

# HIPs Small Groups

From Introduction To HIPs Implementation

# Today's Presenters



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# Session Goals

- Developing and running a HIPs Summer Institute
- Creating and overseeing a HIPs Small Group
- Administration of review and approval for coding a HIP course

# Taking Temperature

- Go to [www.menti.com](https://www.menti.com) and use the code 19307217.

# History: HIPs and Chattanooga State

Strengthening Institutions Programs (SIP) Grant

Achieving the Dream





# Planning/Designing a Summer Institute

- Timeline
- Resources
- HIPs Assignments Day 1 for Day 2
- Pitfalls and Opportunities
- Link to public ePortfolio for HIPs Summer Institute  
<https://chattanoogaastate.digication.com/hips-summer-institute-2022/home-1>



# Small Group Oversight

- Beginner HIP Assignment
- Complex scaffolded HIPs Assignment
- Small Groups within Summer Institute participants (give a feel for actual Small Groups post institute)
- Participant Feedback
  - Assessment ideas
  - Gaps identifies
  - Resource offerings





# Coding Courses

- HIPs Rubric
- Assignment Evaluation
  - Tasks
  - Artifacts
  - Connection to Student Outcomes
  - Evaluation of Assignment
- Examples
- Consensus
- Communication to Faculty and follow-up.

# Small Group Activity

- Service Learning
- Technology Enhanced Learning
- Work Based Learning/Internships

# Post Institute Survey Questions

## Post-Institute Survey

Please complete the HIPs Post-Institute Survey with your thoughts.

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# Questions?



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# Links Slide

## Institute Time line

[https://docs.google.com/spreadsheets/d/1WV5x\\_ygP7cscdDR2L0ZuxGqq0VlcjLJP/edit?usp=sharing&ouid=117473749382896458117&rtpof=true&sd=tr](https://docs.google.com/spreadsheets/d/1WV5x_ygP7cscdDR2L0ZuxGqq0VlcjLJP/edit?usp=sharing&ouid=117473749382896458117&rtpof=true&sd=tr)

## Guiding Questions For Coding

<https://drive.google.com/file/d/1Vs0WX8kgij5Kl0xYQ9Oxn6anqWFyORDZ/view?usp=sharing>

## Coding Rubric

[https://docs.google.com/spreadsheets/d/1Hq1M1f\\_5mHB-hOymQixWLshTj76z\\_xz\\_J/edit?usp=sharing&ouid=117473749382896458117&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1Hq1M1f_5mHB-hOymQixWLshTj76z_xz_J/edit?usp=sharing&ouid=117473749382896458117&rtpof=true&sd=true)

## Summer Institute Agenda

[https://drive.google.com/file/d/1mz\\_4yeB4RTZuI2CJU2OvRLAKdRYM0g](https://drive.google.com/file/d/1mz_4yeB4RTZuI2CJU2OvRLAKdRYM0g)

*Chattanooga State's 5th Annual*  
**High Impact Practices  
Summer Institute**

*agenda*





## 2020 HIPS SUMMER INSTITUTE

### ***Welcome!***

While this is our fifth annual summer institute, it is our first virtual summer institute. In addition to the virtual aspect being new, we have introduced a couple of new ideas that we hope you will enjoy.

### ***TEAMS***

Each session will be hosted in TEAMS in the Live Sessions channel. Several sessions will have breakouts to help foster rich conversation that we hope will continue well past the institute. Please join us Monday morning at 8:30 to practice the breakout session process.

### ***ePortfolio***

This year your work will be put into ePortfolio. If you have joined us for past summer institutes, the ePortfolio will replace the sticky note activity where we have shared the HIP assignment we are working on. You will be able to receive comments on your work as well as comment on others' work. This is another way the conversation can continue long after the institute has wrapped up.

## MONDAY, JULY 20

### 8:30-10:00 OPENING

Welcome: Dr. Elizabeth Norton

Keynote: Dr. Tia McNair

*From Equity Talk to Equity Walk: Designing High-Quality HIPs*

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### 10:30-11:15 ASSESSMENT, PART 1

Dr. Traci Williams

*Temperature Checks: Why do we need them and what can they tell us?*

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### 1:00-2:00 ASSESSMENT, PART 2

Dr. Traci Williams

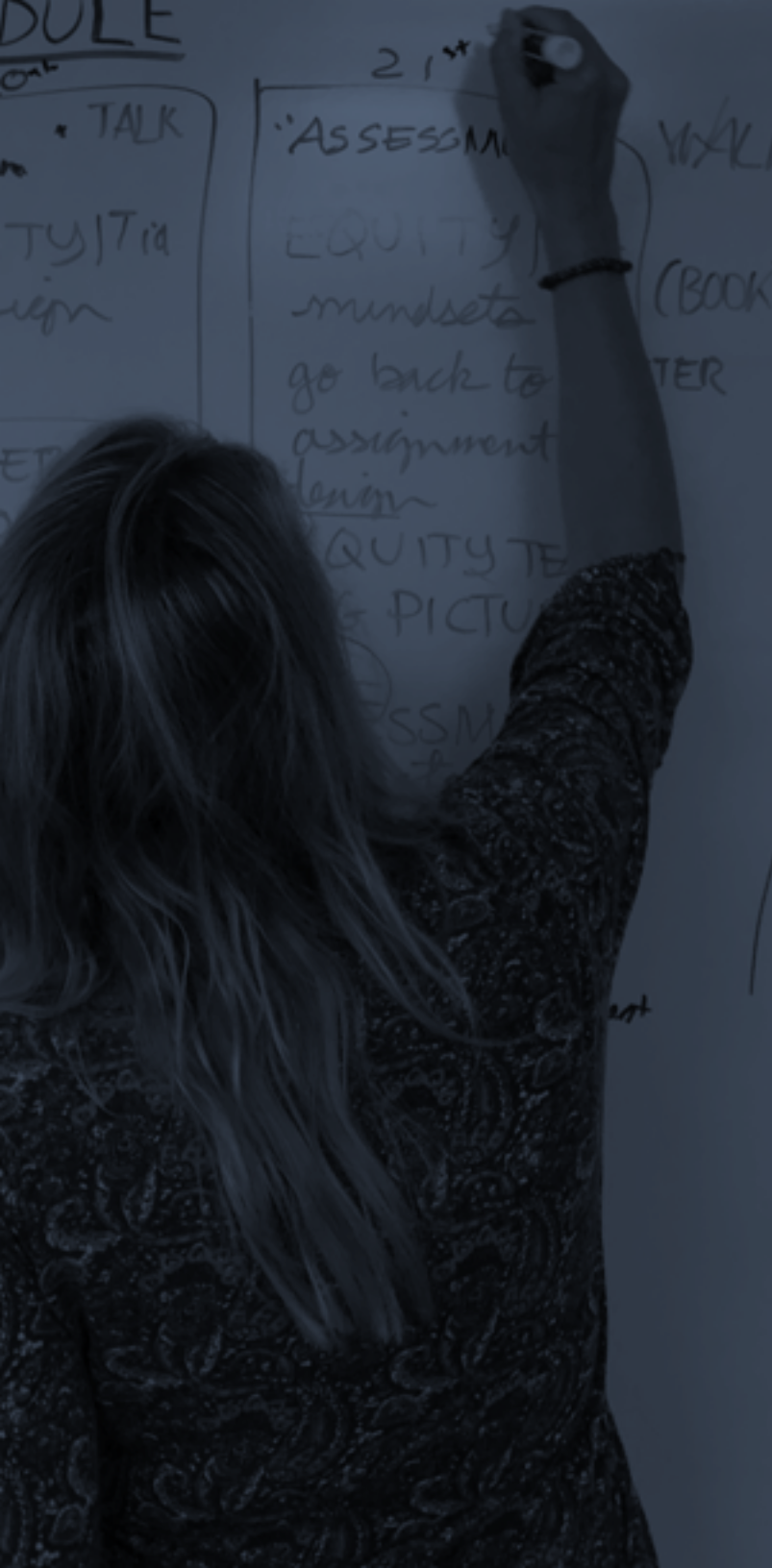
*Will Increased Testing Actually Tell Us More?*

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### 2:15-3:15 DAY 1 WRAP-UP

Dr. Tia McNair

*Asset-based Design and Assessment of HIPs*



## TUESDAY, JULY 21

9:00-10:00 **EMPATHY MAP**  
Chris Lykins  
*Mindset Activity*

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10:30-11:30 **CASE STUDY 1**  
Dr. Tia McNair, Dr. Angie Wood, Mary Knaff  
*The Myth of Universalism*

**CASE STUDY 2**  
Quincy Jenkins, Dr. Traci Williams, Dr. Anita Polk-Conley  
*Seeing Racial Inequities as a Reflection of Academic Deficiency*

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1:00-2:00 **CHATT STATE HIPs BREAKOUTS**  
Clomeisha Tumlin and Shawn Brabham  
*Global & Cultural Awareness*

Dr. Lindsay Holland  
*Undergraduate Research*

Tracie Clifford  
*Capstone*

Dusty York & Dr. Kenneth Goldsmith  
*Study Abroad*

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2:15-3:15 **INSTITUTE WRAP-UP**  
Dr. Tia McNair  
*Leading the Equity Talk and Equity Walk for HIPs:  
Reflection and next steps*



### HIPs Rubric

Category:	4- Above Standards	3- Meets Standards	2- Approaching Standards	1- Below Standards	Score
Purpose- Content, skills, and real-life relevance beyond the context of the course	Clear, strong statement on the content, skills and real-life relevance of the assignment beyond the course	Statement on the content, skills and real-life relevance of the assignment beyond the course	Purpose of the project is present, but content, skills and real-life relevance of the assignment beyond the course are unclear.	No purpose statement found.	
Task- How to do the assignment? Steps? What to Avoid (i.e. avoid focusing on...)?	Clear steps for completion, steps are provided in a logical order that make instructors point clear and easy to follow. Guidance on unnecessary work provided.	Steps for completion in a fairly logical order that make instructors point clear and easy to follow. Guidance on unnecessary work provided.	A few of the support details for project are not in an expected/logical order, making it a little confusing to follow. Little to no guidance on unnecessary work provided.	Several of the support details for the project are not in an expected or logical order, making it difficult to follow. Little to no guidance on unnecessary work provided.	
Criteria- How the assignment will be graded	Clear rubric, checklist to guide students, or samples of quality student work are provided in assignment design.	Clear rubric, checklist to guide students are provided, but no samples of student work.	Criteria explained, but no measurement tools are provided and no samples of student work.	Unclear how the assignment will be graded.	
Connection to SLOS	Clear connection to ISLOs, PSLOs, CSLOs	Connection to ISLOs, PSLOs, CSLOs	Connection to CSLOs, but no ISLOs or PSLOs connection	No connection to SLOs	
Artifacts	Clear how assignment will produce artifact(s) which will reflect learning and skills gained from HIP use	Mention of how assignment will produce artifact(s) which will reflect learning and skills gained from HIP use	Little mention of how assignment will produce artifact(s) which will reflect learning and skills gained from HIP use	Unclear how assignment will produce artifact(s) which will reflect learning and skills gained from HIP use	

### HIPs Characteristics

Score		Score		Rubric Score	
	Students are engaged in working with cumulative, multi-part assignment over a long period of time		Structured opportunities to reflect on and integrate knowledge.		
	Introduces diversity (intellectual, cultural, socioeconomic, etc.) to the students in this course.		Performance expectations set at appropriately high levels.		

**0**

	Experiences outside of the classroom that align with the course objectives.		Encourage creative, original, and/or innovative thinking.		
0	Effort to deliver timely, constructive feedback to the students in this course.			<b>Characteristic Score</b>	0
				<b>Total Score</b>	0



# ChSCC HIPS Summer Institute - Guiding Questions With Curriculog



The survey will take approximately 4 minutes to complete.

## General HIPS Questions

1. Which course will include your HIP assignment(s)?

Ex: ENGL 1010 Composition I

2. Which semester do you plan to implement your HIPS course?

Ex. Spring 2022

3. Is the HIPs course new or existing?

- New
- Existing
- I'm not sure

4. Will this include revision of the course syllabus?

- Yes
- No
- I'm not sure

5. What is your new/revised course description?

6. Will the HIP be coded at the course or section level?

At the course level means one specific instructor(s) will only teach the course with a HIP.  
At the section level means anyone teaching the course automatically is teaching with a HIP.

- Course level
- Section level
- I'm not sure

7. Which HIP or HIPs will be coded for this course? You may add more than one HIP but is is not advised to code for more than two HIPs without discussing with the HIPs Specialist or a HIPs Master Faculty.

For more information about each HIP and criteria click this link and choose a HIP under the "How to Add a HIP Attribute to Your Course".

<https://library.chattanoogastate.edu/care/hipscurriculog#s-lib-ctab-15183331-3>

- WCT1 Certifications 1
- WCT2 Certifications 2
- WCT3 Certifications 3
- WY2 1st Year Seminar Experience
- WHE Honors Education
- WLC1 Learning Communities - Curricular
- WLC2 Learning Communities - Residential
- WLC3 Learning Communities - Student Type
- WSA1 Study Abroad 1
- WSA2 Study Abroad 2
- WSA3 Study Abroad 3
- WSL1 Service Learning 1
- WSL2 Service Learning 2
- WSL3 Service Learning 3
- WTE Technology Enhanced Learning
- WUR1 Undergraduate Research 1
- WUR2 Undergraduate Research 2
- WUR3 Undergraduate Research 3
- WWB1 Work Based Learning 1
- WWB2 Work Based Learning 2
- WWB3 Work Based Learning 3

- WWB4 Work Based Learning 4
- WGA1 Global and Cultural Awareness 1
- WGA2 Global and Cultural Awareness 2
- WGA3 Global and Cultural Awareness 3

## Student/Course/Program Learning Outcomes

When adding a HIP to a course a minimum of two Student/Course/Program Learning Outcomes are selected to code the course as a HIP. Refer to your course syllabus to identify the course outcomes.

8. What Student/Course/Program Learning Outcomes will your HIP(s) assignment support? This question is for Student/Course/Program Learning Outcomes Number 1.

Ex. SO1. An ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline. Ex SO1. Compose thesis statements with a focus appropriate to essays and maintain focus throughout; meet assigned topic and purpose for writing.

9. What Student/Course/Program Learning Outcomes will your HIP(s) assignment support? This question is for Student/Course/Program Learning Outcomes Number 2.

Ex. SO.2 An ability to function effectively as a member of a technical team. Ex. SO2. Support ideas through logical reasoning, source integration and analysis, and other appropriate evidence.

10. As you consider your HIP from above, select which AAC&U HIP Quality Dimensions you will utilize to ensure student success as an outcome of the HIP assignment. You may add more than one Quality Dimension but is is not advised to select more than two without discussing with the HIPs Specialist or a HIPs Master Faculty.

AAC&U HIP Quality Dimensions are not HIPs themselves, but specific educational practices that correlate with high levels of academic challenge, student engagement, and achievement. Utilizing a ACC&U HIPs Quality Dimension it is more likely your HIPs assignment will be successful. Click this link for short examples of each AAC&U HIPs Quality Dimension [https://library.chattanoogastate.edu/ld.php?content\\_id=33958898](https://library.chattanoogastate.edu/ld.php?content_id=33958898)

- 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, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.
- Frequent, timely, and constructive feedback.
- Periodic, structured opportunities to reflect and integrate learning.
- Opportunities to discover relevance of learning through real-world applications.
- Public demonstration of competence

11. Describe how you will use the HIPs Quality Dimension in your assignment and how it will align/support disciplinary knowledge. State the Quality Dimension and a short explanation of the task or activity.

Ex. The Quality Dimension, Public demonstration of competence. The assignment: Nursing students will complete a free blood pressure testing clinic in a low income and location selected by the instructor. Nursing students will demonstrate their blood pressure reading competence. Nursing students will introduce themselves and engage with "patients" before, during and after the blood pressure reading, by 1) sharing healthy food or meal options to prevent or treat high blood pressure, 2) distributing flyers on blood pressure awareness and 3) offering information on no or low cost public health locations.



12. What type(s) of student products will be used in this HIP assignment to demonstrate success for a Student/Course/Program Learning Outcome?

Remember success is not always measured with a grade. For example engaging in discussions and class activities or by completing a survey. For the above example, Question 11, the assessment could include a sign in sheet, how many flyers were distributed, the number of "made on the spot examination appointments" or a "patient" survey that includes "who took your blood pressure" and/or "do you feel confident your blood pressure was taken competently"? A reflection on the Public demonstration of competence would also be a good student product, artifact or evidence.

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- Discussion
- Tests
- Case study
- ePortfolio
- Presentation
- Performance/Demonstration
- Project (individual, team)
- Reflection
- Term/Research Paper
- Homework
- Laboratories
- Practice problems
- Survey
- Summaries
- Think -pair-share
- Capstone
- Internship
- Clinic
- Peer Review

Student Research Symposium Project/Presentation

I don't know

## TILT Model Questions - Course Design

TILT stands for Transparency in Learning and Teaching. Here is an excellent one page checklist for defining your Purpose, Task and Criterion for Success for the next three questions.

<https://tilthighered.com/assets/pdffiles/Checklist%20for%20Transparent%20Assignments.pdf>

### 13. What is the Purpose statement for your HIP assignment.

The Purpose statement should provide content, skills, and real-life relevance beyond the context of the course. Watch this 44 second video on the TILT model and designing a Purpose statement. [https://www.youtube.com/watch?v=PyndXE5\\_qMc](https://www.youtube.com/watch?v=PyndXE5_qMc)

### 14. What are the Tasks students will accomplish as part of the HIP assignment?

The Task(s) should describe how to do the assignment? What are the steps? Perhaps include what to Avoid (i.e. avoid focusing on...)? Watch this 24 second video on the TILT model and the HIP activity Task(s) [https://www.youtube.com/watch?v=c\\_DMDRUSedU](https://www.youtube.com/watch?v=c_DMDRUSedU)

### 15. What are the Criterion for Success for your HIPs assignment?

A good question to ask about your criterion for success is, Does the "criteria for success" section include a checklist of characteristics of successful work to help the student know if s/he is doing high quality work while s/he is working on the assignment? Watch this 24 second video on the TILT model and Criterion for Success

<https://www.youtube.com/watch?v=DXjR9qbvzF8>

## Institutional Student Learning Outcomes (ISLOs)

This HIPS assignment probably has at least one or more ISLOs incorporated into it. Focus on the ISLO best demonstrated. If your students were given a list of the Chatt State ISLOs at the end of the HIPS assignment, which one would they best identify from the assignment? (Hint: this activity is an easy,

16. Now that you have a good grasp of your HIPS assignment, what Institutional Student Learning Outcome(s) (ISLOs) will your students engage in as part of the HIPS assignment.

ISLO represents Institutional Student Learning Outcomes - the broad skills that students are expected to learn at Chattanooga State, no matter their major. They are based on skills employers say they are looking for in employees. To learn more about each ISLO click here <https://www.chattanoogastate.edu/islo-institutional-student-learning-outcomes>

- Communication Skills (Written)
- Communication Skills (Oral)
- Critical Thinking Skills
- Information Literacy
- Global & Cultural Awareness
- Quantitative Literacy
- Work Ethic
- Competence in a Specialty

17. How will the selected ISLO support, connect, exhibit the HIP in the HIPs assignment?

Go back to Question 12 to consider how your ISLO is demonstrated in your HIPs assignment. Or if we go back to our nursing example, Question 11, we might choose "Competence in a Specialty". Ex. Through the HIPs assignment, nursing students will complete a free blood pressure testing clinic in a low income and location and demonstrate their blood pressure reading competence, students are professionally trained by certified instructors, how to operate manual blood pressure equipment and professionally discuss how the readings indicate health decisions made by a patient as part of their eventual licensure.

## Assessment and Student Understanding

This section is not just the grading of an assignment, but how your HIPS assignment will support your students active learning and contribute to their cumulative learning. This is a great opportunity to look at teaching and learning in your course and how it can positively impact your students as life

### 18. What student understanding is desired from the HIPS assignment? What kind of question would they solve or answer?

This is where we take the Student/Course/Program Learning Outcome and the HIPS assignment and determine what will our student get out of it. Ex. The Composition I SO example, Question 9, was "Support ideas through logical reasoning, source integration and analysis, and other appropriate evidence" the question might be "How do the sources of this reading example guide me in the best communication model to deliver this content to a peer audience? This might be for a HIP assignment for students to read different technical papers and explain to their peers how the technical content can be applied to the course objective. Check out these examples of Bloom's Critical Thinking Cue Questions: <http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf> A simple HIPS assignment could have one question from higher order thinking or for a larger HIPS project could have a mix of lower and higher order thinking skills, demonstrating scaffolded learning.

### 19. How will your student demonstrate understanding through the use of the skill/outcome/knowledge with the method(s) you choose in Question 12?

Will it be a simple graded assignment with a rubric? Are students provided examples of superior and/or inferior work? Don't worry if you don't have a solid answer - yet! We will work on this in the Hips Summer Institute. We suggest going back to the one page checklist for defining your Purpose, Task and Criterion of Success.

<https://tilthighered.com/assets/pdffiles/Checklist%20for%20Transparent%20Assignments.pdf>

20. Would students benefit from some practice exercises (in the form of a pre-assignment) in class to prepare them to perform/engage in/complete the HIP Assignment outside/during class on the graded HIP assignment?

- Yes
- No
- Maybe
- Other

21. Are you familiar or would you be interested in reviewing the AAC&U VALUE Rubrics or AIM Rubrics?

- Yes - I need help with rubrics
- No - I have created a rubric
- Maybe - I can always improve
- Other

## Section

### Questions Wrap Up

22. After working through this form, what sections or activities do you need the most assistance with completing to complete your HIPs assignment?

More than one answer is allowed.

- General HIPs Questions
- Student/Course/Program Learning Outcomes
- TILT Model Questions - Course Design
- Institutional Student Learning Outcomes (ISLOs)
- Assessment and Student Understanding
- Other

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