



FACULTY LEARNING COMMUNITY: CALL FOR PARTICIPATION

Transfer Students and Online High Impact Practices

Facilitated by Drs. Betsy Eudey & Sebastian Sclofsky

We are grateful to the Office of SPEMI for funding this FLC, through a College Futures Grant that focuses on transfer students and opportunities to provide them with High Impact Practice experiences. This Faculty Learning Community will highlight the necessity of leveraging and expanding on High Impact Practices for Remote/Hybrid teaching and learning, particularly for transfer students. Specifically, this FLC will focus on two elements: 1. Faculty working on a HIP that they can implement through remote instruction in an upper division course, and 2. Faculty recruiting and working with a transfer student to provide them the experience of a HIP through this project.

The goals of the FLC entail:

- Develop a HIP element for remote instruction and an associated assessment for implementation in a course in fall 2020 or 2021 (focus on transfer students)
- Review current literature on HIPs, best practices for pedagogical integration of curricular HIPs, in an online learning environment
- Engage in a peer review of, and provide feedback on, a fellow learning community member's HIP
- Engage a student assistant (paid) as a SA/RA in an effort to expose transfer students to an experience of a HIP, through this engagement/process (Please see below for examples of what constitutes a HIP at Stan State)

Participants in this FLC should be willing to commit to:

- Attend at least 80% of the Zoom-based meetings through the semester (bi-weekly)
- Identify and work with a transfer student as a co-participant, in this project as a HIP for them (will be a paid position). Student participants need to be identified within a week of acceptance in the FLC. The faculty and the student assistant will negotiate roles in developing the high impact practice experience (see potential HIPs outcomes/benefits below). The Office of SPEMI will take care of the paperwork to hire the student assistants and affirm eligibility to work.
- Present at the culminating at the HIPs showcase at the end of the FLC (date TBA - likely early spring).

Application and Meeting schedule

- Bi-weekly meeting times will be decided based on when most participants can meet
- **There are 15 available spots in the FLC**
- **Please apply by September 9, 2020 for full consideration.** To apply, please complete the online application available at:
<https://forms.gle/Ctq5kw6T3Byz2yy96>

Selection Criteria

- There are 15 spaces in the FLC. Applications will be reviewed in the order submitted.
- Must be a Stanislaus State faculty member (any rank, FT or PT)
- Must be teaching an upper division course with high numbers of transfer students in which an online HIP can be implemented this fall or in 2021
- Must agree to attend meetings and participate in the scheduled FLC activities.

Faculty Compensation: Participants attending a minimum of 80% of meetings and successfully developing and sharing a HIP for implementation will receive \$500. Up to \$300 to fund materials for the HIP is available to each faculty member. Transfer student participants will receive \$800.

Context:

Research on student learning and success in college has produced compelling evidence that high-impact teaching practices benefit students greatly. Exposure to such practices has been linked to greater gains in learning and retention compared to what occurs with traditional instruction, according to the National Survey of Student Engagement and other studies.

High Impact Practices (HIPs) may take many forms, but all of them result in considerable educational benefits and contribute strongly to student success. At Stan State, there are seven characteristics of HIPs:

- Students devote considerable time and effort to purposeful tasks.
- Students engage in conversation with faculty and peers about substantive matters.
- Students experience diversity through interaction and discussion with people who are different from themselves about topics such as race, class, gender, age, ability, sexual orientation, gender identity, immigration, politics or religion.
- Students get substantial, frequent feedback about their performance.
- Students apply and test what they learn in different settings, on and off campus.
- Students experience opportunities for active, collaborative learning.
- Students are provided with opportunities for reflective and integrative learning.

Although not an exhaustive list, George Kuh (2008) identified the following as practices that were likely to be high-impact if designed and facilitated appropriately: first year seminars and experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity and global learning; service- and community-based learning; internships; and capstone courses and projects. He later (2016) added ePortfolios to this list. Campus-based employment has also been recommended as a HIP.

For questions, please contact Drs. Betsy Eudey at beudey@csustan.edu or Sebastian Sclofsky at jscllofsky@csustan.edu or Shradha Tibrewal at stibrewal@csustan.edu.

