

# HIP Taxonomies

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# Criteria for High Quality HIPs

- ▶ Expectations set at appropriately high levels
  - ▶ Intentional (clear Essential Learning Outcomes (ELOs); structured experience)
- ▶ Significant investment of time and effort
  - ▶ Preparation, orientation, and training
- ▶ Interaction with faculty and peers
- ▶ Experience with diversity
- ▶ Frequent and constructive feedback
- ▶ Periodic and structured opportunities for reflection
- ▶ Relevance through real world applications (i.e. hands-on experience)
- ▶ Public demonstrations of competence

# Outcomes

- ▶ Transactional Outcomes
  - ▶ Retention
  - ▶ Persistence
  - ▶ GPA
- ▶ Essential Learning Outcomes
  - ▶ AAC&U LEAP Essential LO
  - ▶ Value rubrics used for assessment (<https://www.aacu.org/value-rubrics>)
- ▶ Deep Learning
- ▶ Applied Learning
- ▶ Community/relationship building

# Review of Taxonomies

- ▶ Indiana University Purdue University of Indianapolis (IUPUI)
- ▶ California State University System Office
  - ▶ CSU Fresno
  - ▶ CSU East Bay
- ▶ University of Colorado-Denver
- ▶ Metropolitan State University of Denver
- ▶ SUNY System (Applied Learning)
- ▶ Tennessee Board of Regents

# HIP Taxonomies Provided

- ▶ Advising
- ▶ Capstone
- ▶ Collaborative Projects
- ▶ Early Alert Program
- ▶ E-Portfolios
- ▶ First Year Seminars/Experiences
- ▶ Honors
- ▶ Learning Communities
- ▶ Peer Mentoring
- ▶ Research & Creative Activity
- ▶ Service Learning
- ▶ Study Abroad
- ▶ Summer Bridge
- ▶ Supplemental Instruction
- ▶ Writing Intensive Courses

# Value of Taxonomies

- ▶ Explicitly define the HIP
- ▶ Ensure fidelity of the HIP by expressing purpose/intent
  - ▶ Essential Learning Outcomes (ELOs)
  - ▶ Specific attributes that define the HIP
- ▶ Guide professional development of faculty and staff
  - ▶ PD tool for improvement
  - ▶ Validation of activity's impact for tenure & promotion and annual review
- ▶ Precursor to assessment effort
  - ▶ Must define parameters before meaningful assessment of student learning can take place

# Review of Taxonomies

- ▶ Taxonomies may be used to guide the develop of
  - ▶ Individual courses
    - ▶ First-Year-Experience (CSU and IUPUI)
    - ▶ Living-Learning-Communities
    - ▶ Undergraduate Research (IUPUI)
    - ▶ Service Learning (CSU, IUPUI)
  - ▶ Programs within a department or university
    - ▶ Internships & Study Abroad (IUPUI)
  - ▶ University-wide initiative
    - ▶ Undergraduate Research (CSU)
    - ▶ All of Taxonomies Provided by TBR

# Review of Taxonomies

- ▶ Type 1: Provide a basic definition of HIP
- ▶ Type 2: Provide Definitions and Criteria for Implementation and Assessment (e.g. CU-Denver; MSU-Denver)
- ▶ Type 3: Specify measurable criteria with three degrees of impact
  - ▶ Level 1, Level 2, Level 3
  - ▶ Milestone 1, Milestone 2, Milestone 3
  - ▶ Low, Medium, High (what is low/medium/high may be unspecified)
  - ▶ Low Intensity, Medium Intensity, High Intensity
  - ▶ Low Commitment, Medium Commitment, High Commitment
  - ▶ Beginner, Intermediate, Advanced
  - ▶ High, Higher, and Highest
- ▶ Some of these taxonomies are more developed than others
  - ▶ One can more clearly “see” / “imagine” what the HIP will look like



# Type 1: Basic Definitions

## ▶ Example 1: CSU Fresno - Internship Defined

- ▶ An academic internship is experience in a setting directly related to a student's major field of study. It is a supervised experience with intentional learning goals. Academic Internships must earn university credit and require tuition payment in the same way as any course. Academic Internships are managed by departments or programs offering or requiring the internship. Individuals may identify their own placement for an Academic Internship but if the student wishes to earn academic credit, the internship must be approved by the associated academic department, and all planning and operating requirements detailed in this policy apply.

## ▶ Example 2: CSU Fresno - Service Learning Defined

- ▶ Service-learning engages students in meaningful civic service that directly relates to the course readings and lectures. Students engaged in service learning typically work with a community organization as part of the requirement for a course where they contribute 15-20 hours outside of class. Time in class is often spent completing the course objectives and reflecting upon the different projects and service experiences to which the students are exposed. The projects and community organizations vary from class to class for each service-learning course has a different focus and desired outcome for its students. It provides students with an opportunity to make a deeper connection with their course objectives and learning outcomes, while contributing a needed and helpful service to the community.

## Type 2: Criteria for Implementation & Assessment

- ▶ First Year Experience - Example 3 - from Univ. of Colorado - Denver
  - ▶ Definition
  - ▶ Types specified
    - ▶ First Year Seminar (Ged Ed)
    - ▶ College Success Course (Extended orientation)
    - ▶ Discipline Specific

## Type 2: Criteria for Implementation & Assessment

- ▶ Example 3: FYE from Univ. of Colorado - Denver (cont)
  - ▶ Identification of Best Practices for Implementation (for discipline specific FYE)
    - ▶ Targeted population
    - ▶ Orientation to field, discipline, professionalism, and methodology
    - ▶ Academic skills
    - ▶ Co-curricular programming
    - ▶ Community building and collaboration
  - ▶ Must integrate ELOs with discipline content and skills
    - ▶ ELO - Foundations and Skills for Lifelong Learning
    - ▶ Provides guidance for assessment - i.e. use of VALUE rubrics
      - ▶ Critical thinking, written communication, information literacy, and/or civic knowledge and engagement

# Type 2: Criteria for Implementation and Assessment

- ▶ Additional examples provided by Jeff Franklin from CU-Denver
  - ▶ Capstone Experiences and Projects
  - ▶ Collaborative Assignments and Projects
  - ▶ Diversity and Global Learning
  - ▶ Learning Communities
  - ▶ Service Learning/Community Based Learning
  - ▶ Undergraduate Research and Creative Activity
  - ▶ Writing Intensive Courses
- ▶ Each follow a similar structure as FYE

# Type 3: Degrees of Impact

- ▶ Important Note: the following discussion is by no means a comprehensive list of all of the taxonomies we received in this category
- ▶ Purpose: provide some examples showing different models for several HIPs

# Type 3: Degrees of Impact

- ▶ First Year Experiences
  - ▶ CSU (unit of analysis: courses) - example 4
    - ▶ Provides a minimum definition and basic, defining structural criteria of each level of intensity (low, medium, and high)
    - ▶ Clear distinctions exist
    - ▶ Key question: what would a FYE “look like” in each within each level?
      - ▶ This is unclear

# Type 3: Degrees of Impact

- ▶ First Year Experiences
  - ▶ IUPUI (unit of analysis: courses) - example 5
    - ▶ Specifies what students and faculty/staff do in the HIP
    - ▶ Provides degree of “intensity” across first year seminar
      - ▶ High Intensity: present information (active learning with some reflection)
      - ▶ Higher Intensity: practice information (application to real life situations with some reflection)
      - ▶ Highest intensity: apply information over sustained period of time (application inside and outside of classroom; sustained opportunities for reflection; public demonstration of learning & reflection)

# Type 3: Degrees of Impact

- ▶ First Year Experiences
    - ▶ Tennessee Board of Regents (unit of analysis: university) - example 6
      - ▶ They have developed a core set of attributes that are used across all HIPS
        - ▶ Institutional Commitment
        - ▶ Faculty Commitment
        - ▶ Infrastructure
        - ▶ Curriculum Integration
        - ▶ Duration
        - ▶ Scope of Activities
        - ▶ Scale
        - ▶ Integration with other HIPS
        - ▶ Equity in Access
        - ▶ Assessment
-



# Type 3: Degrees of Impact

## ▶ Internships

### ▶ IUPUI (unit of analysis - program) - Example 7

- ▶ provides definition
- ▶ clearly articulates the purpose of the taxonomy is to improve practice of internship implementation
- ▶ specifies ways to improve assessment
- ▶ one can clearly see how an internship experience differs across levels of intensity
  - ▶ Low intensity: some basic characteristics of a minimum internship threshold; criteria are added with “medium” and “higher” intensity
  - ▶ Examples: attributes discussed in rows 2, 3, and 6
  - ▶ Represents a clear and straightforward way of structuring a HIP taxonomy

**2) Internship applies and further grows knowledge and skills learned through classroom experiences in a professional environment.**

1) Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision of a professional.  
2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is merely on what the student did during the internship.

1) Student performs very few menial tasks at internship site; majority of students' work is directly applying classroom learning, under the supervision of a professional.  
2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship.  
3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship.

1) Student performs no menial tasks at internship site; students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making.  
2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship.  
3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship.  
4) Instructor conducts mid-semester visit to internship site and discusses progress to that point and opportunities for further learning with student and internship supervisor.  
5) Instructor conducts end of internship debrief meeting with student to discuss learning that occurred during internship and steps for further learning post internship.  
6) Students present to their peers about internship experience, learning outcomes, and next steps in their academic and career plan.

**3) Interpersonal Development - The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them**

1) The instructor encourages the internship site to include the student in organizational activities.

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3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester.

1) The instructor encourages the internship site to include the student in organizational activities.  
2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure.  
3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester.  
4) End of internship report prompts student to reflect on areas of growth and further development, particularly in areas of organizational communication and leadership.

**6) Mutually beneficial relationships are built with internship sites to increase the quantity and quality of internships.**

- 1) Internship sites are invited to complete survey to provide input on internship and course guidelines.
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- 3) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of future internships and attract students.
- 4) Internship supervisor invited to reflect on the benefits of the internship to the student, employer, and university.
- 5) Internship sites are invited to provide feedback on school curriculum to align student learning to industry needs.
- 6) Internship employers are invited to participate on school advisory boards.

## Goals for Taxonomy

### Improving practice

1. Identifying best practices and resources for enhancing experiential learning to support and improve internship course design.
2. Coaching internship instructors and internship employers on incorporating principles of learning into internship experiences.
3. Providing higher quality learning experiences for students completing internships for credit.
4. Providing consistency in quality of experience for students across schools/majors that complete internships for credit.
5. Providing multiple avenues for students to assess and reflect upon their internship experience.
6. Building working relationships with internship sites that allow for collaboration on student learning outcomes.

### Improving assessment

1. Moving beyond the number of hours at the internship site being the major criterion of internship learning.
2. Collecting and assessing feedback from students and internship sites in multiple areas to improve internship courses.
3. Reflecting becomes a larger factor in assessing student learning from internship.

# Type 3: Degrees of Impact

- ▶ Undergraduate Research
  - ▶ IUPUI (Course) - Example 8
    - ▶ Articulation of definition, purpose and degree of fidelity
    - ▶ Focuses on structural characteristics of a research based course along several attributes; very mechanical/operational
  - ▶ California State University (University-Wide) - Example 9
    - ▶ Effort to articulate was a university/institution needs to promote undergraduate research with degrees of fidelity
    - ▶ Most impressive and ambitious of all submitted
    - ▶ Articulation of definitions and stages of student development
      - ▶ Clear understanding of what is expected of students and faculty at each stage
    - ▶ Attributes measure different attributes of institutional support for undergraduate research

# Type 3: Degrees of Impact

- ▶ Service Learning
  - ▶ California State University (Course) - Example 10
    - ▶ Provides definition and levels of intensity (low, medium, high)
  - ▶ IUPUI (Course) - Example 11
    - ▶ Excellent course level example; some overlap with CSU version - especially on 4 of the dimensions specified

# Type 3: Degrees of Impact

- ▶ Service Learning - attributes across service learning taxonomies

CSU	IUPUI
Reciprocity B/W University & Community	Reciprocal partnerships & processes shape the community activities and course design
Academically Relevant Community Involvement	Community activities enhance academic content, course design, and assignments
Explicit Civic Learning Goals	Civic competencies (knowledge, skills, disposition, behavior) are well integrated into student learning
Reflection Facilitated Learning	Diversity of interactions & dialog with others occurs regularly in course
Integrated Assessment of Student Learning	Critical reflection is well integrated into student learning
Attention to Community Impact	Assessment is used for course improvement



# Type 3: Degrees of Impact

## ▶ Study Abroad

### ▶ IUPUI (Program) - Example 12

- ▶ Attributes 1 and 2 could be more developed
  - ▶ No real differences in Attribute 1 (cultural expertise) across the three degrees of impact (high, higher, and highest)
- ▶ Clear and substantial differences in degree are evident in attributes 3-6
  - ▶ 3. Intercultural learning
  - ▶ 4. Student learning assessment
  - ▶ 5. Ethnical community interaction
  - ▶ 6. Reflection
- ▶ Last attribute - health, safety and security - is (appropriately) the same for all levels
- ▶ This taxonomy focuses exclusively on programmatic aspects of a study abroad experience. Very little discussion of how experiences relates to ELO

<p>Ethical Community Interaction: Program connects with host country institutions and individuals and the impact of the program on local community is considered.</p>	<p>Program interacts with host country institutions and is respectful of established rules and policies. Program prepares students to interact in culturally sensitive ways with local community members.</p>	<p>Program leader consults with local partners on community impact, program design, and program evaluation. Program provides students with an understanding of the cultural context which enhances their interaction with host country nationals.</p>	<p>Program is developed in conjunction with local partners with equal consideration to student learning and impact on host community. Program leader has ongoing conversations with overseas partners to assess community impact. Program provides students with a deep understanding of the cultural context which allows them to interact meaningfully with host country nationals.</p>
<p>Reflection: Inclusion of critical reflection in course design which:</p> <ul style="list-style-type: none"> <li>- Generates questions</li> <li>- Challenges assumptions, compares alternative perspectives</li> <li>- Examines causality</li> <li>- Explores theory and practice</li> <li>- Contextualizes community setting and students' roles within it</li> <li>- Connects to specific learning objectives</li> <li>- Communicates the value of cross-cultural understanding in today's interconnected world</li> </ul>	<p>The program leader asks students, on a limited basis, to create reflective products about the intercultural experience, usually at the end of the program. The program leader provides feedback which encourages students to think more deeply about their experience and the meaning that they make from it.</p>	<p>The program leader structures reflection activities and products about the international experience that connect the experience to academic content, require moderate analysis, and lead to new action. The program leader provides timely, ongoing feedback which encourages students to think more deeply about their experience and the meaning that they make from it.</p>	<p>The program leader builds student capacity to critically reflect on the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community. The program leader provides timely, ongoing feedback which encourages students to think more deeply about their experience and the meaning that they make from it.</p>

# Key Questions

- ▶ Do we need to set a criteria for the components of a taxonomy?
  - ▶ Definition, Learning Outcomes, Degrees of Fidelity?
- ▶ For taxonomies that have 3 degrees/levels,
  - ▶ Does the “lowest” category actually represent a high-impact practice?
  - ▶ Is there a difference in outcomes based on these degrees?
    - ▶ For example, does a HIP with a “low” classification” have the same impact as one with a “high” classification?
    - ▶ This might an empirical question worthy of exploration
  - ▶ What should we track for outcomes? Should there be a minimum threshold among the three levels that is tracked?
  - ▶ Should there be some standardization in the attributes for course level and program level taxonomies?
  - ▶ What about the characteristics of a HIP? (slide 2)
    - ▶ Should these be what we are measuring as attributes across all HIPs?