Status Report on Scaling HIPs at UGA

Momentum Summit V
University System of Georgia

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1785

UGA's High-Impact Practices Implementation Team

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UGA's Initial Focus: 4 Specific HIPs

Writing Intensive:

- Over 80 courses having the "W" suffix

Service-Learning:

- Over 250 courses having the "S" or SERV attribute

Undergraduate Research/CURO:

- Over 750 courses having the "R" suffix
- Course series 4960R, 4970R, 4980R (research); and 4990R (thesis) approved for most department prefixes

A CURO Honors Scholar sharing results of his undergraduate research.

First-Year Odyssey Seminar Program (UGA's 2011-2021 QEP)

- Almost 400 seminars offered each year reaching **all** first-year students
- Graduation requirement

Overview of the UGA Plan

1. DATA COLLECTION
- Identify our 4 HIPs courses using prefix (FYOS) and suffixes
- Place USG HIPS attributes on all of these courses
- Revise all student surveys for these courses with common questions
- Create a dashboard for each HIP
- Create a master dashboard for all four

2. EQUITY ANALYSIS
- Work with Office of Institutional Research to collect demographic information for these courses
- Analyze that information to identify possible opportunities to close equity gaps in these course

3. COMMUNICATION
- Create website where faculty can learn about HIPs, the USG initiative, and how to get a course tagged in Banner as a HIP
- Outreach to academic advisors on the advantage of taking HIPs courses (especially if equity gaps are found)
- Outreach to students
- Showcase alignment with new QEP on Active Learning

Sharing Information with UGA Faculty

- Campus workshops (service-learning; writing intensive)
- Direct outreach with faculty
- Possible Faculty Learning Community on HIPs
- New website: highimpact.uga.edu

Dr. Harding's creative writing class worked with English-learning elementary students for a service-learning experience

Screenshots from the new website

Gathering Data on HIPs

- Existing course evaluations

- Student Surveys (CURO, OSL, writing-intensive forthcoming)

- Dashboard to show current and historical trends, with an eye towards assessing equity of participation and of outcomes

Franklin College of Arts and Sciences
Writing Intensive Program
UNIVERSITY OF GEORGIA

The Franklin College Writing Intensive Program

Student Response Survey

The Writing Intensive Program invites you to complete a brief survey about your WIP course this semester. Please take a moment, at your convenience, to reflect and report your thoughts, opinions, etc. Your feedback is much appreciated by the Writing Intensive Program and your WIP course instructors.

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CURO Symposium and Undergraduate Research Experience Evaluation
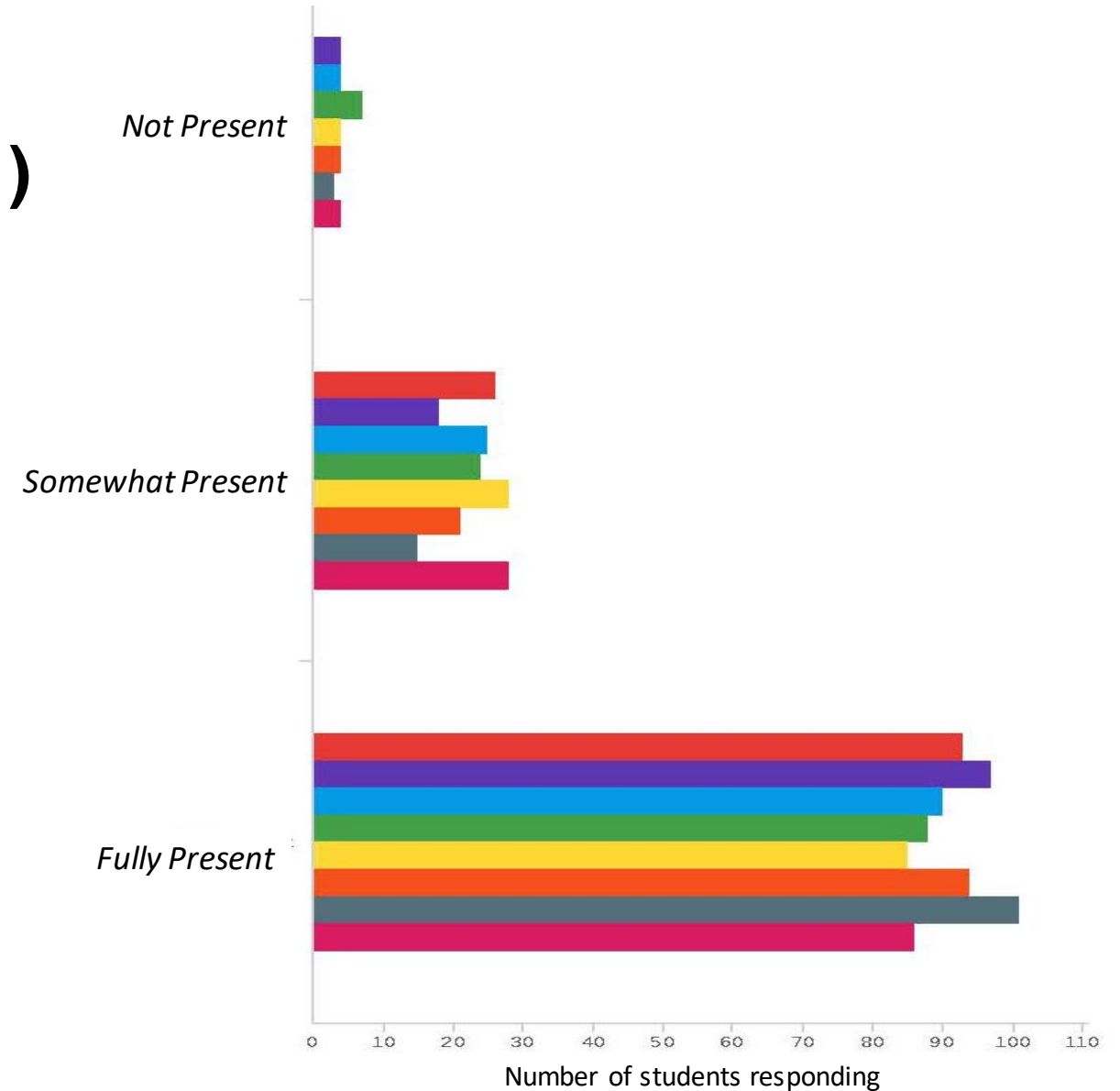
Thank you for completing this evaluation. Your answers will help us better design, plan, and implement programs and opportunities for students interested in Undergraduate Research. Only group information will be reported in our documents, and we will NOT share your individual responses with anyone.

Data from Student Surveys for Service-Learning Courses (2021)

Elements of HIPs

"For the eight key elements of HIPs listed below, how present were they in this service-learning course, if at all?"

Legend:
- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended peri...
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Period, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applicat...
- Public demonstration of competence

Chart categories: Not Present, Somewhat Present, Fully Present
X-axis: Number of students responding (0 to 110)

Data from Student Surveys for Writing Intensive Classes (2021)

Elements of HIPs

"For the eight key elements of HIPs listed below, how present were they in this writing-intensive course, if at all?"

■ Performance expectations set at appropriately high levels
■ Significant investment of time and effort by students over an extended peri...
■ Interactions with faculty and peers about substantive matters
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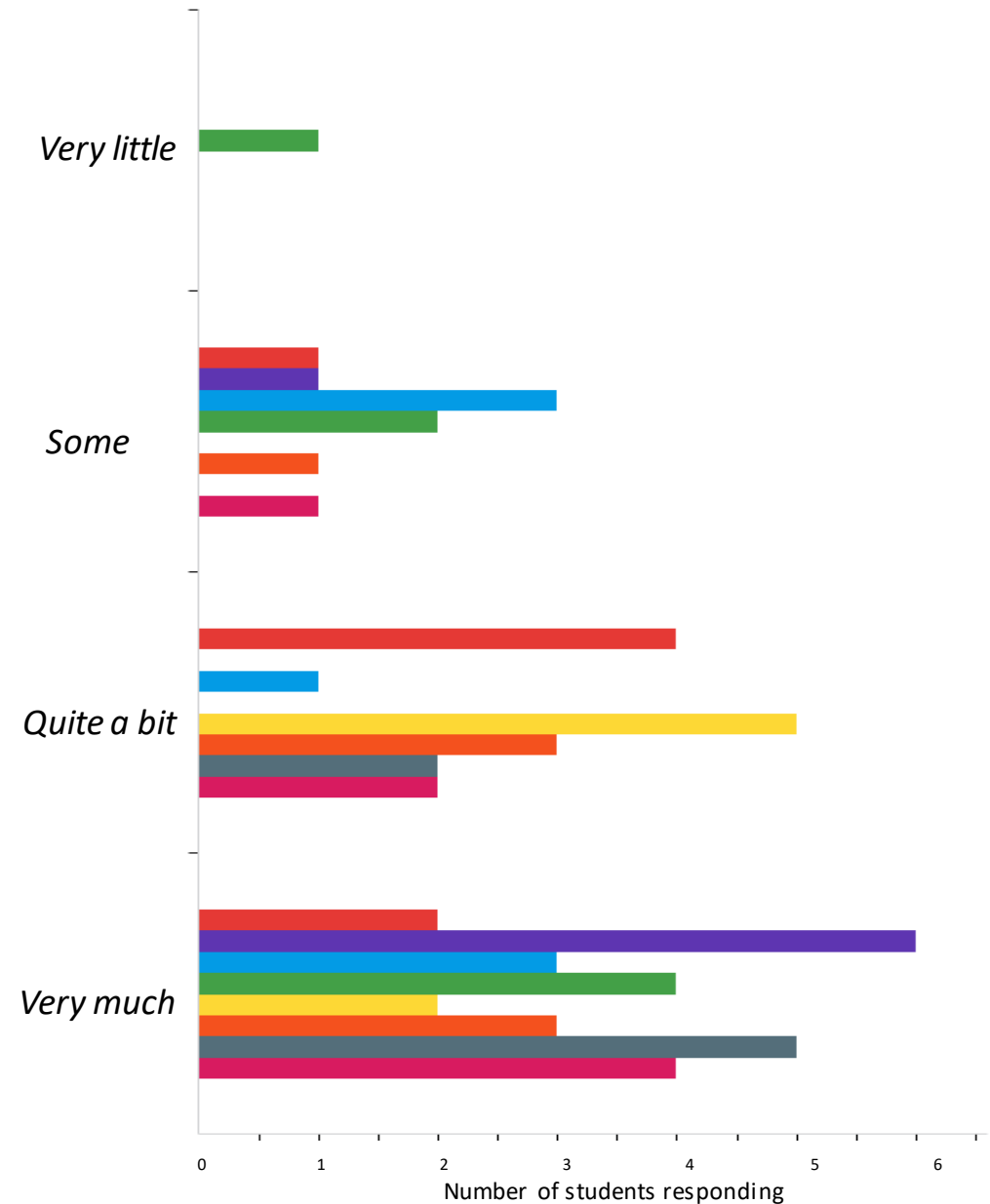
Data from Student Surveys for Undergraduate Research (2021)

Elements of HIPs

"The following are elements of HIPs. To what extent do you think they were part of your Undergraduate Research Experience?"

Legend:
- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended peri...
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
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- Opportunities to discover relevance of learning through real-world applicat...
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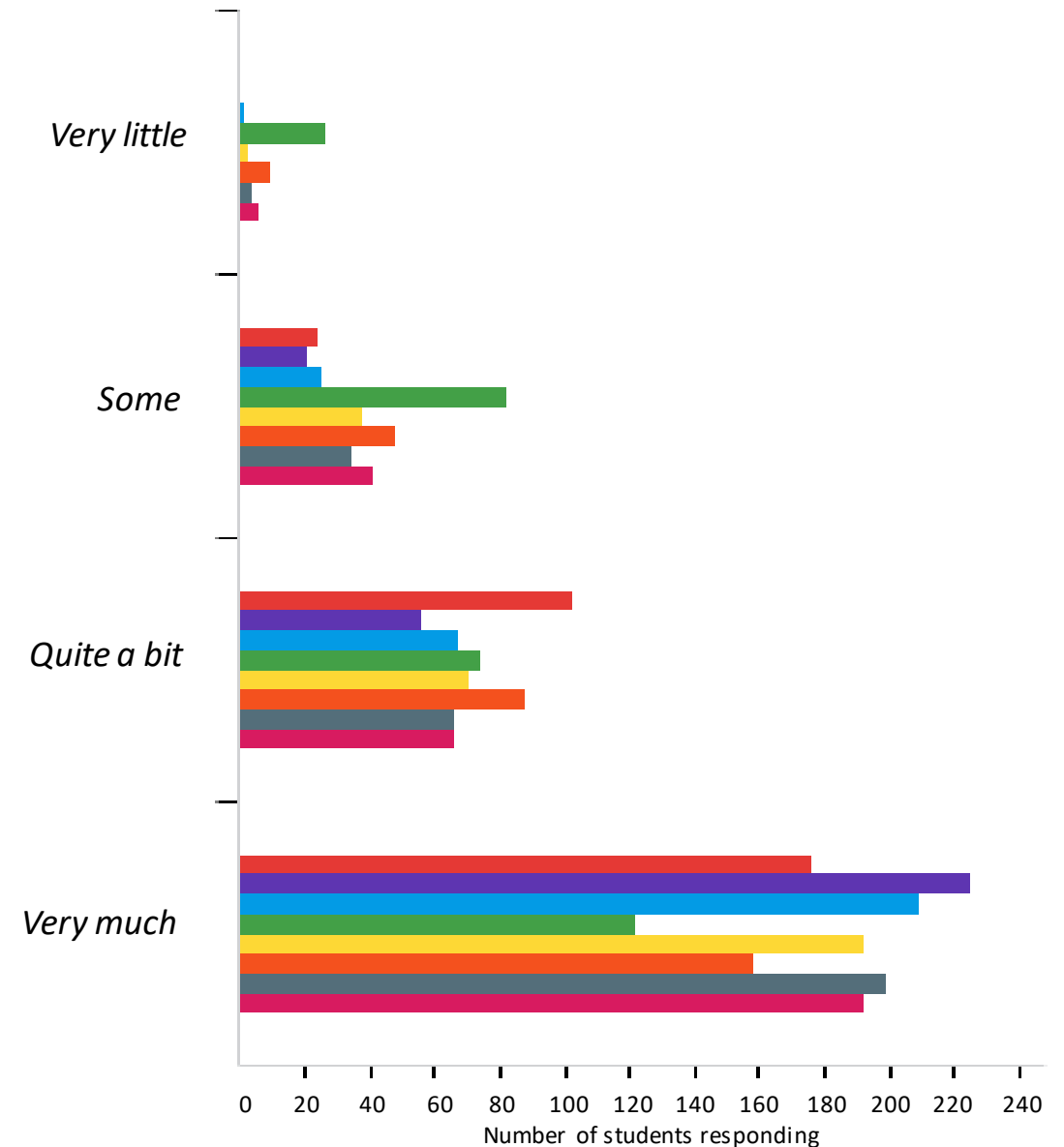
Data from Student Surveys for Undergraduate Research

Benefits of HIPs – National Survey of Student Engagement (NSSE)

Academic learning gains

- ➢ Writing clearly and effectively
- ➢ Speaking (and presenting) clearly and effectively
- ➢ Thinking critically and analytically
- ➢ Analyzing data, either quantitative or qualitative
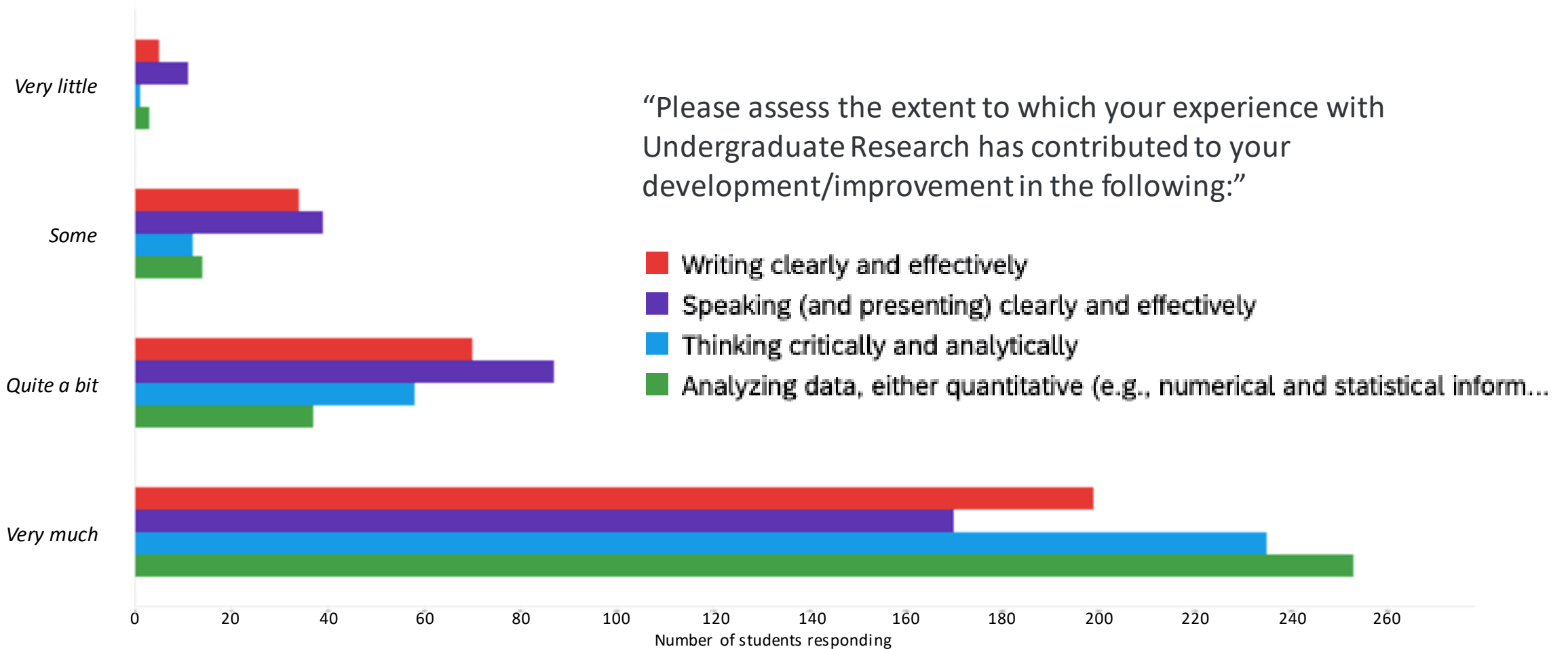
Practical learning gains

- ➢ Acquiring job – or work-related knowledge and skills
- ➢ Working effectively with others and in teams
- ➢ Developing/clarifying a personal code of values and ethics
- ➢ Understanding people of other backgrounds
- ➢ Solving complex real-world problems
- ➢ Being informed and active citizens

Overall Learning Gains (NSSE)

Data from Student Surveys for Undergraduate Research

Academic Learning Gains

"Please assess the extent to which your experience with Undergraduate Research has contributed to your development/improvement in the following:"

■ Writing clearly and effectively
■ Speaking (and presenting) clearly and effectively
■ Thinking critically and analytically
■ Analyzing data, either quantitative (e.g., numerical and statistical inform...

Data from Student Surveys for Undergraduate Research

Practical Learning Gains

"Please assess the extent to which your experience with Undergraduate Research has contributed to your development/improvement in the following:"

Legend:
- Acquiring job – or work-related knowledge and skills
- Working effectively with others and in teams
- Developing/clarifying a personal code of values and ethics
- Understanding people of other backgrounds
- Solving complex real-world problems
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FYOS Assessment

SLO mean level of agreement overtime
1= Strongly disagree 5=Strongly agree

Comparison of First-Year Retention Rates by Fall FYOS Participation and Cohort

Cohort	Participated in FYOS Fall Year One			Did Not Participate in FYOS Fall Year One		
	# Total Cohort	% Total Cohort	% Retained	# Total Cohort	% Total Cohort	% Retained
Fall 2011	4,794	87.64	94.66	676	12.36	89.50
Fall 2012	4,266	86.67	94.35	656	13.33	92.99
Fall 2013	4,638	88.88	94.44	580	11.12	91.90
Fall 2014	4,674	89.20	95.53	566	10.80	91.52
Fall 2015	4,648	88.57	95.46	600	11.43	91.00

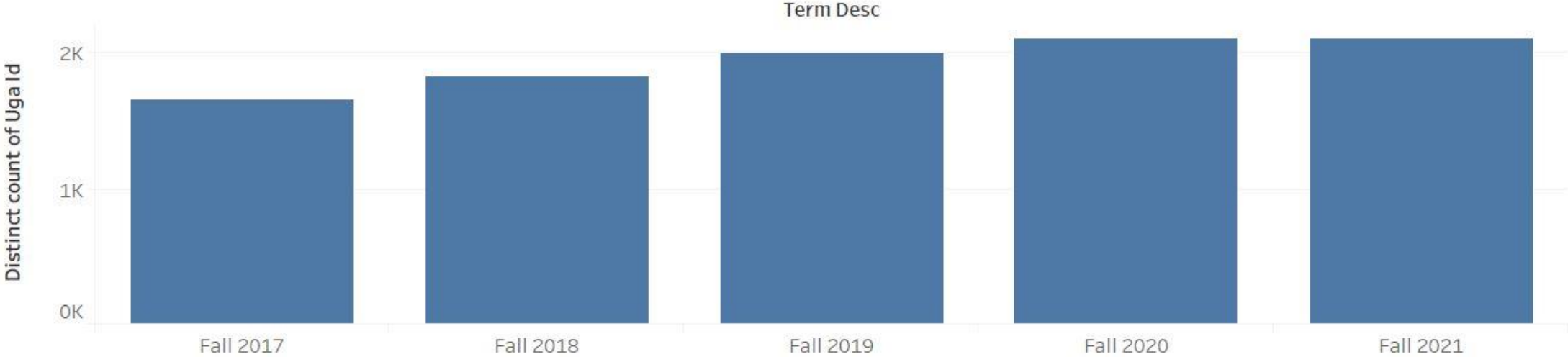*Comparison of Predicted / Actual Semester GPA by Fall FYOS Participation and Cohort*

	Took FYOS in Fall			Did Not Take FYOS in Fall		
	Academic Index	Fall GPA	Spring GPA	Academic Index	Fall GPA	Spring GPA
Cohort	Avg	Avg	Avg	Avg	Avg	Avg
Fall 2011	3.29	3.26	3.26	3.23	3.10	3.13
Fall 2012	3.34	3.35	3.34	3.31	3.20	3.26
Fall 2013	3.36	3.35	3.36	3.30	3.11	3.19
Fall 2014	3.40	3.37	3.35	3.35	3.20	3.28
Fall 2015	3.42	3.43	3.38	3.37	3.26	3.30

HIPs Dashboards: Stage 1, Service-Learning

- Collaboration with Office of Institutional Research

- Dashboard of Historical Data and Trends (semester/year)
  - Courses offered
  - Enrollment trends

- Student Demographics
  - Characteristics such as race/ethnicity, gender
  - Rural and first-generation status
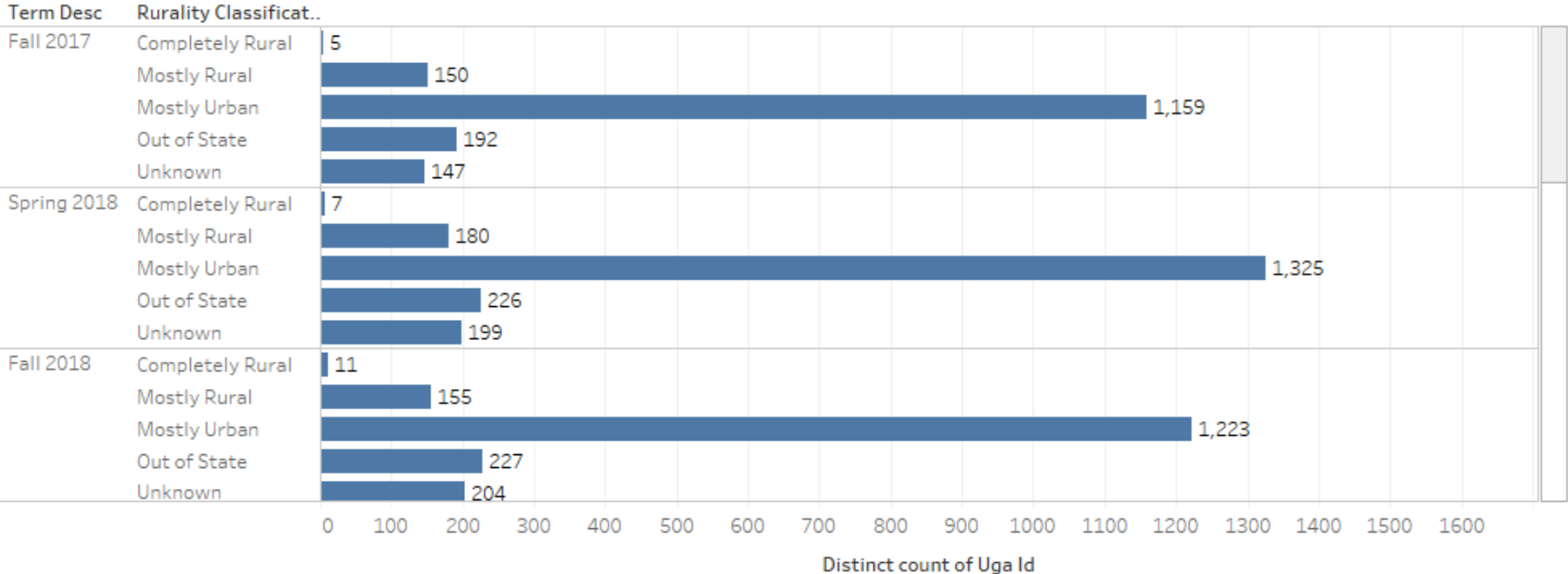 - To allow better understanding of student access to this HIP across time
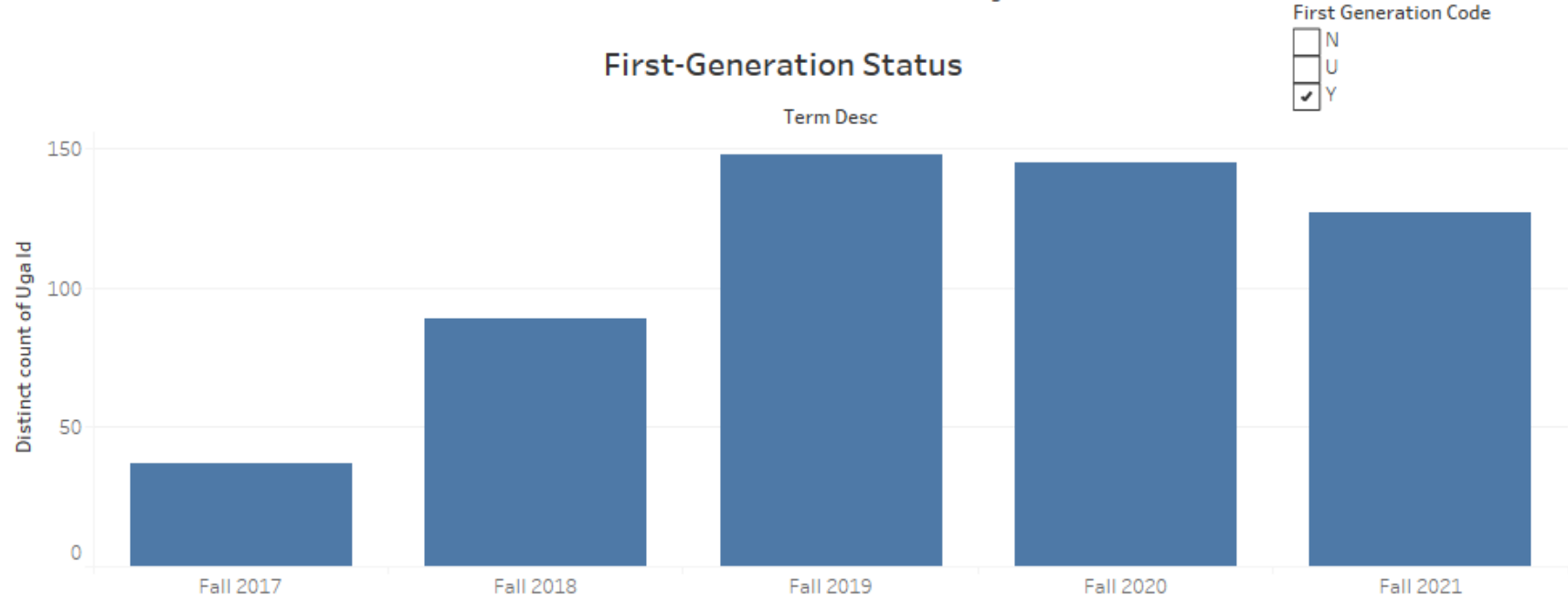
Service-Learning Dashboard Examples

Service-Learning Dashboard Examples

Rurality

Term Desc	Rurality Classificat..	Distinct count of Uga Id
Fall 2017	Completely Rural	5
	Mostly Rural	150
	Mostly Urban	1,159
	Out of State	192
	Unknown	147
Spring 2018	Completely Rural	7
	Mostly Rural	180
	Mostly Urban	1,325
	Out of State	226
	Unknown	199
Fall 2018	Completely Rural	11
	Mostly Rural	155
	Mostly Urban	1,223
	Out of State	227
	Unknown	204

First-Generation Status

First Generation Code
☐ N
☐ U
☑ Y

Service-Learning Dashboard Examples
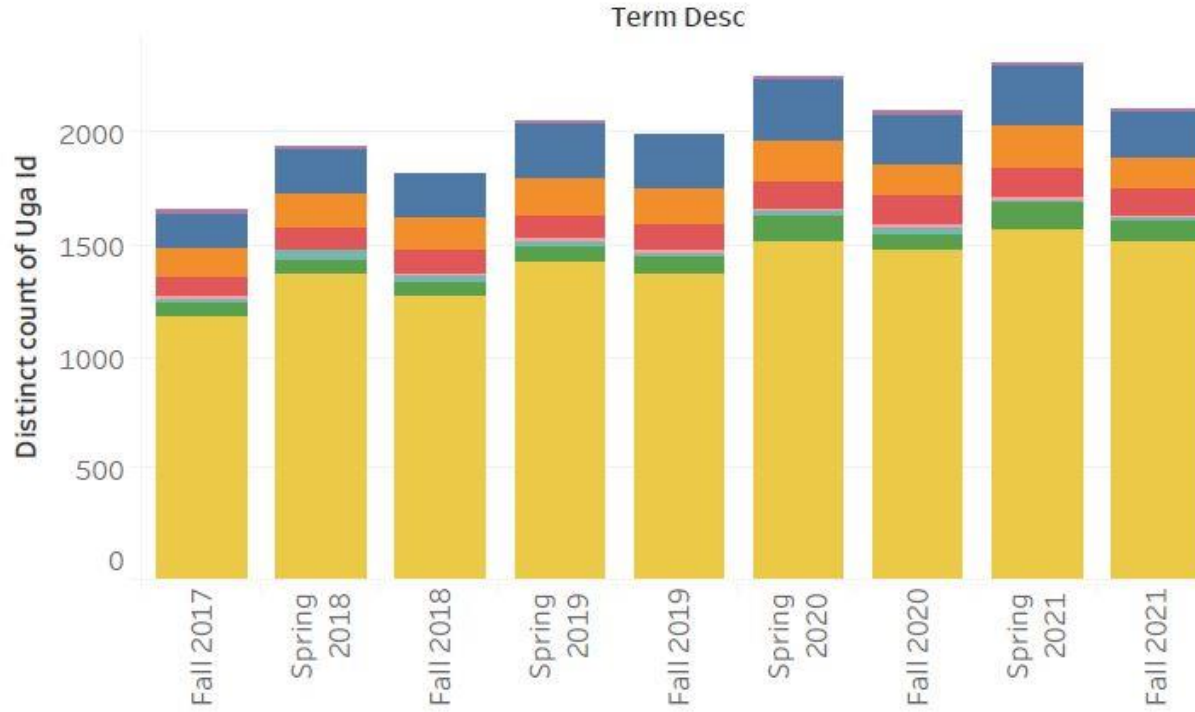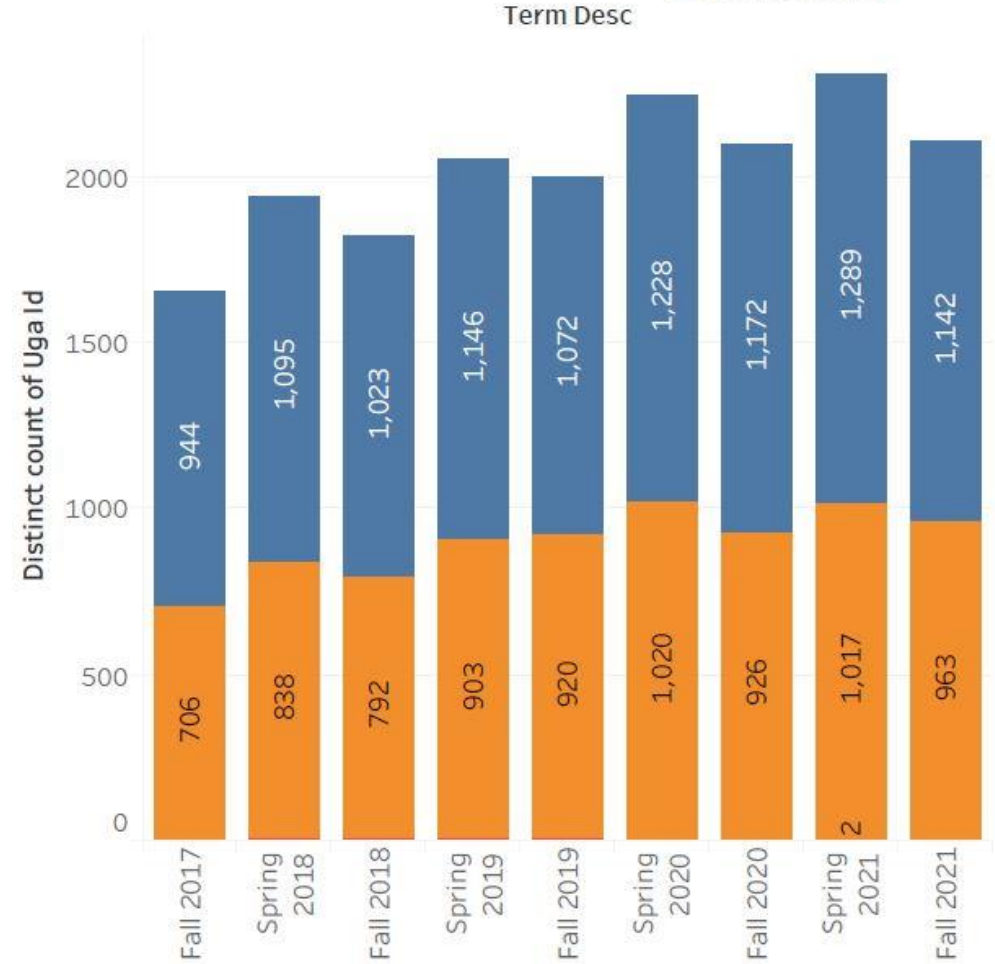
HIPs Dashboarding

Expanding service-learning opportunities with Campus Kitchen's new mobile food trailer

- Future plans
  - Compare HIP-specific student characteristics to overall UGA demographics
    - Representativeness and equity of participation
  - Compare or correlate grade outcomes (withdrawals, D/F) with demographic information
    - Equity of outcomes
  - Create a master dashboard for the 4 UGA HIPs as a whole

We Look Forward to Engaging With You in the Live Session and After the Summit

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