



High-Impact Practices in the States

California State University Dominguez Hills
February 22-24, 2018

Conference Announcement and Call for Proposals

California State University Dominguez Hills and [Taking Student Success to Scale](#) invite colleagues to the first annual conference of **HIPs in the States**, a national community of practice meeting in southern California in February 2018.

This Call for Proposals describes the conference and how colleagues may participate and share their work.

Important Dates

5/3/2017: Call for Proposals Published

6/1/2017: Online Submission Form Opens

7/1/2017: Keynote Speakers Announced; Early Registration Opens

10/1/2017: Proposals Due

11/1/2017: Selections Announced

12/1/2017: Final Program Published

12/31/2017: Early Registration Closes

2/22 to 2/24/2018: HIPs in the State Conference, Carson, California

Over the past decade higher education has embraced the framework of High-Impact Practices, as proposed by George Kuh (2008) 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 rates of

persistence and graduation. Moreover, they disproportionately improve outcomes for underserved students, and thus promote 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 enrollment management and record-keeping, and rigorous assessment. Filling this gap in delivery is the next urgent work of the field. For these reasons, building HIPs into degree requirements for all students has been selected as a key intervention in *Taking Student Success to Scale*.

HIPs in the States is an informal association of college and university educators working to improve the definitions, tracking, and assessments of high-impact educational practices. We welcome participation from all who are interested, but our focus is public postsecondary institutions, where delivery of HIPs can face particular challenges of scale, affordability, access, and equity. More details are in the [webcast](#) recorded on January 18, 2017.

You can join the [listserv](#) and receive periodic conference and community updates at csudh.edu/laboratory.

Purpose of the Conference

This conference will bring together and share current work in the field, including best local practices for implementing, scaling, tracking, and assessing high-impact practices. Over the past decade much of this work has proceeded at individual institutions, making this a good time to compare progress and lessons learned.

Who Should Attend and Present

This is a conference for anyone interested in making a higher impact in the lives of our students.

We seek proposals from teams of two or more, to include at least one instructional faculty member (full-time or adjunct) and at least one other presenter, for example from student affairs, community engagement, workforce development offices or career centers, or academic technology.

Presentations will interest those in administrative leadership who want to see how peer institutions have found new ways to scale and institutionalize their best educational practices, for the sake of more consistent and equitable participation.

Presentations will also be of interest to researchers and scholars of higher education, and those who strengthen and support student attainment, for example in campus learning centers, university libraries, community learning centers, and offices of undergraduate research.

High-Impact Practices Defined

As the field learns from the seminal George Kuh publications [High Impact Practices](#) (2008) and [Ensuring Quality and Taking High-Impact Practices to Scale](#), (2013), the very definition of HIPs is evolving.

For the purposes of this Call for Proposals, a High-Impact Practice is an educationally purposeful activity that includes:

- Activities that require reflection and metacognition
- Evidence of sustained effort over an extended period of time culminating in a major accomplishment or product such as a report from a research project or applied learning experience (e.g., community engagement, internship, field work)
- Vetted demonstration of one or more desired outcomes such as persistence, increased engagement, interpersonal competence, writing proficiency.

Presenters are encouraged to depart from the original “big ten” HIPs or to identify a HIP that addresses only a subset of the eight Key Elements and Examples. However, all proposals should define a high-impact practice in terms of the three categories of evidence shown here.

We derive these categories from the relevant passages of the two Kuh publications, attached as an appendix at the end of this Call for Proposals.

Proposal and Presentation Formats

Participants may propose sharing their work in any of these formats:

20-minute presentation in a TED talk format. A concise account of the practice, the students served, and the measurable benefits, with visual aids in handouts and/or slides. Seating will be in rows, theater style.

75-minute interactive session. Presenters will model good, interactive teaching practice and work with participants seated at tables in groups of eight.

45-minute interactive session. Presenters may opt for a shorter version of the format above.

Conference proceedings: Those whose proposals are accepted will be invited to submit abstracts for possible publication.

Conference Themes

We welcome proposals from educators and researchers of all types, and are especially interested in these themes:

“Proof of Concept” – Presenters should move beyond preliminary, self-reported, or anecdotal evidence of outcomes, with assessments of student performance that show a given practice is genuinely high-impact. Outcomes may include raising retention and persistence, closing achievement gaps, improving learning, or ideally all three. Direct learning outcomes assessment and samples of student work are especially valuable.

Access and equity: All presentations should demonstrate HIPs that are intentionally made available for students who most stand to benefit, those who most often do not participate. This means giving HIPs a programmatic presence, so that participation can be explicitly encouraged or required for all students, with emphasis on vulnerable populations. Evidence that institutions are tracking student participation using validated student records can make the case for access and equity.

Recognizing HIPs in co-curriculars and historically non-credit experiences: Presentations should illustrate practices that extend beyond the traditional classroom setting, with work-based learning, co-curriculars, internationalization, and/or community engagement.

System (and other multi-campus consortia) work: Some presentations will highlight work to coordinate particular high-impact practices across multiple campuses, for example through state system offices, in higher education coordinating boards, or across agreements for transfer and articulation.

HIPs in preparation for college: Some presentations will illuminate new developments at the high school level, for example in Common Core, International Baccalaureate, Advanced Placement, and other rigorous college preparatory curriculum. These developments increasingly foreground the new entry-level proficiencies of teamwork, problem solving, and experiential learning, and entail the creation of ePortfolios for students to carry with them into college and beyond.

HIPs in preparation for career: The National Association of Colleges and Employers has developed a list of [Career Readiness Competencies](#) that recognize the new world of work and lifelong learning, in language recognizable to educators and lay audiences alike. Some presentations will highlight unusual and locally specific high-impact practices that develop these competencies visibly and intentionally.

Proposal Review Panel

Taking Student Success to Scale and the HIPs in the States community of practice are grateful to these colleagues for their help evaluating and selecting conference presentations:

Susan Albertine AAC&U	Deborah Keyek-Franssen University of Colorado System Office	Elise Newkirk-Kotfila State University of New York
Caroline Coward CSU Dominguez Hills	Jillian Kinzie Indiana University	Ken O'Donnell CSU Dominguez Hills
Jerry Daday Western Kentucky University	George D. Kuh Indiana University	Nancy O'Neill University of Maryland System Office
Erin Webster Garrett Radford University	Heidi Leming Tennessee Board of Regents	Amelia Parnell NASPA
Tosha Giuffrida CSU Fresno	Kate McConnell AAC&U	Michael T. Stephenson Texas A&M University
David Hubert Salt Lake Community College	James T. Minor CSU Office of the Chancellor	Qiana Wallace CSU San Bernardino
Kathy Johnson IUPUI		Gerard Wellman CSU Stanislaus

Support for Proposal Writers

[*Taking Student Success to Scale*](#), an initiative of the National Association of System Heads (NASH), is compiling an online toolkit of taxonomies, technology platforms, and assessments to make HIPs more intentionally and systematically available to their students. TS3 will continue to solicit examples from the field, and host webcasts in late summer and early fall.

<http://ts3.nashonline.org/high-impact-practices/>.

<http://www.csudh.edu/laboratory>

<http://www.naceweb.org/>

<https://www.aacu.org/leap/hips>

The online proposal form will open on June 1, 2017 at the first two web pages above. Direct questions to Caroline Coward, University Library, CSU Dominguez Hills, ccoward@csudh.edu.

Proposals Due October 1, 2017



PART 1

High-Impact Educational Practices



A Brief Overview⁹

THE FOLLOWING TEACHING AND LEARNING PRACTICES have been widely tested and have been shown to be beneficial for college students from many backgrounds.¹⁰ These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

FIRST-YEAR SEMINARS AND 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.

COMMON INTELLECTUAL EXPERIENCES

The older idea of a “core” curriculum has evolved into a variety of modern forms such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

LEARNING COMMUNITIES

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning (see below).

WRITING-INTENSIVE COURSES

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

COLLABORATIVE ASSIGNMENTS AND PROJECTS

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

UNDERGRADUATE RESEARCH

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

DIVERSITY/GLOBAL LEARNING

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

SERVICE LEARNING, COMMUNITY-BASED LEARNING

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

INTERNSHIPS

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for “course credit,” students complete a project or paper that is approved by a faculty member.

CAPSTONE COURSES AND PROJECTS

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Excerpt from: *High-Impact Education Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George Kuh (AAC&U, 2008)

Figure 2

High-Impact Practices: Eight Key Elements and Examples

Performance expectations set at appropriately high levels

Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or projects—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students' precollege accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of time and effort by students over an extended period of time

Example: A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper; concluding with demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters

Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Example: A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback

Example: A student–faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students' contributions up to and through the completion of the project.

Periodic, structured opportunities to reflect and integrate learning

Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

Opportunities to discover relevance of learning through real-world applications

Example: An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence

Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member.

CAREER READINESS

For the New College Graduate

A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified seven competencies associated with career readiness for the new college graduate:

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Information Technology Application: Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Definition:
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

GOING FORWARD

Currently, NACE is developing career readiness tool kits that campus career centers can use in their work with students, and organizations that hire new college graduates can use in their efforts to identify high-potential candidates.

The tool kits, however, can inform the work and efforts of a variety of stakeholders, including higher education administrators, faculty, labor market analysts, and public policy makers.

The tool kits will be available in spring 2016. For more information, contact NACE at 610.868.1421.



The National Association of Colleges and Employers
Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission—to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships—NACE connects more than 6,700 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 2,900 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.