complete pre-assessment and culminating reflective assignment



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

- 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



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

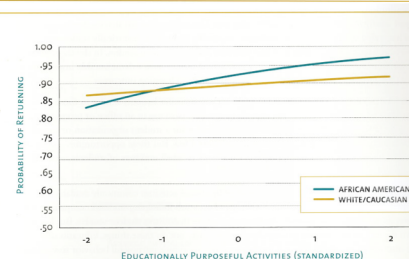
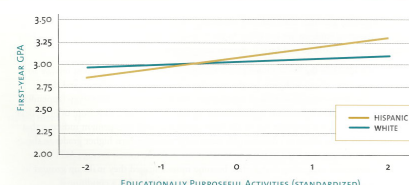
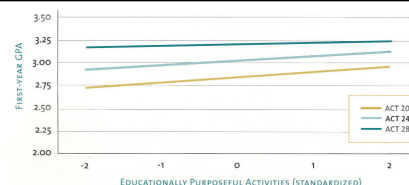
- Public demonstration of competence
- Examples:
 - Submit posters for undergraduate research event (local or regional)
 - Showcase, exhibit, or perform for external audience



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

High-Impact Educational Practices: What They Are Who Has Access to Them and Why They Matter by George D. Kuh (AAC&U 2008)



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

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The higher-quality first-year experiences place a strong emphasis on critical inquiry, deepening understanding, fostering collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a virtually required general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as social class and gender inequality, or contrasting struggles around the globe for human rights, freedom, and justice. Frequently, international studies are supported by experiential learning in the community and/or by study abroad.

ePortfolios

Attention on the part of institutions to AACSB's list of high-impact educational practices, and higher education has developed a range of ways to implement them for tracking and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collections over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.



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?

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

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.



ACTIVITY: A LIP OR A HIP?

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

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?

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



RESOURCES

- AACU:
 - <https://www.aacu.org/leap/hips>
 - https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf
 - <https://www.aacu.org/publications-research/periodicals/high-impact-practices-promoting-participation-all-students>
 - *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). Available at: <http://ts3.nashonline.org/wp-content/uploads/2018/04/AACU-LEAP-High-Impact-Practice-Characteristics.pdf>
 - *High-Impact Educational Practices: What They Are Who Has Access to Them and Why They Matter* by George D. Kuh (Washington, DC: AAC&U 2008)
- Articles:
 - <https://www.chronicle.com/article/How-to-Bring-High-Impact/245836>
 - <https://www.insidehighered.com/digital-learning/article/2018/01/31/high-impact-practices-enliven-staid-online-course-format>

