

AAC&U Student Success Conference 2012 - High-Impact Educational Practices – Campus Inventory

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Promising “high-impact” activities, including first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments and projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstone courses and projects, have the potential to enrich undergraduate education.

To what extent does your institution provide these experiences? Do all students have an equal chance of participating? To what extent do underrepresented students participate in these activities? Using the worksheet below, inventory the high-impact practices on your campus. [✓ = have on campus; required; estimate the % of various student populations in these activities].

How do your results compare to the national findings by institutional type and student characteristics represented in Table 10 (NSSE Annual Results, 2011)? What are the distinctive practices at your institution? Where are the largest differences between your results and national data?

	Learning Community	First Year Sems	Writing-Intensive Courses	Research w/ Faculty	Service Learning	Study Abroad	Internship	Senior Capstone	Other?
On Our Campus									
Required for all?									
% Students involved									
% First Generation									
% Transfer Students									
% African American									
% Latino Students									
% Asian American									
% Adult Students									

For high-impact activities to make more of a difference to student learning and success....

- ✓ Make it possible for students to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field.
- ✓ Ensure that **all** students have a chance to participate in these experiences – *are students in some majors less likely to participate? To what extent do first-generation students take advantage of these experiences?*
- ✓ Reduce barriers to participation, encourage all students to see potential for their involvement.
- ✓ Ensure that programs are of high quality. *What is your evidence for effectiveness?*
- ✓ Know how your students benefit from the experience.

Participation in High-Impact Practices - NSSE 2011 Annual Results

Table 10: Percentage of Students Who Participated in High-Impact Practices^a by Institution and Student Characteristics

		First-Year Students		Seniors				
		Learning Community	Service-Learning	Culminating Experience	Internship/Practicum	Research with Faculty	Service-Learning	Study Abroad
<i>Institutional Characteristics</i>								
2010 Basic Carnegie Classification ^b	RU/VH	22	37	29	52	24	42	18
	RU/H	24	41	32	49	20	46	14
	DRU	18	43	32	46	18	51	11
	Master's L	16	38	30	47	16	49	11
	Master's M	16	42	32	48	17	52	12
	Master's S	16	44	38	54	19	56	14
	Bac/A&S	13	43	58	66	33	53	38
	Bac/Diverse	14	43	35	53	18	53	11
Control	Public	19	37	30	48	19	46	13
	Private	17	45	41	56	21	52	20
<i>Student Characteristics</i>								
Gender	Male	18	40	34	47	21	43	13
	Female	19	39	31	52	19	51	16
Race/Ethnicity	African American/Black	20	43	28	42	17	53	7
	Asian/Pacific Islander	17	43	29	44	21	49	14
	Caucasian/White	18	38	34	53	20	46	15
	Latino/Hispanic	19	40	24	42	17	49	10
	Other	17	44	32	45	20	49	18
Enrollment Status	Less than full-time	11	26	22	35	11	38	7
	Full-time	19	41	35	54	22	50	16
First-Generation ^c	No	19	40	36	55	23	47	19
	Yes	17	39	28	44	16	48	9
Transfer	Started here	19	40	39	59	25	51	20
	Started elsewhere	14	32	25	40	14	44	9
Age	Under 24 years	19	41	38	59	24	51	19
	24 years & older	11	24	23	37	13	43	7
Major Category	Arts and humanities	18	36	36	44	17	41	21
	Biological sciences	19	41	33	52	40	43	17
	Business	17	38	33	42	10	42	14
	Education	20	49	25	70	13	68	9
	Engineering	23	36	44	55	28	33	11
	Physical sciences	18	37	31	45	40	35	13
	Other professional	19	41	25	55	16	65	11
	Social sciences	18	39	35	49	24	50	20
Overall		18	40	32	50	20	48	15

^a 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.

^b For details on the Carnegie Classification, visit classifications.carnegiefoundation.org/descriptions/basic.php.

^c Neither parent holds a bachelor's degree.

Engagement, Grades and Retention and the Success of Historically Underserved Students –“Connecting the Dots”

To increase retention and FY GPA, focus on increasing student engagement in these educationally purposeful activities...

- Asked questions in class/contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment
- Worked with other students on projects during class
- Worked with classmates outside of class on assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of course
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings/classes with faculty outside class
- Received prompt feedback on academic performance
- Worked harder than you thought
- Worked with faculty on activities outside coursework (committees, student life, etc.)
- Discussed ideas from readings/classes with others
- Had serious conversations with students of a different race or ethnicity and those who differ from you - religious beliefs, political opinions, or personal values

For full report: www.nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf

Fostering the Magic of HIPs in Existing Courses to Enhance Student Learning. What can you improve in your course to:

- 1. Enhance time on purposeful tasks?**
- 2. Add meaningful interaction between fac-student & among students?**
- 3. Increase interaction with diverse individuals & approaches (challenge students ways of thinking)?**
- 4. Increase frequency of feedback?**
- 5. Add a real world, application experience?**
- 6. Increase students' reflections on their learning?**



Checklist for Educationally Effective Practice

	At the beginning of each week of class in the term, consider to what extent will students ...
<input type="checkbox"/>	Ask questions or contribute to class discussion
<input type="checkbox"/>	Connect what they read, or prepared in advance, to course content
<input type="checkbox"/>	Work with other students on project and assignments during class
<input type="checkbox"/>	Work with other students on projects or assignments outside of class
<input type="checkbox"/>	Receive prompt written or oral feedback on academic performance
<input type="checkbox"/>	Have serious conversations with students of different race, ethnicity, or with different views in terms of religious beliefs, political opinion, or personal values
<input type="checkbox"/>	Apply learning to real-world problem, or experience
<input type="checkbox"/>	Integrate ideas and reflect on how and what they are learning
<input type="checkbox"/>	Dedicate purposeful time to preparing for class, studying
<input type="checkbox"/>	Discuss ideas from readings, classes with faculty outside of class or with peers, family, co-workers
<input type="checkbox"/>	Participate in campus event, speaker, activity related to course
<input type="checkbox"/>	Engage different mental activities – analyze, synthesize, make judgments, apply, create
<input type="checkbox"/>	Connect with a learning support service or resource
<input type="checkbox"/>	Have a substantive interaction with a faculty member, advisor, adult on campus
<input type="checkbox"/>	Experience (or be introduced to) a high-impact practice (undergrad research, service-learning, study abroad, internships)

Engaged learning is a gateway to the desired outcomes of college.

Resources:

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Kuh, G.D., Kinzie, J., Buckley, J.A, Bridges, B.K, & Hayek, J.C. (2007). *Piecing together the student success puzzle: Research, Propositions, and Recommendations*. ASHE Higher Education Report 32, No. 5. San Francisco: Wiley Periodicals.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & Associates (2005, 2010). *Student Success in College: Creating Conditions That Matter*. San Francisco: Jossey-Bass.

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National Survey of Student Engagement. (2007). *Experiences That Matter: Enhancing Student Learning and Success*. Bloomington, IN: Indiana University Center for Postsecondary, http://nsse.iub.edu/NSSE_2007_Annual_Report