Co-Curricular High Impact Practice (HIP) Fidelity Assessment Form

HIP Title:

HIP Description:

Department of HIP Lead:

Name of HIP Lead:

Email of HIP Lead:

Date:

Instructions: For each criterion, indicate if it is established, developing, undeveloped, or not applicable in your HIP's design. Unless otherwise noted, all criteria are required. In the "**Details on Current Application of Criteria**" section, provide additional information using the example prompts for guidance. **Submit completed forms to** lloganbennett@towson.edu. Reviewers meet regularly and will provide feedback on each submission. For questions, contact the Student Affairs HIPs Work Group at lloganbennett@towson.edu.

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 1	**Performance expectations set at appropriately high levels**				
Description	*Expectations should be developed for behavioral objectives and learning outcomes. Expectations should be informed by Student Affairs Strategic Roadmap's priorities and best practices (CAS, AAC&U, professional organizations, etc.). Expectations should be clear, communicated, and agreed to at the beginning of the HIP.*				
Criteria	**Are expectations around learning outcomes and behavioral objectives developed?**				
	Are expectations informed by multiple elements of the Student Affairs Strategic Roadmap and/or best practices in the relevant field?				
	Are expectations clearly communicated to students at the beginning of the HIP?				

	Was student input considered in the design of the HIP and/or its learning outcomes? (encouraged but optional)				
Details on Current Application of Criteria:	Ex.: Detail the HIP's learning outcomes and behavioral objectives along with sources that informed outcomes/objectives. Share how expectations will be communicated with students.				
Reviewer Comments:					

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 2	**Significant investment of time and effort by students over an extended period of time**				
Description	*The HIP must take place over a minimum of 15 hours during a semester. While a HIP could last an academic year (or longer), it may also take place over a compressed period (e.g., a multiple-day leadership retreat).*				
Criteria	**Do students spend at least 15 hours engaging in the HIP over the course of the semester?**				
Details on Current Application of Criteria:	Ex.: Provide a student engagement timeline or schedule.				
Reviewer Comments:					

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 3	**Interactions with faculty, staff and/or peers about substantive matters**				
Description	*The HIP includes intentional and facilitated interactions, with a learning lens. Interactions should assure that students are engaged in a community of students, staff, faculty, alumni, and/or others. Interactions can be based around active learning, reflection, skill practice, collaborative efforts, etc.*				
Criteria	**Does the HIP include intentional, facilitated interactions with a learning lens?**				
	Do interactions between students, faculty, staff, and/or others engage students with a community?				
	Are "substantive matters" determined in partnership with stakeholders (i.e., students, faculty, staff, and/or other entities)? (encouraged but optional)				
Details on Current Application of Criteria:	Ex.: Describe where, with whom, and how the students are interacting. Outline the substantive matters students are engaging with.				
Reviewer Comments:					

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 4	**Experiences with diversity, wherein students are exposed to and must meaningfully engage with people and circumstances that differ from those with which students are familiar**				
Description	*Experience is different from exposure. HIP should be connected to learning outcomes and integrated into reflection and feedback. "Experience" could include training around identity and inclusion, collaborations, active learning, etc.*				
Criteria	**Does the HIP include intentional experiences with diverse people and circumstances?**				

			Established	Developing	Undeveloped	N/A
	Are experiences with diverse people and circumstances connected to learning outcomes?					
	Are experiences with diverse people and circumstances integrated into reflection and feedback?					
	Does the HIP provide a supportive environment where participants are encouraged to reflect and grow from the experience? (encouraged but optional)					
	Are potential constraints/limitations/harmful impacts being considered and addressed? (encouraged but optional)					
	Does format for student feedback provide the opportunity for students to indicate if they feel they can bring their complete selves to the HIP? (encouraged but optional)					
Details on Current Application of Criteria:	Ex.: Describe the individuals and communities involved with the HIP. Provide the learning outcome(s) that are connected to experiences with diverse people and circumstances. Share how this dimension will be incorporated into reflection and feedback.					
Reviewer Comments:						
	As designed, does this HIP include:		**Established**	**Developing**	**Undeveloped**	**N/A**
Quality Dimension 5	**Frequent, timely and constructive feedback**					
Description	*Feedback should be provided over the course of the HIP. Feedback could be provided by supervisors, advisors, peers, and/or others. Feedback can be positive and/or constructive, formal or informal, 1:1 or in group settings, delivered verbally or in writing. Ideally, feedback is preceded and followed by reflection.*					
Criteria	**Is feedback integrated into the structure of the HIP?**					
	Is feedback provided over the course of the HIP?					
	Is feedback preceded and followed by reflection? (encouraged but optional)					

	Is feedback transferrable for future application? (encouraged but optional)				
Details on Current Application of Criteria:	Ex: Describe the strategy, mechanism, and timing for providing feedback.				
Reviewer Comments:					

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 6	**Periodic, structured opportunities to reflect and integrate learning**				
Description	*Structured reflection must happen more than once during the HIP, ideally providing opportunities for reflection pre-, during-, and post-HIP. Integration of learning requires students to reflect on and articulate the connection between what they've learned in the HIP to prior learning and/or personal, academic, and/or career goals. Reflection should be tied to learning outcomes. Structured reflection activities could involve journaling, self-reflective evaluations, group reflections incorporating restorative practices, creative activities to promote reflection, etc.*				
Criteria	**Are there multiple, structured opportunities during the HIP for reflection?**				
	Are reflections tied to learning outcomes?				
	Do reflection opportunities encourage students to integrate learning (i.e., connect learning from the HIP to prior learning and/or career, personal and/or academic goals)?				
	At the conclusion of the HIP, are students asked to produce an artifact that articulates their learning and the personal impact of HIP participation? (encouraged but optional)				
	Is there a plan to collect student feedback on the design and implementation of the HIP? (encouraged but optional)				

Details on Current Application of Criteria:	Ex.: When and how will students be required to reflect on learning. Provide reflection prompts.
Reviewer Comments:	

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 7	**Opportunities to discover relevance of learning through real-world applications**				
Description	*The HIP should prepare students to apply and discover the relevance of their learning. Real-world application could include service provision, collaborative/group work, presentations, etc. In contexts where these aren't available, scenario-based work, role playing, and case studies could be an option to apply learning in a tangible way.*				
Criteria	**Does the HIP present opportunities for students to *discover* the relevance of their learning towards tangible goals?**				
	Does the HIP provide scaffolding that prepares students to *apply* their learning?				
	Do experiences with diverse communities and people contribute to tangible, sustainable benefits for those communities?				
	Does the HIP provide practice or space for students to build networks with real-world constituents? (encouraged but optional)?				
Details on Current Application of Criteria:	Ex.: Describe the real-world context/activity/scenario affiliated with the HIP.				
Reviewer Comments:					

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 8	**Public demonstration of competence**				
Description	*The HIP should provide at least one opportunity for students to be observed by someone in a position to determine competence. Feedback should be provided to students during and/or after the public demonstration by those in a position to determine competence.*				
Criteria	**Does the HIP provide an opportunity for students to be observed by someone in a position to determine competence (i.e., supervisor, vetted partner, field practitioner, etc.)?**				
	Is there a process in place for feedback to be provided to the student during and/or after the public demonstration?				
	Is there a plan in place to collect feedback *from* the student to assess and improve the HIP? (encouraged but optional)				
	Does the HIP provide adequate guidance and space for practice prior to the public demonstration? (encouraged but optional)				
	Does the HIP include assessment of observers to ensure diversity of expertise and appropriateness of assessment? (encouraged but optional)				
Details on Current Application of Criteria:	Ex.: Describe the observational context of the HIP. Outline who will be the observer(s) of competence. Share how feedback will be provided by observer(s).				
Reviewer Comments:					

	As designed, does this HIP include:	Established	Developing	Undeveloped	N/A
Quality Dimension 9	**Counter systemic injustices**				
Description	*The HIP should use an equity-minded framework to contribute to equal access and outcomes for historically underserved populations, such as incorporating universal design principles, providing financial support for participants, considering length/amount of time commitment, marketing the HIP to ensure broad awareness, incorporating and communicating the tangible benefits of participation, etc.*				
Criteria	**Does the HIP take concrete measures to decrease barriers to participation and success for students from various backgrounds, identities, and lived experiences?**				
	Are equity-centered assessment practices integrated into this HIP?				
Details on Current Application of Criteria:	Ex. Detail the concrete measures taken to decrease barriers to participation and success? Describe the equity-centered measures of the assessment practice for this HIP.				
Reviewer Comments:					

Please include any additional information you would like the reviewers to consider: