Scaling HIPs 201: From Islands of Innovation to Campus-Wide Implementation

2017 Institute on High-Impact Practices and Student Success Workshop – George Sanchez
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 and High-Impact Practice

How did “high-impact practice” affect Rubi Garcia’s path through USC?

• How does Rubi Garcia describe her own learning process?

• How do we know that certain experiences were a “high-impact practice” for this student?

• Does this depend on student assets & background?
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

How do these work together at your campus?
Implementing HIPs & Scaling Up:

What is the problem you are trying to solve with this HIP?

What problem of scale are you trying to address through this scaffolding of HIPs?
Moving Beyond Single HIPs

- 1st year seminars/Learning Communities/General Education HIPs can be implemented with interdisciplinary active faculty or staff to confront early retention issues for all.

- Capstone seminars/Research/Some internship opportunities can be controlled by disciplines and departments for transition beyond graduation for those deemed excellent.

- Study abroad/Civic engagement/Some research can be effective stand-alone programs for a select few who are considered special & talented.
Problems with Single HIPs Approach

• Early Retention Success can simply move retention issues later in years two or above.
• Department efforts can be rewards for Honors students & not affect overall institutional goals.
• Successful department efforts may not stretch beyond small sub-set of students at institution.
• Boutique programs can show results for some, while avoiding impact on many.
• Hard to address institutional priorities with small, disconnected HIPs programs or efforts.
Problems of Outreach for HIPs

• Who participates in HIPs on your campus?
• Do underrepresented/first gen students avoid some/most HIPs? Exceptions?
• How can you target these populations at critical times during their intellectual development as students?
• Can you partner with student services/academic units that already have connections with them?
“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
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.”
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: Boyle Heights Museum of History
• “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
Can student work be high impact?

- College students increasingly need to work long hours to pay for school
- However, colleges often are paying students to work through work-study+
- Can each work-study experience be pushed to include high impact learning?
- Coordinate with Job Centers & employers
- College programs with employers (UTEP)
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)