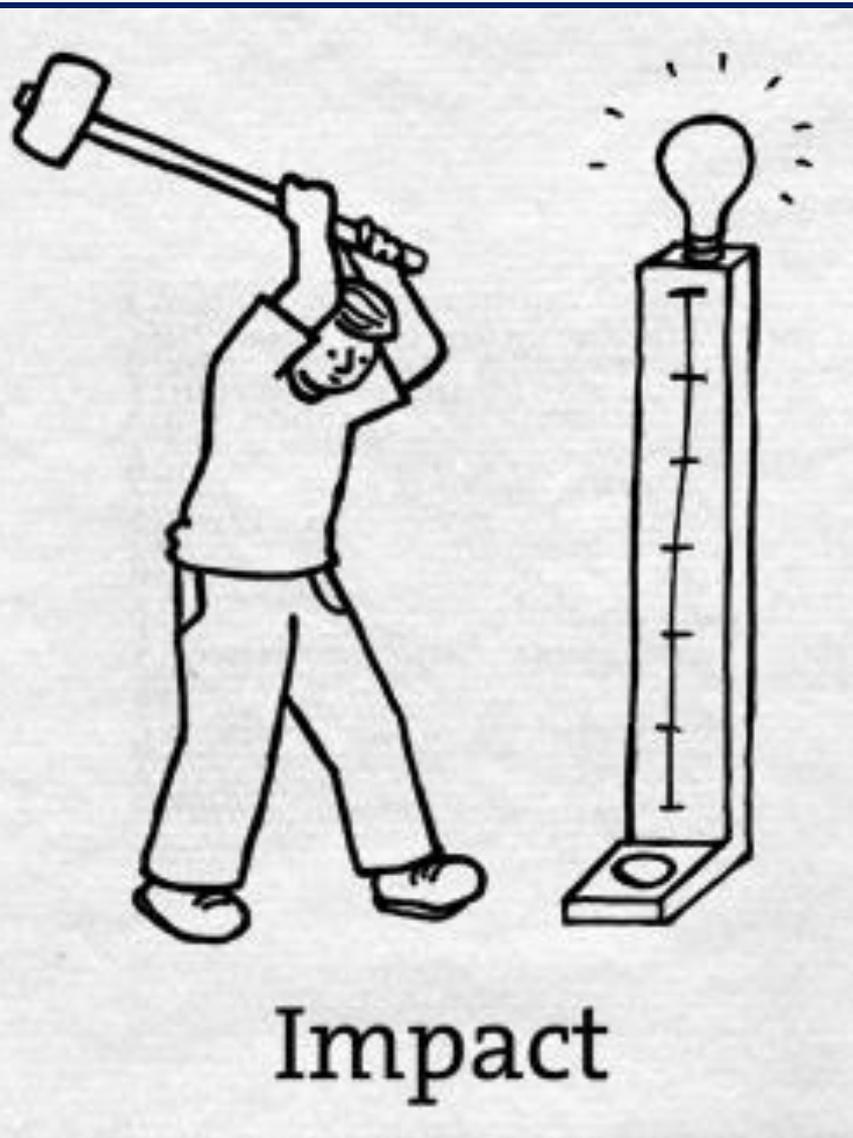


Taking Student Success to Scale (TS³) Virtual Convening: High Impact Practices (HIPs)

August 11, 2015

NASH
National Association
of System Heads



- **Update you on TS³ and discuss the aims of our HIPs initiative**
- Learn from the California State University (CSU) system and the Tennessee Board of Regents (TBR) about implementing and scaling HIPs
- Highlight content that focuses on implementation and approaches to scaling HIPs

Currently, 21 systems and over 150 institutions compose TS³



THE UNIVERSITY
of TEXAS SYSTEM



Minnesota
STATE COLLEGES
& UNIVERSITIES



PASSHE
Pennsylvania State System
of Higher Education



The State University
of New York



THE UNIVERSITY of TENNESSEE
KNOXVILLE, CHATTANOOGA, MARTIN, TULLAHOMA, MEMPHIS

IDAHO STATE BOARD
OF EDUCATION



University System of Georgia
Creating A More Educated Georgia



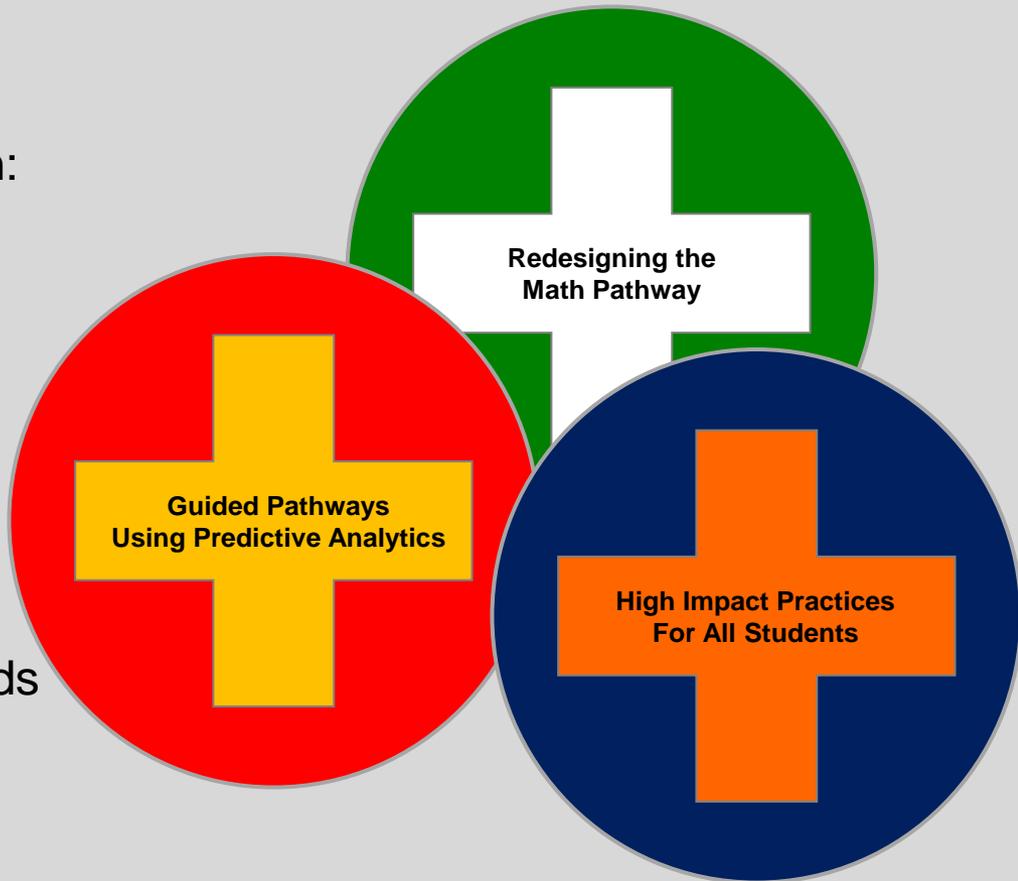
CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

- 1 Make the work problem-specific and user-centered
- 2 Variation in performance is the core problem to address
- 3 See the system that produces the current outcomes
- 4 We cannot improve at scale what we cannot measure
- 5 Anchor practice improvement in disciplined inquiry
- 6 Accelerate improvements through networked communities

- Interventions were chosen based on:
 - Having hard evidence
 - Improving student outcomes
 - Closing equity gaps
- TS³ is designed to:
 - Allow for flexibility in implementation
 - Create common definitions of success and minimum thresholds for adoption and diffusion





What's exciting

- Structured forum to share what's working
- Standard measures of quality to assess what's working across systems

What are the challenges?

- Need for more specificity on what this would look like at scale:
 - Codification
 - Scaling select interventions
 - Shared measures

AIM: *“Create a body of evidence toward imputing causality and thus be better able to scale and target high impact practices.”*

Sustainable and
scalable improvements
are typically:

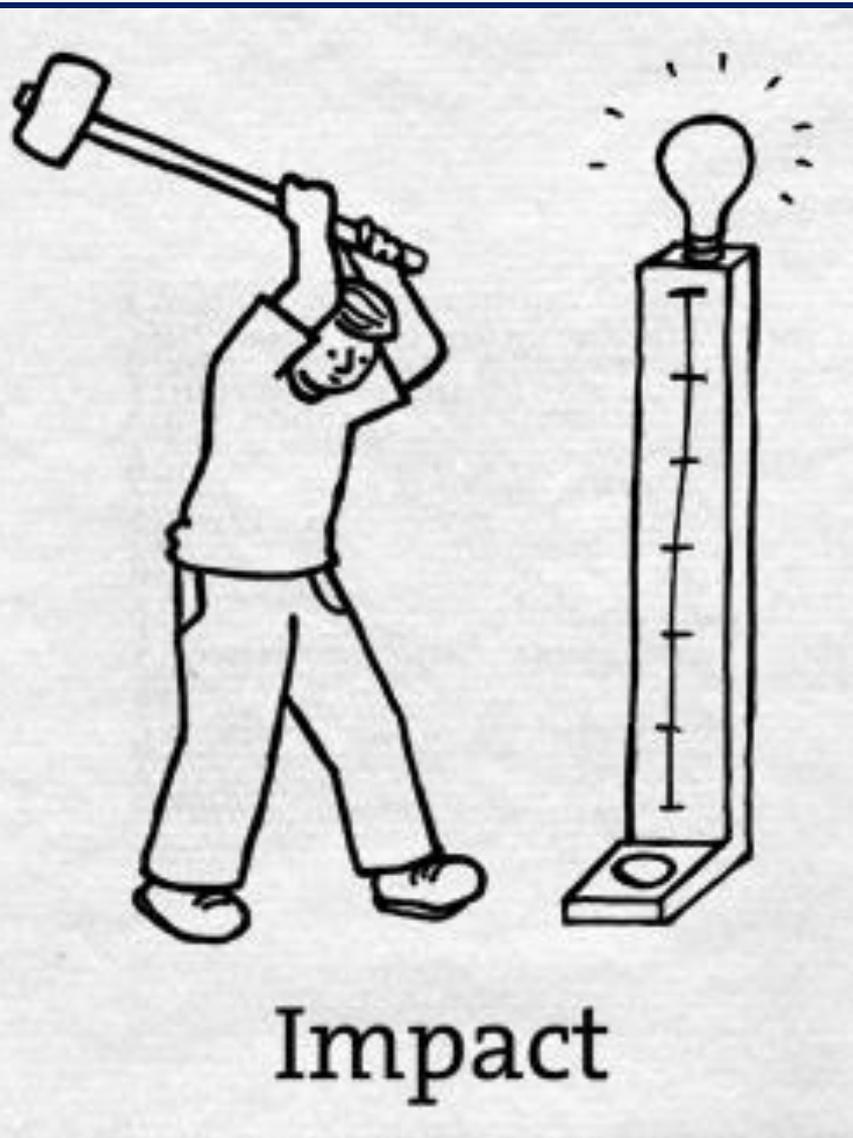
Focused

Guided

Disciplined

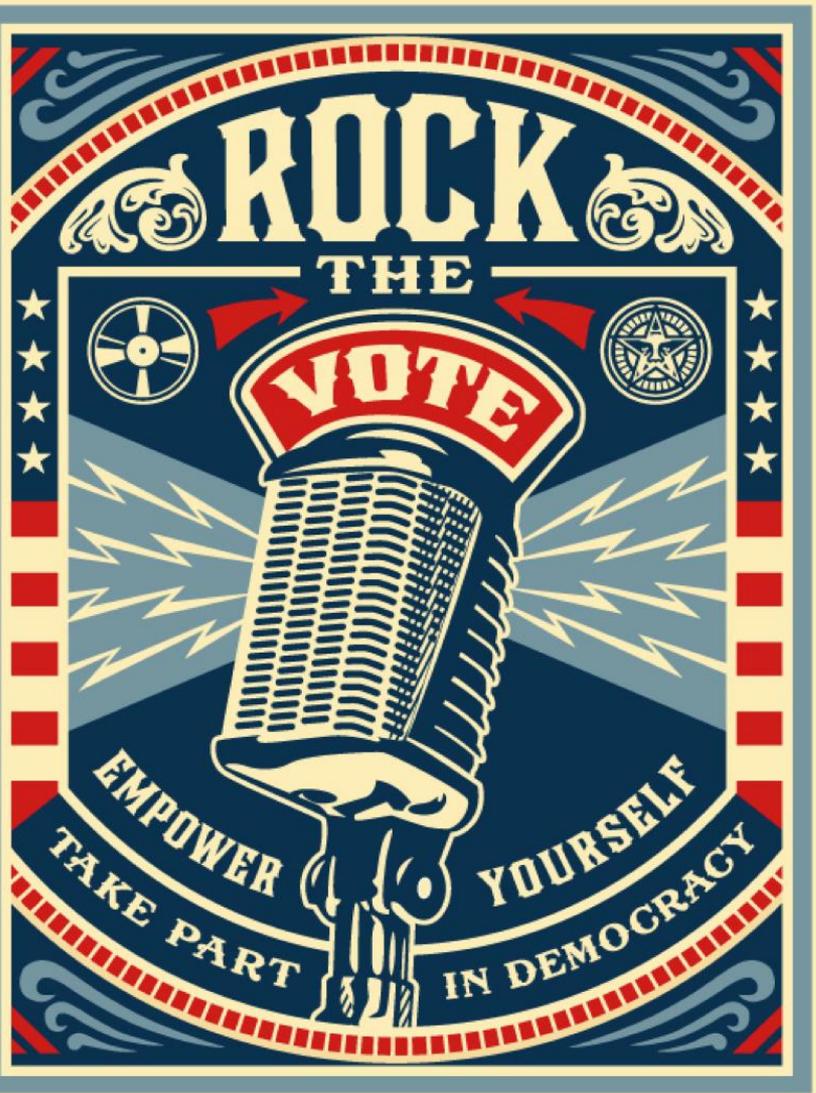
Networked





- Update you on TS³ and discuss the aims of our HIPs initiative
- **Learn from the California State University (CSU) system and the Tennessee Board of Regents (TBR) about implementing and scaling HIPs**
- Highlight content that focuses on implementation and approaches to scaling HIPs

Poll: We want to hear from you!



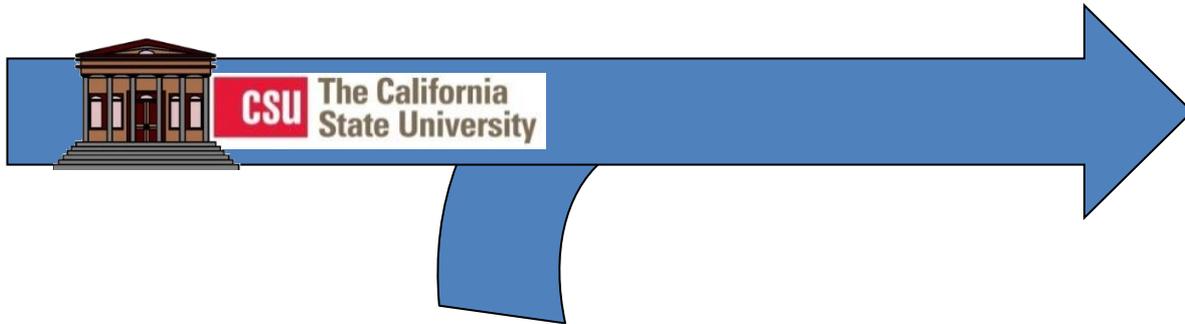
- What are the most important keys to successfully implementing and scaling HIPs across your system or institutions? (Choose two)
- What are the biggest barriers to successfully implementing HIPs across your system or institutions? (Choose two)

Taking Student Success to Scale: High Impact Practices

August 11, 2015
Webinar

Audrey Hovannesian, EdD
Associate Director of Assessment
Student Engagement & Academic Initiatives and Partnerships (SEAIP)
CSU Office of the Chancellor

Graduation Initiative



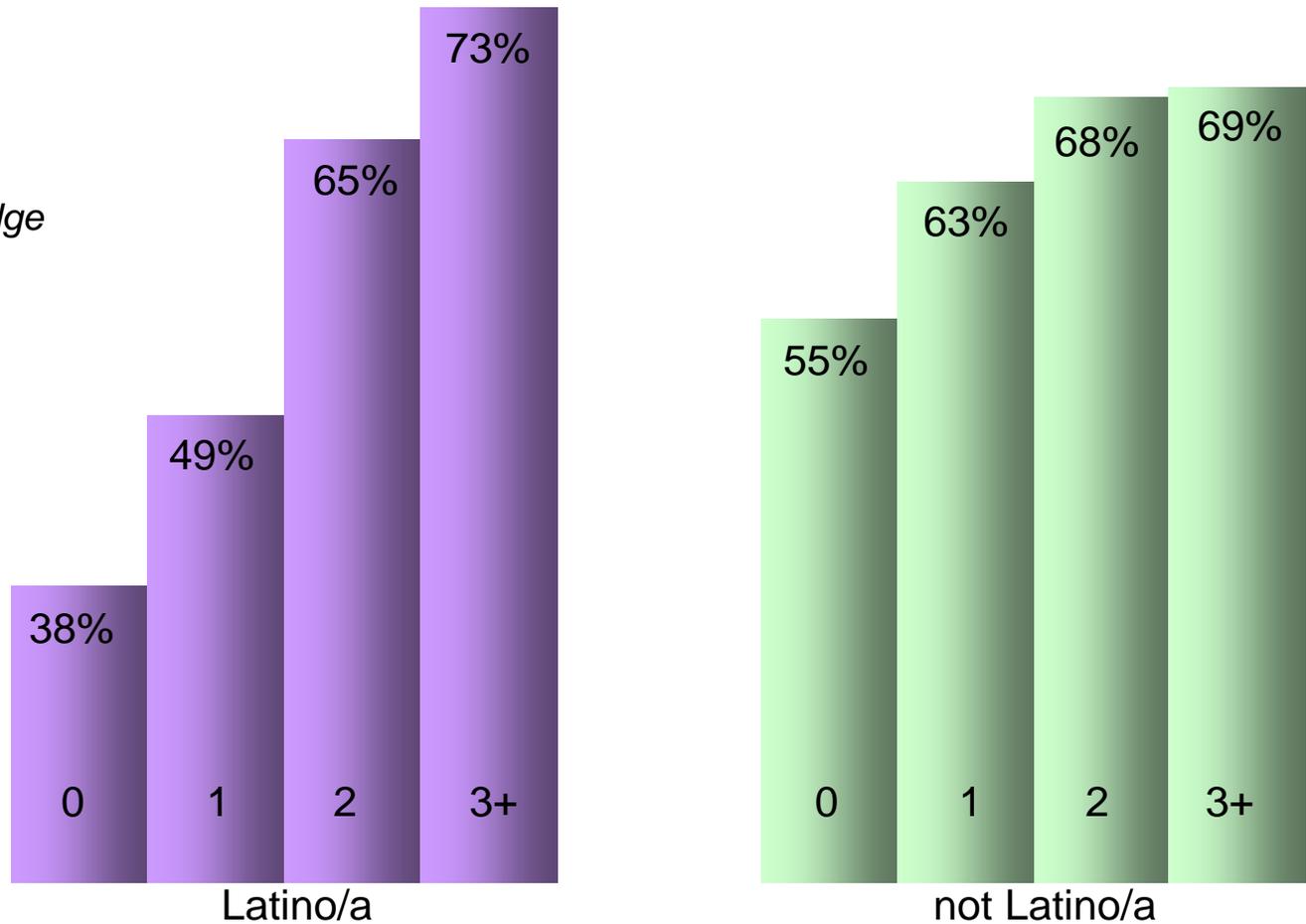
opportunity
quality
success

— THE CALIFORNIA STATE UNIVERSITY —
**HIGH IMPACT
PRACTICES**

	<u>baseline</u>	<u>2025 target</u>
Six-year graduation rate	51%	60%
Four-year graduation rate	16%	24%
Gap by ethnicity	14 points	7 points
Gap by Pell eligibility	11 points	5 points
Transfer four-year rate	70%	76%
Transfer two-year rate	27%	35%

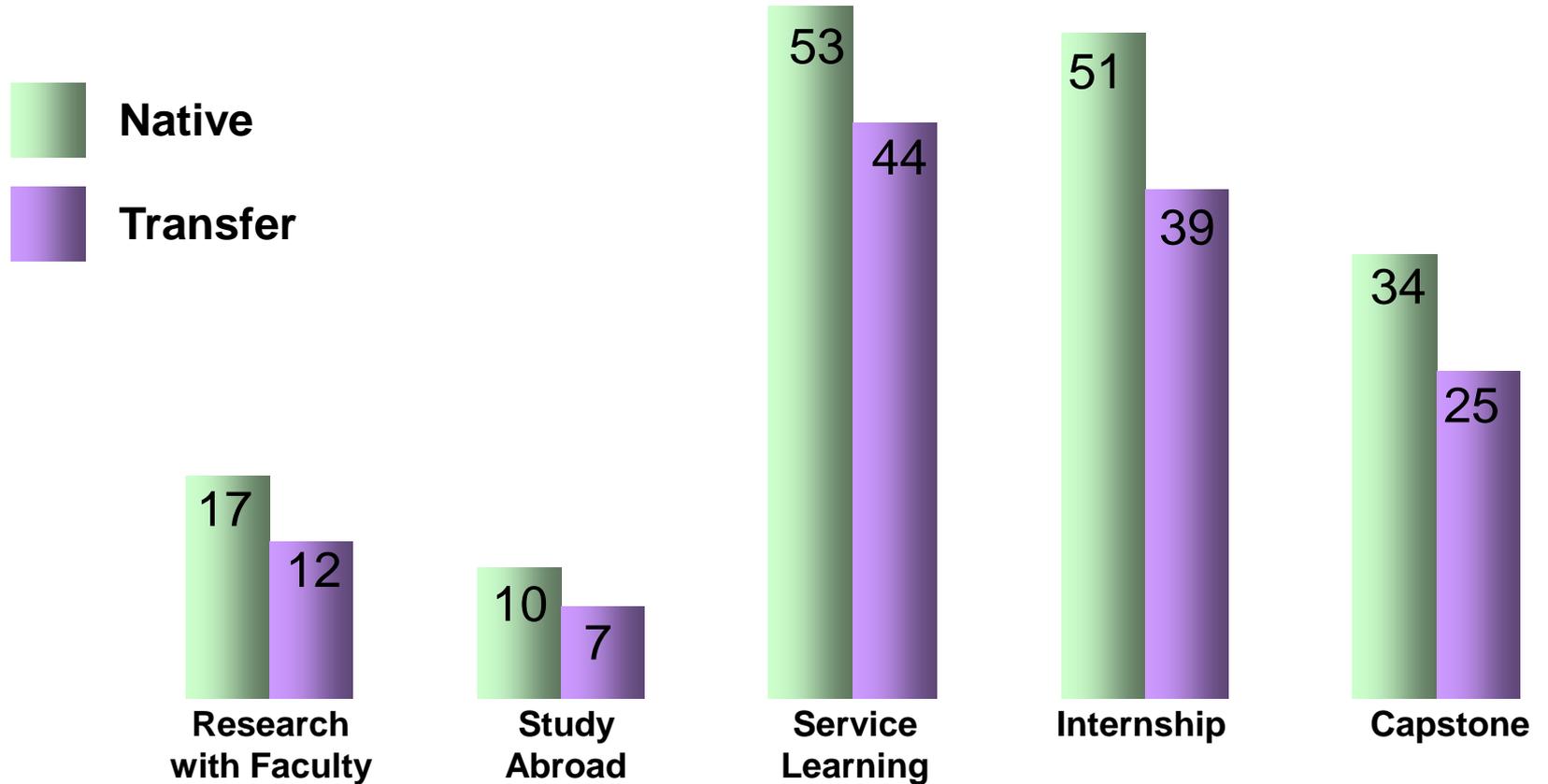
Graduation Rates by Ethnicity and participation in High-Impact Practices

Source: CSU Northridge
Institutional Research
August, 2010



Source: AAC&U and
NSSE Special Analysis
May, 2009

Participation in HIPs CSU Systemwide



First-Year Seminars and Experiences

Intrusive Advising

Learning Communities

Undergraduate Research

Service Learning, Community-Based Learning

Internships

Capstone Courses and Projects

Common Intellectual Experiences

Diversity/Global Learning/Study Abroad

Collaborative Assignments and Projects

Writing-Intensive Courses

Early Alert

Mentor Services

Summer Bridge

Summer Transition (non-EOP summer bridge experiences)

Supplemental Instruction

Coordinated Student On-Campus Employment

Pedagogy Sphere

Integrated HIP

Kuh, 2008



STUDENT ENGAGEMENT AND ACADEMIC INITIATIVES & PARTNERSHIPS

[Community College
Connections](#)

[Engaged Learning](#)

[Relevant Findings](#)

Taxonomies of High-Impact Practices

These taxonomies build on national efforts to categorize and describe the engaging educational experiences that seem most effective for learning and student success.

All visitors to this page are welcome to use the taxonomies, and comment on their development. CSU programs that receive **Academic and Student Success Program** funding must use the taxonomies in their reporting to remain eligible for further funding.

For CSU campuses receiving funding under the Chancellor's Academic and Student Success Programs:

1. Begin by downloading the directory of [ASSP-funded programs](#) and identifying your program, its two-digit reporting code, and the point person on your campus.
2. Using the PDFs at the links below, work with others on your campus to determine which single taxonomy applies most to the funded program, and then agree to the scores of intensity that describe the experience for the majority of participating students.
3. When all stakeholders have agreed on the responses for your program, record the determinations [here](#).

For all other visitors to this page: download the taxonomies below, and let us know how they work for you by visiting our [teaching commons](#). It has discussion groups and a listserv you can join to keep in touch.

Taxonomies:

[Early Alert](#)

[First-Year Experience](#)

[Intrusive Advising](#)

[Learning Communities](#)

[Peer Mentoring](#)

[Summer Bridge](#) (when EOP supported)

[Summer Transition](#) (non-EOP summer bridge experiences)

[Supplemental Instruction](#)

[Undergraduate Research](#)

- Rubric/scoring system
- Available to the public
- Comments/feedback please

CSU Academic and Student Success Awards, 2013-14
Draft **taxonomy** to characterize high-impact practices

Minimum definition: The CSU defines all **Early Alert Programs** as including the elements below, each of which may be offered with different levels of intensity. Please check the boxes that accurately reflect your program.

	Low intensity	Medium intensity	High intensity
Intervention	<ul style="list-style-type: none"> ○ Non-specific timing; ad hoc ○ Letter sent to student 	<ul style="list-style-type: none"> ○ Mid-term ○ Electronic notification sent to student/student portal 	<ul style="list-style-type: none"> ○ Pre-term/pre-enrollment ○ Multiple points of contact (letter, email, phone, face to face, etc.) ○ Integrated and automated identification reports and tracking mechanisms
Identification of target student population	<ul style="list-style-type: none"> ○ At-risk students are targeted but not mandated to participate in program 	<ul style="list-style-type: none"> ○ Particular groups of at-risk students are targeted and are mandated to participate in program ○ failure to comply results in no consequence 	<ul style="list-style-type: none"> ○ Specific and varied populations of at-risk and underprepared students are targeted and are mandated to participate in program ○ failure to comply results in some consequence (e.g., hold on registration) ○ dedicated resources to integrated and automated systems
Referral	<ul style="list-style-type: none"> ○ Referrals are only accepted by faculty; students cannot self-refer. ○ Students are notified of referral but not directed to a specific person for assistance ○ Paper referral ○ No feedback given to referral source ○ Only accepts referrals during the first half of the term 	<ul style="list-style-type: none"> ○ Referrals are accepted by faculty and staff; students cannot self-refer. ○ Referrals are handled by general/major advisors ○ Website/email referral ○ Email confirmation of referral to referral source ○ Only accepts referrals during the first ¼ of the term 	<ul style="list-style-type: none"> ○ Referrals are accepted by faculty and staff, and students can self-refer. ○ Referrals are handled by a stand-alone program/special advisor ○ Integrated electronic database with access by advisors and faculty ○ Referrer receives multiple points of communication regarding referral ○ Accepts referrals at any point during the year
Advising/Student Support	<ul style="list-style-type: none"> ○ Academic support referrals (tutoring, study groups, etc.) ○ 0-1 30-minute visits per term 	<ul style="list-style-type: none"> ○ Academic coaching focused on academic support and study strategies 	<ul style="list-style-type: none"> ○ Holistic approach focused on overall well-being of student (academic, health, spiritual)

Minimum Definition

Measures of Campus Climate

THE CALIFORNIA STATE UNIVERSITY HIGH IMPACT PRACTICES

Minimum definition: The CSU defines all **Summer Bridge Programs** as including at least these four elements:

- The experience is designed to develop student self-efficacy.
- The experience takes place face-to-face on campus before the incoming semester/quarter.
- The program has an academic component that leads into the incoming semester/quarter.
- The program has assessment and accountability.

	low intensity	medium intensity	high intensity
Assist incoming students with the transition to the social and cultural expectations of the university.	Less than 25% of summer bridge program's focus	From 25-50% of summer bridge program's focus	Over 50% of summer bridge program's focus
Introduction to academic expectations	Single lecture/workshop	Multiple workshops with faculty/staff interactions	Course or equivalent
Advising/mentoring	Focus on regulations/information; road maps; very "low touch"	Group advising and/or mentoring	On-going one-on-one advising/mentoring with appropriate activities
Develop student self-efficacy	Lecture students on how to develop self-efficacy	Minimum experiential activities	Multiple intentionally designed experiences that build on each other

record
creation

record management



	persistence	GPA	knowledge	creativity	agency
course redesign	✓	✓	✓		
intrusive advising	✓	✓	✓		
undergrad research		✓	✓	✓	
on-campus employment	✓			✓	✓
learning community	✓	✓		✓	✓

assessment

This block contains six individual assessment reports for High Impact Practices (HIPs) from different universities:

- Assessment of HIPs (Positive Findings)**: A circular chart showing the distribution of findings across different HIP categories.
- Chicago State University**: A circular chart showing the distribution of findings, with a list of Student Success Measures including Persistence, Repeatable grade rates, GPA, and several measures of academic, civic engagement, and psychosocial well-being.
- San Francisco State University**: A circular chart showing the distribution of findings across categories like Writing-intensive Courses, Service Learning, Global Learning, Internships, and Capstones.
- University of California, Riverside**: A table listing various HIPs and their corresponding tracking codes (e.g., S19001, S19002).
- University of California, San Diego**: A circular chart showing the distribution of findings, with a list of Student Success Measures including Retention, Graduation, GPA, and # of units completed.
- California State University, Stanislaus**: A circular chart showing the distribution of findings, with a list of Student Success Measures including Retention, Graduation, GPA, and # of units completed.

High Impact Practice Delivery



HIP Concerns

Selection Bias

Equity Issues

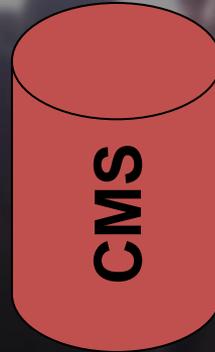
**Lack Valid
Metrics**

**Too Quick to
Label HIPs**

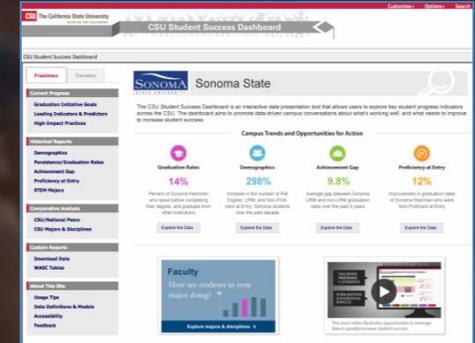
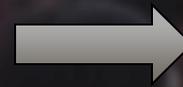
**Programs too
small to scale**



capture



store



display

Academic and Student Success Programs (“ASSP”)
Gates-funded “Preparing to Scale High-Impact Practices”

Student Success Data Dashboard
“Data Readiness” and “Action Research” grants
Support for campus-based “Dashboard Leaders”

**BILL & MELINDA
GATES *foundation***

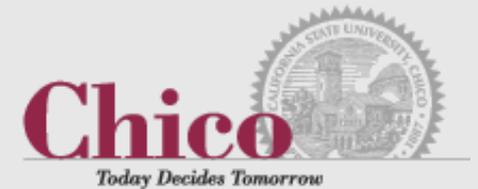


California State University
Stanislaus



CAL POLY POMONA

**HUMBOLDT
STATE UNIVERSITY**



Timeframe: Short-term 8 month project

Goal: Scale HIPs and track HIP participation and levels of engagement in baseline student data

Pilot Partners
CSU/Gates
Foundation Preparing
to Scale High Impact
Practices Project

Model Campus
Inform initial tracking
process



HIP Implementation Model

STEP 1: CREATE A HIPs TASKFORCE (12-20 HIP Campus Change Agents)

- High Impact Practice Coordinator
- Administration
- Institutional Research
- Institutional Technology
- Registrar
- Other representatives

Taskforce Activity: Q-sort
 conducted to identify campus
 specific HIP implementation
 perspectives

STEP 2: CAMPUS-WIDE HIPs INVENTORY (Include both Academic and Student Affairs)

Task Description:
 Create an exhaustive list of campus High Impact Practices by:
 Task 1:
 Task 2:
 Task 3:

Inventory Coordinator(s):

Timeline:

STEP 4: HIP DEVELOPMENT PROCESS (Up to three-year process depending on initial HIP level)

How?
 Perhaps by utilizing the Humboldt
 State University (HSU) Model?

HIP Level	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
HIP Level I	Identify large student demographic in need of program services. Narrow large student demographic to a sustainable but manageable student group to initially administer HIP program.	Identify current training. Identify available on-campus, in-system, or national training/certification. Coordinate training of personnel.	Identify and/or remodel appropriate program space to ensure the best administration of program. Create a collaborative team, utilizing external data specialists, with designated meetings and reporting protocols. Collect and analyze data to determine HIP effectiveness.	Create a collaborative team, utilizing external data specialists, with designated meetings and reporting protocols. Collaborate continuous meetings with on-campus tracking specialist.	Identify current data tracking method. Create automated data tracking protocols. Create appropriate student groups in electronic records. Collaborate continuous meetings with on-campus tracking specialist.	Identify current measures. Validate current measures with on-campus data specialist. Modify measures if necessary.	Identify current assessment plan. Revise current assessment plan with on-campus assessment specialist if necessary. Align assessment plan with other existing on-campus assessment processes.	Introduce program personnel to HIPs TaskForce and other HIP related departments. Create a structure of collaboration and regular working meetings to support HIP Development Process. Inform program of HIP Development Process requirements.
HIP Level II	If HIP measures determine a positive effect on student success, increase number of students served.	Continued Training. Creation of on-campus training/certification.	Administer program within maximized space.	Continue to track and analyze data for effectiveness and appropriateness of serving identified student demographic.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Pilot program measures. Test for reliability and validity.	Begin assessment plan. Continue regular consultation with on-campus assessment specialist.	Continued and regular collaboration between program and HIPs TaskForce. Assessment of HIP Development Process requirements by program and HIPs TaskForce.
HIP Level III	If HIP measures determine a continuous positive effect on student success, increase number of students served.	Provide continuous training/certification opportunities to personnel.	Make necessary adjustment to space to accommodate growth and program changes as necessary.	Ensure effectiveness and appropriateness.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Continue to administer valid and reliable measures.	Continue assessment plan.	Continued and regular collaboration. Assessment of HIP Development Process requirements by program and HIPs TaskForce.

STEP 3: PRE-HIP STATUS DESIGNATION PROCESS

(HIPs TaskForce reviews campus HIPs Inventory and assigns HIPs to the below HIP designations based on identified variables)

HIP Level	Development	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
HIP Level I	HIP is currently developing or in its initial year of operation.	Serves a small number of students representative to campus population	HIP personnel is not formally trained or HIP certified	HIP environment is not custom designed for HIP and may be lacking resources	HIP data tracked utilizing HIP program specific methods	Tracking student data via paper and pencil or via electronic method within program only	Measures created, administered, program	Informal assessment generally conducted when measure findings become available	Little to no continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc
HIP Level II	HIP operational for 1-3 years	Serves a number of student cohorts, but still relatively small (less than 10% of campus population)	HIP personnel has been trained at the program level	HIP environment has allocated and sufficient space, but may lack some resources	HIP data tracked utilizing HIP program specific methods. Some interaction with IR	Program specific group created in student electronic records.	Measures mostly created, administered, analyzed in program with some collaboration with IR or external departments specializing in data or measurement	Internal formal assessment cycle. Measure findings are reviewed at a particular frequency and program changes are made based on findings	Some continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. But no formal protocols or communication in place
HIP Level III	HIP is well-developed and/or sustained for several years	Serves a large percentage of student population	HIP personnel is formally trained and HIP certified	Custom HIP environment with key resources necessary to conduct HIP	Data collection and reporting automated and/or displayed on electronic dashboards	Program specific group created in student electronic records. Regular communication with group administrator (IT or Registrar)	All measures verified to be reliable and valid by IR or data specialists. Multiple levels of analysis conducted to ensure accurate student program and student success	Formal assessment structure on a specific cycle. Assessment is conducted within program and submitted externally for review	Continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. Regular program and information, and reports are shared across departments to inform campus-level decision making

STEP 5: HIP DESIGNATION

(HIPs which compete Level I, II, & III)

Annual Assessment Plan Components	Finalized	Frequency	Key Personnel
Mission Statement	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with university mission statement
Student Characteristics	Yes	Annual	Review and revisions by program staff and HIPs TaskForce to ensure target population is adequate in size and demographic
Program Description	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Goals & Outcomes	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with institutional, accreditation outcomes and/or other relevant outcomes sets.
Activities & Outcome Matrix	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with other HIPs and campus activities.
Assessment Measures	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, other data specialists.
Assessment Findings	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, other data specialists.
Action Plans	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Action Plan Status	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Annual Report	Yes	Annual	Review and revisions by program staff and HIPs TaskForce

STEP 1: Create a HIP TaskForce

STEP 1: CREATE A HIPs TASKFORCE
 (12-20 HIP Campus Change Agents)

- High Impact Practice Coordinator
- Administration
- Institutional Research
- Institutional Technology
- Registrar
- Other representative

STEP 2: CAMPUS-WIDE HIPs INVENTORY
 (Include both Academic and Non-Academic)

STEP 1: CREATE A HIPs TASKFORCE

(12-20 HIP Campus Change Agents)

- High Impact Practice Coordinator
- Administration
- Institutional Research
- Institutional Technology
- Registrar
- Other representatives

STEP 4: HIP DEVELOPMENT
 (Up to three-year process dependent)

HIP Level	Students Served	Impact
HIP Level I	Identify large student demographic in need of program services. Narrow large student demographic to a sustainable but manageable student group to initially administer HIP program.	Identify current training needs. Identify available campus, system, national training/information. Coordinate training personnel.
HIP Level II	If HIP measures determine a positive effect on student success, to initial student group, increase number of students served.	Continued Training. Creation of on-campus training/certification.
HIP Level III	If HIP measures determine a continuous positive effect on student success, increase number of students served.	Provide continuous training/certification opportunities to personnel.

Measures	Assessment	Collaboration
Measures created, administered, analyzed in program	Informal assessment generally conducted when measure findings become available	Little to no continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc
Measures mostly created, administered, analyzed in program with some collaboration with IR or external departments specializing in data or measurement	Internal formal assessment cycle. Measure findings are reviewed at a particular frequency and program changes are made based on findings	Some continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. But no formal protocols or communication in place
All measures verified to be reliable and valid by IR or its specialists. Multiple levels of analysis conducted to ensure accurate student objectives and student success	Formal assessment structure on a specific cycle. Assessment is conducted within program and submitted externally for review	Continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. Regular meetings, information, and reports are shared across departments to inform campus-level decision making

Taskforce Activity: Q-Sort conducted to identify campus specific HIP implementation perspectives

Personnel
and HIPs TaskForce in conjunction
and HIPs TaskForce to ensure target demographic
and HIPs TaskForce
and HIPs TaskForce in conjunction and/or other relevant outcomes
and HIPs TaskForce in conjunction
's TaskForce, other data specialists.
's TaskForce, other data specialists.
's TaskForce
and HIPs TaskForce
decisions by program staff and HIPs TaskForce

STEP 1: CREATE A HIPs TEAM
 (12-20 HIP Campus Chair)

- High Impact Practice Coordinator
- Administration
- Institutional Research
- Institutional Technology
- Registrar
- Other representatives

STEP 3: PRE-HIP STATUS DESIGNATION PROCESS

(HIPs TaskForce reviews campus HIPs Inventory and assigns HIPs to the below HIP designations based on identified variables)

Students	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
...	...	HIP	HIP data tracked via paper	Tracking student data via paper	Measures created, administered, analyzed in	Informal assessment generally conducted when measure	Little to no continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc
...	Some continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. But no formal protocols or communication in place
...	Continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. Regular meetings, information, and reports are shared across departments to inform campus-level decision making

STEP 2: CAMPUS-WIDE HIPs INVENTORY

(Include both Academic and Student Affairs)

Task Description:
 Create an exhaustive list of campus High Impact Practices by:

- Task 1:
- Task 2:
- Task 3:

Inventory Coordinator(s):

Timeline:

STEP 4: HIP DEVELOPMENT
 (Up to three-year process dep)

HIP Level	Students Served	Measures	Assessment	Collaboration
HIP Level I	Identify large student demographic in need of program services. Narrow large student demographic to a sustainable but manageable student group to initially administer HIP program.			
HIP Level II	If HIP measure determined positive effect on student success: initial student group increased number students served.			
HIP Level III	If HIP measures determine a continuous positive effect on student success, increase number of students served.	Provide continuous training/certification opportunities to personnel.	Make necessary adjustment to space to accommodate growth and program changes as necessary.	Make appropriate and appropriate tracking of campus tracking specialists.

TaskForce in conjunction

TaskForce to ensure target

TaskForce

TaskForce in conjunction or other relevant outcomes

TaskForce in conjunction

TaskForce, other data specialists.

TaskForce, other data specialists.

HIPs TaskForce

HIPs TaskForce

HIPs TaskForce

HIP Model: Step 3- Status Designation

STEP 3: PRE-HIP STATUS DESIGNATION PROCESS

(HIPs TaskForce reviews campus HIPs Inventory and assigns HIPs to the below HIP designations based on identified variables)

HIP Level	Development	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
HIP Level I	HIP is currently developing or in its initial year of operation	Serves a small number of students representative to campus population	HIP personnel is not formally trained or HIP certified	HIP environment is not custom designed for HIP and may be lacking resources	HIP data tracked utilizing HIP program specific methods	Tracking student data via paper and pencil or via electronic method within program only	Measures created, administered, analyzed in program	Informal assessment generally conducted when measure findings become available	Little to no continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc
HIP Level II	HIP operational for 1-3 years	Serves a number of student cohorts, but still relatively small (less than 10% of campus population)	HIP personnel has been trained at the program level	HIP environment has allocated and sufficient space, but may lack some resources	HIP data tracked utilizing HIP program specific methods. Some interaction with IR	Program specific group created in student electronic records	Measures mostly created, administered, analyzed in program with some collaboration with IR or external departments specializing in data or measurement	Internal formal assessment cycle. Measure findings are reviewed at a particular frequency and program changes are made based on findings	Some continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. But no formal protocols or communication in place
HIP Level III	HIP is well-developed and/or sustained for several years	Serves a large percentage of student population	HIP personnel is formally trained and HIP certified	Custom HIP environment with key resources necessary to conduct HIP	Data collection and reporting automated and/or displayed on electronic dashboards	Program specific group created in student electronic records. Regular communication with group administrator (IT or Registrar)	All measures verified to be reliable and valid by IR or data specialists. Multiple levels of analysis conducted to ensure accurate student participants and student success	Formal assessment structure on a specific cycle. Assessment is conducted within program and submitted externally for review	Continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. Regular meetings, information, and reports are shared across departments to inform campus-level decision making

HIP Model: Step 4- Development

STEP 4: HIP DEVELOPMENT PROCESS (Up to three-year process depending on initial HIP level)								
HIP Level	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
HIP Level I	Identify large student demographic in need of program services.	Identify current training.	Identify and/or remodel appropriate program space to ensure the best administration of program.	Identify current HIP data.	Identify current data tracking method.	Identify current measures.	Identify current assessment plan.	Introduce program personnel to HIPs TaskForce and other HIP related departments.
	Narrow large student demographic to a sustainable but manageable student group to initially administer HIP program.	Identify available on-campus, in-system, or national training/certification. Coordinate training of personnel.		Create a collaborative team, utilizing external data specialists, with designated meetings and reporting protocols. Collect and analyze data to determine HIP effectiveness.	Create automated data tracking protocols. Create appropriate student groups in electronic records. Collaborate continuous meetings with on-campus tracking specialist.	Validate current measures with on-campus data specialist. Modify measures if necessary.	Revise current assessment plan with on-campus assessment specialist if necessary. Align assessment plan with other existing on-campus assessment processes.	Create a structure of collaboration and regular working meetings to support HIP Development Process. Inform program of HIP Development Process requirements.
HIP Level II	If HIP measures determine a positive effect on student success, to initial student group, increase number of students served.	Continued Training. Creation of on-campus training/certification.	Administer program within maximized space.	Continue to track and analyze data for effectiveness and appropriateness of serving identified student demographic.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Pilot program measures. Test for reliability and validity.	Begin assessment plan. Continue regular consultation with on-campus assessment specialist.	Continued and regular collaboration between program and HIPs TaskForce. Assessment of HIP Development Process requirements by program and HIPs TaskForce.
	If HIP measures determine a continuous positive effect on student success, increase number of students served.	Provide continuous training/certification opportunities to personnel.	Make necessary adjustment to space to accommodate growth and program changes as necessary.	Ensure effectiveness and appropriateness.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Continue to administer valid and reliable measures.	Continue assessment plan.	Continued and regular collaboration. Assessment of HIP Development Process requirements by program and HIPs TaskForce.

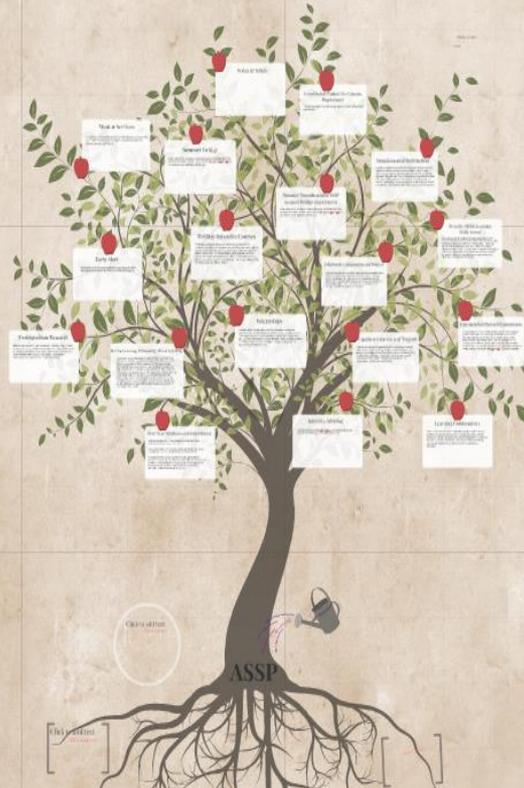
How?
Perhaps by utilizing the Humboldt State University (HSU) Model?

HIP Model: Step 5-Assessment

STEP 5: HIP DESIGNATION (HIPs which compete Level I, II, & III)

Annual Assessment Plan Components	Finalized	Frequency	Key Personnel
Mission Statement	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in c with university mission statement
Student Characteristics	Yes	Annual	Review and revisions by program staff and HIPs TaskForce to population is adequate in size and demographic
Program Description	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Goals & Outcomes	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in with institutional, accreditation outcomes and/or other releve sets.
Activities & Outcome Matrix	Yes	Annual	Review and revisions by program staff and HIPs TaskForce i with other HIPs and campus activities.
Assessment Measures	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, oth
Assessment Findings	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, ot
Action Plans	Yes	Annual	Review and revisions by program staff and HIPs TaskForc
Action Plan Status	Yes	Annual	Review and revisions by program staff and HIPs TaskForc
Annual Report	Yes	Annual	Review and revisions by program staff and HIPs TaskForc

Academic Student Success Programs (ASSP)



CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

SAN FRANCISCO
STATE UNIVERSITY

CALIFORNIA STATE UNIVERSITY
Los Angeles

SACRAMENTO
STATE

California State University
Northridge

CAL POLY POMONA

CALIFORNIA STATE
UNIVERSITY
EAST BAY

CALIFORNIA STATE UNIVERSITY
FULLERTON

CALIFORNIA STATE UNIVERSITY
LONG BEACH

SONOMA
STATE UNIVERSITY

Chico
Today Decides Tomorrow

San José State
UNIVERSITY

SAN DIEGO STATE
UNIVERSITY

FRESNO STATE
California State University, Fresno

CAL POLY
SAN LUIS OBISPO

- Began in 2013-2014
- \$7.2 million annual continuous allocation from the Chancellor
- 15 CSU campuses
- 44 distinct High Impact Practice programs
- HIP “nursery”

ASSP Practitioner Learning Community

Engages participants in iterations of a short-term Improvement Science model to test change and identify improvement.



P-D-S-A Plan-Do-Study-Act

Testing Changes

The Plan-Do-Study-Act (PDSA) cycle is shorthand for testing change in the real work setting- by planning it, trying it, observing the results, and acting on what is learned.

This is the scientific method used for action-oriented learning.

ASSP

Practitioner Learning Community

What are we trying to accomplish?

Setting Aims

Improvement requires setting aims. The aim should be time-specific and measurable; it should also define the specific population of students that will be affected.

- 450,000 CSU students
- Assist CSU Graduation Initiative Goals & identify effective HIPS
- Annual assessment cycle of 44 ASSP programs

How will we know that the change is an improvement?

Selecting Changes

All improvement requires making changes, but not all changes result in improvement. Organizations therefore must identify the changes that are most likely to result in improvement.

- Define HIPs within the CSU
- Identify common HIP measures, program components, outcomes, metrics
- Validate existing taxonomies
- Identify national HIP partners
- Create a HIP library of related literature
- Increase HIP research, publication, and presentations

What changes can we make that will result in improvement?

Establishing Measures

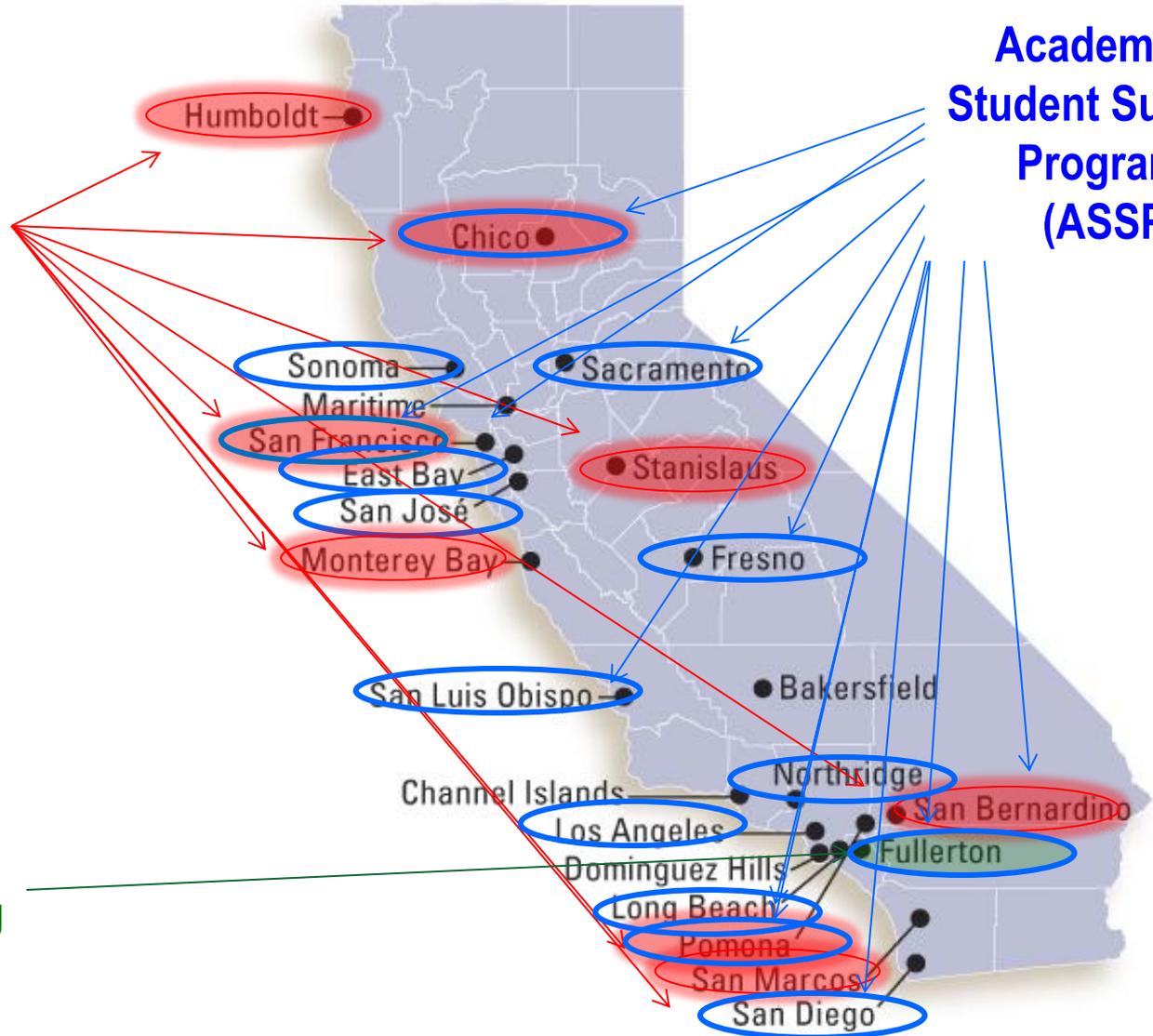
Teams use quantitative and qualitative measures to determine if a specific change actually leads to improvement.

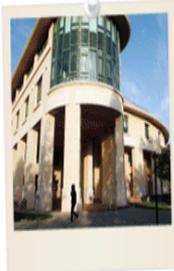
- CA CSU Student Success & Accountability Metrics
- ASSP HIP Operational Outcome Sets
- ASSP HIP Student Outcome Sets

Pilot Partners
CSU/Gates
Foundation Preparing
to Scale High Impact
Practices Project

Model Campus
Inform initial tracking
process

**Academic &
Student Success
Programs
(ASSP)**





Welcome

Assessing High Impact Practices has selected Taskstream AMS to provide an effective way to document, analyze, manage and archive the outcomes assessment and accountability initiatives at all levels of the institution.

We look forward to providing you with intuitive and reliable Web-based software and the highest level of supporting services. To learn about what you can do with Taskstream, visit our main Help page.

Change organization

Assessing High Impact Go

New Taskstream Blog!

Learn more from education thought-leaders, Mentoring Services, fellow Taskstream users, and the Taskstream team.

Communications

Messages **new!**

Need Assistance?

Contact Taskstream
Email: help@taskstream.com
Online: [Request Support](#)

[Visit the Taskstream Blog](#)
Phone: 1.800.311.5656

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Review

- Items requiring review
- Reviews to be reconciled
- Reviews to be released
- View all submissions

AMS Coordinator

- Workspace tools
- Announcements
- Manage resources
- Organization goals editor
- Survey management
- System administrator

Reports:

- Management reports

At-a-Glance Oversight:

- Assessing High Impact Practices

Assigned Workspaces Preview Mode All Access Mode

Participating area name Search Clear

CSU System » Chico

Expanded Summer Bridge

- Student Success: Assessing High Impact Practices >>

- select report - Go

CSU System » Chico

FYE Program

- Student Success: Assessing High Impact Practices >>

- select report - Go

CSU System » Chico

REACH Program

- Student Success: Assessing High Impact Practices >>

- select report - Go

CSU System » Chico

U-Course Learning Community

- Student Success: Assessing High Impact Practices >>

- select report - Go

CSU System » East Bay

EOP STAR - Year-long Bridge Program

- Student Success: Assessing High Impact Practices >>

- select report - Go

CSU System » East Bay

GANAS Latino/Latina Student Success

- Student Success: Assessing High Impact Practices >>

- select report - Go

Outcome Sets

- **CA CSU Student Success & Accountability Metrics**
- **Operational Outcomes Set**
- **Student Outcomes Set**

Name	Title	Institutional Affiliation
Susy Cuevas	Student Representative	CSU Long Beach & Chancellor's Office
Audrey Hovannesian, EdD	Associate Director of Assessment	Chancellor's Office
Jillian Kinzie, PhD	Associate Director	Center for Postsecondary Research, and NSSE Institute and NILOA Senior Scholar
Marita Mahoney, PhD	Director, COE Office of Assessment and Research	CSU San Bernardino
Bonnie Paller, PhD	Professor of Philosophy, Former Director of Assessment	CSU Northridge
Dan Shapiro, PhD	Interim Director, Teaching, Learning, and Assessment	CSU Monterey Bay
Roy Stripling, PhD	Director of Student Success	CSU Bakersfield
Evelyn Young, EdD	Executive Assistant to the President	Chancellor's Office

ASSP Program Rubric



Academic and Student Success Programs (ASSP)

ASSP Assessment Rubric

ASSP Program Statement Section

Campus Name					
ASSP Program Name					
Mission Statement					
A clear and simple statement devoid of elaborate language and buzz words, easily explained by others, and recognizably yours					
	0 No Information Provided	1 Needs Improvement/ Approaching	2 Satisfactory/ Emerging	3 Exemplary/Met	Notes
Identifies program name and the CSU campus served					
Explains existence (What impact do you hope to have, what needs to do you serve, what problem do you solve)					
Broadly describes the work (How are they doing this, and what HIPs are they employing)?					
Identifies students serve					
Committee Member Comments					
Program Response					
Student Characteristics					
A table which Identifies characteristics of program target population and the student population currently served					
	0 No Information Provided	1 Needs Improvement/ Approaching	2 Satisfactory/ Emerging	3 Exemplary/Met	Notes
REQUIRED: Number of program participants					
REQUIRED: Gender					
REQUIRED: Ethnicity (IPEDS)					
REQUIRED: PELL Eligibility Status					
REQUIRED: 1 st Generation					
OTHER SUGGESTIOS:					

HIP Implementation Model

STEP 1: CREATE A HIPs TASKFORCE (12-20 HIP Campus Change Agents)

- High Impact Practice Coordinator
- Administration
- Institutional Research
- Institutional Technology
- Registrar
- Other representatives

Taskforce Activity: Q-sort
 conducted to identify campus
 specific HIP implementation
 perspectives

STEP 2: CAMPUS-WIDE HIPs INVENTORY (Include both Academic and Student Affairs)

Task Description:
 Create an exhaustive list of campus High Impact Practices by:
 Task 1:
 Task 2:
 Task 3:

Inventory Coordinator(s):

Timeline:

STEP 4: HIP DEVELOPMENT PROCESS (Up to three-year process depending on initial HIP level)

How?
 Perhaps by utilizing the Humboldt
 State University (HSU) Model?

HIP Level	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
HIP Level I	Identify large student demographic in need of program services. Narrow large student demographic to a sustainable but manageable student group to initially administer HIP program.	Identify current training. Identify available on-campus, in-system, or national training/certification. Coordinate training of personnel.	Identify and/or remodel appropriate program space to ensure the best administration of program. Create a collaborative team, utilizing external data specialists, with designated meetings and reporting protocols. Collaborate continuous meetings with on-campus tracking specialist.	Create a collaborative team, utilizing external data specialists, with designated meetings and reporting protocols. Collect and analyze data to determine HIP effectiveness.	Identify current data tracking method. Create automated data tracking protocols. Create appropriate student groups in electronic records. Collaborate continuous meetings with on-campus tracking specialist.	Identify current measures. Validate current measures with on-campus data specialist. Modify measures if necessary.	Identify current assessment plan. Revise current assessment plan with on-campus assessment specialist if necessary. Align assessment plan with other existing on-campus assessment processes.	Introduce program personnel to HIPs TaskForce and other HIP related departments. Create a structure of collaboration and regular working meetings to support HIP Development Process. Inform program of HIP Development Process requirements.
HIP Level II	If HIP measures determine a positive effect on student success, increase number of students served.	Continued Training. Creation of on-campus training/certification.	Administer program within maximized space.	Continue to track and analyze data for effectiveness and appropriateness of serving identified student demographic.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Pilot program measures. Test for reliability and validity.	Begin assessment plan. Continue regular consultation with on-campus assessment specialist.	Continued and regular collaboration between program and HIPs TaskForce. Assessment of HIP Development Process requirements by program and HIPs TaskForce.
HIP Level III	If HIP measures determine a continuous positive effect on student success, increase number of students served.	Provide continuous training/certification opportunities to personnel.	Make necessary adjustment to space to accommodate growth and program changes as necessary.	Ensure effectiveness and appropriateness.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Continue to administer valid and reliable measures.	Continue assessment plan. Assessment of HIP Development Process requirements by program and HIPs TaskForce.	

STEP 3: PRE-HIP STATUS DESIGNATION PROCESS

(HIPs TaskForce reviews campus HIPs Inventory and assigns HIPs to the below HIP designations based on identified variables)

HIP Level	Development	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
HIP Level I	HIP is currently developing or in its initial year of operation.	Serves a small number of students representative to campus population	HIP personnel is not formally trained or HIP certified	HIP environment is not custom designed for HIP and may be lacking resources	HIP data tracked utilizing HIP program specific methods	Tracking student data via paper and pencil or via electronic method within program only	Measures created, administered, program	Informal assessment generally conducted when measure findings become available	Little to no continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc
HIP Level II	HIP operational for 1-3 years	Serves a number of student cohorts, but still relatively small (less than 10% of campus population)	HIP personnel has been trained at the program level	HIP environment has allocated and sufficient space, but may lack some resources	HIP data tracked utilizing HIP program specific methods. Some interaction with IR	Program specific group created in student electronic records.	Measures mostly created, administered, analyzed in program with some collaboration with IR or external departments specializing in data or measurement	Internal formal assessment cycle. Measure findings are reviewed at a particular frequency and program changes are made based on findings	Some continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. But no formal protocols or communication in place
HIP Level III	HIP is well-developed and/or sustained for several years	Serves a large percentage of student population	HIP personnel is formally trained and HIP certified	Custom HIP environment with key resources necessary to conduct HIP	Data collection and reporting automated and/or displayed on electronic dashboards	Program specific group created in student electronic records. Regular communication with group administrator (IT or Registrar)	All measures verified to be reliable and valid by IR or data specialists. Multiple levels of analysis conducted to ensure accurate student program and student success	Formal assessment structure on a specific cycle. Assessment is conducted within program and submitted externally for review	Continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. Regular program and information, and reports are shared across departments to inform campus-level decision making

STEP 5: HIP DESIGNATION

(HIPs which compete Level I, II, & III)

Annual Assessment Plan Components	Finalized	Frequency	Key Personnel
Mission Statement	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with university mission statement
Student Characteristics	Yes	Annual	Review and revisions by program staff and HIPs TaskForce to ensure target population is adequate in size and demographic
Program Description	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Goals & Outcomes	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with institutional, accreditation outcomes and/or other relevant outcomes sets.
Activities & Outcome Matrix	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with other HIPs and campus activities.
Assessment Measures	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, other data specialists.
Assessment Findings	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, other data specialists.
Action Plans	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Action Plan Status	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
Annual Report	Yes	Annual	Review and revisions by program staff and HIPs TaskForce

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**HIGH IMPACT
PRACTICES**



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SUPPORTING THE COMPLETION AGENDA: ENGAGING STUDENTS WITH HIGH-IMPACT PRACTICES

Tennessee Board of Regents

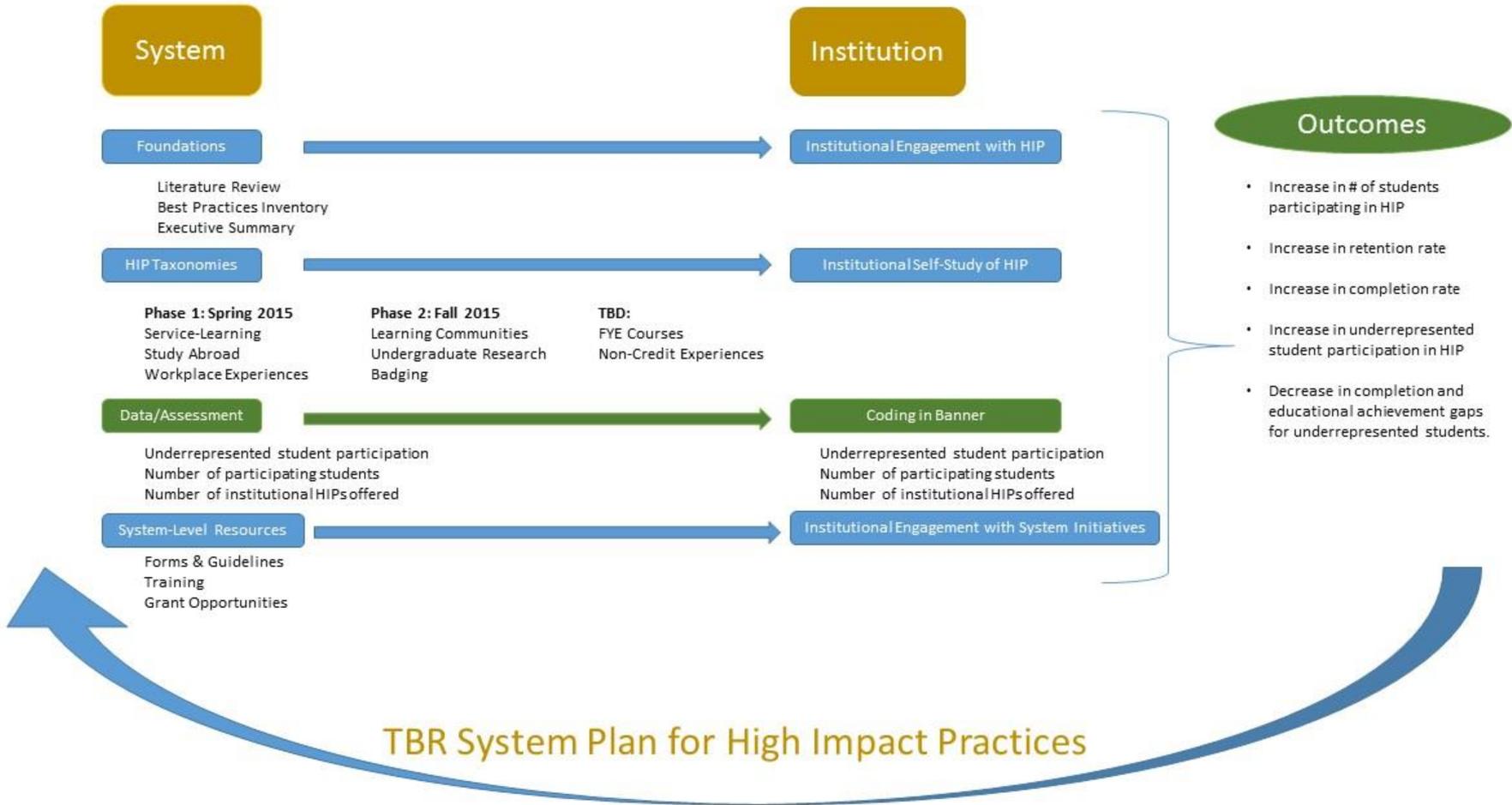


TBR INITIATIVES

- ▶ Complete College Act
 - ▶ Drive to 55
 - ▶ Community, Belonging and Inclusion (CBI) as one Priority Strategy under the TBR Strategic Plan
- 

PROJECT DESIGN

- ▶ Literature Review and Best Practices
 - ▶ Working groups for Service Learning, Study Abroad, Internships
 - ▶ Each campus represented, appointed by VPAA
 - ▶ March, April, May meetings to develop taxonomy
 - ▶ AAC&J Institute Team for TBR
 - ▶ Representative from each working group
 - ▶ Review of taxonomy drafts by content experts
 - ▶ Design of TBR Implementation Plan
 - ▶ Final draft review by working groups
 - ▶ Presentation to subcouncils for feedback
 - ▶ Institutions will be asked to complete self-study as part of institutional briefings in Fall 2015.
- 



SAMPLE TAXONOMY: SERVICE LEARNING

- ▶ **Minimum Definition of Practice:**

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Curriculum includes structured field-based “experiential learning” alongside community partners, which reinforces course learning outcomes. Within the TBR System credit-bearing service-learning designated courses are incorporated into general education or college core requirements for a degree program.



ESSENTIAL CHARACTERISTICS

Institutional Commitment

Faculty Commitment

Infrastructure

Curriculum Integration

Duration/Time on Practice

**Scope of Activities/Interdisciplinary
Focus**

Scale

Integration with other HIP

Equity in Access

Campus Assessment Plan



SELF-STUDY GUIDE

Program Element	Milestone 1
Institutional Commitment	Minimal support for SL
	SL does not integrate elements of HIP best practices
	Institution does not belong to any national associations/conferences
	Minimal professional development opportunities
	Minimal funding for grants, release time, faculty stipends, or operational expenses
Faculty Commitment	Less than 1% faculty teach SL designated courses
	Minimal faculty serve on campus SL advisory board/committee
	Minimal faculty participate/present at conferences or conduct international research
	SL is not recognized as part of the tenure/promotion process
Infrastructure	Minimal faculty involvement, no informal or formal Advisory Board/Committee
	Minimal number of SL opportunities offered
	Few dedicated staff or office space for SL
Curriculum Integration	Minimal academic department involvement in SL, faculty work unilaterally
	Minimal support by academic departments
	Minimal number of non-traditional courses offer SL components
	Minimal curriculum integration
Duration/Time on Practice	Less than 10 hours of service as part of course

Program Element	Milestone 3
Institutional Commitment	<p>Extensive institutional support for SL</p> <p>Institution has fully integrated elements of HIP best practices</p> <p>Institution belongs to 3 or more associations and is active; CC 2</p> <p>Administration fully supports and funds professional development opportunities.</p> <p>All operations and faculty/staff support are fully funded; grant and scholarship opportunities are available to students and faculty</p>
Faculty Commitment	<p>More than 2% faculty regularly teach SL designated courses</p> <p>Consistent, widespread faculty representation on campus SL advisory board/committee</p> <p>Consistent, widespread participation/presentations at conferences or conduct international research</p> <p>SL is recognized in the tenure/promotion process</p>
Infrastructure	<p>Formal Advisory Board/committee than meets regularly</p> <p>Extensive range of SL opportunities offered</p> <p>Dedicated SL office, fully or sufficiently staffed</p>
Curriculum Integration	<p>Extensive number of academic departments involved with SL, including faculty and administrators</p> <p>Academic Departments routinely support and encourage student involvement in SL</p> <p>Extensive number of non-traditional courses offer SL components (i.e. STEM/Workforce Development/Honors)</p> <p>Extensive curriculum integration</p>
Duration/Time on Practice	<p>20 hours of service or more as part of course</p>

Scope of Activities/Interdisciplinary Focus	Minimal number of SL offerings with few academic and geographic choices
Scale	Integration as part of orientation or select FYE/GE courses, but not required of all freshmen
	Between 1 - 2% total students participate annually in SL courses
	No specific attention paid to underrepresented student participation in SL courses
	Students are limited by academic level (i.e.. Graduate Students/Seniors/Capstone)
Integration with other HIP	SL program offers no integration with other HIP
Equity in Access	Distribution across 29% or less of division/colleges
	Minimal options or support for underrepresented students (ex: range of costs, range of durations, scholarships)
Campus Assessment Plan	Minimal annual administrative review of courses/very little individual assessment is completed by SL participants
	Little or no identification of course outcomes, little or no connection to division/program outcomes or institutional outcomes
	Utilize 1 assessment type: Student achievement data, equity assessment (cross divisional and cross demographic), and direct/indirect assessment of student perceptions (NSEE, CCSSE, eportfolio, course learning outcomes)

PURPOSE AND USE OF TAXONOMY

- ▶ Institutional self-study of specific high impact practice
 - ▶ Identification of areas for growth
 - ▶ Coding of minimum definition in Banner
 - ▶ Identification of institutional assessment and data collection
- 

EXAMPLE IMPLEMENTATION OF HIP

- ▶ THE HIP: College Success Course
 - ▶ required for all first-time full-time freshman
 - ▶ course enrollment by academic cohort and/or major
 - ▶ standardized curricular elements
 - ▶ educational planning and reflection
 - ▶ career exploration and reflection
- ▶ HIP within the HIP: ePortfolio adoption
 - ▶ Activities linked to Institutional Learning Outcomes
 - ▶ Quantitative Reasoning
 - ▶ Information Literacy
 - ▶ Written Communication
- ▶ And Another HIP: Experiential learning/service-learning course requirement

INSTITUTIONAL BENEFITS

- ▶ Supports TBR Strategic Plan
 - ▶ Community, Belonging and Inclusion (CBI)
 - ▶ Supports the Drive to 55
 - ▶ Supports the Completion Agenda
 - ▶ Increases in student engagement
 - ▶ Increases in equity of engagement
 - ▶ Increases in opportunities for educational advising and career exploration
 - ▶ HIPs course data can be used as benchmark data points
 - ▶ Supports faculty in redesign of critical/milestone courses
 - ▶ Collection of comparable institutional learning outcome data
 - ▶ Collection of data from HIPs to support retention and graduation initiatives
 - ▶ Supports TN Promise students' requirement of civic engagement
 - ▶ Impact on Performance Funding outcomes through increased engagement, retention, and completion
- 

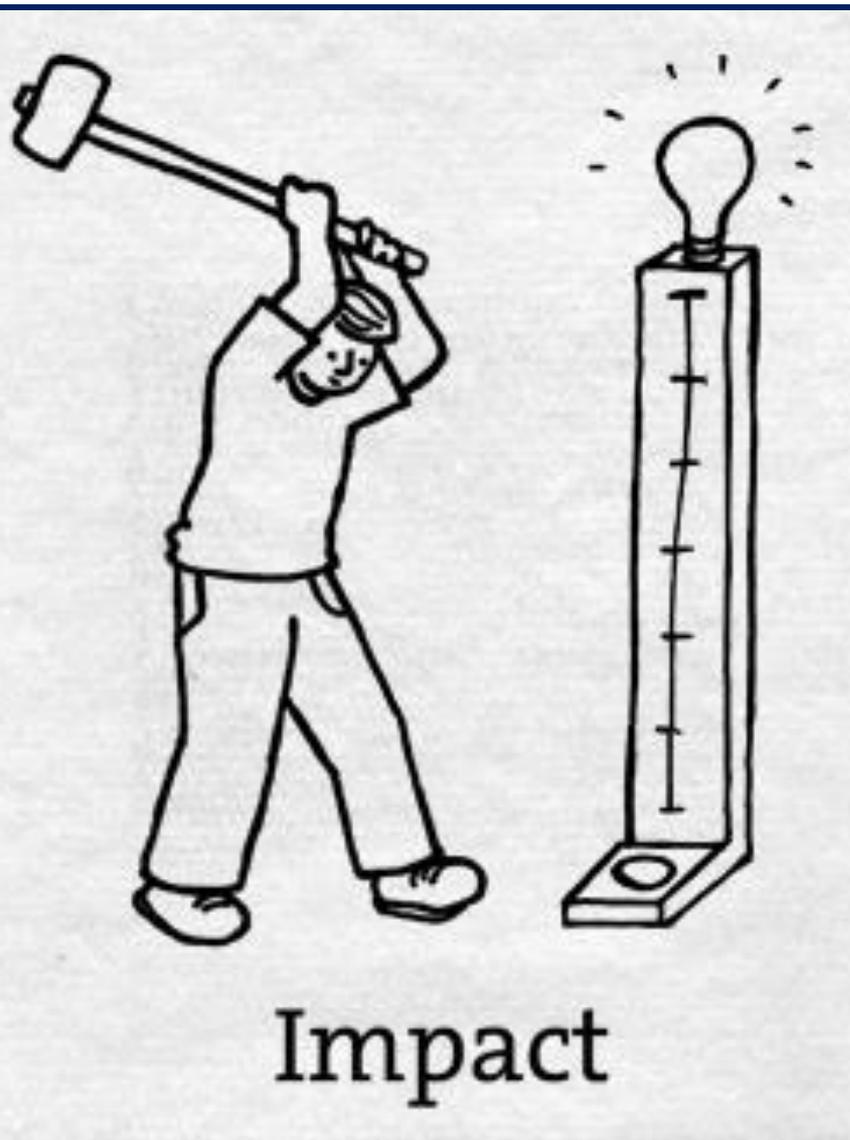
NEXT STEPS

- ▶ Feedback
 - ▶ Campus Implementation
 - ▶ Data Collection
 - ▶ Phase 2 Fall 2015
 - ▶ Learning Communities
 - ▶ Undergraduate Research
 - ▶ Badging
- 

KEYS TO SUCCESS

- ▶ Institutional and faculty engagement in a democratic process
 - ▶ Adding value to ongoing efforts
 - ▶ Facilitation of the process
 - ▶ Focus on encouraging and rewarding institutions and faculty
- 





- Update you on TS³ and discuss the aims of our HIPs initiative
- Learn from the California State University (CSU) system and the Tennessee Board of Regents (TBR) about implementing and scaling HIPs
- **Highlight content that focuses on implementation and approaches to scaling HIPs**

Make-or-break themes for the successful implementation and scaling of HIPs emerged from a survey of webinar attendees

Theme	Key Questions
Leadership	<ul style="list-style-type: none"> ▪ Do you have executive or manager level buy-in? ▪ Do you have faculty-level buy-in? ▪ Who are the right people to have at the table to support HIPs efforts?
Consensus	<ul style="list-style-type: none"> ▪ Is there a common understanding of HIPs qualities? ▪ Are you all on the same page about your HIPs goals? ▪ Have you agreed on the strategies that will get you there?
Data	<ul style="list-style-type: none"> ▪ Do you have data to state your case, and monitor and track progress? ▪ Have you created system- or institution-wide metrics? ▪ How are you using it to continuously improve?
Pilot	<ul style="list-style-type: none"> ▪ Have you identified the bright spots in your system or institution? ▪ Are you engaging a mix of top performers and willing institutions in a pilot? ▪ How do you know that this approach will be successful across systems and institutions?
Scaling	<ul style="list-style-type: none"> ▪ Are you taking steps to create a flexible approach across unique institutions or departments? ▪ Have you embedded these into transcripts or created a certification? ▪ Are you sharing best practices across your system or institution?

There are emerging examples of systems which are tackling these challenges head on in unique ways



- First-year seminar courses help first-year students successfully transition
- Introduced students while also engaging them in CU Denver's vast student resources
- Faculty members integrate academic skills into their courses to foster student success



- Learning communities at flagship and research campuses
- Undergraduate research comprehensives
- Internships that involve the garnering of national security clearances.



- Applied learning task force
- Ambitious goal of providing every student with an applied learning experience
- Buy-in from the Board of Trustees and legislature



- HIPs are very mature
- Key Learning Communities are a wrap-around first-year experience
- Students experience many HIPs within the first year.

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 highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, 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 vertically organized 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 cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

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 racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning," with community partners is an instructional strategy—and often a required part of the course. 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. A key element in these programs is the opportunity 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.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

The AAC&U materials:

- Define HIPs in clear and concise terms
- Provide direction and tools that can aid in the implementation of HIPs
- Include toolkits focused on implementation and adoption for specific HIPs
- Highlight the good work of campuses across many HIPs

<http://www.aacu.org/leap/hips>

<http://leap.aacu.org/toolkit/high-impact-practices>

High Impact Practices

High-impact practices are teaching and learning designs which have been demonstrated to increase student engagement and persistence. While they benefit all students, research suggests that they are particularly beneficial for historically underserved student groups. Of [10 high-impact practices](#) identified by the Association of American Colleges and Universities (AAC&U), those commonly incorporated in GE programs include first-year seminars and experiences, learning communities, service-learning, and capstone courses. Research on other pedagogical practices, including peer mentoring, e-portfolios, thematic GE pathways, and [public sphere work](#), is more limited, but they also show promise.

[High Impact Practices from the LEAP Campus Toolkit](#): High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. George Kuh. An excerpt from George Kuh's foundational publication on high-impact educational practices that lists a brief overview of several high-impact practices and maps them across essential college learning outcomes.

Public Sphere Pedagogy

CSU Chico developed the **Town Hall Meeting** and **Great Debate**, now adopted by other colleges and universities around the state, as part of a broader effort to bring entering college students into full-fledged community participation. The practices, which Chico groups under "Public Sphere Pedagogy," result in measurable gains in engagement, persistence, and student success. See the online [toolkit](#) or recorded [webcast](#).

Resources on High-impact Practices

Baseline Definitions and Intensity Rubrics

As part of 2013-14 spending for Academic and Student Success Programs, CSU staff and faculty have developed the baseline definitions and intensity rubrics for:

- summer bridge
- peer mentoring
- learning communities
- first-year experience

In the short term this definition set will be used by campuses to report on their spending; longer term this could inform system-wide efforts to track certain high-impact practices for educational benefits and cost effectiveness.

Please use the [community conversations](#) to share your reactions. From your knowledge and experience, do these baseline definitions capture what makes them work? Are the scales of intensity clear and reasonably distributed?

Your feedback is a valuable part of making positive change collaboratively.

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- Peer mentoring
- Learning communities
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You can explore here:

http://teachingcommons.cdl.edu/geengage/high_impact_practices/

California State University, Chico

Exploring The Chico Experience

Public Sphere Pedagogy

The Town Hall Meeting and the Chico Great Debate Programs

Assessing the Effect on Students' Civic Dispositions and Success

Fall 2013

Prepared by Dr. Lori M. Weber, Department of Political Science

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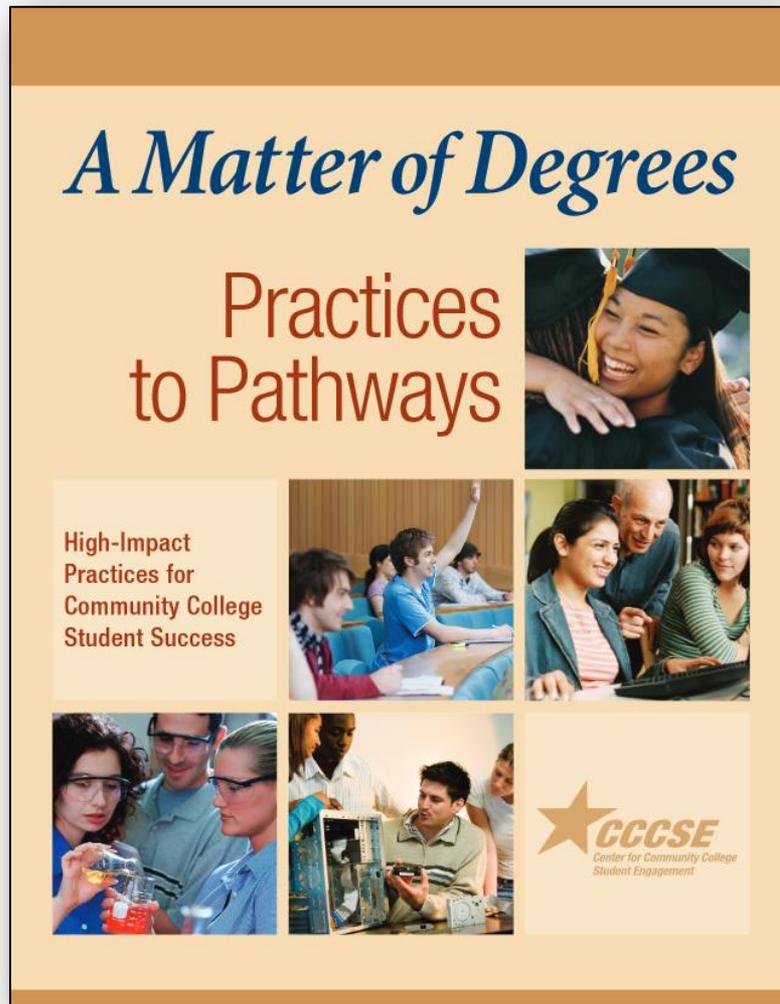
By creating a Town-Hall and engaging students in a related civic writing course, CSU-Chico found:

- Town Hall students outperformed non-Town Hall students in a direct assessment of student writing
- Town Hall students were more academically engaged than non-Town Hall students
- Town Hall students reported statistically significantly higher levels of wellness across multiple semesters

They have created a PSP toolkit. You can find it: <http://www.csuchico.edu/fye/toolkit/index.shtml>

Recently, *A Matter of Degrees: Practices to Pathways* was published. The report highlights key features of pathways, including:

- Aligning levels of learning
- Coalescing arts and sciences with career and technical education
- Integrating student learning and support
- Connecting classroom learning to applied learning
- Merging curricular and co-curricular learning, and
- Bridging the for-credit versus non-credit gap.





<http://voices.merlot.org/group/high-impact-practices-for-all-students>





NASH

National Association
of System Heads

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