Table #: 12A&B

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| Date: | 10/27/14 |
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| Table Participants | Jade Jewett, Inez Gonzalez, Jessie Jones, Dana Rutledge, Dave Bowman, Chris Street, Larry Chapa, Delia Tijerina, Melba Castro, Bill Beam, Monique Shay |
| Table Topic | How do we define HIPs? How do we get faculty and staff on board to include HIPs? |

The high impact practices are transformational learning opportunities outside of the class which: require meaningful and substantive (deep) learning interactions with faculty, staff and students; encourage interactions with diversity; provide frequent and meaningful feedback; demand considerable time and effort; foster reflective and integrated learning; provide authentic learning opportunities.

- **Definition of HIP is still not clear enough, too broad.**
- **Many programs on campus can say they are HIP based on this definition.**
- **HIPs need to have baseline numbers.**
- **They need to be quantifiable in some way.**
- **Definition is missing the pre-college experience.**
- **For example, Early assessment program and Trio programs are helping students persist. They need to be looked at as one of their HIPs.**
- **Goes back to needing a better definition.**
- **First year experience is critical. Data shows that retention goes up.**
- **Global experience. Connecting HIPs to fundraising efforts. Research: Service Learning - community based.**
- **Community service WHAT COMPONENTS ARE MISSING FROM THE DEFINITION: - What is considerable time and effort? 2 hours, 60 hours? - please define diversity? In what context? Cultural, economic, ethnic, gender, etc. - What is meaningful feedback? That can mean different things to different people Bullet points are too inclusive, general, broad**
- **How do we get faculty and staff on board? - sharing models and examples - models that fit current practices - tie it into RTP - Part of qualitative component of RTP - Funding to enhance or bolster current practices - Provide funding to do HIPs Stress impact of HIPs to faculty.**
- **It would inspire faculty to participate. Incentivize people to participate in HIPs**
- **Create more international study aboard opportunities**
- **What type of assessment and measurements are being adopted?**
- **Which HIPs are worth it? Why not do survey similar to UCLA survey?**
- **A HIP can be a program before they even come to CSUF - Upward Bound, GearUp, EAPs are perfect examples. Many of these programs are system wide so tracking and comparing is easily done. These students are more likely to be more engaged and persist. It is easily measurable.**
- **Add community and students to bullet point 1 of definition**
- **Is it HIP if the project/class doesn’t meet all criteria?**
- **Definition of principles, not always going to be something to put a label on, tell me principles behind what I’m teaching. Short definition.**
- **Worry about finding something that isn’t high impact**
- **Concern about time; demand of time component asks Dana what do you think Considerable time is? Is it a weekend?**
• Instead of time, say sustain
• Consider students will be doing this in short period like intersession, do in a range of time.
• Something to be put on students TDA or cert? The approach is different. The binary approach, we can recognize the HIPS but string together. Should be minimum criteria.
• Student certificate idea? Include community service, 4 criteria if we have
• There are ways to put those together to get lower div engagement, it depends, we need to capture that and tag it. Depends on class. 200 level classes, research given a problem, depend strongly on each one. Understand they have to do it. He would tag that class.
• Once we clear the definition, leave it up to dept. chairs, to decide what the HIPs in the department are.
• What do we do with contingent faculty? Certificate would be an option?
• Faculty gets certified in HIP and goes in RTP. If student takes course from that faculty, they would meet
• Student engagement certificate, matrix from dept. chairs, see where your are weak. If we have that, you can say spec class can be tracked. Advisor can help them sign up for a diverse component.
• Diversity is exposure, experience,
• Develops a sense of community within a certain community
• Who will evaluate?
• Struggling with getting all faculty on board
• To get faculty engaged, they need the TIME