Status Report on Scaling HIPs at UGA

Momentum Summit V
University System of Georgia

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UGA’s Initial Focus: 4 Specific HlPs

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

First-Year Odyssey Seminar Program (UGA’s 2011-2021 QEP)
- Almost 400 seminars offered each year reaching all first-year students
- Graduation requirement

A CURO Honors Scholar sharing results of his undergraduate research.
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 courses

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

Finding HIPS at UGA

You and your students can find courses that are identified as HIP courses in two ways: use Athena to pull up courses with one of the suffixes or to pull up courses that have been approved to use the USG—HI. Navigating Athena

Courses that support these HIPs can be found by browsing the course listing in Athena.

1. Log into Athena;
2. Click on "Faculty;"
3. Under Classes and Grades, click on "Classes and Courses Search."
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
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?"

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period
- 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 application
- Public demonstration of competence
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?"

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![Bar chart showing the number of students responding to the eight key elements of HIPs.](image-url)
"The following are elements of HIPs. To what extent do you think they were part of your Undergraduate Research Experience?"

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Period, structured opportunities to reflect and integrate learning
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Data from Student Surveys for Undergraduate Research (2021)
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)
"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 informations)
“Please assess the extent to which your experience with Undergraduate Research has contributed to your development/improvement in the following:”

- 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 an informed and active citizen
FYOS Assessment

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

<table>
<thead>
<tr>
<th>Cohort</th>
<th># Total Cohort</th>
<th>% Total Cohort</th>
<th>% Retained</th>
<th># Total Cohort</th>
<th>% Total Cohort</th>
<th>% Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>4,794</td>
<td>87.64</td>
<td>94.66</td>
<td>676</td>
<td>12.36</td>
<td>89.50</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4,266</td>
<td>86.67</td>
<td>94.35</td>
<td>656</td>
<td>13.33</td>
<td>92.99</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>4,638</td>
<td>88.88</td>
<td>94.44</td>
<td>580</td>
<td>11.12</td>
<td>91.90</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4,674</td>
<td>89.20</td>
<td>95.53</td>
<td>566</td>
<td>10.80</td>
<td>91.52</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>4,648</td>
<td>88.57</td>
<td>95.46</td>
<td>600</td>
<td>11.43</td>
<td>91.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Took FYOS in Fall</th>
<th>Did Not Take FYOS in Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Index</td>
<td>Fall GPA</td>
</tr>
<tr>
<td>2012</td>
<td>3.34</td>
<td>3.35</td>
</tr>
<tr>
<td>2013</td>
<td>3.36</td>
<td>3.35</td>
</tr>
<tr>
<td>2014</td>
<td>3.40</td>
<td>3.37</td>
</tr>
<tr>
<td>2015</td>
<td>3.42</td>
<td>3.43</td>
</tr>
</tbody>
</table>
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

Trends - Distinct Count of Students

Distinct count of unique identifiers

Term Desc

Fall 2017
Fall 2018
Fall 2019
Fall 2020
Fall 2021
Service-Learning Dashboard Examples

Race-Ethnicity

Gender

Term Desc

Distinct count of Uga Id

Distinct count of Uga Id

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
Not Reported
Two or more races
White

Fall 2017
Spring 2018
Fall 2018
Spring 2019
Fall 2019
Spring 2020
Fall 2020
Spring 2021
Fall 2021

Gender Desc
Female
Male
Not Reported
HIPs Dashboarding

• 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

Expanding service-learning opportunities with Campus Kitchen’s new mobile food trailer
We Look Forward to Engaging With You in the Live Session and After the Summit

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