Deepened Learning, Critical Thinking, and Knowledge Transfer: High-Impact Practices

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High-Impact Practices (HIPs) Improve Student Learning

Educational practices shown by extensive empirical research to:

- Deepen student engagement
- Promote the ability to apply, adapt, and transfer knowledge into new contexts
- Enable students to integrate knowledge across courses, disciplines, and contexts (e.g., educational, professional, personal, and civic)
High-Impact Practices (HIPs) Research Highlights

Self-Report Data (NSSE)

- Deepened learning
- Increased engagement, challenge, and student-faculty interaction
- Gains in general, personal, and practical knowledge

Quantitative Measures

- First-year GPA from just under 2.75 to almost 3.0 (ACT 20)
- First-year GPA from about 2.8 to about 3.26 (Hispanic students)
- Probability of returning for sophomore year from about 83.5% to about 97% (African-American students)
Sample High Impact Practices

- Writing-intensive courses
- First-year-seminars
- Courses emphasize collaborative learning
- Courses emphasizing diversity/global learning
- Service-learning courses
- Capstone courses
Key Characteristics of High Impact Practices

- Fosters cultural competency/global perspectives
- Engages students in collaborative projects
- Strengthens intellectual & practical skills
- Deepens personal & social responsibility
- Encourages integrative & applied learning
- Provides constructive feedback
- Supports metacognitive thinking
Integration of HIP Characteristics
California State University, Chico
“Public Sphere Pedagogy” (PSP) Courses

- Tie research projects to issues of pressing public concern
- Prepare students to engage with community members in substantive dialogue about such issues
- Create public forums in which students draw on this preparation to present their research and discuss issues with informed community members

HIP Characteristics

- Cultural competency (multiple perspectives)
- Collaborative projects (team research and presentations)
- Intellectual and practical skills (analyzing data, presenting effectively)
- Personal and social responsibility (considering evidence and multiple perspectives)
- Integrative and applied learning (research has purpose; issue and advocacy knowledge integrated)
## CSU’s HIP Rubric for Courses

<table>
<thead>
<tr>
<th>Key HIP Characteristics</th>
<th>Level of Integration in the Course</th>
<th>4-Extensive Integration (Strongly aligned with &amp; supporting LOs)</th>
<th>3-Consistent Integration (Mostly aligned with &amp; supporting LOs)</th>
<th>2-Growing Integration (Moderately aligned with &amp; supporting LOs)</th>
<th>1-Emerging Integration (Loosely aligned with &amp; supporting LOs)</th>
<th>No Evident Integration Not Applicable</th>
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<tbody>
<tr>
<td><strong>Cultural, Disciplinary, and Global Perspectives</strong></td>
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<td>Students respond to and discuss example cases from multiple diverse perspectives,</td>
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<td>exposing these cases’ global, cultural, socio-economic, disciplinary, and/or technical</td>
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<td>implications for various demographics; students engage in regular and substantive</td>
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<td>interactions with diverse others to understand issues from various viewpoints.</td>
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<td><strong>Collaborative Projects</strong></td>
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<td>Students engage with peers, faculty/staff, and/or others to problem solve, share</td>
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<td>intellectual interests/experiences, collaborate on projects, and encourage one</td>
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<td>another’s intellectual growth; in the process, they build meaningful relationships.</td>
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<td><strong>Intellectual and Practical Skills</strong></td>
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<td>Students engage in activities intentionally designed to require inquiry, analysis,</td>
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<td>development of creative products, and interaction; such activities should build skills</td>
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<td>in both interpreting and producing effective written, oral, quantitative, and/or</td>
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<td>research-based materials.</td>
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<td><strong>Personal and Social Responsibility</strong>: Students participate in civic engagement (</td>
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<td>locally or globally); such engagement should be enriched by discussions of significant</td>
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<td>historical, societal or scientific problems/issues and promote life-long</td>
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<td><strong>Integrative and/or Applied Learning</strong>: Students are asked to demonstrate the ability</td>
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<td>to integrate multiple threads from prior learning and/or to apply prior learning to</td>
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<td>complex, novel, or re-contextualized problems; application and/or integration should</td>
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<td>increase students’ ability to adapt to, and contribute in, a wide variety of</td>
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For any course/experience to be considered high-impact, two additional practices are required, because these practices intensify the impact of all each of the characteristics listed above. Please indicate briefly how your course/experience integrates each of these practices:

**Constructive Feedback**: Students receive frequent, constructive feedback on their knowledge/abilities and are asked to use this feedback to improve performance.

**Metacognitive Thinking**: Students are asked to show how the course/experience contributes to their intellectual/personal growth in substantive ways with long-term implications.
Integration of HIP Characteristics

- If we set a goal to provide all students two HIP courses by the time they graduate, which course(s) in your department might be the strongest candidates for integrating HIP characteristics? Why?

- Choose one of the courses you selected as a strong HIP candidate. Which learning outcomes might best be supported by integrating HIP characteristics? What’s the nature of the content, skills, or other knowledge students must master?

- Consider which HIP characteristics you’d integrate to best help students master this knowledge. Why did you choose the characteristics you did?

- What opportunities and constraints does the course pose for integrating your target HIP characteristics?
HIP Designation?

- Is it possible to systematically designate specific courses as HIPs?
- What would be the minimum threshold of integration necessary to earn the designation?
- How is review of courses completed? Is it periodic or one-time? Who or what committee designates courses as HIP?
Additional Resources

AAC&U: [https://www.aacu.org/leap/hips](https://www.aacu.org/leap/hips)

TILT: [http://tilt.colostate.edu/courseDD/highImpact/](http://tilt.colostate.edu/courseDD/highImpact/)

- What additional kinds of support would you find helpful?
- What resources would you like TILT, IRP&E, and CSU more broadly to develop to support the integration of HIP characteristics?
- What kinds of conversations would you like to see around HIPs on campus?