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

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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.

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

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
High-Impact Pedagogical Practices in the First Year

- Asked questions in class or 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 your 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

To Ponder:
How might you ensure that students – particularly in their first year – understand the value of high-impact pedagogical practices?
And that more students experience these practices?

High Impact Activities

2 minute colleague conversation:
★ Which of the HIPs do you think makes the biggest contribution to your students learning and success?
★ Does your campus have a distinctive HIP?

HIPs Resources

- National Survey of Student Engagement (NSSE) – Annual Results reports 2007-2010
- Student Success in College (2005, 2010) – documents what 20 high-performing institutions do to promote student success

HIPs Benefits & Outcomes

High Impact practices are positively associated with:
- Persistence and GPA
- Deep approaches to learning
- Higher rates of student-faculty interaction
- Increases in critical thinking, writing skills,
- Greater appreciation for diversity
- Higher student engagement overall

Bronwell, J & Swaner, L (2010); NSSE, (2007); Kuh (2008)
What is it about these magical, high-impact activities that appear to be so effective with students?

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

Do All Students Experience High-Impact Practices?

• No. 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%

First-generation, racial-ethnic, major differences too

NSSE results, see "Annual Results"

Involvement in HIPs Varies Substantially by Major

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

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??

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

Promote HIPs
University of Wisconsin Madison
- 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
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

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

RISE to the IUPUI Challenge

➢ Research
➢ International Study Abroad
➢ Service Learning
➢ Experiential 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

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.

Service Learning in TLCs

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<thead>
<tr>
<th>33% Include Service Learning</th>
<th>24% Include One Time Service Projects</th>
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<tbody>
<tr>
<td>3 Education TLCs</td>
<td>2 Engineering TLCs</td>
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<td>3 Nursing TLCs</td>
<td>2 Liberal Arts TLCs</td>
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<td>2 Psychology TLCs</td>
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<td>2 University College TLCs</td>
<td>2 University College TLCs</td>
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<tr>
<td>1 Liberal Arts TLC</td>
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Introduction to study abroad/international efforts

15% of 2009 TLCs using Global Crossroads.

Impact of HIPs: CSU Northridge

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.

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]

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<th>Learning Community</th>
<th>First Year Seminars</th>
<th>Research w/ Faculty</th>
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<td>On Our Campus</td>
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<td>Required for all</td>
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<td>% Students involved</td>
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<td>% First Generation</td>
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<td>% Adult Students</td>
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HIPS: A Shared Responsibility
• HIPS facilitated by a robust partnership between academic & student affairs

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?

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

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