



UNIVERSITY SYSTEM OF GEORGIA

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

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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

LEAP



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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

Source: Kuh, George D., and Ken O'Donnell. 2013. *Ensuring Quality and Taking High-Impact Practices to Scale*. Washington, DC: Association of American Colleges and Universities.



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



First Year Seminar at UWG: Case Study in HIPs Criteria, Design, & Assessment

Dr. Ryan Bronkema & Dr. David Newton
First Year Academic Programs
University College
Division of Academic Affairs

UWG's LEAP West! Campus Plan



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)

Lab Component (N=1,371)	Total Student Participation	Participation Percentage
Career Reflection (Focus 2)	641	46.6%
Academic Skill Building	541	36.4%
Writing Center	674	49.1%
Library Support	547	39.8%
Total Participation	2,403	58.4%*

*Represents an estimate of the total number of students that completed all three activities

FYS Alignment with Momentum Approach

	FYS Alignment
Purposeful Choice	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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)

Enrollments in FYS.	All	Enrolled in FYS		Difference
	n	Yes		%
ALL	2113	1347	63.75%	N/A
Female	1308	880	67.28%	3.53%
Male	804	467	58.08%	-5.66%
Hispanic/Latino	239	169	70.71%	6.96%
Black/African American	843	564	66.90%	3.16%
White	879	534	60.75%	-3.00%
Two + Races	102	61	59.80%	-3.94%
First-Gen	1032	642	62.21%	-1.54%
Pell Eligible	1144	729	63.72%	-0.02%

Overall Retention Data (Fall 19 FTFT Cohort)

Retention Across Various Subgroups.	Total	Retained Spring 2019		Retained Fall 2019		Difference
		Yes	%	Yes	%	%
ALL	2114	1910	90.35%	1443	68.26%	N/A
FYS	1347	1227	91.09%	959	71.20%	2.94%
No FYS	766	683	89.16%	484	63.19%	-5.07%
Learning Communities	305			222	72.79%	4.53%
Female	1308			944	72.17%	3.91%
Male	804			499	62.06%	-6.19%
Hispanic/Latino	239			162	67.78%	-0.48%
Black/African American	843			580	68.80%	0.54%
White	879			597	67.92%	-0.34%
Two + Races	102			68	66.67%	-1.59%
First-Gen	1032			690	66.86%	-1.40%
Pell Eligible	1144			761	66.52%	-1.74%

FYS/No FYS Comparison Data (Fall 19 FTFT Cohort)

Retention Across Various Subgroups.

	Total	First-Year Seminar Students		No First-Year Seminar		Difference
		n	Retained Fall 2019	n	Retained Fall 2019	
ALL	2113	1347	959 71.20%	766	484 63.19%	8.01%
Female	1308	880	653 74.20%	428	291 67.99%	6.21%
Male	804	467	306 65.52%	337	193 57.27%	8.25%
Hispanic/Latino	239	169	126 74.56%	70	36 51.43%	23.13%
Black/African American	843	564	401 71.10%	279	179 64.16%	6.94%
White	879	534	374 70.04%	345	223 64.64%	5.40%
Two + Races	102	61	43 70.49%	41	25 60.98%	9.52%
First-Gen	1181	632	443 70.09%	400	247 61.75%	8.34%
Pell Eligible	769	729	503 69.00%	415	258 62.17%	6.83%

FYS/No FYS by Race and Sex (Fall 19 FTFT Cohort)

Retention Across
Race Gender.

	Total	First-Year Seminar Students		No First-Year Seminar		Difference
		n	Retained Fall 2019	n	Retained Fall 2019	
ALL	2113	1347	959 71.20%	766	484 63.19%	8.01%
White Women	530	344	248 72.09%	186	135 72.58%	-0.49%
Women of Color	778	536	405 75.56%	242	156 64.46%	11.10%
White Men	349	190	126 66.32%	159	88 55.35%	10.97%
Men of Color	455	277	180 64.98%	178	105 58.99%	5.99%

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

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UNIVERSITY OF WEST GEORGIA

University College
Division of Academic Affairs





UNIVERSITY SYSTEM OF GEORGIA

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

- **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)

- **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**





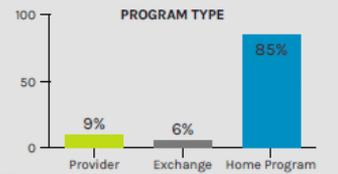
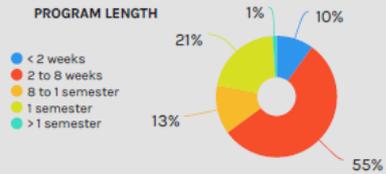
Study Abroad at the University System of Georgia
Descriptive Statistics: What are the basics?

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10%
of student body in 2010 and 2011 cohorts studied abroad

85%
of programs taught in English

7,106 out of a total of 69,251 students studied abroad



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%

Underrepresented minorities are defined here as American Indian/Alaskan Native, Black or African American, Hispanic, and Native Hawaiian/Pacific Islander.



Study Abroad at the University System of Georgia
Descriptive Statistics: What does the data say?

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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

These descriptive statistics suggest that students who Study Abroad have higher 6 and 4 year graduation rates, and higher GPA at graduation compared to non Study Abroad students.

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

It is imperative to note however that these students also differ in academic preparation, demographic, and socio-economic characteristics. As a result, these descriptive statistics do not reveal the impact of Study Abroad per se, but rather the influence of a number of other factors that contribute to student success.

*Semester to Degree*Credit Hours Earned at Degree*Hours Earned/Hours Attempted and *GPA at Degree*are all conditional on graduation.



USG Goes Global (USGG)

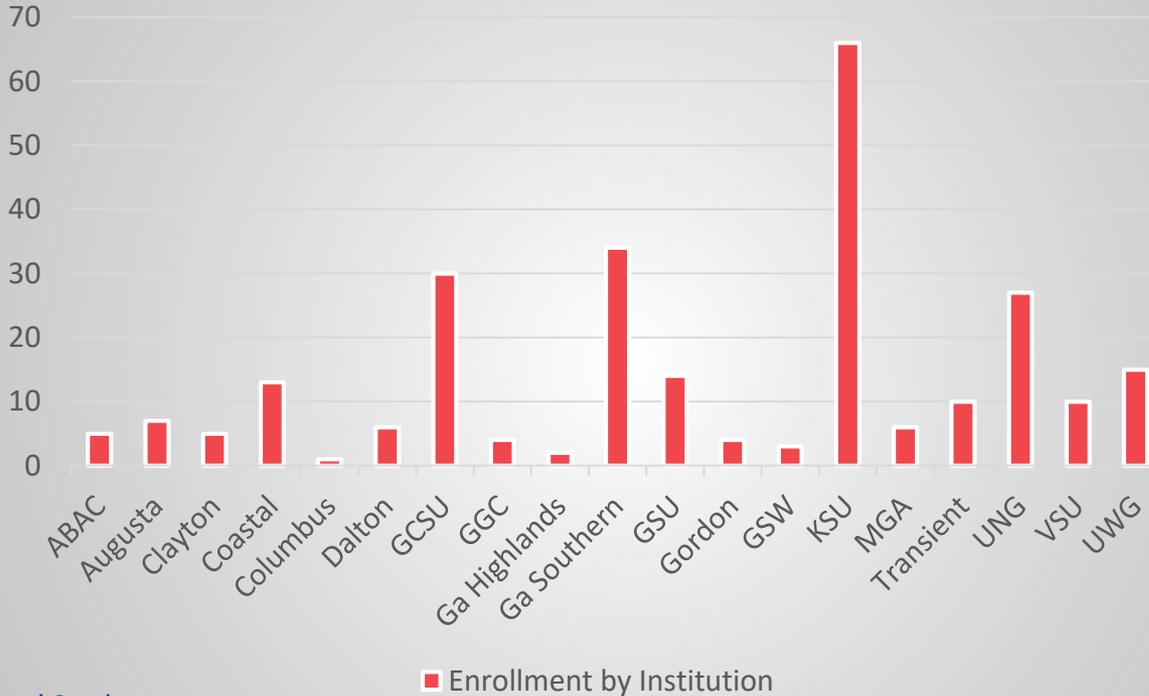
- Created to provide equity in USG consortium study abroad programs for students and faculty
 - Program created May 2018
 - BOR approved tuition rate (\$199 per credit hour) November 2018
 - MOUs sent to campuses for signature January 2019
- Replicates the eCore registration and financial model
- Off-loads 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





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2019 Program Data: Enrollment by Institution



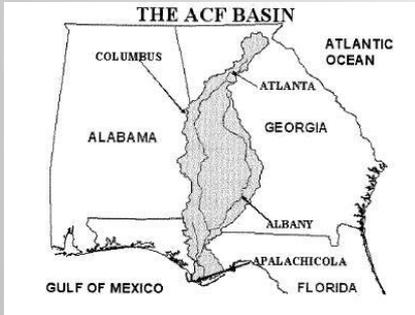
- 262 Total Students
- 18 out of 22 Institutions Sent Students – Missing FVSU, East Georgia, Savannah State, & Albany State



Study Away (Domestic Off-Campus Study)

Off-campus study that occurs away from the student's home institution but within the same country.

- 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**



Right here in Georgia!

Or across the U.S.!

- “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

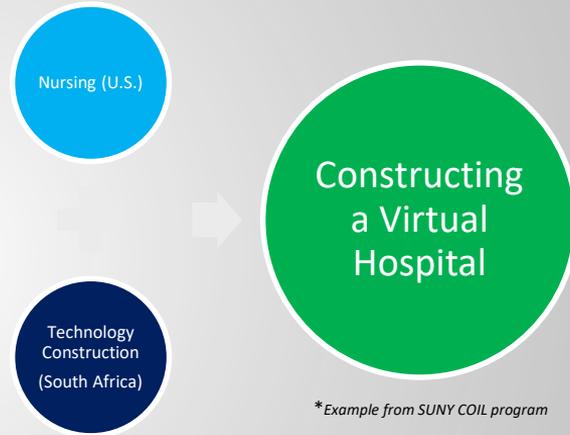
How do I implement these into the curriculum?

- 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



IVE Myths

- My campus doesn't have the technology
- Our campus doesn't have international contacts
- No incentives for faculty



Contact Information

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

<https://www.usg.edu/usggoesglobal/>





Working collaboratively to deepen Engagement in HIPs

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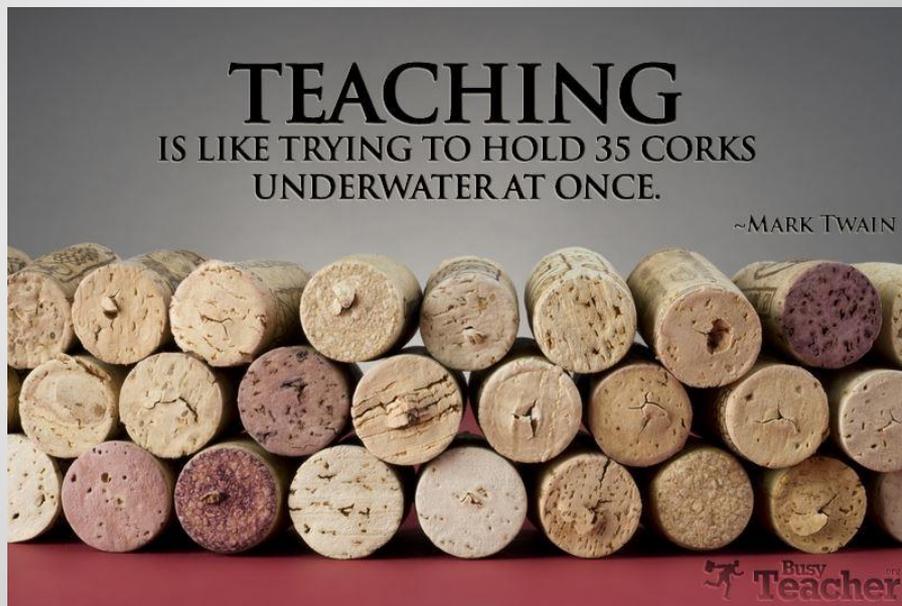


How do we deepen engagement in HIPs across USG for:

- Faculty?
- Students?
- Curriculum in USG?



How do we deepen Faculty engagement in HIPs?





Roadrunner New Faculty Academy 2018-2019



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AAC&U HIPs Institute

June 2–5, 2020, Atlanta, GA
<https://www.aacu.org/aacu-summer-institutes>



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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’

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



Symposia – Engaging Faculty to Lead

ESSENTIAL ELEMENTS OF FACULTY SYMPOSIUM



SYMPOSIUM SCHEDULE

BIG POSSIBILITIES

DREAM STATE

SUPPORTS IN PLACE

CHALLENGES & BARRIERS

MONDAY, JUNE 27

9:30	Overview & Welcome Room 186	Micheal Crafton Provost
9:45	Keynote: <i>The LEAP Challenge: Education for a World of Unscripted Problems</i>	Lee Knefelkamp AAC&U Senior Fellow
11:00	Break	<i>Sponsored through a generous donation from the College of Science & Mathematics</i>
11:15	Breakout Session 1	Working Groups
12:00	Lunch	
1:00	Breakout Session 2	Working Groups
3:00	Closing the Day Room 133	Lee Knefelkamp
3:30	Reception	Newnan Historical Society

Breakout Session Room Assignments

First Year Seminar: 175a
Common Intellectual Experiences: 106
Signature Work/Capstones/Pathways: Tech Hub
Experiential Learning HIPs: 175b

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

TUESDAY, JUNE 28

9:30	Georgia College's LEAP Journey Room 186	Cara Smith & Colleagues
10:45	Break	<i>Sponsored through a generous donation from the College of Science & Mathematics</i>
11:00	Breakout Session 3	Working Groups
12:00	Working Lunch	Working Groups
2:00	Recommendations to the Provost Room 133	
2:30	Response to Recommendations	Lee Knefelkamp
2:45	Response to Recommendations & Next Steps	Micheal Crafton



RECOMMENDATIONS

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?



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LEAP State: Georgia

Campuses and Partners: University System of Georgia; institutions joining the LEAP State Georgia Consortium; independent institutions interested in partnership

Year Joined: 2016

The LEAP State Georgia Consortium comprises colleges and universities of the University



1. What resonated with you for your responsibilities and institutional context?
2. What questions do you have for us?



THINK
(Yourself)



PAIR
(With a partner)



SHARE
(Whole class)

