A Framework for Designing, Implementing, Assessing, and Publishing High-Impact Practices

RESOURCE PACKET

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INITIAL CONSIDERATIONS: THINK HOLISTICALLY ABOUT YOUR GOALS

TYPE OF HIP

What type of HIP are you planning? Is it embedded in a course?

_____

_____

What is your main goal for developing this HIP?

_____

_____

_____

What information do you need or connections can you find to accomplish that goal?

_____

_____

WHAT IS THE LEVEL OF IMPLEMENTATION?

Department? How many classes? College or university-wide? Who are major stakeholders that might need to be contacted early?

WHO IS INVOLVED?

Who else is involved? Do you need to seek out additional collaborators? How will you do this?

TIMELINE WORKSHEET

MAPPING A HIP: PLANNING, IMPLEMENTING, AND EVALUATING

PRE-PLANNING

The initial phase of creating a HIP involves thoughtful planning and strategic alignment with course objectives, student needs, and institutional goals. Planning ahead allows for smoother integration into the curriculum, provides the ability to anticipate potential challenges, and ensures the practice is scalable, sustainable, and impactful over time. Early groundwork is critical to maximizing the long-term benefits of the HIP for both students and faculty.

These are suggestions for the first steps you can take, once you have identified the type of HIP and the context in which you plan to implement it.

- Identify five articles on this HIP type and review them. Choose commonly cited articles if possible, recognizing that does not always guarantee rigorous scholarship.
    - What are best practices for implementation?
    - What are limitations and how can you buffer against them?
    - Look for useful citations in the references lists.
- Contact your center for teaching and learning to inquire about university resources and/or models for planning, implementation, and/or assessment.

PLANNING SEMESTER

What information do you need to gather prior to working on these tasks?
Who do you need to contact to get that information?

Month 1	Activity	Notes
Week 1	Identify student learning goals.	
Week 2	Design high-impact practice.	
Week 3	Build reflection instruments.	
Week 4	Build assessments.	

Month 2	Activity	Notes
Week 5	Complete any necessary IRB training and build proposal.	
Week 6	Submit IRB with necessary signatures.	
Week 7	Secure resource commitments from academic department or funding agency.	
Week 8	Meet with implementation team and review responsibilities (discuss scholarship if appropriate).	

Month 3	Activity	Notes
Week 9	Flesh out syllabus, including clear instructions about how the HIP is embedded in the course.	
Week 10	Contact campus strategic comm/marketing to plan for documentation of HIP.	
Week 11	Review learning outcomes, syllabus, activities, and assessments for alignment.	
Week 12	Meet with the team for final review and preparation.	

TIMELINE WORKSHEET

IMPLEMENTATION SEMESTER

What information do you need to gather prior to working on these tasks?
Who do you need to contact to get that information?

Month 1	Activity	Notes
Week 1	Pre-tests.	
Week 2	Preliminary meetings and orientations.	
Week 3	Training and/or workshops for implementation team.	
Week 4	Meet with campus and community partners.	

Month 2	Activity	Notes
Week 5	Engagement in HIP (incorporate reflection as appropriate).	
Week 6	Engagement in HIP (incorporate reflection as appropriate).	
PAUSE.	**YOU ARE ABOUT HALFWAY DONE WITH YOUR HIP.**	**DO YOU NEED TO ADJUST ANYTHING?**
Week 7	Engagement in HIP (incorporate reflection as appropriate).	
Week 8	Engagement in HIP (incorporate reflection as appropriate).	

Month 3	Activity	Notes
Week 9	Engagement in HIP (incorporate reflection as appropriate).	
Week 10	Reflection and development of individual/group presentations.	
Week 11	Presentation of HIP to internal and/or external stakeholders.	
Week 12	Assessment of overall experience and post-tests.	

EVALUATION SEMESTER

**What information do you need to gather prior to working on these tasks?
Who do you need to contact to get that information?**

Month 1	Activity	Notes
Week 1	Make a plan for scholarship based on data available (in collaboration with team if applicable).	
Week 2	Clean data and refine plans.	
Week 3	Review data and summarize preliminary observations.	
Week 4	Determine focus and research questions for article(s).	

TIMELINE WORKSHEET

Month 2	Activity	Notes
Week 5	Identify dissemination outlets and research guidelines, etc.	
Week 6	Identify an outlet for presentation and commit to a date (conference presentation, symposium, etc.).	
Week 7	Delegate roles and responsibilities and set working meetings on calendar (with team if applicable).	
Week 8	Make a personal plan (with support if available) for research tasks.	

Month 3	Activity	Notes
Week 9	Block time on calendar for writing (ideally 2+ times) and follow through.	
Week 10	Block time on calendar for writing (ideally 2+ times) and follow through.	
Week 11	Block time on calendar for writing (ideally 2+ times) and follow through.	
Week 12	Review progress and adjust plan (with team if applicable).	

At the end of this semester, review the overall plan. How well did it work? Where can you adjust for better outcomes in the future? WRITE IT DOWN to reference for the next time.

DESIGNING YOUR HIP

HIP TYPE AND STUDENT POPULATION

What type of HIP are you developing? _____

Is it embedded in a course? If so, list it: _____

Estimated number of students?
Undergraduate or graduate? _____
_____

Are there any special considerations for
the student population? _____
_____

PLAN HIP ACTIVITIES

What types of activities will you include in the HIP?

_____

_____

_____

_____

If your project involves data collection, how can you incorporate that data collection into the course activities?

_____

_____

DEVELOP ASSIGNMENTS

What are some different types of assignments that could work with multiple types/sizes of student groups? List previous assignments you have developed or note new assignments you would like to create.

_____

_____

How will students publicly demonstrate competence? How is this included in course assignments?

_____

_____

INTEGRATIVE COURSE DESIGN/BACKWARD DESIGN SUMMARY

INITIAL CONSIDERATIONS AND FACTORS

Situational Factors:
- Start by understanding the specific context of your course. Consider factors like class size, level, prior knowledge of students, and course delivery mode. This helps in making informed decisions later.

Learning Goals:
- Define clear and expansive learning goals. Think beyond basic content mastery to include goals like critical thinking, application of knowledge, and life-long learning. Fink's <u>taxonomy of significant learning</u> can help expand goals, covering aspects like foundational knowledge, application, integration, and learning about oneself.

INTERMEDIATE PHASE

Feedback and Assessment:
- Establish educative assessment: assessments that measure *and* enhance learning, such as:
  - Forward-looking assessments that place students in real-life scenarios.
  - Clear criteria and standards for evaluating work.
  - Opportunities for self-assessment to build students' ability to evaluate their own learning.
- FIDeLity feedback: Frequent, immediate, and constructive.

Teaching and Learning Activities: use active learning strategies and incorporate:
- Rich learning experiences like simulations and debates.
- Reflective dialogue

Integration:
- Ensure all components—situational factors, goals, assessments, and activities—are aligned and support each other. This guarantees coherence in the course design.

FINAL PHASE

Things to Consider:
- Develop a grading system that reflects the importance of each learning goal. Not all activities need to be graded, but the most important ones should align with key learning outcomes.
- Clearly communicate your course plan through a detailed syllabus,

Anticipate Problems, Then Reflect
- Anticipate possible problems and adjust the design accordingly, repeat as needed.
- Plan to evaluate both the course and your teaching regularly. Use a variety of sources like student feedback, peer observation, or performance results to make continuous improvements.

Fink, L. D. (2003). A self-directed guide to designing courses for significant learning. University of Oklahoma, 27(11), 1-33.

DESIGNING YOUR HIP

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_____

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_____

_____

Evans, S. Z., and Evans, J. (2021). Undergraduate Research Embedded Across the Curriculum Through Scaffolded Projects. Journal of the Scholarship of Teaching and Learning, 21(1).

WHAT IS YOUR PLAN FOR SCAFFOLDING ASSIGNMENTS?

Activity	Grade	Crit Ref?	Feedback Plans	HIP Essential Element Addressed
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		
	☐ For Content ☐ For Completion ☐ No grade	☐ Yes ☐ No		

Notes:

_____

_____

_____

_____

RESEARCH NEXUS

OPPORTUNITIES FOR FACULTY COLLABORATION

DISCIPLINE

RESEARCH
QUESTIONS
AND TOPICS

DISCIPLINE

RESEARCH
QUESTIONS
AND TOPICS

SUBJECT OF INQUIRY

DISCIPLINE

RESEARCH
QUESTIONS
AND TOPICS

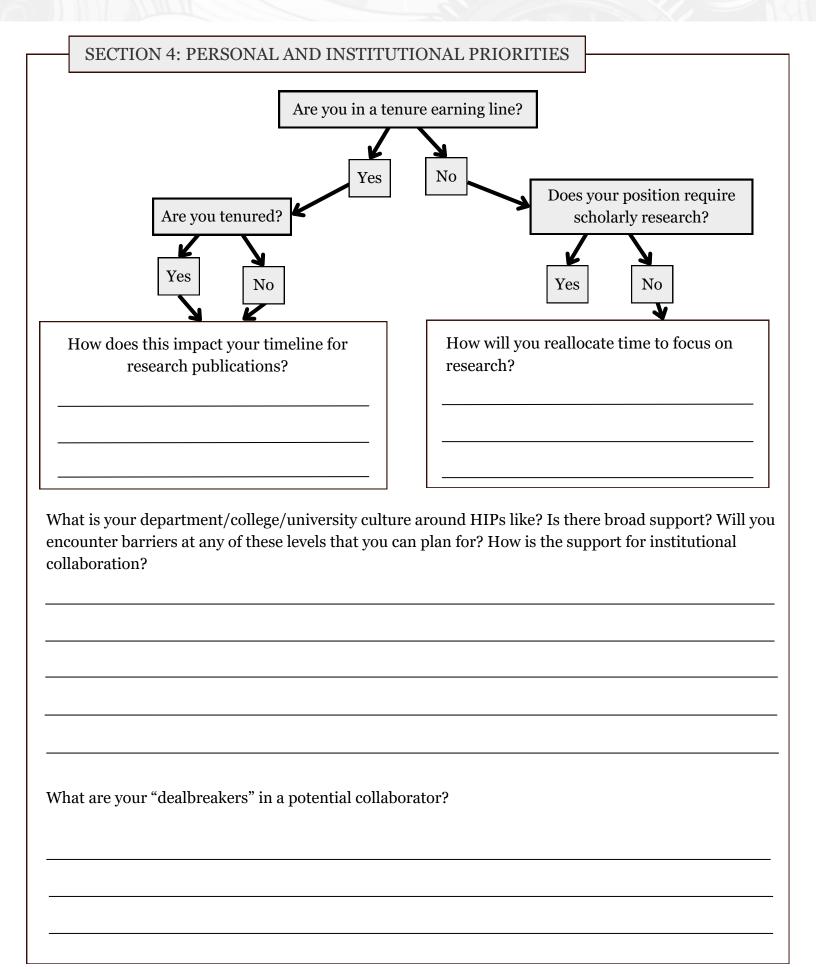DISCIPLINE

RESEARCH
QUESTIONS
AND TOPICS

COLLABORATOR QUESTIONNAIRE

SECTION 1: WORK HABITS

Do you work best in big chunks at a time or do you need to make steady progress over the long haul?

_____

_____

What motivates you? Do you need deadlines? External? Conferences? Publications? Grants?

_____

_____

_____

Are you a procrastinator? How dependable are you? How might this impact your relationship with collaborators?

_____

_____

_____

What is your preferred mode of contact?

- ☐ Call me on the phone, always.
- ☐ Text message.
- ☐ Email.
- ☐ Any of these, depending on the circumstances.
- ☐ Never use my personal phone.

Are there any time(s) that are off-limits for work contact?

_____

_____

_____

◆

Are there any other idiosyncratic or important aspects of how you conduct research and/or interact with students that might have an impact on the way you partner with a colleague?

_____

_____

COLLABORATOR QUESTIONNAIRE

SECTION 2: STRENGTHS AND WEAKNESSES

What are your major strengths? What do you bring to the table as a collaborator?

_____

_____

_____

_____

_____

_____

What kind of writer are you?

- ☐ Are you better at word vomit and drafting?
- ☐ Are you better at editing?
- ☐ Are you a big picture analytical type?
- ☐ Are you a detailed fine tuner?
- ☐ Do you excel at literature reviews?

Consider:

Student engagement
Networking on campus
Community partnerships
External networking connections
Faith-based connections
K-12 Education connections
IRB proposals
Theoretical foundations
Conceptual models
Data management and analysis
Survey design
Research methods
Elite interviewing
Course content integration
Assisting with student presentations
Undergraduate teaching
Graduate teaching
Mentoring with undergraduate students
Mentoring with graduate students
Setting deadlines and organizing teams
Meeting deadlines
...and any other factors relevant to you and your situation.

SECTION 3: REPUTATION WITH STUDENTS

How much experience do you have working with students in the type of experience you are planning?

_____

If you've done this in the past, what was the outcome?

_____

_____

_____

Teaching strengths:

- ☐ Are you a fabulous lecturer?
- ☐ Are you better with small groups?
- ☐ Are you better with graduate students?
- ☐ Experience with online education?
- ☐ Are you experienced with handling student complaints?

COLLABORATOR QUESTIONNAIRE

SECTION 4: PERSONAL AND INSTITUTIONAL PRIORITIES

Are you in a tenure earning line?

- Yes → Are you tenured?
  - Yes
  - No
- No → Does your position require scholarly research?
  - Yes
  - No

How does this impact your timeline for research publications?

_____

_____

_____

How will you reallocate time to focus on research?

_____

_____

_____

What is your department/college/university culture around HIPs like? Is there broad support? Will you encounter barriers at any of these levels that you can plan for? How is the support for institutional collaboration?

_____

_____

_____

_____

_____

What are your "dealbreakers" in a potential collaborator?

_____

_____

_____

IMPLEMENTING YOUR HIP

COMMUNICATION WITH STAKEHOLDERS

Are there any internal or external stakeholders that need to be identified about the HIP activity?

_____

_____

What documentation do you need to develop?

_____

_____

TRAINING AND PREPARATION

Type of Role	Training Needed	MOU (Y/N & Date)	Other documentation or prep?
✦ Students	_____	_____	_____
✦ Other Faculty Members	_____	_____	_____
✦ Administrators	_____	_____	_____
✦ Community Partners	_____	_____	_____
✦ Other Stakeholders (specify): _____	_____	_____	_____

REAL-TIME COMMUNICATION PLAN

What is the plan for communication during the HIP experience? Do students know who to contact and how to do so?

_____

_____

_____

When will you facilitate formal debrief sessions?

_____

_____

MONITORING AND SELF-REFLECTION

Develop a plan for monitoring the progress of the HIP and reflecting on how things are going. How often will you check-in with yourself? What aspects of the HIP do you need to consider tracking and monitoring closely throughout the experience?

_____

_____

_____

_____

Use the table below to track and monitor some of the major complications or insights that may arise during the implementation of your HIP. Edit and/or add other items to track as appropriate.

	Student Problems?	**Collaborator Problems?**	**New Insights?**	**Notes**
Week 1	☐ Yes ☐ No	☐ Yes ☐ No		
Week 2	☐ Yes ☐ No	☐ Yes ☐ No		
Week 3	☐ Yes ☐ No	☐ Yes ☐ No		
Week 4	☐ Yes ☐ No	☐ Yes ☐ No		

After filling this out each week, review your answers and consider if (and how) you may want to modify moving forward. If you have problems with students, faculty and/or other partners, do your best to solve them and move forward. Recognize that the only way to improve is to track your experience, document it, and review.

"You can't manage what you don't measure."
-Peter Drucker

DEAL MODEL/BACKWARD DESIGN

STUDENT LEARNING OUTCOME

Use Bloom's Taxonomy to write your desired learning outcome in assessable language.

EVIDENCE NEEDED

What type of product can you assess to determine if this learning outcome is met? Take into account your individual context. Stay high level.

PLAN COURSE ACTIVITIES

Focus on the plan for reflection. How will you incorporate it across the semester/course?

What types of reflection activities will you include in the course?

_____

_____

_____

When and how often will it occur?

_____

_____

How will you provide feedback?

_____

Ash, S.L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. Journal of Applied Learning in Higher Education, 1(1), 25-48.

Fink, L. D. (2003). A self-directed guide to designing courses for significant learning. University of Oklahoma, 27(11), 1-33.

DEAL MODEL SUMMARY

INITIAL CONSIDERATIONS AND FACTORS

The article emphasizes the importance of critical reflection in applied learning. Ash and Clayton (2009) argue that learning from these experiences does not occur automatically. Instead, a structured reflection process is essential to generate, deepen, and document learning. The authors introduce the DEAL model (Describe, Examine, and Articulate Learning) as a practical framework for facilitating critical reflection.

DEAL PROMPTS

D
- The first step requires students to objectively describe their applied learning experience. This description should be detailed and free from interpretation or analysis. Students should record when and where the experience occurred, who was present, and what actions took place.
  - **Objective Descriptions:** Ensure students provide a detailed, objective account of their experience. Encourage them to avoid interpretation and focus on facts such as who was present, what actions took place, and where and when the experience occurred.
  - **Mindfulness and Attentiveness:** Asking students to revisit key events and list what they saw or heard can help make the experience present for deeper reflection.

E
- In the second step, students analyze the experience in light of specific learning goals or objectives.
  - **Focus on Learning Outcomes:** The prompts used during the "Examine" phase should be aligned with the learning goals.
  - **Bloom's Taxonomy for Deeper Reasoning:** Prompts tied to Bloom's Taxonomy encourage higher-order reasoning. For example, you can ask students to apply, analyze, and evaluate their personal characteristics or behaviors in light of their experiences .

A
- The final step involves articulating the learning gained from the experience. Students should be able to express what they learned, how they learned it, and why it is important. Additionally, they should set specific goals for how they will apply this learning in future situations, thereby linking reflection to future action.
  - **Prompt-Based Learning:** Encourage students to answer the four main prompts in this step:
    - a) What did I learn?
    - b) How did I learn it?
    - c) Why does it matter?
    - d) What will I do in light of it?

L
  - **Future-Oriented Goals**: In addition to reflecting on what they've learned, students should set specific and assessable goals for how they will apply their learning in future situations. They should be encouraged to think of the short-term and long-term impacts of their learning.

Ash, S.L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. Journal of Applied Learning in Higher Education, 1(1), 25-48.

DESIGNING A REFLECTION ASSIGNMENT

MAKE AN ASSIGNMENT PLAN

What part of this reflection framework needs the most time and attention right now? Pick one element (i.e. "final reflection paper assignment", "weekly journal log", "video interview") to work on today and note that here.

ASSIGNMENT DETAILS

What is(are) the product(s) that students will generate? Be detailed and specific.

_____

_____

ALIGNMENT

Revisit your SLO from the first page. Does this assignment align with this SLO? If not, how can you change either the SLO or the assignment?

REFLECTION PROMPTS

What prompts for reflection will be given to students?

D   Describe - "I learned that"….   _____

                                                    _____

E   Examine - "I learned this when"…   _____

                                                    _____

AL   Articulate Learning - "This learning matters because"…   _____

                                                    _____

Future - "In light of this learning I will"…   _____

Ash, S.L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. Journal of Applied Learning in Higher Education, 1(1), 25-48.

Fink, L. D. (2003). A self-directed guide to designing courses for significant learning. University of Oklahoma, 27(11), 1-33.

ASSESSING YOUR HIP

ASSESSMENT OF THE LEARNING GAINS

Refer back to earlier parts of this packet or other sources: what assignments are you assessing in this HIP? List them here:

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

For each of the assignments listed above, consider the following things:

ALIGNMENT

Revisit your SLO, the assignment, and the assessment of that assignment. Do they align? If not, how can you change one of those items to improve the alignment?

INSTRUCTIONS

Make sure your instructions are clear and comprehensive, especially if the HIP activity involves experiential activities that take place off-campus. Students should have resources to help them in the event of most reasonably predictable complications. Your instructions and documentation to students is vital to ensuring this. Do you need to note any special considerations related to this here?

_____

_____

RUBRICS AND FEEDBACK

Are you using a rubric for this assignment? If so, is it student-facing? Make sure your rubric items and/or grading criteria are in alignment with the above factors. How will you provide feedback?

ASSESSING YOUR HIP

ASSESSMENT OF THE COURSE EXPERIENCE

How will you assess the student experience in the HIP? Note the various ways you plan to do this here:

_____   _____   _____

_____   _____   _____

_____   _____   _____

For each of the sources listed above, consider the following things:

REFLECTION?

Is this part of your reflection strategy? If so, go back to the section on critical reflection and review the assignment using your chosen model for reflection.

CONSIDER PUBLICATION POTENTIAL

Can this be used to develop a manuscript for publication in a SoTL journal or discipline-specific journal? If yes, have you already made a plan for IRB approval? If you have not, note here any necessary tasks to begin that process.

_____

_____

FEEDBACK AND SELF-REFLECTION

Do you need to provide feedback for this assessment? If so, how do you plan to do provide that feedback? Can the information gathered by this assessment help you pivot if needed? If yes, note your plan to review and respond to that information.

_____

_____

_____

ASSESSMENT OF THE IMPACT

How will you assess the impact of your HIP? Note any ways you plan to do this here:

_____   _____   _____

_____   _____   _____

_____   _____   _____

Evans et. al., (2024):
Book chapter online resources - contains list of taxonomies and several other resources on using these types of assessments.

CLICK HERE

CONSIDER USING A TAXONOMY

Many institutions have developed taxonomies intended to capture the "impact" of the HIP. The resource linked above includes many of these. Do you plan to use a taxonomy for assessment? Note that here, and if any permission or access is needed.

_____

_____

INSTITUTIONAL OR PROGRAM LEVEL DATA

Do you need to gather any measures of student success that could be helpful at a higher level than one individual project? Consider that even if you do not plan to use this data immediately, if you continue your project for multiple iterations, the aggregate data could be useful in the future.

_____

_____

If you plan to gather this type of data, are there any other offices on campus (i.e. Institutional Research, Center for Teaching and Learning) that you need to notify or seek help from ahead of time?

_____

Evans, S. Z., Daday, J., Thorington-Springer, J, and Becco, J. (2024). How HIP Are you? Assessing the Impact of High-Impact Practices. Chapter in Trends in Assessment, 2nd Ed. Eds. Stephen P. Hundley and Caleb J. Keith. Routledge.

LIST OF DATA SOURCES

Revisit the assessment section. Note any data sources or activities here that you could potentially use for publication or other forms of scholarly and creative activity.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

MAKE A SCHOLARSHIP PLAN

Lead Team Member	Data Source	Dissemination Outlet	Tentative Submission Date	Notes

Don't forget about IRB approval for any data involving Human Subjects. If you are using data for SoTL research, it is almost a given that you need IRB approval. Depending on the institution and nature of the proposal, this can take varying amounts of time and it cannot be provided retroactively.

Thank you for your time and attention!

PLEASE FEEL FREE TO USE ANY OF THESE RESOURCES. WE KINDLY ASK THAT YOU NOT REPRODUCE THEM AT LARGE SCALE WITHOUT PERMISSION, AND IF YOU UTILIZE ANY OF THIS DIRECTLY PLEASE CITE APPROPRIATELY.

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