

Toward a HIPs Community of Practice

Over the past decade higher education has embraced the framework of High-Impact Practices, as proposed by George Kuh and the National Survey of Student Engagement, and promoted by the Association of American Colleges and Universities. HIPs include powerful strategies for contextualized and experiential learning familiar to college educators - practices like internships, service learning, undergraduate research, and learning communities. Early research suggests they promote not only deep learning, but also persistence, graduation, and equity.

For public institutions in particular, this developing insight carries a moral obligation to make HIPs available to a greater number of students, in particular those who most stand to benefit. But until now the practices have typically been delivered outside of the traditional administrative structures of faithful program design, detailed registration and record-keeping, and rigorous assessment. Filling this gap in delivery is the next urgent work of the field, and to protect credit portability, equity, and transfer, the emerging community of practice needs to be as inclusive as we can make it.

Save the Date: February 22-24, 2018
High-Impact Practices in the States
CSU Dominguez Hills, Carson, California

This event is cosponsored by NASH with reduced registration fees for TS3 Network Members.

Watch for the Request for Proposals and Registration coming Summer, 2017.
csudh.edu/laboratory



High-Impact Practices
in the States

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