

## Maximizing High Impact Practices: What Works

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## The Kind of Learning We Want for All Students

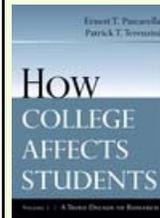
- Assertion: College should be a transformative experience for students
- What experiences transform?
  - High-impact practices
  - Disorienting dilemmas
  - High expectations, high challenge, etc.
- How can we construct more transforming experiences? How do we know that the practices we associate with transformation are effective?

## 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 & use this information to enhance student engagement.

## What Really Matters in College: Student Engagement



Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*.

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602



## The NSSE Project

- Assessment tool provides institutions with data about student engagement in educational practices that research correlates with student learning & success
- NSSE results are immediately actionable - institutions can use information to pinpoint strengths & identify areas for improvement
- Results useful for research, to guide educational practice

## What is Student Engagement? Why does it Matter?

Student engagement is the time and energy students devote to educationally purposeful activities... it's the single best predictor of learning and personal development.



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

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

[AAC&U, 2008 publication: *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter*]

## High Impact Activities



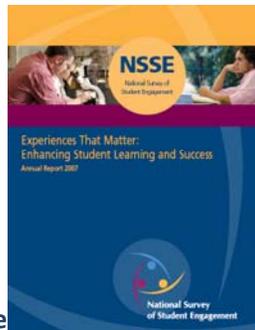
- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone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



## NSSE Additional Questions about “High-Impact Activities”

Activities collected include:

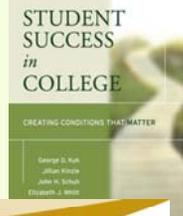
- Learning Communities
- Service Learning
- Research with a Faculty Member
- Study Abroad
- Culminating Senior Experience
- Writing Intensive (2008)
- Senior Seminars/Capstone Courses (2009)



Download: [www.nsse.iub.edu](http://www.nsse.iub.edu)  
 (“Reports & Services”)

## 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 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

## 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



**Conclusion:**

**High-impact practices appear to engage participants at levels that elevate their performance across multiple engagement and desired-outcomes measures**

**High Impact Activities**

- All associated with desirable learning and personal development outcomes.
- Some features have more impact.
- Not all students take part.



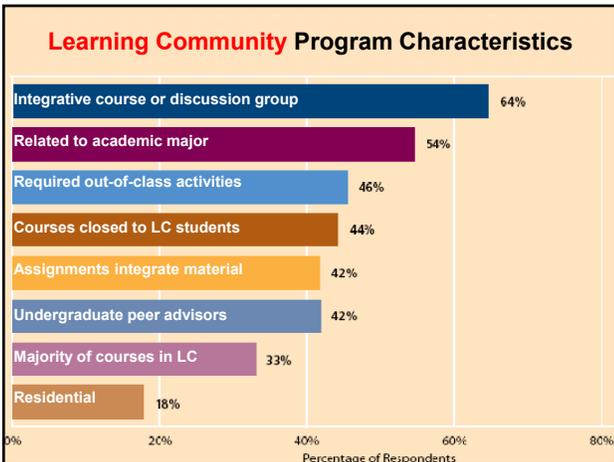
**Service Learning**

- Community-based project as part of a regular course
- More likely to be present at smaller and private institutions
- Positively associated with deep learning and personal development



**Learning Communities (LCs)**

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

**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 higher student engagement and learning

### Learning Community (LC) Characteristics and Gains

- ❖ Students who frequently **integrate material** from LC classes benefitted more in terms of gains, **deep approaches to learning**, and an enriched social life.
- ❖ **Required out-of-class activities** were related to gains in self-understanding, **deep learning**, and an enriched social life.
- ❖ An **undergraduate peer advisor** is associated with reports of more supportive campus environment and an enriched social life.
- ❖ **Living-learning communities** linked to the quality of social life, but not other outcomes.

### Learning Communities

- Adult learners and first generation college students were less likely to participate in a LC.
- Students who live on campus, full-time students, and members of Greek organizations were more likely.

**Check-in:  
What does this suggest  
for practice??**

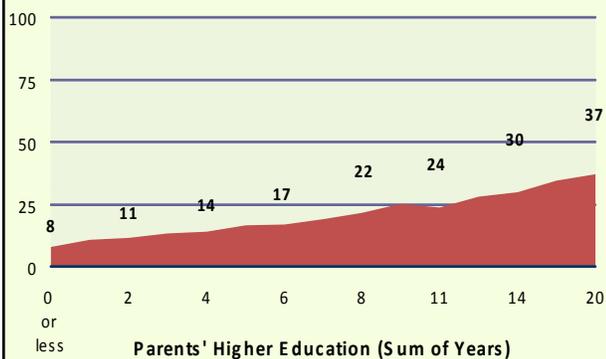
**Designing LCs?**

**Persuading faculty to  
work in LCs?**

### Study Abroad

- 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.

Participation in **Study Abroad** by Parents' Education



**Check-in:  
What does this suggest  
for practice??**

**What about first-  
generation students and  
study abroad?**

## Study Abroad: Implication for Practice

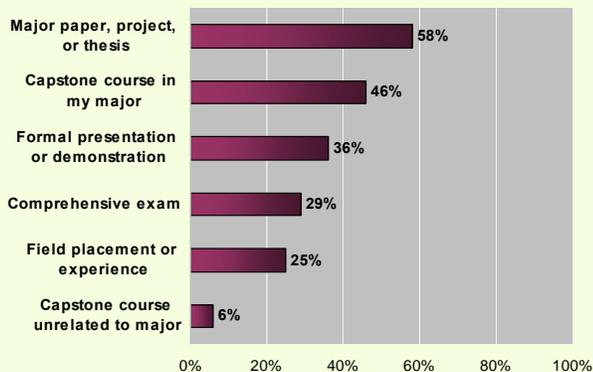
- Amount of time abroad not as important as whether student has such an experience.
- Value in increasing short-term cross-cultural or "study away", "May term" opportunities for students who cannot be away from their home institution for extended period of time

## 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.

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

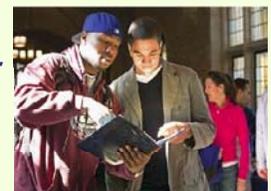
### Practices Increase Odds That Students Will:

- ✓ 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

## Implications for Institutions

*Make it possible for every student to participate in at least two high-impact activities:*

- First year
- Later, in the major





**Engagement is positively related to grades, retention for all students, but some students – those entering with low ACT scores and historically underrepresented students – appear to benefit more than others from the same educational programs or practices.**

### High Impact Pedagogical Practices

- 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

### Check-in:

**How do we ensure that students – particularly in their first year - understand the value of these practices?**

**How do we ensure students experience these practices?**

### High Impact Practices and What Matters to Student Success

#### What Matters to Success:

- The nature of a student's peer group.
- The quantity and quality of interactions with faculty outside the classroom.
- Integration of students' academic and social lives.
- Opportunities to make challenging coursework applicable and relevant.

**High Impact Practices Maximize these Experiences**

## Institutional Action on High Impact Practices

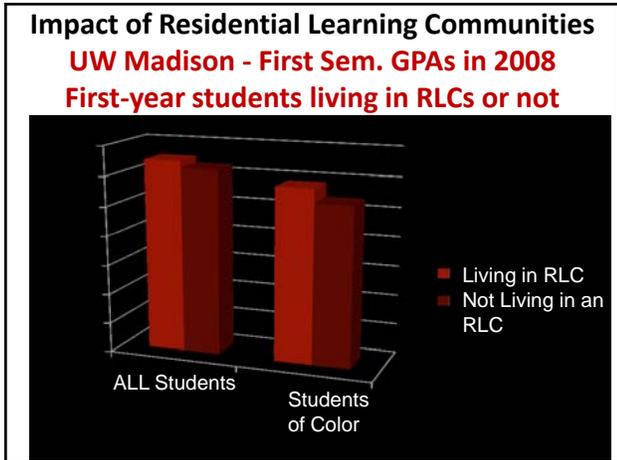


### University of Wisconsin-Madison: Inventory and Promotes HIPs

On our campus the HIPs that have generated demonstrable student outcomes include:

- **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 our 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






**One Campus Response: IUPUI**

- Make Undergraduate Learning Outcomes clear to students
- Intensive learning communities
- Personal Development Planning (PDP)
- RISE Initiative

**Make Undergraduate Learning Outcomes clear to students**  
**In the classrooms...**

Principles of Undergraduate Learning      Core Communication and Quantitative Skills



**Make Undergraduate Learning Outcomes clear to students**  
**In the stairwells...**



**Personal Development Planning (PDP)**

Personal Development Planning is a process to 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.

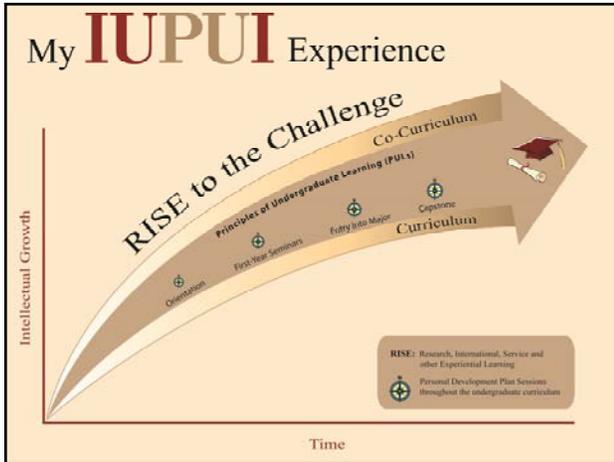


**RISE initiative at IUPUI**

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

*Every student earning a bachelor's degree will complete at least 2 of the 4 types of qualifying RISE educational experiences*





**Recommendation: If you have NSSE Results think about...**

- To what extent do our students report participation in high-impact activities? Do all students participate?
- 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?
- Linking your student-level NSSE results to student information to gain greater insights into who participates and how they benefit (GPA, retention, outcomes measures).

**Assessment questions about high-impact practices**

- How often are students experiencing high-impact practices?
- Do all students have an equal likelihood of participating? To what extent do underrepresented students participate?
- Are these practices done well?

**Participation in High-Impact Educational Experiences**

	First-Year Experiences		Senior Year Experiences		
	Learning Community	Service Learning	Research with Faculty	Study Abroad	Senior Culminating Exp
<b>Type of Institution</b>					
Less Selective	16%	36%	16%	10%	30%
More Selective	18%	37%	23%	21%	35%
<b>Race</b>					
African American	18%	40%	17%	9%	27%
Asian	17%	37%	22%	14%	28%
Pacific Islander	17%	36%	19%	15%	34%
White	20%	36%	17%	11%	26%
Hispanic					
<b>Enrollment</b>					
Part-Time	10%	26%	12%	7%	22%
Full-Time	18%	37%	23%	21%	35%
<b>First-Generation?</b>					
No	18%	37%	22%	19%	36%
Yes	15%	35%	16%	9%	29%
<b>Transfer?</b>					
Started Here	17%	37%	23%	19%	38%
Started Elsewhere	13%	32%	14%	9%	25%
<b>Age</b>					
Under 24	17%	37%	23%	18%	37%
24 or Older	10%	24%	13%	7%	24%

**Inventory of High-Impact Practices**

Participation in HIPs on our campus based on NSSE results and other institutional data. To what extent are practices available to all students?

	Learning Communities (first year students)	Service Learning	Research w/ Faculty
<b>On Our Campus</b>	√		
Required for all	no		
% Students involved	35%		
% First Generation	22%		
% Transfer Students	0		
% African American	15%		
% Latino Students	5%		
% Asian American	15%		
% other			
% Adult Students	0		

**Recommendation**

*Use data to inform practice - examine equity gaps to evaluate performance*

- Use information about the student experience to improve.
- ASK:** What are we doing that is not working with underrepresented students? How can we be more successful with historically underserved students?
- Examine routine student data disaggregated by race and ethnicity - evaluate performance according to equity in outcomes.

**Final Word: How can we ensure more students have a transformative experience?**



**Be Intentional about Exposing Students to Educationally Effective Practice**



**Discussion and Questions**

