

Clayton State University - High Impact Practices (HIPs) Implementation Team Report

Since Spring 2019, Clayton State university has coded a subset of courses containing one or more HIPs where it was relatively easy to qualify the courses as containing a HIP. Department chairs worked with faculty in their individual departments to identify courses that always contain a HIP based on the nature of the courses. This initial subset of HIPs is listed in table one. Currently, Clayton State offers, on average, 90 different course sections that contain a HIP attribute in Banner and we seek to double this number by 2022/2023.

Table 1. HIP Attributes Currently Used at Clayton State*

HIP Type
Capstone
Global Learning (Faculty Led)
Global Learning (Less than 2 weeks)
Service Learning (10 or less hours of service)
Service Learning (11-20 hours of service)
Service Learning (21-50 hours of service)
Study Away
Undergraduate Research (101 or more contact hours)
Undergraduate Research (30 or less contact hours)
Undergraduate Research (31-50 contact hours)
Undergraduate Research (51-100 contact hours)
Work Based Learning (101 or more contact hours)
Work Based Learning (30 or less contact hours)
Work Based Learning (51-100 contact hours)

*Only includes HIP codes which occurred in Spring and Fall 2019, Spring and Fall 2020, Spring and Fall 2021, and Spring 2022.

The goal for this academic year (2021/2022) is to develop processes, leverage available tools and provide access to resources that result in the following:

- *Faculty deepening their understanding of HIPs as a valuable instructional strategy.*
- *Faculty building their capacity to develop and implement HIPs in their classrooms.*
- *Faculty qualifying their course sections as a HIP in the Banner system.*
- *Increase the use of the HIPs course attributes when scheduling courses in Banner.*

Ultimately, these steps will result in expanded access and participation in HIPs in the classroom at Clayton State University and will assist us in doubling the number of course sections containing one or more HIP experience.

The first step in our campus plan will be to enroll a pilot cohort of faculty members who have some experience with HIPs into the MomentumU@USG High Impact Practices and Elements Beta short course in December 2021. We have already identified 14 faculty members who have agreed to be a part of this cohort and to complete the USG HIP beta course. This cohort of faculty have expressed an interest in developing one or more HIPs to be used in one or more of their classes in Spring 2022 or their courses already include one or more HIPs and is not currently coded as a HIP course. Therefore, their completion of the USG HIP beta course will provide us with early insight into what campus resources may be needed

to assist this small cohort of faculty to aid them in their HIP efforts, prior to the January 4th, 2022, enrollment of all USG faculty.

By the end of January 2022, the Center for Excellence in Learning and Teaching (CELT) at Clayton State will invite faculty who have made progress in and/or completed the USG HIP short course (the pilot cohort and any additional faculty who take the course by the end of January) to join a faculty learning community (FLC) in Spring 2022. An FLC is defined as, “a specifically structured, yearlong academic community of practice, comprised of interdisciplinary faculty members engaged in an active, collaborative program designed to foster scholarly, evidence-based teaching and enhance student learning” (Tinnell, 2019). Research suggests that FLCs can increase adoption of innovative pedagogical strategies and scholarly teaching while creating a generalized knowledge-base accessible to the campus community at large (Richlin & Cox, 2004). The FLCs will focus on incorporating/revising quality HIPs into courses and allow faculty to share experiences, suggestions, and reflect on their own implementation. We anticipate 10-15 faculty members to join this FLC resulting in at least 10 new sections with one or more HIPs attributes that will be coded in Banner by Fall 2022.

It should be noted that one HIP that Clayton State previously adopted as a part of our SACSCOC Quality Enhancement Plan is Service Learning. This plan, referred to as Partnering Academics and Community Engagement (PACE), started in 2014 and continues to thrive at Clayton State. Clayton State has several faculty development opportunities and additional support for the creation of class sections that have a significant PACE or service-learning component. We have identified one faculty leader in service learning who currently serves as the PACE coordinator. The PACE coordinator will develop a new faculty development offering (in a modality similar to the USG HIP short course) on developing a quality service-learning course experience that incorporates several of the 8 Key Elements of Quality HIPs. This course will be launched during the Spring 2022 semester by the CELT. Once a critical mass of faculty have either enrolled in and/or completed the service-learning short course, a FLC will be formed to focus specifically on incorporating/refining service-learning activities in their course(s).

As shown in Table 1, we have already successfully defined some HIPs courses and have a process for coding these in Banner. However, it should be noted that the process for identifying the courses and coding them is not well planned or efficient at Clayton State. We also realize that there are other courses that are currently taught or will be developed that contain quality HIPs, but these have not been specifically identified across the university and have not been coded in Banner. Each of these currently coded HIPs courses need to be reviewed to ensure the coding is still accurate. The HIPs Implementation Team along with faculty leaders identified in the Spring 2022 FLCs will work on qualifying or defining the criteria for a course to be recognized as containing a HIP. We will focus on defining criteria for the following HIPs during the Spring 2022 semester:

- ePortfolio
- Undergraduate Research
- Learning Communities
- Work-Based Learning
- Diversity and Global Learning
- Writing Intensive Courses

Department Chairs will be provided training on qualifying a HIP course attribute, with defined criteria developed using the USG foundational framework. Department Chairs will ultimately be coding the classes in Banner when they enter their schedules or approving the coding of the classes using the HIPs Dashboard created by the USG.

Lastly, Clayton State will disseminate our current and future efforts to increase the use of HIPs as a valuable instructional tool. This will be completed twice per year at faculty meetings. During these faculty meetings the CELT will highlight our successes with developing new HIPs courses using the FLCs and the short courses. Faculty will be recruited to participate in faculty development opportunities related to various HIPs offered by the CELT. In order to develop new HIPs experiences, the CELT will continue to identify faculty leaders who have mastered various HIPs and invite them to lead a FLC and/or create a short course on designing a quality HIP experience using the essential elements. These opportunities will be highlighted at the Spring and Fall faculty meetings and faculty will be invited to participate. Additionally, all faculty who join a FLC and successfully create a new HIP course will be encouraged to present their successes at the USG Teaching and Learning conference and through other opportunities still in development on our campus.

To accomplish our plans, we have identified additional support that we will need in order to ensure success. Clayton State was awarded funding from the Department of Education as part of the Predominantly Black Institution (PBI) Formula grant. The grant is specifically providing support for faculty and students as it relates to the following HIPs:

- Undergraduate Research
- Learning Communities
- Work-Based Learning
- Diversity and Global Learning

Additionally, utilizing the HIP Dashboard, that was presented by Lynn Miller at the October workshop, would streamline the process of requesting the addition of a course-level HIP attribute and the subsequent approvals, thereby making the overall process more efficient. We would like to be able to adopt this tool on our campus. Our HIPs Implementation Team is not aware of any training or support being provided to our campus to make this dashboard a reality. Additional support and/or training for the use of this dashboard would be helpful. Also, it would be helpful if Clayton State had resources to offer faculty so that they could present their HIPs success at the USG Teaching and Learning Conference. It would be ideal if the registration fee for that conference is waived or covered by the USG for up to 10 Clayton State faculty each Spring, to present on their HIP course development and success. Increasing the number of USG faculty presenting on their HIPs successes could certainly help to expand the use of these HIPs, lead to greater student success, and increase peer-to-peer knowledge sharing among faculty across USG institutions.