Across the Students’ Experience: Taking HIPs to the Next Level

High-Impact Learning: Pedagogies and Practices
3rd Session
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- Professor of History, American Studies & Ethnicity
- Director, Center for Diversity & Democracy
- Vice Dean for Diversity & Strategic Initiatives
- Former Admissions Officer, Res Hall Advisor, Dept. Chair
- 25 years of training racial minority undergraduates, most of whom are first generation college students
- Undergrad Research: Mellon Mays, McNair
- Civic Engagement: JEP, History in a Box
- Internships: Pathways for Career Success for 1st Gen
- Study Abroad: Take students to Japan & South Africa
Definition of a High Impact Practice (HIP)

• “an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior.”

According to George Kuh, For whom do HIPs work?

- Most students benefit; can be dramatic
- Historically underserved benefit most
- One size does not fit all (no single HIP will work for ALL students)
- Finley & McNair: Every student should experience at least 2, 1 early & 1 late
- Ideal: High impact experience every year for every student
- 1st Gen least likely participant in every HIP
Rubi Garcia’s “How Seicho Added Meaning to My Life”

What does “high-impact practice” look like from a student perspective?

• How does Rubi Garcia describe how a 3 ½ week summer intensive course to Japan affect her learning?

• How do we know this experience was a “high-impact practice” for this student?

• Does it depend on student assets & background?
Rubi Garcia, SIP ‘12

• “I learned the importance of respect, tolerance, and self-awareness.”
• “I could be my actual true self.”
• “Adaptability started to become second nature to me.”
Knowing who your students are and will be

- What demographic shifts are occurring on your campus and the regions where you draw students?
- What success (or lack of success) has your institution had in educating students from underserved communities?
- How is your institution defining student success?
- How are you ensuring that students know what will be expected in college?
- How are you bringing equity-minded commitments to your goals?
Defining High Impact Practices (HIPs)

- 1st Yr Courses & Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses & Projects
Implementing HIPs:

What is the problem you are trying to solve with this HIP?
Entry-Level HIPs: First-Year Seminars & Experiences

• First-year seminars bring small groups of students together with faculty or staff on a regular basis and place strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies.

• First-year seminars also involve students with cutting-edge scholarship and with faculty members’ own research.
Diversity of 1st Year Experiences

- Linked to Department/Discipline introduction vs. Bridge to College Approach
- Freshmen “Experience” vs. “Seminar”
  - Aimed at all frosh vs. coverage for smaller percentage
- Taught by Faculty vs. Taught by Staff
- Stand alone vs. Start of scaffolding of HIPs
  - 1st Yr. Retention issues vs. Drop off of Sophomores

Could be effective Orientation Activities
Characteristics of 1st Year Seminars & Experiences

• List of Important Characteristics
  – Personal
  – Supportive
  – Getting to know students
  – Linked to Advising

• Any Other Vital Characteristics?
Strategies for Improvement

• Not participation/Less Participation in HIP
  – Pro-active outreach efforts
  – Partnership with student services/orgs/advising

• Not performing/Learning as much in HIP
  – Redesign of 1st year seminars
  – Layering of HIPs inside: research, civic engagement

• Dissatisfied in HIP or HIP offerings
  – Recruit new/different instructors
  – Broaden scope/Embed common activities

• Fewer positive outcomes from HIP
  – Build scaffolding: What HIP comes next?
  – Continue HIP community built beyond 1st year
“Remember that we are Teaching Students, Not Content”
-Ann Ferren, 2012

• Look for Assets

• What students bring, not what they lack.
“Hand-Off” HIPs

• To Upper Division
  – From Gen Ed to Majors in 4 Yr Colleges
  – Via Transfer from 2 Yr to 4 Yr Colleges

• Examples from the Audience?
  – Cross-Institutional
  – Bridging Student Affairs & Academic Affairs
  – Involving Different types of faculty
  – Centralized vs. Decentralized Control
Diversity & Global Learning

• Many colleges and universities now emphasize courses that help students explore cultures, life experiences, and worldviews different from their own.
• These studies—addressing U.S. diversity, world cultures, or both—often explore “difficult differences” related to racial, ethnic, and gender inequality, or human rights, freedom, and power.
• Frequently, intercultural studies are augmented by experiential learning in the community and/or study abroad.
Issues in Diversity/Global Learning

• Only 10% of students nationally take a full semester study abroad experience
  – Reinforcing privilege vs. broadening experience
  – What are other HIP options for global learning?
• Is High Impact/High Cost worth it for some?
• Diversity/Global Learning Requirements
  – Can we improve & make high-impact?
• Intentionality & Middle Years Scaffolding
  – Are courses/experiences integrated into majors?
  – Do experiences provide intellectual bridges inside college experience?
Symiah Campbell, SIP ‘14

• “What surprised me the most was how much I was able to learn about myself.”

• “I know I can handle any uncomfortable situation life throws at me.”

• “Newly found self-confidence.”
Incorporating Multiple HIPs in 1 Activity: Japan SIP

- Began with research into the academic needs of 1st generation college students
- Targeted 1st 2 years of college to develop interest and excitement, not traditional culmination of intensive language and cultural study
- Collaboration between student services and USC Dornsife College
- Start from where students are at: local diversity, seeing Japan in Los Angeles to connect to experiences abroad
  - Toyota/Disney globally, WWII experience, USC Japanese students
- Utilized network of USC alumni and academic contacts in Japan
- Incorporated blogging, parents meeting, and reflection for all (window to families, community and self)
- Major goal: Create community of study abroad advocates among 1st generation college student community – 8 of 13 students from 2010 cohort went abroad again
Undergraduate Research

- Faculty more comfortable with sponsoring research in their field than any other HIP: Good for Middle Year HIP
- Can be combined with other HIPs, such as Civic Engagement or Study Abroad
- Important to have both formal programs & more individualized efforts utilizing faculty-driven resources
- Faculty mentorship is key for sustained activity
- Get humanities and social science faculty to use “laboratory model” to expand opportunities
- Can be integrated into classrooms or utilize “directed research” units
- Current Project: History in a Box in Boyle Heights
Maria Jose Plascencia, SIP ‘14

• “Every time my brain saw something new, it was creating questions.”

• “It woke up a way of thinking that I do not want to turn off.”

• “I now feel like I can call myself a researcher.”
Lessons for Research Opportunities for Black/Latino First-Gen Students

- Must be pro-active in getting them to see themselves as researchers: Use outreach! [GE course]
- Combination of group and individual research experiences works best [Topping/JEP Histories]
- Incorporate into other HIP activity
- Answer the question: What impact does research have on real people?
- Research as a Career vs. Research to enhance undergraduate education
- Work collaboratively across several related disciplines for exposure to different pathways, especially for 1st generation college students
- Research can be used as entry into disciplines and as capstones to disciplinary fields
- Good research experiences often drive course selection, methods training, and path to independent inquiry and career choice
Service Learning & Community-Based Learning

• In these programs, field-based “experiential learning” with community partners is an instructional strategy.
• The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community.
• In these programs, students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.
• These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.
Impact of Civic Engagement on Student Success

• Positive effect of service-learning has been connected to higher rates of retention and completion.

• 15 studies suggest service-learning has positive impact on career development.

• In survey of 1500 college students, 9 of 10 reported that attitudes toward academic studies had improved after community service.

• After service-learning, 90% of American Indian, African American & Latino students expressed that they were more likely to earn college degree.
Experiential Learning Practices

• Built in Reflection
  – Use of Portfolio
  – Give students an opportunity to reflect on their own learning and growth

• Common Rubrics
  – Service
  – Leadership

• Inventory of All Places where there is connection of the “real” to learning

• Make what is already happening more intentional
  – Adapt best practices from colleagues, learn from others
Middle-Year HIPs: Serving the Underserved

- Write on Card: Typical Student at your college that benefits from particular HIP
- Flip Side: Student underserved by HIP
- Underserved may be:
  - Not participating/Less participation in HIP
  - Not performing/learning as much in HIP
  - Dissatisfied in HIP or HIP offerings
  - Fewer positive outcomes from HIP
Late-Year HIPs

• How do internships lead students to certain careers?
• Can we break past career-focus vs. liberal arts education?
• Senior Capstone Experiences
  – Is honors thesis the only option?
  – Can we assess all students in a major?
  – Do departments have ability to know what their graduates do in the future?
Internships for Careers

• First Generation College Students often don’t know how their academic skills translate into jobs after graduation
• How early do you start career education?
• Should internships be integrated into majors?
• How do we maintain assessment on the effectiveness of internships?
• “Pathways to Career Success for 1st Generation College Students”
Adrian Trinidad, SIP ‘14

• “Through the Japan program, I learned the importance of developing relationships with professors.”

• “I am now finishing my senior thesis on Latinos and transfer rates. . .looking at transfer practices at LA Trade Tech, the community college I attended.”

• “Mentorship . . .gave me the courage to take ownership of my education and not set limitations because of my background.”
“Signature Work”

- Where in the curriculum do students pursue Signature Work?
- When do students begin planning for their Signature Work?
- Do students have multiple opportunities to engage in cross-disciplinary inquiry?
- Is Signature Work an expectation for all students?
- How are you scaling up the number of academic programs that support Signature Work?
Jasmine Torres, SIP ‘12

• “As a freshman, I...tutored kids at the same elementary school that I went to as a kid.”

• “After spending my adolescent life in foster care...my research as an undergrad focused on the support systems of foster youth.”

• “Helping start TGS meant that I did my part in making USC a more supportive place to other foster youth.”

• “It’s not always easy to trust people but I think after enough time you learn that some people just want to help you grow and stay in your corner.”
Keywords

• Intentionality
  – Build a scaffold: 1st Yr/Middle Years/Capstone

• Integration
  – Build assessment into each HIP

• Connection
  – Use HIPs developmentally

• Collaboration
  – Who are your campus partners/advocates?
“Higher education is the source of a river that waters culture and society and has the potential to nourish as it rectifies.”

From Daryl G. Smith, *Diversity’s Promise for Higher Education: Making It Work* (2009)