Deepening Curricular Experiences and Affirming Academic Purpose through High Impact Practices (HIPS)

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Tammy Rosner, USG
Marina Smitherman, Dalton State
High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
**HIPs: Eight Key Elements**

- Performance Expectations Set at Appropriately High Levels
- Significant Investment of Time and Effort by Students Over an Extended Period of Time
- Interactions with Faculty and Peers about Substantive Matters
- Experiences with Diversity
- Frequent, Timely and Constructive Feedback
- Structured Opportunities to reflect and Integrate Learning
- Opportunities to Discover Relevance of Learning Through Real-World Applications
- Public Demonstration of Competence

USG High Impact Practices Work

• The 5 HIPS being coded into Banner: First Year Experience, Service Learning, Undergrad Research, Work-based Learning, Capstone

• NASH Equity HIPS 2-year project

• HIPs and the Chancellor’s Learning Scholar program
UWG’s LEAP West! Campus Plan

Essential Learning Outcomes

Equity & Inclusive Focus
First Year Experience
High Impact Practices
Capstones & Signature Experiences
Principles of Excellence

Long Term Goal: Guided Pathway
HIP in Year 1
Two HIPs in Year 2 & 3
HIP in Year 4
ePortfolio Connects all HIPs
FYS Lab: 15% of course grade

Students choose 3 of the following 4 options:

- Focus 2 Career Assessment (and reflection)
- Academic Coaching, Tutoring, or Supplemental Instruction
- Writing Center Support
- Library Support Services

All of the Lab activities hosted on D2L and managed and graded centrally.
### FYS Lab: Students Choose Three
(15% of course grade)

<table>
<thead>
<tr>
<th>Lab Component</th>
<th>Total Student Participation</th>
<th>Participation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Reflection (Focus 2)</td>
<td>641</td>
<td>46.6%</td>
</tr>
<tr>
<td>Academic Skill Building</td>
<td>541</td>
<td>36.4%</td>
</tr>
<tr>
<td>Writing Center</td>
<td>674</td>
<td>49.1%</td>
</tr>
<tr>
<td>Library Support</td>
<td>547</td>
<td>39.8%</td>
</tr>
<tr>
<td>Total Participation</td>
<td>2,403</td>
<td>58.4%*</td>
</tr>
</tbody>
</table>

*Represents an estimate of the total number of students that completed all three activities*
# FYS Alignment with Momentum Approach

<table>
<thead>
<tr>
<th></th>
<th>FYS Alignment</th>
</tr>
</thead>
</table>
| **Purposeful Choice**    | 1. Students advised to take a FYS course where the topic fits within an interest area (declared major or focus area).  
                            2. Students take the Focus 2 Career Inventory and complete a reflective survey on career pathways. Students “not confident” they will remain on their current pathway are connected with career counseling. |
| **Academic Mindset**     | 1. Academic topics taught by faculty (84%). Goal is to expose students to rigorous academically focused curricula within an interest area.  
                            2. Professional development opportunities to support faculty learning about mindset.  
                            3. Students required to participate in interactive labs: a) academic coaching, tutoring, or supplemental instruction, b) career exploration, c) writing support, and d) library academic support. |
| **Guided Pathways**      | 1. Students advised to complete math and English and FYS in the first year—Pre-made schedules during orientation, summer 2020.  
                            2. FYS is two credit hours and counts in Area B2. |
First-Year Seminar Overview

AY 2019-2020
2 credit hour. Area B of the core. 22 seat cap
Goal: FYS seat for every student (77% Fall 2019)
• 73 uniquely themed courses (1,371 students)
• 71 unique instructors (60 [84%] are faculty)
• 13 FYS sections embedded in Academic Learning Communities (full-year course blocks)

AY 2020-2021
• Waitlist for FYS instructors for the first time
• Nearly 1/3 of incoming students will be in full-year course blocks
# FYS Enrollment Equity Data (Fall 19 FTFT Cohort)

<table>
<thead>
<tr>
<th>Enrollments in FYS.</th>
<th>All</th>
<th>Enrolled in FYS</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Yes</td>
<td>%</td>
</tr>
<tr>
<td><strong>ALL</strong></td>
<td>2113</td>
<td>1347</td>
<td>63.75%</td>
</tr>
<tr>
<td>Female</td>
<td>1308</td>
<td>880</td>
<td>67.28%</td>
</tr>
<tr>
<td>Male</td>
<td>804</td>
<td>467</td>
<td>58.08%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>239</td>
<td>169</td>
<td>70.71%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>843</td>
<td>564</td>
<td>66.90%</td>
</tr>
<tr>
<td>White</td>
<td>879</td>
<td>534</td>
<td>60.75%</td>
</tr>
<tr>
<td>Two + Races</td>
<td>102</td>
<td>61</td>
<td>59.80%</td>
</tr>
<tr>
<td>First-Gen</td>
<td>1032</td>
<td>642</td>
<td>62.21%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>1144</td>
<td>729</td>
<td>63.72%</td>
</tr>
</tbody>
</table>
# Overall Retention Data (Fall 19 FTFT Cohort)

<table>
<thead>
<tr>
<th>Retention Across Various Subgroups</th>
<th>Retained Spring 2019</th>
<th>Retained Fall 2019</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ALL</td>
<td>2114</td>
<td>1910</td>
<td>1443</td>
</tr>
<tr>
<td>FYS</td>
<td>1347</td>
<td>1227</td>
<td>959</td>
</tr>
<tr>
<td>No FYS</td>
<td>766</td>
<td>683</td>
<td>484</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>305</td>
<td>222</td>
<td>222</td>
</tr>
<tr>
<td>Female</td>
<td>1308</td>
<td>944</td>
<td>944</td>
</tr>
<tr>
<td>Male</td>
<td>804</td>
<td>499</td>
<td>499</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>239</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>Black/African American</td>
<td>843</td>
<td>580</td>
<td>580</td>
</tr>
<tr>
<td>White</td>
<td>879</td>
<td>597</td>
<td>597</td>
</tr>
<tr>
<td>Two + Races</td>
<td>102</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>First-Gen</td>
<td>1032</td>
<td>690</td>
<td>690</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>1144</td>
<td>761</td>
<td>761</td>
</tr>
</tbody>
</table>
# FYS/No FYS Comparison Data (Fall 19 FTFT Cohort)

<table>
<thead>
<tr>
<th>Retention Across Various Subgroups.</th>
<th>First-Year Seminar Students</th>
<th>No First-Year Seminar</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>n</td>
<td>Retained Fall 2019</td>
</tr>
<tr>
<td>ALL</td>
<td>2113</td>
<td>1347</td>
<td>959</td>
</tr>
<tr>
<td>Female</td>
<td>1308</td>
<td>880</td>
<td>653</td>
</tr>
<tr>
<td>Male</td>
<td>804</td>
<td>467</td>
<td>306</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>239</td>
<td>169</td>
<td>126</td>
</tr>
<tr>
<td>Black/African American</td>
<td>843</td>
<td>564</td>
<td>401</td>
</tr>
<tr>
<td>White</td>
<td>879</td>
<td>534</td>
<td>374</td>
</tr>
<tr>
<td>Two + Races</td>
<td>102</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>First-Gen</td>
<td>1181</td>
<td>632</td>
<td>443</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>769</td>
<td>729</td>
<td>503</td>
</tr>
</tbody>
</table>
## FYS/No FYS by Race and Sex (Fall 19 FTFT Cohort)

<table>
<thead>
<tr>
<th>Retention Across Race Gender.</th>
<th>First-Year Seminar Students</th>
<th>No First-Year Seminar</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>n</td>
<td>Retained Fall 2019</td>
</tr>
<tr>
<td>ALL</td>
<td>2113</td>
<td>1347</td>
<td>959</td>
</tr>
<tr>
<td>White Women</td>
<td>530</td>
<td>344</td>
<td>248</td>
</tr>
<tr>
<td>Women of Color</td>
<td>778</td>
<td>536</td>
<td>405</td>
</tr>
<tr>
<td>White Men</td>
<td>349</td>
<td>190</td>
<td>126</td>
</tr>
<tr>
<td>Men of Color</td>
<td>455</td>
<td>277</td>
<td>180</td>
</tr>
</tbody>
</table>
Future Challenges

• Expanding course to three credit hours to support 15 credit hour enrollment;

• Refining the instructor selection process to insure highest quality engagement with students;

• Increasing lab components and participation
Dr. Ryan Bronema (rbronkem@westga.edu)

Dr. David Newton (dnewton@westga.edu)
Supporting the Development of HIPS through International Education

Tammy Rosner
Director of International Education
University System of Georgia
International Education

• Study Abroad
• Study Away
• Exchange Programs/Direct Enroll
• International Virtual Exchange

• Attributes
• USG 2024 Strategic Plan
Study Away/Abroad

- Study Away = Domestic Off Campus Study
- Study Abroad = International Off Campus Study
- 23 USG campuses active in study abroad
- Over 300 study abroad programs system-wide
- 16/17: 8,017 study abroad students (~2.5% of student body)

Study that results in progress toward an academic degree at the student’s home institution.

- CASSIE - Consortium for Analysis of Student Success through International Education (DOE funded, USG grant)
- Studying impact of International Education on student success outcomes
- Data shows that Study Abroad improves graduation rates and leads to higher GPA

Global Awareness
Academic Learning
Leadership Skills
Personal Growth

CAREER READY
Study Abroad at the University System of Georgia
Descriptive Statistics: What are the basics?

- **TOP VISITED COUNTRIES**
  - France: 1,075 students
  - UK: 801 students
  - Italy: 704 students
  - Spain: 631 students
  - Costa Rica: 376 students

- **PROGRAM LENGTH**
  - < 2 weeks: 21%
  - 2 to 8 weeks: 13%
  - 8 to 1 semester: 10%
  - > 1 semester: 10%

- **PROGRAM TYPE**
  - **Provider**: 6%
  - **Exchange**: 9%
  - **Home Program**: 85%

- **STUDY ABROAD**
  - High School GPA = 3.63
  - SAT Score = 1213
  - % Received Need-Based Aid = 28%
  - % Female = 65%
  - % Underrepresented minority = 17%

- **DID NOT STUDY ABROAD**
  - High School GPA = 3.22
  - SAT Score = 1057
  - % Received Need-Based Aid = 52%
  - % Female = 54%
  - % Underrepresented minority = 36%

- **STUDY ABROAD**
  - Degree in 6 years = 93%
  - Degree in 4 years = 57%
  - Semesters to Degree = 12.4
  - Credit Hours Earned at Degree = 136.9
  - Hours Earned/Hours Attempted = 94%
  - GPA at Degree = 3.4

- **DID NOT STUDY ABROAD**
  - Degree in 6 years = 52%
  - Degree in 4 years = 23%
  - Semesters to Degree = 13.2
  - Credit Hours Earned at Degree = 133.3
  - Hours Earned/Hours Attempted = 94%
  - GPA at Degree = 3.16

*Underrepresented minorities are defined as American Indian/Alaskan Native, Black or African American, Hispanic, and Native Hawaiian or Pacific Islander.*
USG Goes Global (USGG)

- Created to provide equity in USG consortium study abroad programs for students and faculty
  - Program created May 2018
  - BOR approved tuition rate ($199 per credit hour) November 2018
  - MOUs sent to campuses for signature January 2019
- Replicates the eCore registration and financial model
- Off-loads administrative burden from campuses to USG
- Represents a commitment by the USG to sustain and grow study abroad opportunities for all students
- Does not change the mission or purpose of the USG World Regional Councils
- Should not change, interfere or override any existing campus-based study abroad programs
2019 Program Data: Enrollment by Institution

- 262 Total Students
- 18 out of 22 Institutions Sent Students – Missing FVSU, East Georgia, Savannah State, & Albany State
**Study Away (Domestic Off-Campus Study)**

- Considered a **High Impact Practice**
- Beneficial for students **from many backgrounds**
- Increase rates of **student retention** and **student engagement**
- Explore cultures, life experiences, and worldviews **different from their own**

“Field Program in Ecological Problem Solving”

Intensive 3-week course traveling across ACF River Basin, Apalachicola, Chattahoochee, and Flint Rivers

“This trip opened my eyes to an ongoing issue in my region and allowed me to truly understand what it takes to solve problems and resolve conflicts.” – May 2019 UGA participant
How do I implement these into the curriculum?

- Curriculum mapping
- Orientation
- Creating programs around high-demand courses
- Creating 1 hour international course components to create more embedded programs
International Virtual Exchange (IVE)

- Projects or entire courses that pair two groups of students residing in different countries
- Makes it possible for every student to have meaningful, transnational and intercultural experiences
- Develops 21st century employability skills such as
  - Digital competence
  - Communication skills
  - Media literacy
  - Ability to work in a diverse cultural context
- Affordable and accessible
- eCore

*Example from SUNY COIL program*
IVE Myths

- My campus doesn’t have the technology
- Our campus doesn’t have international contacts
- No incentives for faculty
Contact Information

Tammy Rosner, Director of International Education
tammy.rosner@usg.edu

Coryn Shiflet, Assistant Director
coryn.Shiflet@usg.edu

Margaret Mullins, USG Goes Global Program Manager
margaret.mullins@usg.edu

https://www.usg.edu/international_education/

https://www.usg.edu/usggoesglobal/
Working collaboratively to deepen Engagement in HIPs

Marina G. Smitherman
Chair, Department of Life Sciences, Professor of Biology, & Faculty Development Coordinator
Dalton State College
msmitherman@daltonstate.edu
How do we deepen engagement in HIPs across USG for:

- Faculty?
- Students?
- Curriculum in USG?
How do we deepen Faculty engagement in HIPs?
AAC&U HIPs Institute

June 2–5, 2020, Atlanta, GA
https://www.aacu.org/aacu-summer-institutes
Intentional Curriculum Development – unavoidable HIPs!

First Two Years:
- First Year Programs
- Learning Communities
- Collaborative Learning
- Service-Learning
- Study Abroad

Second Two Years:
- Undergraduate Research
- Internships
- Writing-Intensive Courses
- Capstone Courses
- CL, SL & Study Abroad
Roadrunner HIPS Course Redesign

Guidance in:
- HIPs data
- Quality Matrices
- Rubrics
- Mentoring
- Sustainability – ‘train-the-trainer’

<table>
<thead>
<tr>
<th>High performance expectations</th>
<th>Not Addressed (1)</th>
<th>Emergent (2)</th>
<th>Operational (3)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning outcomes address only lower-level thinking skills (Anderson &amp; Krathwohl, 2001) (i.e., remembering, understanding, applying)</td>
<td>Learning outcomes address all lower-level thinking skills and one higher-level thinking skill (i.e., analyzing, evaluating, creating)</td>
<td>Learning outcomes address all lower-level thinking skills and 2+ higher-order thinking skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAMPLE: The course includes exam questions that ask students to solely recall information.</td>
<td>EXAMPLE: The course includes an assignment that, in addition to recalling information, requires students to analyze a text or experience.</td>
<td>EXAMPLE: The course includes a culminating project that involves the analysis, evaluation and/or creation of ideas or artifacts related to course content.</td>
<td></td>
</tr>
<tr>
<td>Invest time and effort</td>
<td>No activities provided that promote active and experiential learning opportunities</td>
<td>Monthly activities are provided that promote active and experiential learning opportunities</td>
<td>Bi-weekly activities are provided that promote active and experiential learning opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAMPLES: simulations, case studies, role-plays, presentations, field trips, improvisations, etc.</td>
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<td>EXAMPLES: simulations, case studies, role-plays, presentations, field trips, improvisations, etc.</td>
<td></td>
</tr>
<tr>
<td>Interact with faculty, staff and peers about substantive matters</td>
<td>Few or no opportunities for students and faculty/staff to discuss and exchange ideas about core course concepts</td>
<td>Monthly opportunities for students and faculty/staff to discuss and exchange ideas about core course concepts</td>
<td>Bi-weekly opportunities for students and faculty/staff to discuss and exchange ideas about core course concepts with opportunities for reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAMPLES: debates, think-pairs</td>
<td>EXAMPLES: debates, think-pairs</td>
<td>EXAMPLES: debates, think-pairs</td>
<td></td>
</tr>
</tbody>
</table>
Symposia – Engaging Faculty to Lead

ESSENTIAL ELEMENTS OF FACULTY SYMPOSIUM

- Involve a large, diverse group of invested stakeholders.
- Prepare them to do the work.
- Give them a problem to solve.
- Take action on their recommendations.
# SYMPOSIUM SCHEDULE

## BIG POSSIBILITIES

## DREAM STATE

## SUPPORTS IN PLACE

## CHALLENGES & BARRIERS

### MONDAY, JUNE 27

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Speaker/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Overview &amp; Welcome</td>
<td>Room 186</td>
<td>Micheal Crafton Provost</td>
</tr>
<tr>
<td>9:45</td>
<td>Keynote: The LEAP Challenge: Education for a World of Unscripted Problems</td>
<td>Room 186</td>
<td>Lee Knefelkamp AACU Senior Fellow</td>
</tr>
<tr>
<td>11:00</td>
<td>Break</td>
<td></td>
<td>Sponsored through a generous donation from the College of Science &amp; Mathematics</td>
</tr>
<tr>
<td>11:15</td>
<td>Breakout Session 1</td>
<td></td>
<td>Working Groups</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Breakout Session 2</td>
<td></td>
<td>Working Groups</td>
</tr>
<tr>
<td>1:00</td>
<td>Closing the Day</td>
<td>Room 133</td>
<td>Lee Knefelkamp</td>
</tr>
<tr>
<td>3:30</td>
<td>Reception</td>
<td></td>
<td>Newman Historical Society</td>
</tr>
</tbody>
</table>

**Breakout Session Room Assignments**
- First Year Seminar: 1758
- Common Intellectual Experiences: 166
- Signature Work/Capstones/Pathways: Tech Hub
- Experiential Learning HIPs: 1756

**Don't like your space? Move to a common space**

### TUESDAY, JUNE 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Speaker/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Georgia College's LEAP Journey</td>
<td>Room 186</td>
<td>Casa Smith &amp; Colleagues</td>
</tr>
<tr>
<td>10:45</td>
<td>Break</td>
<td></td>
<td>Sponsored through a generous donation from the College of Science &amp; Mathematics</td>
</tr>
<tr>
<td>11:00</td>
<td>Breakout Session 3</td>
<td></td>
<td>Working Groups</td>
</tr>
<tr>
<td>12:00</td>
<td>Working Lunch</td>
<td></td>
<td>Working Groups</td>
</tr>
<tr>
<td>2:00</td>
<td>Recommendations to the Provost</td>
<td>Room 133</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Response to Recommendations</td>
<td></td>
<td>Lee Knefelkamp</td>
</tr>
<tr>
<td>3:45</td>
<td>Response to Recommendations &amp; Next Steps</td>
<td></td>
<td>Micheal Crafton</td>
</tr>
</tbody>
</table>
How do we deepen Student engagement in HIPs?

High Quality Experiences:
- Student-Faculty Contracts
- PR & Communications
- Faculty Encouragement
- Celebrations for all

Students as Ambassadors:
- HIPs committees
- Research on Research
- Students as Learners and Teachers (Bryn Mawr)
- Peer-Mentoring of Service-Learning & UR by former students
How do we deepen Curricular HIPs Engagement?
1. What resonated with you for your responsibilities and institutional context?
2. What questions do you have for us?