

Triton College Workshop:
It's HIP to Use HIPs: Exploring High Impact Practices

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**As you join us, please use the Chat pane to type your name and
role/affiliation at Triton.**



Welcome and Introductions (Cori & Stephen)

- Participant introductions
 - Please use the Chat pane to type your name and role/affiliation at Triton
- Workshop facilitator introductions
 - Cori Renguette and Stephen Hundley from the Assessment Institute in Indianapolis
- Workshop materials, including note taking handout and other resources
 - <https://assessmentinstitute.iupui.edu/events/triton.html>



Learning Outcomes (Cori)

- I. Design and integrate HIPs in various learning contexts
- II. Recognize the importance of equity, quality, and scaling in HIPs
- III. Assess and improve learning experiences using HIPs evidence



Workshop Agenda (Cori)

- Introductions, Learning Outcomes, and Agenda: 5 minutes
- Initial Orienting Question in Chat and Report-out: 5 minutes (*10 minutes*)
- Presentation and Triton Treasures: 35 minutes (*45 minutes*)
- Break: 10 minutes (*55 minutes*)
- Small Group Discussion using the Discussion Framework and Reporting Template: 30 minutes (*85 minutes*)
- Report-outs and Large Group Discussion: 25 minutes (*110 minutes*)
- Individual Action Planning, Wrap-up, and Adjournment: 10 minutes (*120 minutes*)

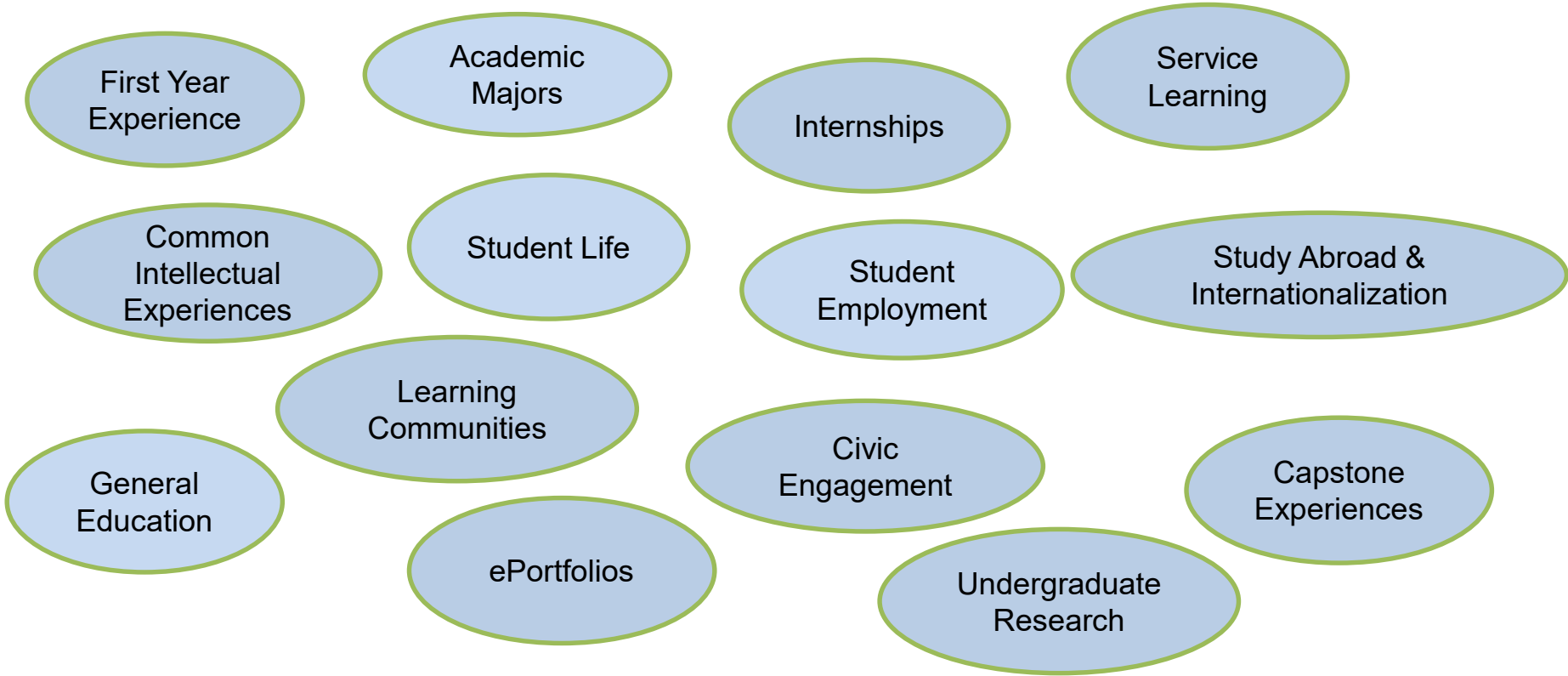


Initial Orienting Question in Chat / Report-out (Cori)

- In a few words, answer this question in Chat:
 - First: What is something that excites you about High Impact Practices (HIPs)?
 - Report-out summarizing main themes from responses
 - Second: How would you briefly characterize your experience using HIPs?
 - Report-out summarizing main themes from responses



Design and Integrate HIPs in Various Learning Contexts (Both)



Design and Integrate HIPs in Various Learning Contexts (Stephen)

- HIPs provide hands-on learning experiences where students apply what they learn in and out of the classroom and develop valuable transferable and career ready skills, such as:
 - Oral and written communication
 - Problem solving and critical thinking
 - Teamwork and collaboration
 - Innovation
 - Global/Intercultural Fluency
 - Professionalism & ethical decision making



Design and Integrate HIPs in Various Learning Contexts (Stephen)



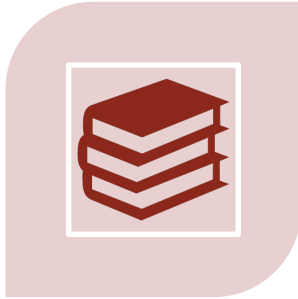
Help students identify experiences – and see connections between them

Ensure equitable access – goal is for all students to complete 4 experiences before graduation

<https://getengaged.iupui.edu/>



Design and Integrate HIPs in Various Learning Contexts (Stephen)



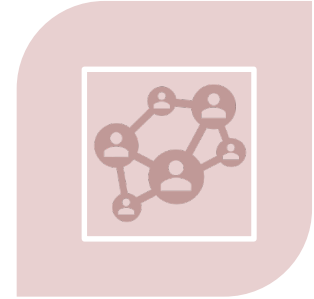
COURSEWORK

First year experience
common intellectual experiences
general education
capstone courses



EMPLOYMENT

on and off campus jobs
internships



PROJECTS AND EXPERIENCES

community engagement
learning communities
student life
undergraduate research
study abroad



Design and Integrate HIPs in Various Learning Contexts (Both)

Taxonomies for Designing High Impact Practices

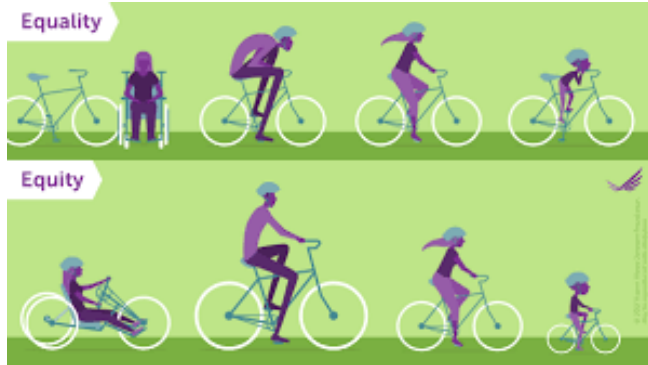
Capstone – HIP Taxonomy	ePortfolio – HIP Taxonomy
First Year Seminars – HIP Taxonomy	Internships – HIP Taxonomy
Peer Mentoring – HIP Taxonomy	Service Learning Courses – HIP Taxonomy
Study Abroad – HIP Taxonomy	Summer Bridge – HIP Taxonomy
Themed Learning Communities – HIP Taxonomy	Undergraduate Research – HIP Taxonomy

<https://assessmentinstitute.iupui.edu/events/triton.html>



Recognize the importance of equity, quality, and scaling in HIPs (Cori)

Equity



Quality



Scaling



Recognize the importance of equity, quality, and scaling in HIPs (Cori)

- Equitable access to HIPs has long been a challenge in higher education
- New majority and historically underserved students are least likely to know about, seek out, and advocate for their involvement in HIPs
- Strategies include identifying potential students, leveraging touchpoints, actively encouraging participation, and providing supplemental resources
- Closing equity gaps: curricular, structural, financial, and institutional commitment
- Disaggregate data to determine student interest about, participation in, and outcomes from HIPs; use findings to make ongoing improvements



Recognize the importance of equity, quality, and scaling in HIPs (Cori)

- Analyze student backgrounds/preparedness, faculty willingness/capacity, and institutional commitment/support for HIPs
- Establish learning goals for HIPs appropriate to context (course; program)
- Use HIPs Taxonomies to design effective HIPs experiences
- Ensure vertical and horizontal alignment of instructional practices and interventions
- Review HIPs goals, processes, outcomes, and feedback periodically

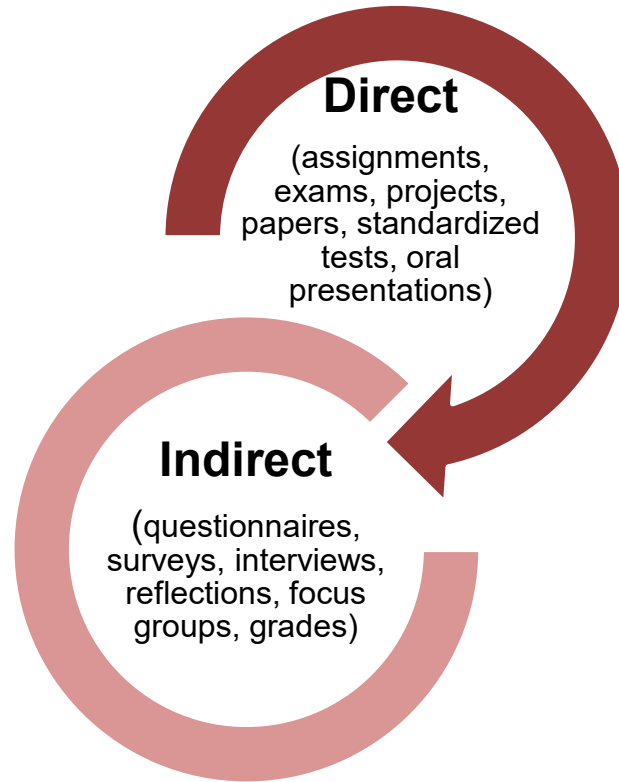


Recognize the importance of equity, quality, and scaling in HIPs (Stephen)

- A goal is to engage as many students in HIPs as possible; however, scaling HIPs is a challenge in many institutional contexts
- Individual passions (not widely shared), resource constraints, and competing and coexisting tensions/priorities are often limitations to scaling HIPs
- Recognize that not all HIPs are easily scalable (e.g., individualized research)
- Prioritize which HIP(s) are important to the institution/program/course and determine critical path/touchpoints where these can be implemented with appropriate supports



Assess and improve learning experiences using HIPs evidence (Both)



Assess and improve learning experiences using HIPs evidence (Cori)

Using results from HIPs assessment:

- What did you do? (process)
- What did you learn from it? (assessment results)
- What changes did you make as a result of your findings? (improvement)
- What were the results of those changes? (closing the loop)



Assess and improve learning experiences using HIPs evidence (Stephen)

- Assessment information should help us “close the loop” by leading to ongoing improvements supportive of HIPs:
 - In refining assignments or learning events
 - In updating courses or programs
 - In developing new or different learning opportunities
 - In shaping or enhancing institutional services and processes
 - In promoting student development and success



“Triton Treasures” Presentation



“Triton Treasures” Reactions/Discussion and Recap

- “Triton Treasures” Reactions from Cori and Stephen
- “Triton Treasures” Discussion
- Recap of Key Points
- After the break, we will engage in small group discussions / report-outs



Preview of Group Discussion Questions

1. What are some specific examples of how you promote equity in HIPs?
2. In what ways are you ensuring quality in HIPs experiences?
3. How do you plan on scaling HIPs to promote more widespread opportunities for students to engage in these experiences?

Break (10 minutes)



Small Group Discussion using the Discussion Framework and Reporting Template

- Random group assignment
- Use the *Discussion Framework* for instructions, including selecting a timekeeper, scribe, and spokesperson
- Record answers on the *Reporting Template* to:
 - Prepare a brief (3-5 minute) oral summary of key points from group discussion
 - Share with other workshop participants as a summary resource



Report-outs and Large Group Discussion

- Oral summary of key points from group discussion
- Reactions / large group discussion / Q&A



Individual Action Planning, Wrap-up, and Adjournment

- Refer to *Note Taking Handout* to capture main points and action items from this workshop: start doing, stop doing, continue doing, and consider doing
- Final thoughts and next steps
- Contact information
 - Cori Renguette: crenguet@iupui.edu; 317-274-0018
 - Stephen Hundley: shundley@iupui.edu; 317-274-2876
 - Website: assessmentinstitute.iupui.edu

