Institutionalizing HIPS

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Figure 1. Pressures on the Formal Curriculum

Bass, 2012
SCALING UP STORIES

Does the HIP have champions?

Will ownership of HIP change?

Has the evidence on success been disaggregated?

Does the scaled version resemble the successful pilot?

Is the timeline reasonable?

Will students who can benefit most receive the HIP?

Is there a professional development plan?

Will it still be a HIP?
ARE STUDENTS:

• Investing time and effort?

• Interacting with faculty and peers about substantive matters?

  • Experiencing diversity?

  • Responding to more frequent feedback?

  • Reflecting and integrating learning?

• Discovering relevance of learning through real-world application?
HIGH IMPACT PRACTICES: EIGHT KEY ELEMENTS

Performance expectations set at appropriately high levels

Significant investment of time and effort by students over an extended period of time

Interactions with faculty and peers about substantive matters

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Frequent, timely and constructive feedback

Periodic, structure opportunities to reflect and integrate learning

Opportunities to discover relevance of learning through real-world applications

Public demonstrations of competence

Ensuring Quality & Taking High-Impact Practices to Scale (Kuh, O’Donnell, Reed)
LOGIC MODEL

Planning
Implementation
Orientation
Evaluation
Advocacy
"...[HIPS] TRANSFORMED MY TEACHING"

Are faculty and facilitators:

- finding the process and planning engaging?
- interacting with colleagues differently?
- making connections across disciplines?
- questioning their assumptions about teaching and learning?
QUESTIONS?

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