High Impact Practices Across the Curriculum and Co-Curriculum

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Background

- CSU-Fullerton enrolls 74% ethnic minorities (40.05% Hispanic, 21.78% Asian/PI, 5.80% Intl, 4.45% Multi, 1.92% Black, .13% Am Ind) and 42% of students from historically underrepresented groups. Three years ago, graduation rates hovered in the low 50’s and the graduation gap was 12%.

- A 2012 WASC Educational Effectiveness review identified the need to better integrate advising services and provide more adequate staff and resources in this area to improve graduation and retention rates.

- In 2013, CSU-Fullerton launched a five-year strategic plan with ambitious goals of improving student achievement by narrowing the graduation gap by half and raising overall graduation rates to 60%.
QUESTIONS...

• How does an institution of over 38,000 ensure that students get HIPs?
• How do we define HIPs?
• How do we get faculty on board to teach HIPs?
• How do we know which HIPs we should be focusing on?
CSUF’s Strategic Plan

• Goal #2:
• “Improve student persistence, increase graduation rates university-wide and narrow the achievement gap for underrepresented students”

• Objective:
• “Increase participation in HIPs and ensure that 75% of CSUF students participate in at least two HIPs by graduation”
Challenges

• Scalability
University size, course numbers, student number
Potential difficulty in university-wide implementation
• Finding support for HIPs
Travel, HIP development, HIP Recognition
Strategic plan task force

- Defining HIPs
- Assessment of HIPs on Retention/Graduation
- Developing a System for Creating a HIP campus
Titans Reach Higher

• REACH

• Transforms students through multiple High Impact Practices by
  1. Engaging in Research and creative activity
  2. Participating in Experiential learning
  3. Investing time and energy in Active learning
  4. Contributing to the local, regional, or global Community
  5. Experiencing diversity through Human exploration
## Before We Collect Student Data…

<table>
<thead>
<tr>
<th>What to measure</th>
<th>What to report before course/program takes place…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> Participation Nature of experience offered</td>
<td>Provide a general overview of the HIP, including: 1) the program design and structure; 2) the nature of experience offered; 3) the anticipated number of participants (students, faculty, staff, external entities)</td>
</tr>
<tr>
<td><strong>P2</strong> Learning Anticipated student outcomes &amp; performance expectations</td>
<td>Provide a brief description of the anticipated &quot;high impact&quot;, including: 1) the type of student outcome(s), e.g. academic, social, ethical, personal; 2) the performance expectations corresponding to each outcome; 3) the most salient University Learning Goal that the HIP program addresses</td>
</tr>
<tr>
<td><strong>P3</strong> HIP characteristics Meaningful and substantive learning interactions with faculty, staff, students or external entities</td>
<td>Provide a brief description of the nature of meaningful and substantive interactions between students and faculty/staff/peers/external entities, including: 1) the anticipated quantity (e.g. less than 5; 10-20; more than 50) of such interactions over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P4</strong> Opportunities to experience diversity, complexity, and change</td>
<td>Provide a brief description of the nature of opportunities that students will have to experience diversity, complexity and/or change, including: 1) the anticipated frequency or intensity of such opportunities (e.g. daily, monthly, occasionally) over the duration of the HIP</td>
</tr>
<tr>
<td><strong>P5</strong> Opportunities for frequent and meaningful feedback</td>
<td>Provide a brief description of the nature of opportunities for students to receive meaningful feedback from experts, including: 1) the anticipated quantity (e.g. less than 5; 10-20; more than 50) of such opportunities over the duration of the HIP</td>
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<tr>
<td><strong>P6</strong> Considerable time and effort invested by students</td>
<td>Provide a brief description of the nature of student engagement, including: 1) the anticipated amount of time (e.g. less than 100 hours, 200-300 hours, more than 500 hours) each student is engaged with the program over the duration of the HIP</td>
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<tr>
<td><strong>P7</strong> Opportunities for reflective and integrated learning</td>
<td>Provide a brief description of the nature of opportunities for students to reflect upon an integrate learning, including: 1) the anticipated frequency or intensity of such opportunities (e.g. daily, monthly, occasionally) over the duration of the HIP</td>
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<tr>
<td><strong>P8</strong> Opportunities for experiential learning</td>
<td>Provide a brief description of the nature of opportunities for experiential learning, including: 1) the anticipated frequency or intensity of such opportunities (e.g. daily, monthly, occasionally) over the duration of the HIP</td>
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</table>
## HIP Assessment & Evaluation Matrix

<table>
<thead>
<tr>
<th>What to measure</th>
<th>What data to collect</th>
<th>How to collect data</th>
<th>When to collect data</th>
</tr>
</thead>
</table>
| P1 Participation | Nature of experience offered | - Course/Program design & structure  
- Nature of experience offered  
- Participation data | - Student real-time self-reported log  
- CMS record | - During course/program  
- After course/program |
| P2 Learning | Anticipated student outcomes & performance expectations | - Student learning outcomes (SLOs) | - Assignments embedded in course/program | - During course/program |
| P3 HIP characteristics | Meaningful and substantive learning interactions with faculty, staff, students or external entities | - Quality of opportunities  
- Quantity of opportunities | - Student real-time self-reported log | - During course/program |
| P4 Opportunities to experience diversity, complexity, and change | | | |
| P5 Opportunities for frequent and meaningful feedback | - Quantity of opportunities  
- Quality of opportunities | - Student real-time self-reported log | - During course/program |
| P6 Considerable time and effort invested by students | | | - After course/program |
| P7 Opportunities for reflective and integrated learning | | | |
| P8 Opportunities for experiential learning | | | |
HIP Tracking

1. Full tracking

2. Partial Tracking

3. No Tracking (Final recording)
Hips Full Tracking

Technology Tools
Data Collection

Learning Management System HIPs Templates

PeopleSoft Tracking and Designation
Data Collection Technology Tools

Attendance
Data Collection Technology Tools

Attendance
Data Collection Technology Tools

Reporting
Learning Management System (Moodle) Partial Tracking
Grading – Faculty Center

HIPs Recording
## High Impact Practices Activity Report

### Senior Resident Advisors

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<thead>
<tr>
<th>CWID</th>
<th>Name</th>
<th>N/A</th>
<th>Floor Meeting</th>
<th>Staff Meeting</th>
<th>One on One with Supervisor</th>
<th>On Duty</th>
<th>Programming</th>
<th>Community Engagement</th>
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</table>
Mapped to HIPs

- **ASI Programming: ASI Productions and AICA**
  - *Team Meetings*
    - Mapped to:
      - Meaningful and Substantive Learning Interactions with Faculty, Staff, Students or External Entities.
      - Opportunities to Experience Diversity, Complexity and Change
      - Opportunities for Frequent and Meaningful Feedback
      - Considerable Time and Effort Invested by Students
      - Opportunities for Reflective and Integrated Learning
      - Opportunities for Experiential Learning
  
  - *Coordinate/Attend Events*
    - Mapped to:
      - Meaningful and Substantive Learning Interactions with Faculty, Staff, Students or External Entities.
      - Opportunities to Experience Diversity, Complexity and Change
      - Opportunities for Frequent and Meaningful Feedback
      - Considerable Time and Effort Invested by Students
      - Opportunities for Reflective and Integrated Learning
      - Opportunities for Experiential Learning
  
  - *Event Evaluation*
    - Mapped to:
      - Opportunities for Frequent and Meaningful Feedback
      - Considerable Time and Effort Invested by Students
      - Opportunities for Reflective and Integrated Learning
      - Opportunities for Experiential Learning
Mapped to HIPs (Continued)

– **Connect with Campus Partners**
  - Mapped to:
    - Meaningful and Substantive Learning Interactions with Faculty, Staff, Students or External Entities.
    - Opportunities to Experience Diversity, Complexity and Change
    - Considerable Time and Effort Invested by Students
    - Opportunities for Experiential Learning

– **Office Hours**
  - Mapped to:
    - Opportunities for Frequent and Meaningful Feedback
    - Opportunities to Experience Diversity, Complexity and Change
    - Considerable Time and Effort Invested by Students
    - Opportunities for Experiential Learning

– **Connect with Advisor**
  - Mapped to:
    - Meaningful and Substantive Learning Interactions with Faculty, Staff, Students or External Entities.
    - Opportunities to Experience Diversity, Complexity and Change
    - Opportunities for Frequent and Meaningful Feedback
    - Considerable Time and Effort Invested by Students
    - Opportunities for Reflective and Integrated Learning
    - Opportunities for Experiential Learning
Group Work

Pick one member of your small group to offer up their campus as a case study. Consider the following questions:

1. What are the priorities at your institution that are shaping your approach to HIPs? How must this be reflected in your assessment and data collection practices?
2. How can technology help deepen your data collection and data disaggregation challenges?
3. How will you tie HIP participation to an overall framework for student success?