

Developing and Assessing High Impact Educational Programs to Support First Year Student Learning and Success

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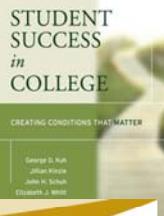
What We Know About Student Success:



- Student success in college is no accident.
- Student engagement in intentionally designed educationally purposeful activities is necessary to achieve desirable learning outcomes.
- Institutions must deploy resources appropriately and provide students explicit messages about success-oriented behaviors.
- Institutions need information about how well they're doing & to use this information to enhance student engagement & success.

Sources

- **National Survey of Student Engagement (NSSE)** – results from first-year students & seniors at 1,300 institutions
- **Student Success in College** (2005) – documents what 20 high-performing institutions do to promote student success
- AAC&U and Kuh's (2008) **High-Impact Educational Practices**



New Markers for Student Success

- Need more **comprehensive framework for judging student success**
 - How students spend their educational time
 - How frequently, and with what results, do students engage in educational practices—curricular, co-curricular, and pedagogical—that provide them opportunities to develop the learning they need
- Persistence still counts, but a contemporary framework for student success needs to address both **student learning outcomes** and the **kinds of practices that foster** intended outcomes.

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 for all classrooms**

Results: Engagement & Retention



1. **Engagement in effective educational activities in the first year is essential to student persistence & success**

Educational Activities that Matter to Success in the First Year

NSSE items, Educationally Purposeful Activities :

- 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

Results: Engagement & Retention



1. **Engagement in the first year is essential to student persistence & success**
2. **Some students appear to benefit more than others from the same educational practices**



Compensatory Effect of Engagement

- **Student engagement positively related to student grades and to persistence for all students**

- **Engagement has compensatory effect on FY grades & persistence to the second year -- Historically underserved students tend to benefit more from engagement than majority students.**

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



Marked by 6 Conditions

1. Time on Task

- ✓ Activities demand students devote considerable time & effort to purposeful tasks.
- ✓ Most require daily decisions that deepen students' investment in the activity.

2. Faculty and Peer Interaction

- ✓ Nature of activities puts students in circumstances that essentially demand interaction with faculty and peers about substantive matters over a period of time.

Marked by 6 Conditions

3. Interaction with Diversity

- ✓ Participation increases the likelihood that students will experience diversity through interaction with people who are different from themselves. Students are challenged to develop new ways of thinking & responding to novel circumstances.

4. Frequent Feedback

- ✓ May be faculty, internship supervisors, peers, others. Close proximity may provide opportunities for nearly continuous feedback.

Marked by 6 Conditions

5. Connections between learning context and real-world settings

- ✓ Opportunities for students to see how what they are learning works in on and off campus settings.

6. Occur in context of Coherent, Academically Challenging Curriculum

- ✓ Infused with opportunities for active, collaborative learning. Students better understand themselves in relation to others and the larger world.

To Ponder...

How might you...

- ✓ develop structural HIPs and ensure students take part?
- ✓ increase first-year students engagement in pedagogical HIPs?
- ✓ ensure that the 6 conditions that mark HIPs are more a part of your first-year experience program?

What to do??

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



High Impact Educational Programs in Practice: IUPUI

- Indiana University – Purdue University Indianapolis (IUPUI)
 - Downtown Indianapolis
 - Public comprehensive four year institution
 - Over 185 academic programs
 - Doctoral/Research Intensive



IUPUI Students

Student Profile:

- 18,305 full-time students
- 11,549 part-time students
- 57.9% female; 42.1% male
- Students from 50 states; 122 countries; all 92 Indiana counties
- 53% under 25 years of age
- About 59% are first generation
- Around 70% work more than 30 hours a week



IUPUI University College

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students.

University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence.

It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

Supporting First Year Students at IUPUI

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



RISE to the Challenge

- IUPUI developed goals for excellence in:
 - Teaching and learning
 - Research, scholarship, and creative activity
 - 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 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.

Why RISE?



- RISE emphasizes four critical dimensions of experiential learning that are the hallmarks of an IUPUI degree—integrating important **high impact programs** into the student experience in an intentional way.
- RISE will brand an IUPUI degree as unique and in touch with “Employer Identified Skills” for new graduates (AAC &U, 2007) and will be an integral part of “My IUPUI Experience.”

My IUPUI Experience



IUPUI Personal Development Plan (PDP)

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

The PDP is designed to foster:

1. Goal commitment (student commitment to earning a degree)
2. Academic achievement (through goal setting and planning)
3. Curricular coherence and meaning in the first-year seminar
4. Student development for students in the first year and beyond.

PDP Components



Each PDP will have three components:

1. **Semester in Review** – reflection on individual strengths, goals, challenges and strategies for success
2. **Principles of Undergraduate Learning** – identification of how the PULs are connected to academic and career goals
3. **Peak Performance Plan** – A plan for specific action steps, courses, and experiential activities leading to the achievement of academic and career goals

First Year Seminars at IUPUI

- Facilitate student transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students.
- First year seminar is taught by an instructional team including a faculty member, academic advisor, librarian and student mentor
- Where first year students are introduced to the Personal Development Plans

IUPUI Themed Learning Communities (TLCs)



What is a Themed Learning Community (TLC)?

- 3 or more linked courses including an integrative first year seminar connected through an interdisciplinary theme.
- Faculty and instructional team members work together to integrate the curricula
- Involve exciting opportunities to integrate **high impact programs** in a meaningful way into the first-year curriculum.

Growth of Themed Learning Communities at IUPUI

- 2003: 7 TLCs
- 2007: 26 TLCs
- 2008: 30 TLCs
- 2009: 33 TLCs, across 12 academic schools



Experiential Learning in TLCs at IUPUI



- Museums (Eiteljorg, IMA, Indiana State Museum, Freedom Center)
- Plays (at the Madame Walker Theater, IRT and more)
- Community Festivals
- Visiting a local mosque during Ramadan
- Participating in a live global discussion with Israel
- Interviewing with Channel 8 News



Examples of Undergraduate Research in TLCs

- "Our Chemical World"
 - First-year students will be paired with science faculty conducting research.
- "It's Not Easy Being Green"
 - First-year students will conduct research project on environmental issue in Indianapolis under the guidance of faculty researchers.



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 |
|--|---|

Introduction to study abroad/ international efforts

15% of 2009 TLCs using Global Crossroads.



Student Success from the TLCs

First Semester GPA

- | | |
|-------------------------|----------------------|
| | <u>Adjusted GPA*</u> |
| • TLC participants | 2.79 |
| • Non-participants | 2.55 |
| | |
| • GPA 3.0 or above: 43% | |
| • GPA 3.5 or above: 22% | |



First Semester Retention

- | | |
|--------------------|----------------------------|
| | <u>Adjusted Retention*</u> |
| • TLC participants | 76% |
| • Non-participants | 67% |

*adjusted to control for significant covariates including: course load, gender, ethnicity, SAT scores, high school percentile ranks, units of high school math, and first-generation students

As you move to consider high-impact practices...

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?



Assessing Student Engagement in High-Impact Practices

To what extent does your institution provide these experiences? [\checkmark = have on campus; $\sqrt{}$ = 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			

Percent Participation in High-Impact Activities by Institutional and Student Characteristics

	FY students		Seniors		Internship	Senior Capstone
	Learning Community	Service Learning	Research w/ Faculty	Study Abroad		
2005 Basic Carnegie						
Doc RU-VH	20	33	23	18	40	29
Doc RU-H	18	37	19	14	44	33
Doc DRU	18	39	17	13	52	33
Masters-L	16	35	16	10	47	30
Masters-M	16	39	17	11	51	30
Masters-S	14	44	18	14	53	36
Bac-AS	13	43	29	33	53	55
Bac-Diverse	13	41	18	11	55	37
Other	13	29	15	8	38	29
Sector						
Public	17	34	18	12	44	29
Private	16	44	22	21	53	42
Barron's Selectivity						
Less selective	16	36	16	10	47	30
More selective	18	37	23	21	45	35
Ethnicity						
African Amer./Black	18	40	17	9	51	27
Asian/Pacific Is.	17	37	22	14	49	28
Caucasian/White	17	36	19	15	45	34
Hispanic	20	36	17	11	47	26
Other	15	38	19	18	46	31
Enrollment						
Part-time	10	26	12	7	37	22
Full-time	17	37	21	16	48	35
First-Generation						
No	18	37	22	19	46	36
Yes	15	35	16	9	46	29
Transfer						
Started here	17	37	23	19	49	38
Started elsewhere	13	32	14	9	43	25
Age						
Under 24 years	17	37	23	18	49	37
24 years & older	10	24	13	7	41	24
Overall Participation	17	36	19	14	46	32

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**“Developing and Assessing High Impact Educational Programs to Support First Year Student Learning and Success”
29th Annual Conference on the First Year Experience, Denver – February 2010**

Jillian Kinzie, Indiana University Center for Postsecondary Research & Scott Evenbeck and Frank Ross, IUPUI

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, were recently recognized by AAC&U and Kuh (2008) for their 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? Use the worksheet below to inventory the high-impact practices on your campus. [✓ = **have on campus; required; estimate the % of various student populations in these activities**]

	Learning Community	First Year Seminars	Writing-Intensive Courses	Research w/ Faculty	Service Learning	Study Abroad	Internship	Senior Capstone
On Our Campus								
Required for all								
% Students involved								
% First Gen								
% Transfers								
% African Amer. Students								
% Latino Students								
% Asian American								
% Adult Students								
Quality of Experience?								

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, D.C.: Association of American Colleges and Universities

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* - 1 in the first year, and 1 later related to major.
- ✓ 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.

Results for High Impact Practices from the 2007 National Survey of Student Engagement

Percent Participation in High-Impact Activities by Institutional and Student Characteristics

		<i>FY students</i>		<i>Seniors</i>				
		Learning Community	Service Learning	Research w/ Faculty	Study Abroad	Service Learning	Intern- ship	Senior Capstone
2005 Basic Carnegie	Doc RU-VH	20	33	23	18	40	57	29
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	24 years & older	10	24	13	7	41	40	24
Overall Participation		17	36	19	14	46	53	32

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

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