

High Impact Practices: Promoting Engagement and Student & Academic Affairs Collaboration

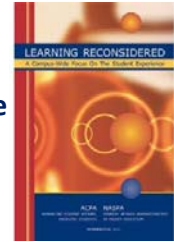
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Jillian Kinzie, Associate Director
NSSE Institute for Effective Educational Practice

Purposeful Pathways to Transformational Learning

A transformative education repeatedly exposes students to *multiple opportunities* for intentional learning through the formal academic curriculum, student life, collaborative curricular programming, community-based, and global experiences.



Learning Reconsidered (2004)

Transformational Learning

- Assertion: College should be a transformative experience for students
- What experiences transform?
 - Disorienting dilemmas (i.e., community, roommate, diversity...)
 - High expectations, high challenge
 - High-impact practices!



Findings from NSSE and AAC&U: Some Educational Activities are Unusually Effective

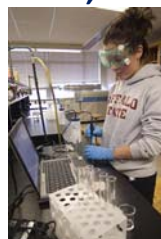
Growing evidence that “high-impact practices” provide substantial educational benefits to students

[AAC&U, 2008 publication: *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter*]

High-Impact Practices

Educational experiences that make a significant difference to student persistence, learning outcomes, and student success.

1. Structural features
2. Pedagogical practices




High Impact Activities



- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses/Projects



What is it about these magical, high-impact activities that appear to be so effective with students?



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Characteristics of HIPs that make them effective with students

Practices Increase Odds That Students Will:

1. Invest time and effort
2. Interact with faculty and peers about substantive matters
3. Experience diversity
4. Get more frequent feedback
5. Discover relevance of their learning through real-world applications
6. Occur in context of Coherent, Academically Challenging Curriculum

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Do All Students Experience High-Impact Practices?

- **Nope.** High Impact Practices Only Reach A Fraction of Students

OVERALL NSSE Participation Levels:

First Year Students:

Learning Communities	16%
Service Learning	41%

Seniors:

Research With Faculty	19%
Internship	49%
Study Abroad	14%

FY Expectations??

FY Plan to Do:

Research With Faculty	33%
Internship	75%
Study Abroad	42%

First-generation, racial-ethnic, major differences too

NSSE results, see "Annual Results"

Table 10: Percent of Seniors Who Participated in High-Impact Practices* by Institution and Student Characteristics

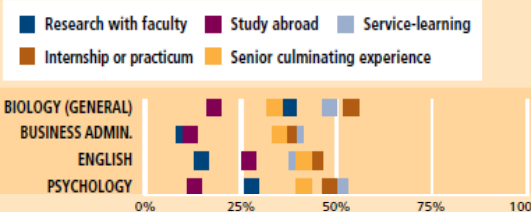
Institution Characteristics	First-Year Students		Seniors	
	Learning Community	Service Learning	Culminating Experience	Research with Faculty
2007 Best Colleges Classification				
RU/RA	19	37	29	24
Major	16	42	21	47
UMI	26	47	37	52
Master's I	16	40	21	46
Master's II	15	40	22	52
Master's III	16	40	40	56
Baccalaureate	12	42	30	26
Control				
Gender				
Student Characteristics				
Residency				
Enrollment Status				
First Generation				
Race/ethnicity				
Age				
Major Category				
Arts and humanities	17	37	38	46
Biological sciences	19	42	25	53
Business	15	42	22	42
Education	16	48	25	68
Engineering	19	36	43	29
Physical sciences	16	36	24	48
Other professional	18	41	24	55
Social sciences	17	41	36	23
Overall	16	41	32	48

Identify a HIP. Look across at an institutional type or a student characteristic. What do you notice?

* Students reported having "done" the activity before graduating for all high-impact practices except service-learning, where they reported participating at least "sometimes" during the current school year.
 ** For details on the Carnegie Classification, visit classifications.carnegiefoundation.org/descriptions/basic.php.
 † Number given includes a two-year degree.

Involvement in HIPs Varies Substantially by Major

- Considerable differences in 4 largest-enrollment majors: English, biology, business administration, & psychology.



Percent responding "Done" for each activity, except service-learning, which is the percent responding at least "Sometimes." Results are unweighted. The first four majors (shaded at top) are examined in the following sections.

NSSE Annual Results 2010, Major Differences: Examining Student Engagement by Field of Study

Recommendation:

Make it possible for every student to participate in at least two high impact activities

- **One in First Year**
 - FY seminars
 - Learning communities
 - Service learning
- **One Later in Major**
 - Study abroad
 - Student-faculty research
 - Field placement or internship
 - Capstone project



Challenges

- **Beneficial for all students, yet not all take part – differences by major, racial-ethnic groups, transfer status, first-generation**
 - *How to ensure more widespread participation?*
- **Maximizing the “compensatory effects” (for underserved students)**
 - *How to ensure underserved student participation?*
- **Cost**
- **Getting experience on students radar**
- **Institutional impediments**
- **What else??**

Campus Action on High Impact Practices



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Types of Campus Action on HIPs

- **Inventory interest in & availability of HIPs**
- **Promote opportunities to students early**
- **Target underserved students**
- **Structure HIPs in undergraduate program**
- **Embed or require HIPs**
- **Assess impact of HIPs**



Inventory Interest in HIPs



- **Tulane’s NSSE FY “expect to do” results showed high levels of interest in 3 HIPs: Internships (71%), Undergraduate Research (44%), Study Abroad (62%)**
- **Results suggested need to expand opportunity based on student interest**
- **Center for Engaged Learning & Teaching created to foster HIPs**



Inventory and Promote HIPs University of Wisconsin Madison



At UWM, HIPs that have generated demonstrable student outcomes:

- **In the first year:**
 - FIGS (First-Year Interest Groups)
 - RLCs (Residential Learning Communities)
 - URS (Undergraduate Research Scholars)
- **Available Throughout College:**
 - Study Abroad
 - Service Learning/Community-based Research
 - Undergrad Research
 - Student Leadership (in class, such as Peer Mentoring, and out of class, through student organizations)
- **Some aspects of Gen Ed requirements** (Comm A & B, QR-A & B; options for Ethnic Studies Requirement); Honors courses
- **In the final year(s):**
 - Capstones -- Internships -- Senior Thesis



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Promote HIPs University of Wisconsin Madison



UNIVERSITY OF WISCONSIN-MADISON

SOAR

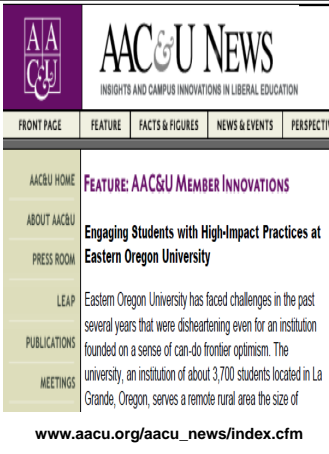
Student Orientation, Advising, and Registration

- **Intentional promotion of HIPs in Summer Orientation, Advising and Registration (SOAR)**
- **Ensured that Advisors asked students about their interest and intentions about HIPs**
- **Saw increase in number of students making inquiries into study abroad, undergraduate research**

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Structured, Early Exposure to HIPs

Eastern Oregon:
 Ensure FYs (60% first-gen) exposed to HIPs early.
 – 2 quarter, linked FY seminars;
 – Undergrad Research in HUM 101



The screenshot shows the AAC&U NEWS website with a feature article titled "Engaging Students with High-Impact Practices at Eastern Oregon University". The article text mentions that Eastern Oregon University has faced challenges in the past several years and is founded on a sense of can-do frontier optimism. It also notes that the university is located in La Grande, Oregon, and serves a remote rural area.

Targeting Underserved Students in Mission Relevant HIPs

HOBART AND WILLIAM SMITH COLLEGES

- Focused effort to expand two HIPs – **service learning and study abroad** – salient to HWS mission.
- Convinced these experiences made a difference to student persistence and engagement, HWS administrators determined who was **UNDERREPRESENTED** in these experiences (males & low-income students) and involved **faculty & student affairs staff** in devising approaches to make experiences more possible.

Structured HIPs: University College at IUPUI


- **RISE to the IUPUI Challenge**
- Personal Development Plans
- First Year Seminars
- **Themed Learning Communities**



The image shows the IUPUI mascot, a brown bear wearing a white basketball jersey with "IUPUI 0" on the front, standing in a snowy environment.

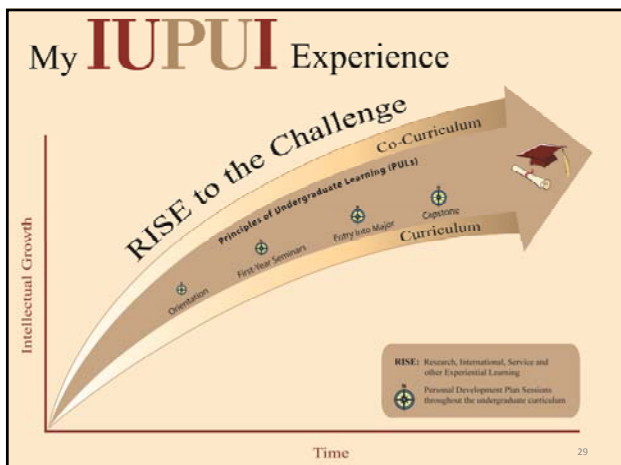
RISE to the IUPUI Challenge

- **R**esearch
- **I**nternational Study Abroad
- **S**ervice Learning
- **E**xperiential Learning



The challenge: Every student earning a bachelor's degree will complete at least two of the four types of educational experiences which qualify for appearing on the student's transcript.

My IUPUI Experience



The diagram is a graph with "Intellectual Growth" on the y-axis and "Time" on the x-axis. A large arrow points from the origin towards the top right, labeled "RISE to the Challenge". Inside the arrow, several educational experiences are listed: Orientation, First-Year Seminars, Principles of Undergraduate Learning (PULs), Faculty into Major, and Co-Curriculum. A legend at the bottom explains that RISE stands for Research, International, Service and other Experiential Learning, and that Personal Development Plan Seminars are integrated throughout the undergraduate curriculum.

Themed Learning Communities (TLC) at IUPUI

- 3 or more linked courses including an integrative first-year seminar connected through an interdisciplinary theme.

TLC Ex: "It's Not Easy Being Green"
 First-year students conduct research on environmental issue in Indianapolis.

- Faculty and instructional team members work together to integrate the curricula
- Opportunity to integrate **high impact practice** in meaningful way in first-year curriculum.

Examples of Undergraduate Research in TLCs

- **“Our Chemical World”**
 - First-year students paired with science faculty conducting research.
- **“It’s Not Easy Being Green”**
 - First-year students conduct research project on environmental issue in Indianapolis under guidance of faculty researchers.



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Service Learning in TLCs

33% Include Service Learning

24% Include One Time Service Projects

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ 3 Education TLCs ▪ 3 Nursing TLCs ▪ 2 SPEA TLCs ▪ 2 University College TLCs ▪ 1 Liberal Arts TLC | <ul style="list-style-type: none"> □ 2 Engineering TLCs □ 2 Liberal Arts TLCs □ 2 Psychology TLCs □ 2 University College TLCs |
|--|---|

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Introduction to study abroad/ international efforts

15% of 2009 TLCs using Global Crossroads.

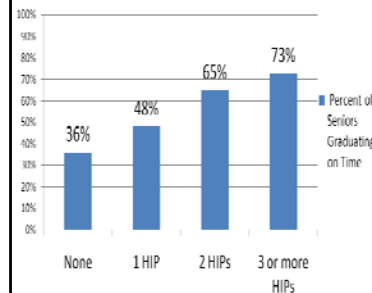


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Impact of HIPs: CSU Northridge

California State University
Northridge

CSU Northridge - Impact of HIPs on Percent of Seniors Graduating on Time



Conclusion: Multiple HIPs distributed through Gen Ed and majors would, “require only small curricular changes.” Such “modest change” can yield a significant increase in student success and persistence.

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Educationally Effective Institutions and High Impact Practices

- Weave experiences into courses, and require
- Introduce HIPs to students early – pre-school and orientation - and reinforce in advising
- Craft short term study abroad, “mini-HIPs”
- Emphasize HIPs relevant to the educational environment – i.e., Urban institutions emphasize internships
- Encourage pilots & support faculty development
- Bridge curriculum and co-curriculum

Recommendation: Examine HIPs on your Campus

1. How often are students experiencing high-impact practices?
2. Do all students have an equal likelihood of participating?
3. Are these practices done well?



Inventory: High-Impact Practices

To what extent does your institution provide these experiences?
[√ = have on campus; ✓ = required; estimate the % of various student populations in these activities]

	Learning Community	First Year Seminars	Research w/ Faculty
On Our Campus			
Required for all			
% Students involved			
% First Generation			
% Transfer Students			
% African American			
% Latino Students			
% Asian American			
% other			
% Adult Students			

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HIPs: A Shared Responsibility

- HIPs facilitated by a robust partnership between academic & student affairs



Be Intentional about Exposing Students to Educationally Effective Practice



Considerations for Expanding Engagement in HIPs

1. Historically underrepresented students benefit substantially from HIPs, yet not all take part (First-generation, some racial-ethnic groups, transfer students)
2. Introduce HIPs early and often -- *get experience on students radar*
3. Explore students' assumptions about practices (who participates, cost, demands, etc.) – *debunk myths*
4. How might student & academic affairs work together to make these experiences more widespread?

To ponder: Transformational learning & student success

1. Which high-impact practices are distinctive to your campus? Why?
2. How might opportunities for ALL students to participate in high-impact practices be expanded?
3. What cross-campus collaborations exist or are needed for HIPs to expand?



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To transform our campuses and foster student engagement and success, we must transform ourselves and the everyday work that we do with students



Discussion and Comments

Jillian Kinzie, PhD.
NSSE Institute
Indiana University Center for
Postsecondary Research
1900 East 10th Street
Eigenmann Hall, Suite 419
Bloomington, IN 47406
Ph: 812-856-5824
Fax: 812-856-5150
jikinzie@indiana.edu



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www.nsse.iub.edu