

High Impact Practices that Support First Year Student Learning and Engagement

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Current Context in U.S. Higher Education



- Global Competitiveness in Degree Attainment
- Greater pressure to reduce persistence and graduation rate gaps
- Questionable evidence of student learning
- Challenging fiscal environment
- Increased employer demands and needs in 21st century economy

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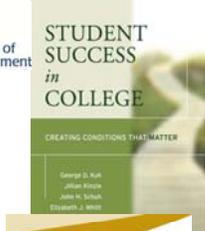
What We Know About Student Success:



- 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.

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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

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 and Projects



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High Impact Activities



2 minute colleague conversation:

- ★ Of the high impact activities on your campus, which one makes the biggest contribution to First Year Student learning and success?



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

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

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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**

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Benefits of High Impact Practices

High Impact practices are positively associated with:

- Persistence and GPA
- Higher rates of student-faculty interaction
- Increases in critical thinking, writing skills,
- Greater appreciation for diversity
- Higher student engagement overall



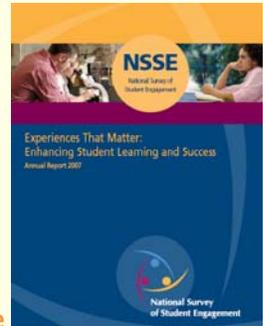
Bronwell, J & Swaner, L (2009). High Impact Practices: Applying the Learning Outcomes Literature, *Peer Review*, Spring.

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NSSE Additional Questions about High-Impact Activities

Activities collected include:

- Learning Communities
- Service Learning
- Research with a Faculty Member
- Study Abroad
- Culminating Senior Experience
- Writing Intensive (2008)
- Senior Seminars/Capstone Courses (2009)



Download: www.nsse.iub.edu ("Reports & Services")

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From NSSE: Outcomes Associated with High Impact Practices

- **Deep learning:** Attend to underlying meaning of information as well as content; Integrate and synthesize ideas, information; Discern patterns in evidence or phenomena; Apply knowledge in different situations; View issues from multiple perspectives
- **Educational Gains:**
 - **General Education** – Writing; speaking clearly; gen ed; critical thinking
 - **Practical Competence** – Working with others, solving real problems, work related knowledge
 - **Personal/Social Development** – understanding self; contributing to community;

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

	First-Year Students		Seniors	
	Learning Communities	Service Learning	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

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NSSE Finding: Value of High-Impact Practices

Students who took part in one or more “high-impact practice” such as a learning community, research with faculty, study abroad, and culminating senior experience reported greater levels of deep learning and greater gains in learning and personal development.



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NSSE HIP Result Highlights: In the First Year



- **Learning communities.** Most positive features include: **integrated assignments**, activities, or discussion groups; peer mentors; required out-of-class activities.
- **First Year Seminar.** Substantiates research about what works from *The National Resource Center for The First-Year Experience and Students in Transition*
- **Service-learning.** Most powerful as **community-based research**; also when **connected to learning community**.

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Value of Learning Communities

- Strengthens student retention & academic achievement
- Increases student satisfaction
- Increases rate of course completion
- Increases engagement in educationally productive activities (integrated learning, stu-fac interaction, collaborative learning)
- Benefits to targeted groups (i.e., women in science)
- **NSSE results reinforce: Promotes connectedness to discipline, ideas, peers etc.**
- **Long term contribution to student learning, deep approaches to learning**



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Value of Service Learning

- **Gains in moral reasoning, and sense of social and civic responsibility**
- **Increased commitment to service-oriented careers**
- **More able to apply class learning to real-world**
- **NSSE Finding: Positive association with Reflective Learning;**



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Value of Undergraduate Research

- **More likely to go to graduate school**
- **More satisfied with educational experience**
- **Demonstrate greater problem-solving skills**
- **NSSE finding: Nature of Experience Matters - Reviewing literature & interpreting findings most related to deep learning. Data collection had weakest relationship.**



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Do All Students Experience High-Impact Practices?

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

Participation Levels:		FY Expectations??	
First Year Students:			
Learning Communities	17%		
Service Learning	36%		
Seniors:			
Research With Faculty	19%	33%	FY Plan to Do:
Internship	53%	75%	
Study Abroad	18%	42%	

First-generation, racial-ethnic, major differences too

NSSE results, see “Annual Results”

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Expectations and Student Success

Expectations matter. *How do students learn what they should experience in college?*

Institutions must:

- explore students' expectations
- focus more on *communicating* expectations of students than on meeting student expectations

Miller, T., Bender, B., Schuh, J, & Associates (2005)

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More Everyday, High Impact Practices

Structures like learning communities are great, but are there other “less formal” educational activities that make a difference for first year student success?

YES!

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High Impact Pedagogical Practices



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

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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

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High Impact Pedagogical Practices



- 1. Engagement in the first year is essential to student persistence & success**
- 2. Students who engage in HIP pedagogical practices benefit more than others**

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



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What is it about these activities that appear to be so 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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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?
- ✓ set expectations for HIPs?

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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



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Institutional Action on High Impact Practices



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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
- 19,500 FT/11,500 PT students
- About 70% work more than 30hrs. per week



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First Year Student Experience at IUPUI structured in University College

IUPUI University College...

- is the academic unit that provides a common gateway to entering students.
- coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence.
- provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

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Supporting First Year Students at IUPUI

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



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RISE to the Challenge



- IUPUI developed goals for excellence
 - 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.

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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.

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My IUPUI Experience



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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.

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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

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First Year Seminars at IUPUI

- Facilitate student transition to college - introduce key information and skills and opportunities to connect with faculty, staff, and other students.
- Taught by instructional team: member, academic advisor, librarian, student mentor
- Where new students are introduced to the Personal Development Plans



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Themed Learning Communities (TLC) at IUPUI



- 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
- Exciting opportunities to integrate **high impact programs** in meaningful way in first-year curriculum.

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

▪ **2009: 33 TLCs, across 12 academic schools**

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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.



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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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Student Success from the TLCs

See Hansen & Chism, IFYE 2010 presentation

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.

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University of Wisconsin-Madison: Inventory and Promote HIPs

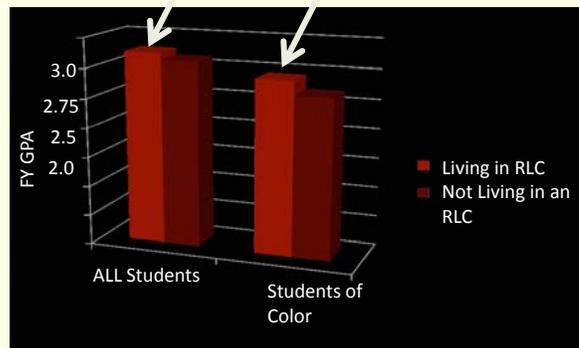
At UWM, HIPs that have generated demonstrable student outcomes:

- **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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Impact of Residential Learning Communities UW Madison - First Sem. GPAs in 2008 First-year students living in RLCs or not



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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?



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Recommendations:

1. Know how available HIPs are on your campus. Conduct an inventory, explore expectation setting for HIPs
2. Introduce HIPs early and often -- *get experience on students radar and debunk myths*
 - *Example: Communicate value of learning communities, study abroad, explain benefits, introduce throughout first-year; Explain financial aid policies about study abroad; advise student into FIGs, URS*

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Recommendations:

3. Be Intentional. Structure HIPs into Curriculum, Requirements, Advising,
 - *Example: IUPUI requires, Emory & Henry advises 2, knits into curriculum*
4. Expose students to "mini-HIPs" (short term study abroad, research in a course)
 - *Example: Short term study abroad experiences had as much impact on student learning gains as year long experiences. Short term experiences associated with later longer term experiences Help students seek out and value short term experiences*

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To Ponder...

How might you...

- ✓ Communicate expectations for HIPs and Get more students to take part?
- ✓ ensure the 6 conditions that mark HIPs are clear to students and are emphasized in orientation & first-year experience program?



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Discussion



1. Which high-impact practice is distinctive to your campus? Why?
2. To what extent are FY students participating in high-impact practices? Which students are not and why?
3. How might opportunities for ALL students to participate in high-impact practices be expanded?

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