High-Impact Practices 2018 conference proposal development exercise

*Fill in as many as possible, but don’t feel pressure to fill in everything. Let your table mates help you…*

1. In NO MORE THAN three sentences, describe your transformational practice:

2. Where are you in your process. Are you a newbie to HIPs, or have you been doing this for years?

3. How about your campus or system - just getting started or longtime involvement?

4. What is your assessment method? How do you know your practice is working?

5. How does your practice address the needs and challenges of your students?

6. What campus support do you need to continue your practice?

7. What are the characteristics of your practice? Check all that apply (see other side):

* **Performance expectations set at appropriately high levels**

*Example:* A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or projects—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students’ precollege accomplishment evidenced by placement tests or ACT or SAT scores.

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

*Example:* A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper; concluding with demonstration or performance evaluated by an independent third party or faculty supervisor.

* **Interactions with faculty and peers about substantive matters**

*Example:* Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

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

*Example:* A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

* **Frequent, timely, and constructive feedback**

*Example:* A student–faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students’ contributions up to and through the completion of the project.

* **Periodic, structured opportunities to reflect and integrate learning**

*Example:* Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

* **Opportunities to discover relevance of learning through real-world applications**

*Example:* An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

* **Public demonstration of competence**

*Example:* An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member.

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).