What are HIPs?
High-Impact Practices (HIPs)

“...curricular & co-curricular structures that tend to draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes; they are ‘teaching and learning practices that have been widely tested and have been shown to be beneficial for college students...[toward] increase[d] rates of retention & student engagement”

High-Impact Practices (HIPs)

Structures rather than programs

“Investment of time & energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior”

Kuh in Brownell & Swaner (2010), Five high-impact practices: Research on learning outcomes, completion, and quality, p. x
Key High-Impact Experiences, Programs, & Approaches

First-Year Seminars & Experiences
Common Intellectual Experiences
Learning Communities
Writing-Intensive Courses
Collaborative Assignments & Projects
Undergraduate Research

Diversity/Global Learning
ePortfolios
Service Learning, Community-Based Learning
Internships
Capstone Courses & Projects
Characteristics of HIPs

Creates an investment of time & energy

Includes interaction with faculty & peers about substantive matters

Demands reflections & integrated learning

Real-world applications

High expectations

Includes frequent feedback

Exposure to diverse perspectives

Public displays of accountability
Why HIPs?
Why HIPs?

Higher persistence to second year, higher graduation rates overall, better grades

Foster a sense of community on campus leading to greater satisfaction with college

Increase in cognitive & personal development

Improve students’ academic engagement, intellectual development, writing and reading skills, critical thinking, & integrative learning...leading to greater intellectual curiosity

Improve students’ self-efficacy & identity development, higher levels of civic engagement & social responsibility, appreciation for diversity, & intercultural awareness

Substantial positive effect for historically underserved students

For citations on all of these outcomes, look to Greenfield, Keup, & Gardner (2013), Developing & Sustaining Successful First-Year Programs: A Guide for Practitioners
Equity Effects

“The most valuable finding [is] the ‘equity effects’ that appear in students’ report of their learning as their success is boosted by HIPs; the equity-minded perspective that educators can nurture; the principles of inclusive excellence that can guide colleges and universities in providing a liberal education that offers not only equitable access to HIPs, but also equitable achievement of outcomes”

Schneider & Albertine, 2013, Assessing Underserved Students’ Engagement in High-Impact Practices
Compensatory Effect

California State University Northridge Graduation by Ethnicity & Participation in HIPs

Huber (2010), *Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge?: Some Preliminary Insights*
Adaptability of HIPs

“Key conditions [of HIPs] can be adapted and incorporated into any teaching & learning situation inside or outside the classroom to promote higher levels of student performance”

HIPs in the FYS
First-Year Seminars & 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”

via Association of American College & Universities writing in High-Impact Practices
## Common Connections Between FYS & Other HIPs

<table>
<thead>
<tr>
<th>High-Impact Practice in the FYS</th>
<th>%age of Colleges Reporting</th>
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<td>Collaborative assignments &amp; projects</td>
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<td>Diversity/global learning</td>
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<td>Undergraduate research</td>
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Compiled via multiple surveys of First-Year Seminars & Programs
Number of HIPs Offered in College FYS Courses

Data from 2012-2013 National Survey of First-Year Seminars
Key Components of HIPs in FYS

Periodic, structured opportunities to reflect on and integrate learning
Interactions with faculty & peers about substantive matters
Frequent, timely, & constructive feedback
Opportunities to discover relevance of learning through real-world applications
Public demonstration of competence
Experiences with diversity
Significant investment of time & effort
Performance expectations set at appropriately high levels
Opportunities to Reflect on & Integrate Learning

Reflective journal/weekly reflective exercises
Reflective papers/assignments
Personal narrative
Self-assessment inventories
Reflective essay or pre/prost reflective essays/letters to self
Teaching & practicing principles of self-regulated learning (planning, doing, reflecting)
Personal goal setting/life planning/values clarification
Educational plan
Classroom assessment techniques (e.g.: one-minute paper, think-pair-share)
Creation of concept maps
Reading responses
Interactions with Faculty & Peers

Group/partner paper/presentation/project
Group discussions/structured classroom discussions
Collaborative learning activities/small-group activities
Learning community configuration
Learning teams/peer teaching
Replies to journal entries; dialogue in journals
Assigned visits to faculty
One-on-one conferences
Frequent, Timely, & Constructive Feedback

Encouraging use of writing center
Recording presentations
Writing conferences
Peer review workshops
Use of rubrics
Scaffolded assignments
Required revisions
Relevance of Learning Through Real-World Applications

Field trips/field experiences
Participation in on-campus/off-campus experiences
Activities emphasizing connection between college & future careers
Service learning
Research on real-world problems
Alumni mentors
Public Demonstration of Competence

Participation in research symposium

Oral presentations in public forum or in class

Submission of class work for publication (print or online)

Conducting primary research & presenting findings

Public teaching demonstrations or outreach
Experiences with Diversity

Establishing diversity as a primary focus of the seminar

Community service experiences

Social barometer activities

Course texts representing a variety of perspectives, genre, voices

Elements of identity presentation/structured opportunities for sharing

Faculty development on inclusive teaching
Significant Investment of Time & Effort

Research papers (on academic topic, planned major)

Academic papers (e.g.: thesis driven, argumentative)

Attendance requirement

Required reading

Direct research experience

Work demanding substantial thinking, writing, revision, collaboration
Performance Expectations Set at Appropriately High Levels

Discussions about purpose of the course/introduction to college-level academic expectations

Scaffolded/staged writing assignments(expectations for college-level writing

Student-led discussions/peer teaching

Significant reading (quantity, difficulty)

Gamification

Direct research experiences
What HIPs have you incorporated into your FYS courses?
Some Key Takeaways:

There are MANY ways to incorporate HIPs into courses; **find a strategy that works for your teaching style & your content.**

Some of the things we think of as “bonus” components (e.g.: reflective writing, conversation, goal setting) are actually not just “nice to have”—they’re high impact! **Lean into those components proudly & know that they matter short-term AND long-term for students’ learning and personal development!**