

Assessing Student Engagement in High-Impact Practices

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www.nsse.iub.edu

Student Success in College

Academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and post-college performance



Overview

- High-impact activities
- NSSE results on high-impact practices
- The importance faculty place on high impact activities
- IUPUI: Learning Communities and Personal Development Planning
- Assessing and Scaling up high-impact activities



College Learning for the New Global Century

Narrow Learning is Not Enough— The Essential Learning Outcomes

- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
- ★ Knowledge of Human Cultures and the Physical & Natural World
 - ★ Intellectual and Practical Skills
 - ★ Personal and Social Responsibility
 - ★ “Deep”/Integrative Learning



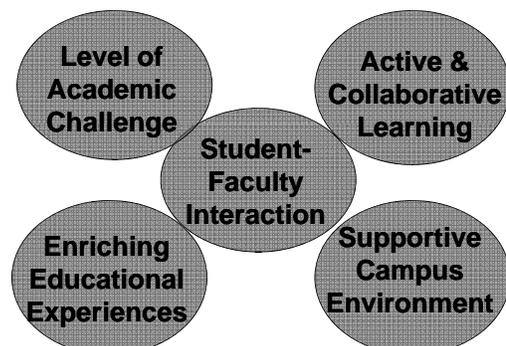
High Impact Activities

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



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

NSSE Benchmarks of Effective Educational Practice



Effective Educational Practices Increase Odds That Students Will:

- ✓ Invest time and effort
- ✓ Interact with faculty and peers about substantive matters
- ✓ Experience diversity
- ✓ Get more frequent feedback
- ✓ Discover relevance of their learning through real-world applications

Assessing Student Engagement in high-impact practices

- ✓ To what extent are students experiencing educationally effective, high-impact practices? Does this differ by institution type, race-ethnicity, first-gen status?
- ✓ 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 at your campus?
- ✓ Can you inventory the high-impact practices on your campus?

Assessing Student Engagement in High-Impact Practices

To what extent does your institution provide these experiences? [\checkmark = have on campus; \surd = 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			

High Impact Activities

Activities collected by NSSE include participation in:

- Learning Communities
- Service Learning
- Research with a Faculty Member
- Study Abroad
- Culminating Senior Experience



If you have NSSE Results think about...

- To what extent do our students report participation in these high-impact activities?
- What % of First-Years report that they “plan to do” a learning community, work on a research project with a faculty member, or study abroad? How are these expectations set?
- Have you linked your student-level NSSE results to student information to gain greater insights into who participates and how they benefit?

Effects of Participating in High Impact Practices on Deep/Integrative Learning and Gains

	<i>First-Year Students</i>		<i>Seniors</i>	
	Learning Communities	Research w/ Faculty	Study Abroad	Senior Capstone
Deep Learning	+++	+++	++	++
General Education	++	++	+	++
Personal/Social Development	++	++	++	++
Practical Competence	++	++		++

⁺ p<.001; ++ p<.001, Unstd B >.10; +++ p<.001, Unstd B >.30

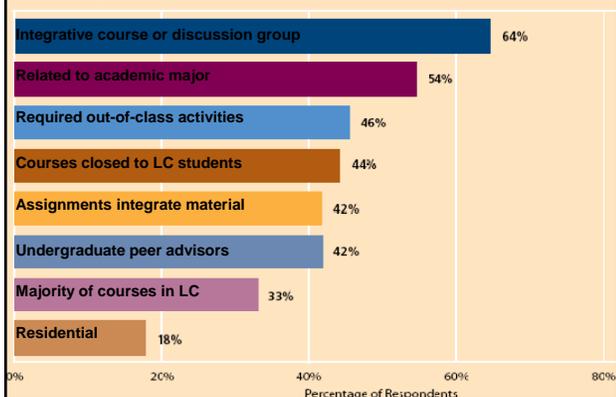
High Impact Activities

- All associated with desirable learning and personal development outcomes.
- Not all students take part.

Learning Communities

- Formal program where groups of students (FY) take two or more classes together
- NSSE explored different program features of LC's ...

Learning Community Program Characteristics



Learning Communities

- Formal program where groups of students (FY) take two or more classes together
- NSSE explored different program features of LC's ...
- LC programs that integrate material across courses are associated with better student engagement and learning

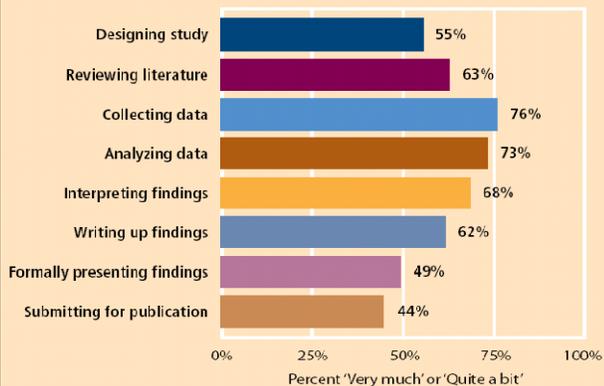
Service Learning

- Community-based project as part of a regular course
- 36% of FY students and 46% of seniors participate in SL
- More likely to be present at smaller and private institutions
- Positively associated with deep learning and personal development

Research with a Faculty Member

- Outside of course or program requirements
- More likely at Bac A&S colleges and in the sciences; Less likely in business
- Majority utilized existing info (libraries, WWW), and almost half worked in laboratory and fieldwork settings.
- Reviewing literature and interpreting findings most closely related to deep learning. Data collection had the weakest relationship.

Contributions to Aspects of the Research Project



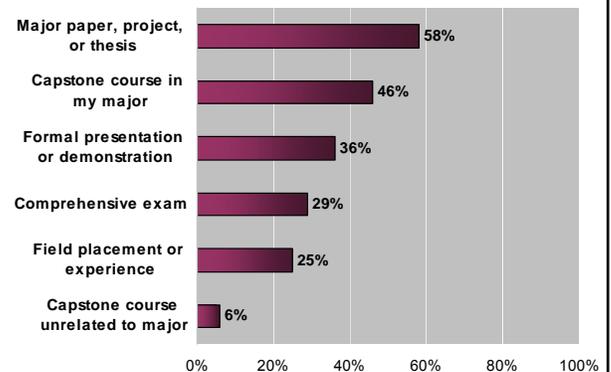
Study Abroad

- About 14% of seniors have studied abroad by the time they completed NSSE.
- More likely at Bac A&S, private colleges.
- A life changing experience, but also relates to immediate learning outcomes upon return to home campus.
- Living with host nationals related to more integrative and reflective learning, and personal and social gains.
- The length of time spent abroad did not make a difference.

Culminating Senior Activities

- Capstone course, senior project/thesis, comp exam, etc.
- A third (32%) of seniors reported having completed such an experience, and another 29% said they planned to do so before graduating.
- Bac A&S, private, and engineering

Participation in Selected Culminating Activities

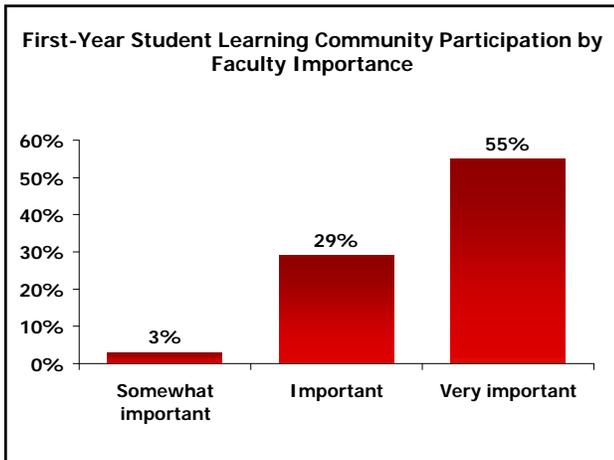
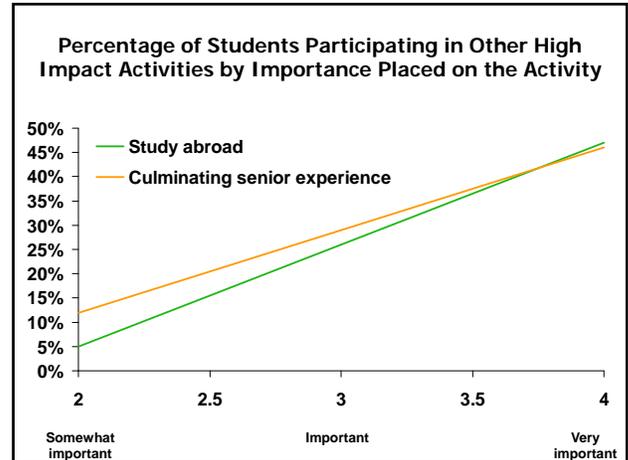
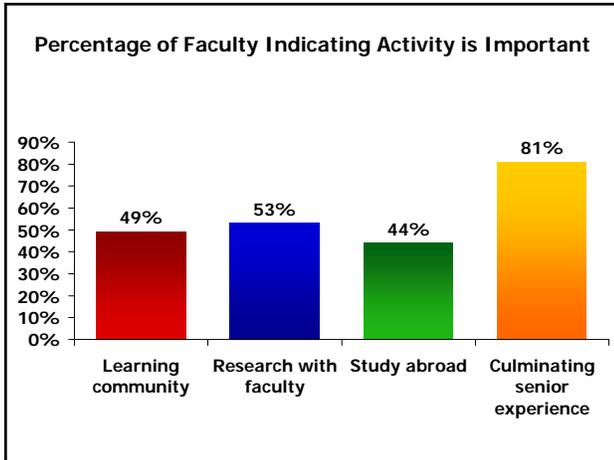


Culminating Senior Activities

- Half of students worked alone; 40% worked with others
- Field placements have impact on greatest number of gains,
- Also beneficial:
 - Projects that required the greatest investment of time,
 - Working in groups,
 - Meeting often with supervising faculty member, and
 - Receiving clear expectations for the activity.

Faculty Survey of Student Engagement QUIZ:

- Do more or less than 50% of faculty members indicate that the following activities are important for undergraduates to do?
 - Participate in a **learning community**
 - Conduct **research with a faculty member**
 - **Study abroad**
 - Complete a **culminating senior experience**




IUPUI Learning Communities and Personal Development Planning



A Template for First-Year Seminars at IUPUI



Learning Outcomes - 1

1. Students will begin to develop a comprehensive perspective on higher education.
2. Students will have the opportunity to experience a safe, supportive, and positive university learning experience, which includes the establishment of a network of staff, faculty, and other students.



Learning Outcomes - 2

3. Students will understand and begin to practice basic communication skills appropriate to the academic setting.
4. Students will begin the process of understanding critical thinking in the university context.
5. Students should understand and apply information technology in support of their academic work.

A Template for
First-Year Seminars
at IUPUI


Learning Outcomes - 3

6. Students should begin to develop a knowledge of their own abilities, skills, and life demands so that they can develop these more effectively in pursuit of their academic goals.
7. Students should understand the role and make full use of IUPUI resources and services which support their learning and campus connections.



Learning Communities

We have scavenger hunts in the first-year seminars, based on the PULs.

Students are very creative!

Learning Communities

In the classrooms...



In the stairwells...





Making It Work

- A. Across the Curriculum
- B. Pathways to Graduation




Personal Development Planning (PDP)

Personal Development Planning is a process which will enable first year students at IUPUI to understand, implement, and mark progress towards a degree and a career goal by creating and following a personalized plan that is open to revision and reevaluation every semester in collaboration with an academic advisor.



PDP: Two Institutional Objectives

- > **Goal Commitment:** Increase students' commitment and motivation to achieve a college degree through a personalized understanding and ownership of an integrated academic and career planning process.
- > **Academic Achievement:** Increase students' awareness and implementation of personal, academic, and career strategies to help them achieve their goals for college and beyond.

PDP: Three Components

- **Semester in Review:** Reflect on individual strengths, long term goals, challenges faced during the first semester, and IUPUI resources utilized.
- **Principles of Undergraduate Learning:** Identify how IUPUI's learning outcomes (PUL's) are connected to personalized academic and experiential goals.
- **Peak Performance Plan:** Outline specific action steps, courses, and extracurricular activities targeted for the undergraduate experience.

PDP: Five Learning Outcomes

In order for students to successfully complete the three components in their PDP they will need to have opportunities in their learning communities to experience some form of:

- **Self Assessment:** Students identify success-related competencies that are natural strengths they already have as well as other skills that they need to build.
- **Exploration:** Students research and develop a realistic, informed, and detailed vision of related academic and career goals.
- **Evaluation:** Students analyze their academic progress over the semester in terms of academic and career success strategies.
- **Goal Setting:** Students connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
- **Planning:** Students locate programs, information, people and opportunities to support and reality test their goals. They identify specific short term steps to reach their long term goals.

Making It Work

C. Contexts

- **ePort**
- **RISE**



Current definition of ePort

- A collection of purposefully organized artifacts that support retrospective and prospective reflection and which document, augment, and assess student learning over time.

IUPUI ePort Goals

- **Empower Students**
 - Access *all* learning resources anywhere, anytime
 - Work smarter and more efficiently
 - Discover and demonstrate logical pathways to academic success
- **Enable Faculty**
 - Partner in students' progress
 - Provide rich content with greater ease
- **Enrich Learning Experiences**
 - Through learning across courses and co-curricular activities and meaningful connections in the community and work

RISE

- Research
- International Study Abroad
- Service Learning
- Experiential Learning

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.

IUPUI RISE INITIATIVES

To implement our mission, IUPUI developed goals for excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement. Consistent with those goals, IUPUI is challenging each student to have at least two curricular learning experiences that augment the typical curriculum and that fall within the four areas of curricular excellence that are consistent with the mission of IUPUI.

RISE to the Challenge at IUPUI

These experiences should include the integration of:

- **Knowledge**—the concepts, facts, and information acquired through formal learning and past experience
- **Activity**—the application of knowledge to a “real-world” setting
- **Reflection**—the analysis and synthesis of knowledge and activity to create new knowledge
- **Assessment**—an appraisal of the extent to which the learning objectives identified for the educational experience are met

Recommendations: For high-impact activities to make more of a difference to student learning & success....

1. Make it possible for students to participate in *at least 2 high impact activities* during their undergraduate program, 1 in the first year, and 1 later related to their major field.
2. Ensure **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?*
3. Reduce barriers to participation, encourage all students to see potential for their involvement.
4. Ensure programs are of high quality. *What is your evidence for effectiveness?*
5. Know how your students benefit from the experience.



Discussion and Questions



National Survey
of Student Engagement