

“When Done Well”: Tools to Determine What Rises to the Level of HIPs

Tim Hathaway, Director of Curriculum Engagement
Bristol Community College
2023 Assessment Institute Presentation

ATTLEBORO
FALL RIVER
NEW BEDFORD
TAUNTON
ONLINE

BRISTOL

COMMUNITY COLLEGE

“When done well” - The Common Refrain

At the same time, there is growing evidence that—when done well—some programs and activities appear to engage participants at levels that elevate their performance across multiple engagement and desired-outcomes measures such as persistence. The Association of American Colleges and Universities listed ten of the more promising “high-impact” activities in its 2007 report, *College Learning for a New Global Century*. These activities are described here on pages 9-11. They include first-year seminars, common intellectual experiences, learning communities, service learning, undergraduate research, study abroad, and other experiences with diversity, internships, and capstone courses and projects.

Kuh, G. (2008). *High impact educational practices: What they are, who has access to them, and why they matter*. American Association of Colleges and Universities.

Examples of Tools to Identify HIPs “done well”

- The College System of Tennessee – Office of Student Success
 - [High Impact Practices](#) Taxonomy and other resources
- Georgia College
 - GC Journeys – [Operational Definitions](#) written by faculty
- IUPUI
 - [Engaged Learning Taxonomies](#)

Institutional Context - Approach to HIPs Scaling

- Institutional Profile
 - Bristol Community College
 - South Coast of Massachusetts
 - Medium sized
- HIPs at Bristol
 - Strategic plan explicitly calls for HIPs across curriculum
 - Many years of attempts to scale with little success
 - Varying degrees of understanding
 - Frustration with HIPs
- Bristol's Tools to Identify "When Done Well"
 - Identify HIPs in Curriculum Mapping process
 - HIPs Matrix
 - Customizable assessment tools
 - Acknowledge excellent work already being done (asset vs deficit based approach)
 - Emphasize good quality teaching through communities of practice rather than HIPs

Initial Results with HIPs Matrix and Assessment Tool

- Over 50 HIPs courses tagged in Banner
 - All meet basic definition and have associated elements of engaged learning
 - Most in highly structured programs
- Productive discussions with chairs/coordinators
 - Norming of HIPs types among faculty
 - Some faculty use HIPs Matrix to improve course design
 - Communities of practice in low structured programs focused on elements of engaged learning

Resources Used for HIPs Matrix and Rubric of Elements

Primary Sources

Kinzie, J., McCormick, A.C., Gonyea, R.M., Dugan, B., & Silberstein, S. (2020). Assessing quality and equity in high-impact practices: Comprehensive report. Indiana University Center for Postsecondary Research.
<https://nsse.indiana.edu/research/special-projects/hip-quality/index.html>

Lee, L., Wilkum, K., Immel, K.R., Fischer, A.E. (2020). A Taxonomy for designing and evaluating high-impact practice experiences. *College Teaching*, DOI:
<https://doi.org/10.1080/87567555.2020.1846487>

Secondary Sources

- Taxonomies
 - The College System of Tennessee
 - IUPUI
 - North Dakota University
- Selected Research on Specific HIPs
 - National Resource Center on FYE and Transition
- Consultations with HIPs experts
 - Community Based Learning
 - Internships
 - Project Based Learning
 - Learning Communities

BRISTOL

COMMUNITY COLLEGE

ATTLEBORO

FALL RIVER

NEW BEDFORD

TAUNTON

ONLINE

Contact Information

Tim.Hathaway@bristolcc.edu

