

# Meet Our Partners Series:

# Hands on HIPs-Building Student Self-Efficacy

Thursday, August 6, 2020 | 2:00-3:00 PM ET

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## COLLABORATORS



**Dr. Colin Suchland**

**Chair, Learning Outcomes Assessment  
Team, Professor of Sociology**  
Lincoln Land Community College



**Suzanne Carbonaro**

**Director of Academic  
Partnerships**  
AEFIS

"Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students"

– National Inclusion Project



# Philosophy

- “In academia we spend a lot of time telling students what they are going to get out of their courses and their programs. We give them a set of outcomes, and we teach to those outcomes. We assess those outcomes in terms of student achievement, and we make decisions based on that assessment.”
- “But **what we fail to do is ask students directly what they want to get out of their academic experiences.** We fail to involve students as stakeholders in their own learning. We fail to ask them what they need to be successful once they leave our classrooms and campuses.”

# In this course...we did it differently

- Introduction to Sociology at Lincoln Land Community College, with an emphasis on High Impact Practices (HIPs), provided a proof of concept for how we can do it differently.
- Best of all, we had the structure and tools to meaningfully assess our work even as we provided a scaffold for our students' success.

# Agenda & Overview

- Review the concept of High Impact Practices (HIPs)
- Examine the application of HIPs in undergraduate education (Introduction to Sociology, Final Project)
- Analyze data related to student self-efficacy before and after the application of HIPs

# Partnership Beginnings

“We don't have to do all of it alone. We were never meant to”

– Brene Brown

- Flashback to Drexel Assessment Conference 2019
- Discussions of an academic partnership between AEFIS-LLCC
- Convergence of passions lead to **Hands on HIPs**

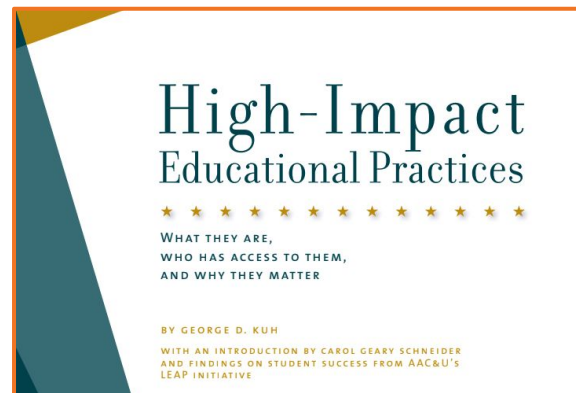
# Foundations of HIPs Project

- Lincoln Land Community College offers students, in the Honors Program, a more academically challenging and rewarding curriculum as a cohort.
- Honors SOC 101: Introduction to Sociology (Spring Semester 2020) was organized around community service for a course “Final” project.
- COVID-19 and remote learning forced a radical redesign of the final; enters the LLCC and AEFIS partnership.



# Calibration on HIPs

- **High Impact Practices** “bring together elements which we know are effective pedagogies”
- According to Kuh (2008), “A well-designed culminating experience such as a performance or portfolio of best work can also be a **springboard for connecting learning to the world beyond the campus.**”



# Hands on HIPs

- HIPs are related to a number of markers of students' success.
- They are also evidence of student learning linked to 21st Century Skills in high demand by employers.
- By designing activities in courses and co-curricular activities around HIPs, students **become producers of knowledge, not just passive recipients of learning.**

# HIPs in Action

- HIPs Development: Perspective
  - Experiences that promote deep learning that is still measurable
  - Authentic experience that enable intellectual development
  - Intentional and concise semantics
- HIPs as Outcomes
  - Create HIPs outcome space (accessible across institution)
  - Map to pre-existing Course Learning outcomes, Program Learning outcomes, Institutional learning outcomes or accreditation standards (roll-up)
- HIPs as Rubrics
  - Implemented to score assignments linked to curriculum map and/or course learning outcomes
  - Accessible to students as they work through their projects

# Previous Research on HIPs

- In 2017 a substantive review of High Impact Practices (Kuh, O'Donnell and Schneider) revealed three obstacles to the widespread adoption of HIPs in higher education:
  1. Associated costs, lack of resources and scalability
  2. Lack of any reward system for faculty using HIPs
  3. HIPs are invisible on most traditional transcripts
- It also was noted that HIPs were less likely to be delivered to low-income students and Students of Color. Nonetheless, those students who engaged with at least two HIPs benefited from increased engagement and showed increased persistence.

# HIPs Outcomes

- Professional Learning

- Learners will develop, enhance and integrate a multitude of skills in alignment with their professional goals and relevant to their future career pursuits.

- Civic Engagement

- Learners will develop intentional ways and outlets for contributing knowledge, skills, and abilities within a workplace, organization or field/industry, or a collaborative community.

- Collaborative Skills

- Learners will foster an environment where group members can contribute their individual ideas and insights in order to synthesize all contributions to develop one holistic vision for solving a problem or creating something new.

# HIPs Outcomes

- Communication
  - Learners will develop and implement oral and written communication practices in collaborative, learning environments to meet the needs of diverse audiences.
- Cultural and Social Awareness
  - Learners will develop opportunities to foster cultural and social awareness in all learning environments both in and outside of the classroom, with an emphasis on differences and inequalities.
- Academic Research
  - Learners will develop the skills and practices associated with conducting academic research and data analyses.

# Community Service in a Pandemic?

- Suchland reached out to Carbonaro, and the two collaborated to create a scaffolded final project over the last six weeks of Spring Semester 2020, delivered and supported through Canvas (LMS) and Microsoft Teams (synchronous meetings).
- The project had four steps for the students:
  - Profile and partner with a local not-for-profit or public institution (ex: schools, churches, libraries, museums, etc.)
  - Analyze the public interaction (media and messages) of the chosen institution to find a niche.
  - Develop and propose a service project based on the media analysis
  - Complete a self-reflective essay

# SOC 101: Final Project

- **Step 1: Profile a Public Institution**
- **Instructions to Students**
  - For your profile you will need to gather at least the following information:
    1. Who does the institution serve (population and demographics)?
    2. How is the institution funded? Taxes? Donations? Fees?
    3. Who is the workforce? Professional? Volunteers?
    4. What are the biggest challenges currently facing the institution?



# SOC 101: Final Project

- Step 2: Analyze the institution's Media and Messages
- Example of Student A Work

## Project: Recruiting Students

### SOC 101: MEANS and MESSAGES Worksheet

**Instructions:** Please complete this worksheet in order to profile the means of communication and the messages being sent by your chosen not-for-profit or public institution. Be sure to indicate who the intended audience for each of the means/messages. You will need to work closely with your chosen institution to complete this worksheet. *Means* of communication will include traditional media (newspapers, radio, tv, etc.), Internet media (Websites), Direct contact (phone, mail and email), and Social Media (Facebook, Twitter, etc.) *Messages* are the types of information being conveyed through a particular type of media. There may be more than one message coming through the same channel.

Means of Communication	Messages Being Sent	Intended Audience(s)	Who Creates the Messages?
Traditional Media, Internet media, Direct Contact	Good and Profitable School	Upper-class High schoolers, Undecided College Students, People wanting a General Degree	Faculty, Volunteers, Coaches, Students Attending LLCC, Academic headhunter
Traditional Media, Internet media, Direct Contact	Easy way to get Geneds done & out of the way	Upper-class High schoolers, Undecided College Students, People wanting a General Degree	Faculty, Volunteers, Coaches, Students Attending LLCC, Academic headhunter
Traditional Media, Internet media, Direct Contact Traditional Media, Internet media, Direct Contact	Easy access to academic help (Math/ Science – Tutoring)	Upper-class High schoolers, Undecided College Students, People wanting a General Degree	Faculty, Volunteers, Coaches, Students Attending LLCC, Academic headhunter
Traditional Media, Internet media, Direct Contact	IT available to help if needed	Upper-class High schoolers, Undecided College Students, People wanting a General Degree	Faculty, Volunteers, Students Attending LLCC, Academic headhunter
Traditional Media, Internet media, Direct Contact	Technology use available through library	Upper-class High schoolers, Undecided College Students, People wanting a General Degree	Faculty, Volunteers, Students Attending LLCC, Academic headhunter
Traditional Media, Internet media, Direct Contact, Social Media	Acceptable to anyone	Upper-class High schoolers, Undecided College Students, People wanting a General Degree, Everyone and Anyone	Faculty, Volunteers, Students Attending LLCC, Academic headhunter
Traditional Media, Internet Media, Direct Contact	If you love playing sports- LLCC provides you with a 2-year full ride scholarship (60 free credit hours)	Upper-class High schoolers, Undecided College Students	Coaches, Student Athletes, Faculty & Administrators

# SOC 101: Final Project

- **Step 3:** Propose a Final Project in partnership with your institution using SMART Goals.
- Example of Student A Work

## SMART GOALS RUBRIC

<b>S - Specific</b>	Specific Goal- To persuade more people to attend Lincoln Land Community College
<b>M - Measurable</b>	expected, measurable outcomes- Population sizes of people wanting to attend LLCC
<b>A - Achievable</b>	skills and resources- Public speaking skills, Public relations, Technology, Recruitment skills, acquaintances,
<b>R - Relevant</b>	reasons why this project is needed and whom it affects- This project is needed to keep the student body population continuing to increase to help the academic institution grow. It affects upperclassmen high schoolers, transfer students, undecided college students, future student athletes, people wanting to finish their associate degree
<b>T - Time Bound</b>	project timetable/schedule- - schedule works around you Associates Degree- on average takes 2 years to achieve (60 credits) 2 years' worth 15 credits a semester on average – 30 credits per year (4 semesters of 15 credits on average = 60 credits for 2 years)

# SOC 101: Final Project

- **Step 4: Self-Reflective Essay**
- **Student B:**

“I think if I had to pick one assignment that will stick with me, I think I would have to say the service project. I say this because I loved the opportunity of getting able to work with a local institution in my hometown, especially with it being my former high school. I love my community and take great pride in helping it when I can. This was a perfect opportunity to give back to the school district that gave me a lot of skills, friends, and experiences that will also stick with me for the rest of my life.”

# SOC 101: Final Project











- **Step 4: Self-Reflective Essay**
- Student C:

“I never knew that society had so many things tied together to form it. So many things are tied to each other that if one fell the system would begin to crumble. I feel slightly more engaged since I have that knowledge of the deeper systems at play. This course helped push me to seek a higher place to help the Church I love and cherish. I never felt like I properly showed I wanted to help in a deeper and meaningful way, but I believe I have now shown I am wanting to play a bigger part.”

# Assignment Development & Results

- HIPs Outcomes and HIPs Rubric
- Thresholds
- Results

# Introduction of Sociology: HIPs as Outcomes

Educational Experience		Mapped Outcomes					
 SOC-101	▼	 HIP-PL	 HIP-CE	 HIP-CS	 HIP-COMM	 HIP-CSA	 HIP-AR
 C357							
 C358							
 C359							

# Introduction of Sociology: Modeled after AAC&U Value Rubrics

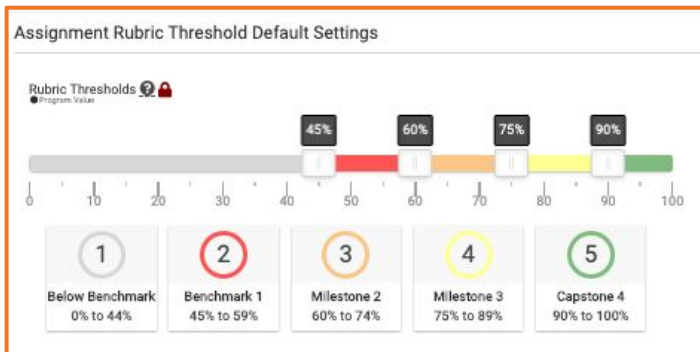
<b>Academic Research - HIPs</b> Learners will develop the skills and practices associated with conducting academic research and data analyses.	① Data Missing ② Benchmark ③ Milestones ④ Milestones ⑤ Capstone
<b>Cultural and Social Awareness - HIPs</b> Learners will develop opportunities to foster cultural and social awareness in all learning environments both in and outside of the classroom, with an emphasis on differences and inequalities.	① Data Missing ② Benchmark ③ Milestones ④ Milestones ⑤ Capstone
<b>Communication - HIPs</b> Learners will develop and implement oral and written communication practices in collaborative, learning environments to meet the needs of diverse audiences	① Data Missing ② Benchmark ③ Milestones ④ Milestones ⑤ Capstone
<b>Civic Engagement - HIPs</b> Learners will develop intentional ways and outlets for contributing knowledge, skills, and abilities within a workplace, organization or field/industry, or a collaborative community.	① Data Missing ② Benchmark ③ Milestones ④ Milestones ⑤ Capstone
<b>Collaborative Skills - HIPs</b> Learners will foster an environment where group members can contribute their individual ideas and insights in order to synthesize all contributions to develop one holistic vision for solving a problem or creating something new.	① Data Missing ② Benchmark ③ Milestones ④ Milestones ⑤ Capstone
<b>Professional Learning - HIPs</b> Learners will develop, enhance and integrate a multitude of skills in alignment with their professional goals and relevant to their future career pursuits.	① Data Missing ② Benchmark ③ Milestones ④ Milestones ⑤ Capstone

# Introduction of Sociology: HIPs Rubric Proficiency Scale

<p><b>✓ Academic Research - HIPs</b></p> <p>Learners will develop the skills and practices associated with conducting academic research and data analyses.</p> <p>Grade notes (visible to the student)</p> <p>Enter your notes for Academic Research - HIPs.</p>	<p>Data Missing 0 Points</p> <p>Learner fails to address the outcome.</p>	<p>Benchmark 1 Point</p> <p>Learner demonstrates an incomplete understanding of the outcome.</p>	<p>Milestones 2 Points</p> <p>Learner demonstrates a basic understanding of the outcome but needs further development.</p>	<p>Milestones 3 Points</p> <p>Learner demonstrates a mastery of the outcome and its application.</p>	<p>Capstone 4 Points</p> <p>Learner exceeds the specified proficiency demonstrating synthesis, innovation, and creativity.</p>
<p><b>✓ Civic Engagement - HIPs</b></p> <p>Learners will develop intentional ways and outlets for contributing knowledge, skills, and abilities within a workplace, organization or field/industry, or a collaborative community.</p> <p>Grade notes (visible to the student)</p> <p>Enter your notes for Civic Engagement - HIPs.</p>	<p>Data Missing 0 Points</p> <p>Learner fails to address the outcome.</p>	<p>Benchmark 1 Point</p> <p>Learner demonstrates an incomplete understanding of the outcome.</p>	<p>Milestones 2 Points</p> <p>Learner demonstrates a basic understanding of the outcome but needs further development.</p>	<p>Milestones 3 Points</p> <p>Learner demonstrates a mastery of the outcome and its application.</p>	<p>Capstone 4 Points</p> <p>Learner exceeds the specified proficiency demonstrating synthesis, innovation, and creativity.</p>
<p><b>✓ Collaborative Skills - HIPs</b></p> <p>Learners will foster an environment where group members can contribute their individual ideas and insights in order to synthesize all contributions to develop one holistic vision for solving a problem or creating something new.</p> <p>Grade notes (visible to the student)</p> <p>Enter your notes for Collaborative Skills - HIPs.</p>	<p>Data Missing 0 Points</p> <p>Learner fails to address the outcome.</p>	<p>Benchmark 1 Point</p> <p>Learner demonstrates an incomplete understanding of the outcome.</p>	<p>Milestones 2 Points</p> <p>Learner demonstrates a basic understanding of the outcome but needs further development.</p>	<p>Milestones 3 Points</p> <p>Learner demonstrates a mastery of the outcome and its application.</p>	<p>Capstone 4 Points</p> <p>Learner exceeds the specified proficiency demonstrating synthesis, innovation, and creativity.</p>
<p><b>✓ Communication - HIPs</b></p> <p>Learners will develop and implement oral and written communication practices in collaborative, learning environments to meet the needs of diverse audiences.</p> <p>Grade notes (visible to the student)</p> <p>Enter your notes for Communication - HIPs.</p>	<p>Data Missing 0 Points</p> <p>Learner fails to address the outcome.</p>	<p>Benchmark 1 Point</p> <p>Learner demonstrates an incomplete understanding of the outcome.</p>	<p>Milestones 2 Points</p> <p>Learner demonstrates a basic understanding of the outcome but needs further development.</p>	<p>Milestones 3 Points</p> <p>Learner demonstrates a mastery of the outcome and its application.</p>	<p>Capstone 4 Points</p> <p>Learner exceeds the specified proficiency demonstrating synthesis, innovation, and creativity.</p>
<p><b>✓ Cultural and Social Awareness - HIPs</b></p> <p>Learners will develop opportunities to foster cultural and social awareness in all learning environments both in and outside of the classroom, with an emphasis on differences and inequalities.</p> <p>Grade notes (visible to the student)</p> <p>Enter your notes for Cultural and Social Awareness - HIPs.</p>	<p>Data Missing 0 Points</p> <p>Learner fails to address the outcome.</p>	<p>Benchmark 1 Point</p> <p>Learner demonstrates an incomplete understanding of the outcome.</p>	<p>Milestones 2 Points</p> <p>Learner demonstrates a basic understanding of the outcome but needs further development.</p>	<p>Milestones 3 Points</p> <p>Learner demonstrates a mastery of the outcome and its application.</p>	<p>Capstone 4 Points</p> <p>Learner exceeds the specified proficiency demonstrating synthesis, innovation, and creativity.</p>



# Assignment Thresholds & Benchmarks



## Default Performance Goal



Rubric Level

☐ Below Benchmark

☐ Benchmark 1

☐ Milestone 2

☒ Milestone 3

☐ Capstone 4

The above are default settings for rubric based assessments

The performance goal for assessments is to have 5% of participants achieve a rubric level of at least Milestone 3.

HIP-AR

TOTAL WEIGHT: 100%

Assignment	Max. Score	Weight
<input type="checkbox"/> Profile a Not for Profit/Public Institution <a href="#">link grade</a>	24	50.0

Criteria

TOTAL WEIGHT: 100%

<input checked="" type="checkbox"/> Academic Research - HIPs	4.00	100
<input type="checkbox"/> Civic Engagement - HIPs	4.00	0
<input type="checkbox"/> Collaborative Skills - HIPs	4.00	0

Total Score Rubric Settings

0 10 20 30 40 50 60 70 80 90 100

Level	Range
0	Below Benchmark 0% to 44%
1	Benchmark 1 45% to 59%
2	Milestone 2 60% to 74%
3	Milestone 3 75% to 89%
4	Capstone 4 90% to 100%

☒ Use these values when creating new assignment links

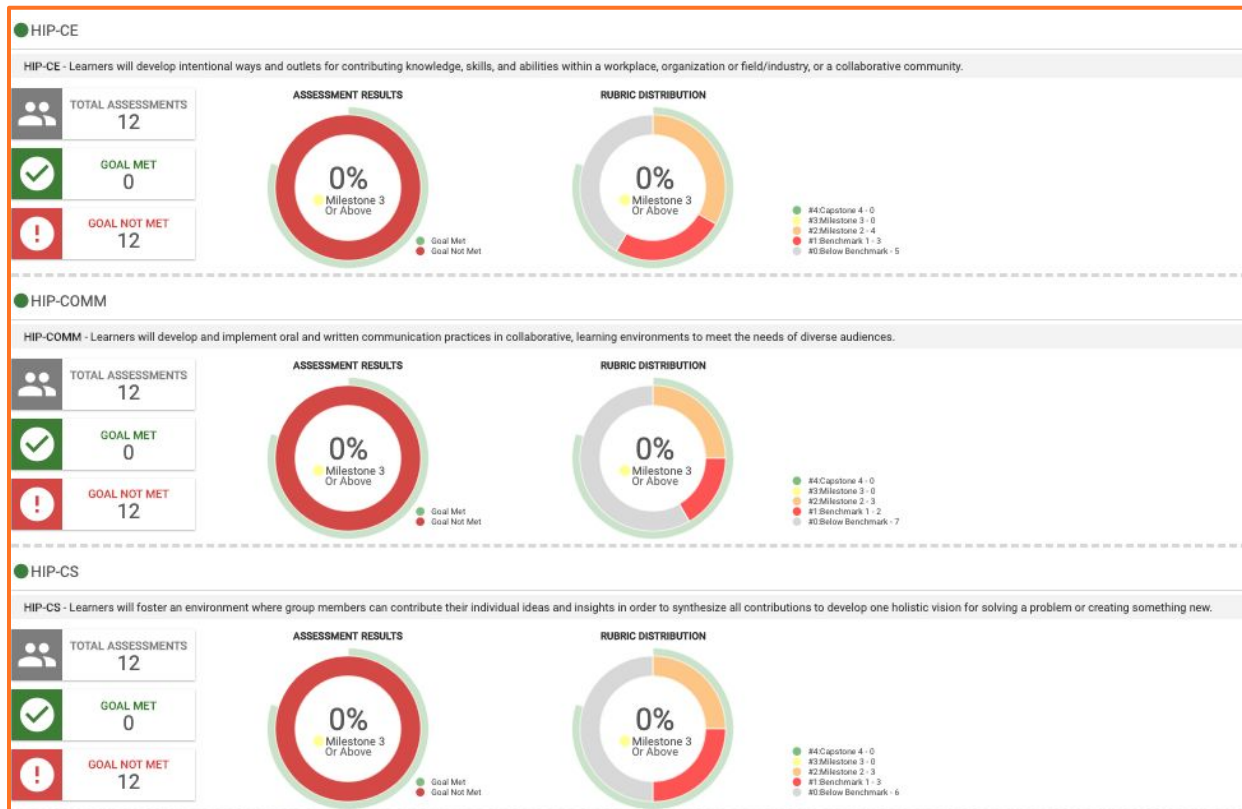
**SAVE** **CANCEL**

# Assignment Results

Assignment	Mean Score	
Profile a Not for Profit/Public Institution	44% (10.5/24) N=11	Benchmark
Media Profile and Proposal	54% (13/24) N=9	Benchmark

Profile a Not for Profit/Public Institution dropped score of 5 or lower  
Media Profile and Proposal dropped score of 4 or lower  
Scores were "0" Data Missing

# Assignment Results



# Administration of Self-Efficacy Survey

- Pre/post self efficacy survey deployed for students to consider their appraisals of their personal capabilities to execute the particular functions in society using skills honed prior to this class and during.
- Did the class significantly increase their self-efficacy after completing this course?

# Administration of Self-Efficacy Survey

- Survey instrument adapted from Bandura and implemented in research by Ralf Schwarzer & Matthias Jerusalem (1995).
  - Pre-Survey administered February 2020
  - Post-Survey administered May 2020
  - Matched pairs analysis (one tailed t-test)

# Survey Questions

- 20 Statements
- Two Metrics
  - Self-Efficacy (10 questions)
  - Sociology Discipline (10 questions)

Participant Name

Sections: 1 / Questions: 20

General Self-Efficacy Scale (GSE)

Complete below

1

I can always manage to solve difficult problems if I try hard enough.

☒ Not true at all

☐ Hardly true

☐ Moderately true

☐ Exactly true

2

If someone opposes me, I can find the means and ways to get what I want.

☐ Not true at all

☐ Hardly true

☐ Moderately true

☐ Exactly true

3

It is easy for me to stick to my aims and accomplish my goals.

☐ Not true at all

☐ Hardly true

☐ Moderately true

☐ Exactly true

4

I am confident that I could deal efficiently with unexpected events.

☐ Not true at all

☐ Hardly true

☐ Moderately true

☐ Exactly true

# Community Service in a Pandemic?

## • Self Efficacy Questions

- It is easy for me to stick to my aims and accomplish my goals.
- Thanks to my resourcefulness, I know how to handle unforeseen situations.
- If I am in trouble, I can usually think of a solution.
- When I am confronted with a problem, I can usually find several solutions.
- If someone opposes me, I can find the means and ways to get what I want.
- I am confident that I could deal efficiently with unexpected events.
- I can usually handle whatever comes my way.
- I feel confident in my own abilities when I collaborate with my peers.
- I generally keep up with current events in my community.
- I am comfortable taking a leadership role when I collaborate with others.

## • Sociology Discipline Questions

- If I am not sure about something I know trustworthy sources to find an answer.
- When I need to make a big decision I know where to get the facts.
- It is important to me that my ideas/opinions are supported by evidence.
- I can remain calm when facing difficulties because I can rely on my coping abilities.
- I generally feel like I have the skills I need to be successful no matter what I do.
- I feel comfortable sharing my ideas/opinions with others.
- I can solve most problems if I invest the necessary effort.
- I can always manage to solve difficult problems if I try hard enough.
- I feel like I can be an agent of change in my own life.
- When I start a job I generally finish it.

# Survey Results

- The data show that this course had a significant increase on students' self-efficacy ( $t=0.002$ ).
- Self-Efficacy Metric Questions ( $t=0.001$ )
- Although the course enrollment was 15, only 8 students completed pre and post assessments
- Despite the small sample, the t-tests show a significant increase and this serves as a proof of concept for future scaling of HIPs across the college.



# Results (continued)

- If someone opposes me, I can find the means and ways to get what I want.
- Thanks to my resourcefulness, I know how to handle unforeseen situations.
- When I am confronted with a problem, I can usually find several solutions.
- I feel confident in my own abilities when I collaborate with my peers.

# Reflection & Next Steps

- Proof of Concept for future scaling of HIPs
- LLCC Honors Sections Professional Development
- HIPs Rubric and HIPs Outcomes more institutions involved
- Importance of partnership with students & across contexts
- Call to Action for all of us
- Comprehensive Learner Record
- Importance of partnerships for student success
- Continuing this research and sharing resources (effect-size calculations)
  - [www.aefisacademy.org](http://www.aefisacademy.org)

# References

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# Thank You!

# Q&A



**Dr. Colin Suchland**

**Chair, Learning Outcomes Assessment  
Team, Professor of Sociology**  
Lincoln Land Community College



**Suzanne Carbonaro**

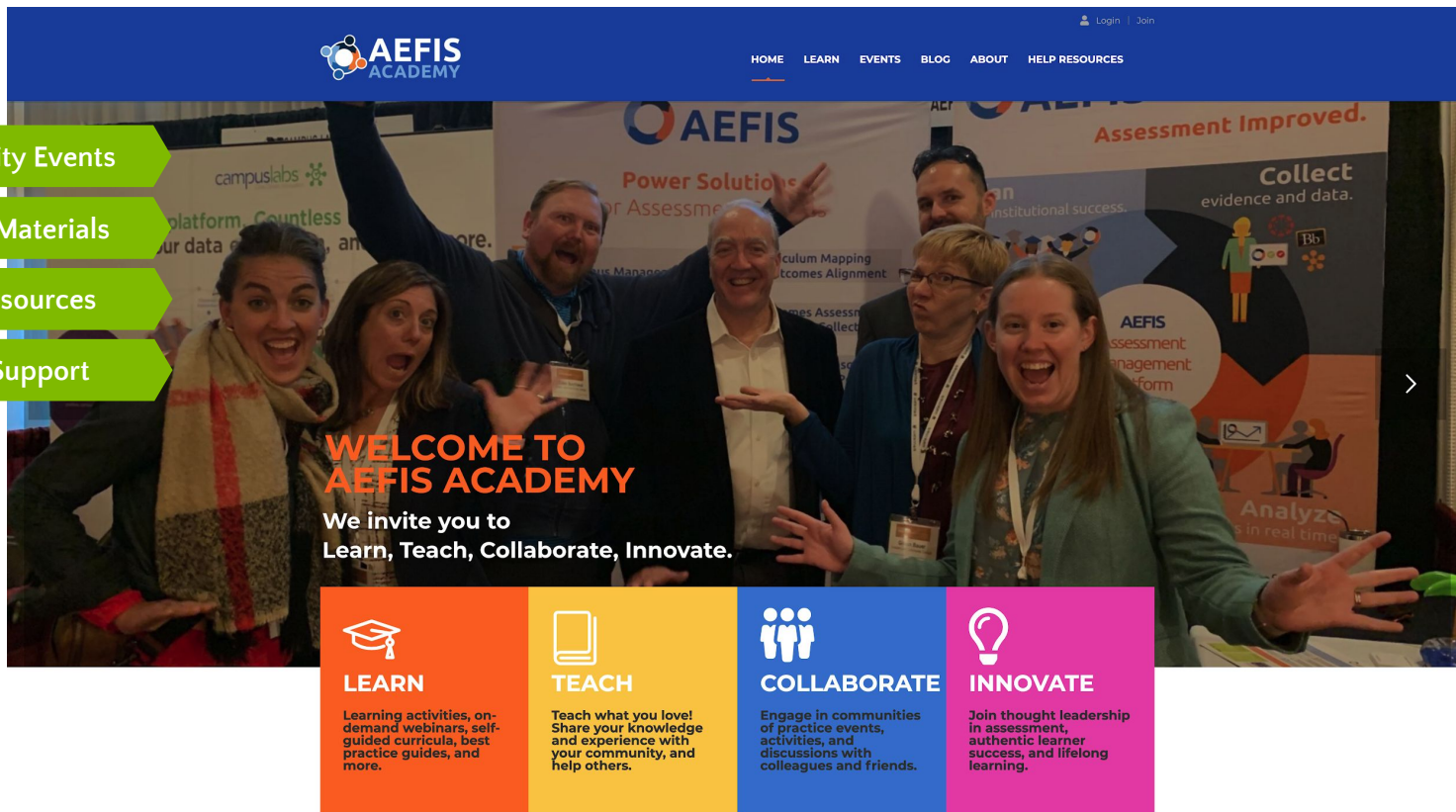
**Director of Academic  
Partnerships**  
AEFIS

Community Events

Training Materials





Help Resources

Client Support



The banner features a group of five people (three men and two women) smiling and posing in front of an AEFIS banner. The banner text includes 'WELCOME TO AEFIS ACADEMY' and 'We invite you to Learn, Teach, Collaborate, Innovate.' Below the main image is a navigation bar with four colored boxes: orange for 'LEARN', yellow for 'TEACH', blue for 'COLLABORATE', and pink for 'INNOVATE'. Each box contains an icon and a brief description of the activity.

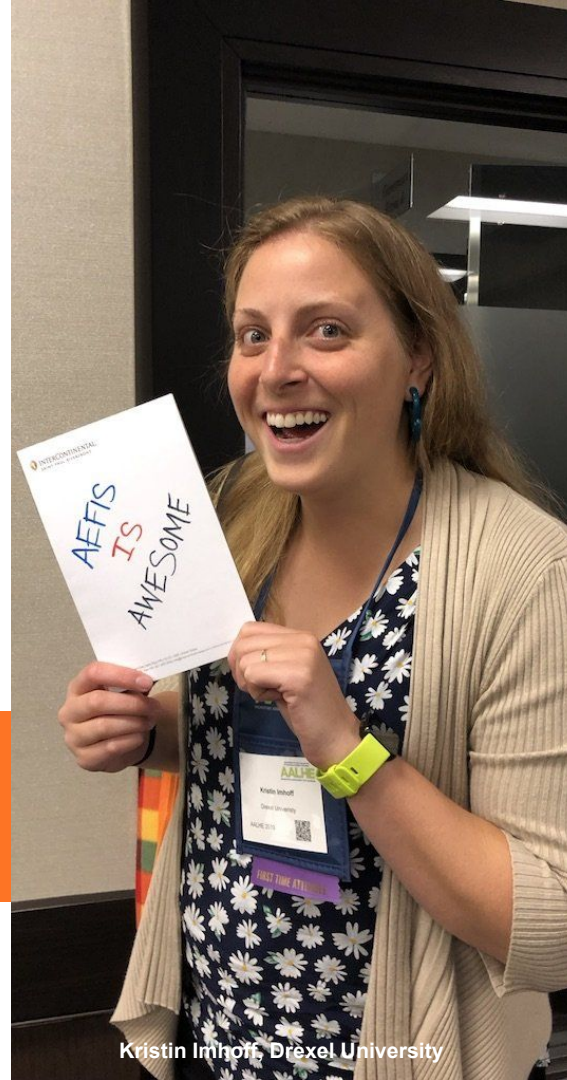
**WELCOME TO AEFIS ACADEMY**  
We invite you to  
Learn, Teach, Collaborate, Innovate.

LEARN	TEACH	COLLABORATE	INNOVATE
 <b>LEARN</b> Learning activities, on-demand webinars, self-guided curricula, best practice guides, and more.	 <b>TEACH</b> Teach what you love! Share your knowledge and experience with your community, and help others.	 <b>COLLABORATE</b> Engage in communities of practice events, activities, and discussions with colleagues and friends.	 <b>INNOVATE</b> Join thought leadership in assessment, authentic learner success, and lifelong learning.

Learn. Teach. Collaborate. Innovate.



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