

High-Impact Practices: Designing Programs, Effective Assessment, Program Improvement

Thursday, February 22nd, 1:30pm

Session Outline

- Review of NSSE (15 minutes)
- Resources for faculty and administrators interested in implementing high impact practices (10 minutes)
- High Impact Practices on your campuses (20-30 minutes)
 - Discussion
- An Auburn Example (10-15 minutes)
- Questions

Intended Session Outcomes

- Participants will:
 - articulate the significance of high impact practices
 - be aware of opportunities to learn more about high impact practices
 - identify and connect with successful implementation of high impact practices at other institutions

What are High Impact Practices?

- Learning Communities
- First-Year Seminars
- Common Book Programs
- Common Intellectual Experiences
- Collaborative Assignments/Projects
- Diversity/Global Learning
- Undergraduate Research
- Study Away/Abroad
- Capstone Experiences
- Internships/Co-op
- Problem-based Learning
- Service/Community-Based Learning
- Interdisciplinary Inquiry
- Advising/Mentoring
- Digital/Technological Learning
- ePortfolios
- Writing-Intensive Courses

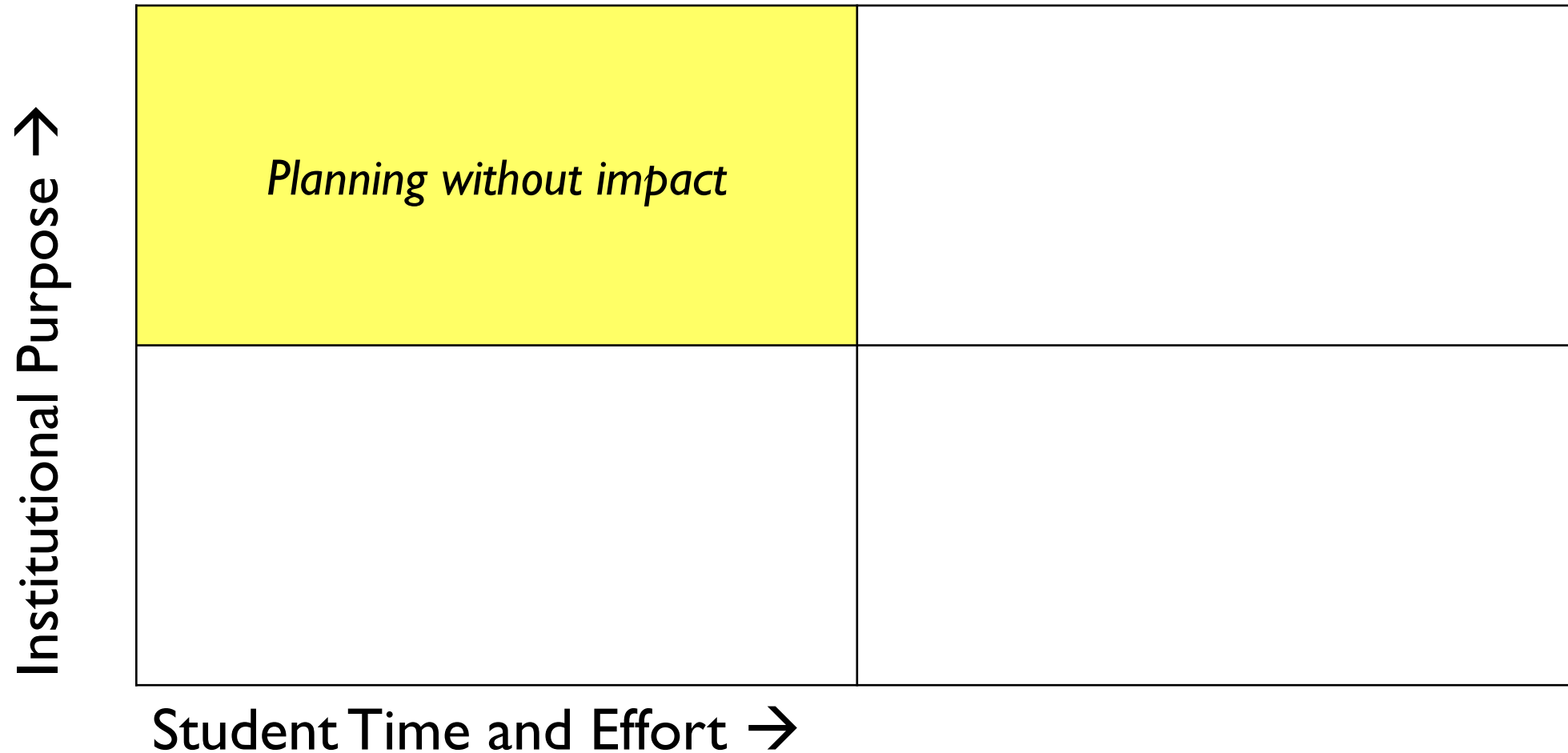
National Survey of Student Engagement

- “A new approach to gathering information about collegiate quality on a national basis.”
 - Problem: “The conversation about ‘quality’ has been centered on the wrong things.”
 - Remedy: Ask students directly about their educational experiences, then use their responses as a proxy for collegiate quality.

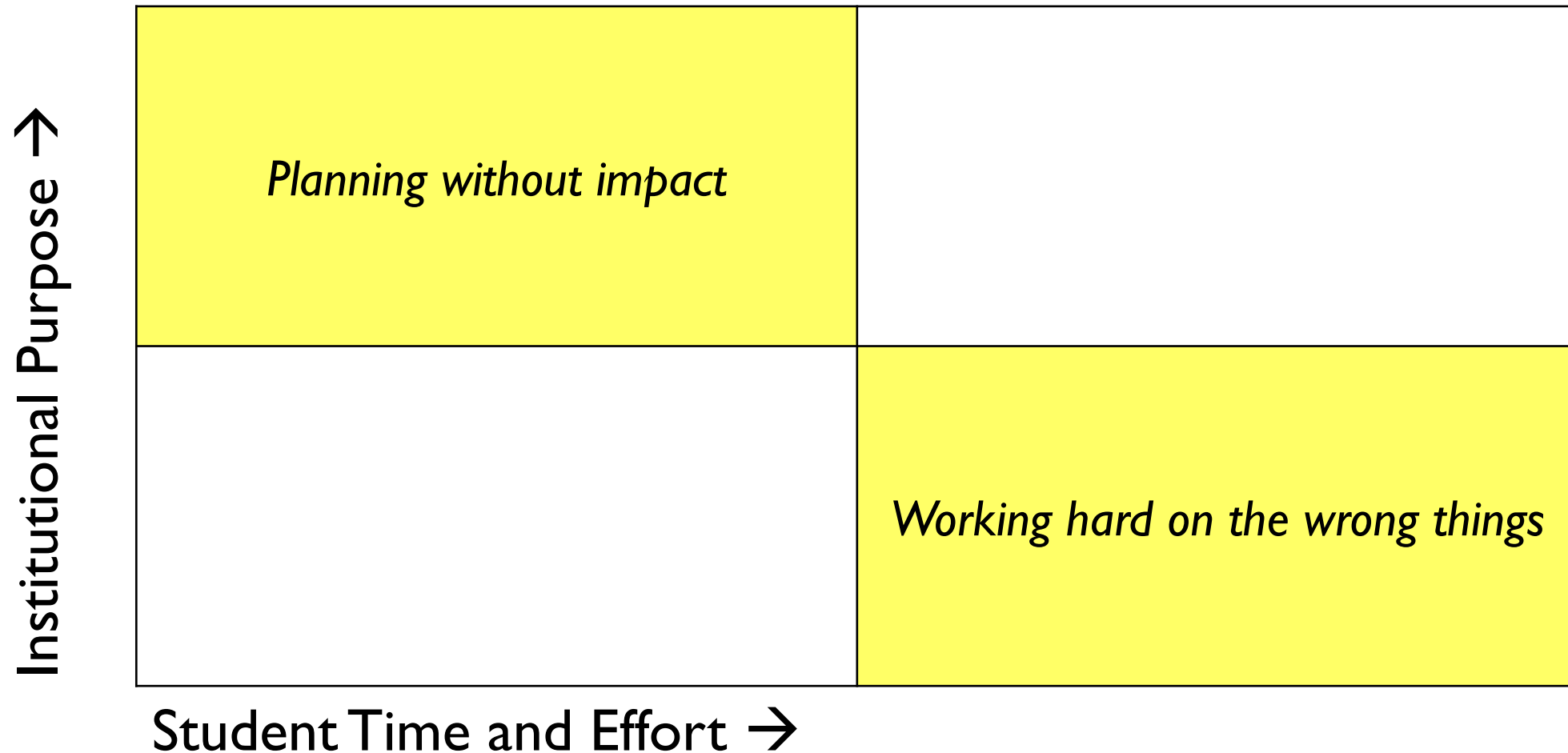
National Survey of Student Engagement

- Since 2000, about 6 million college students at more than 1,500 institutions in the US and Canada have completed the NSSE.

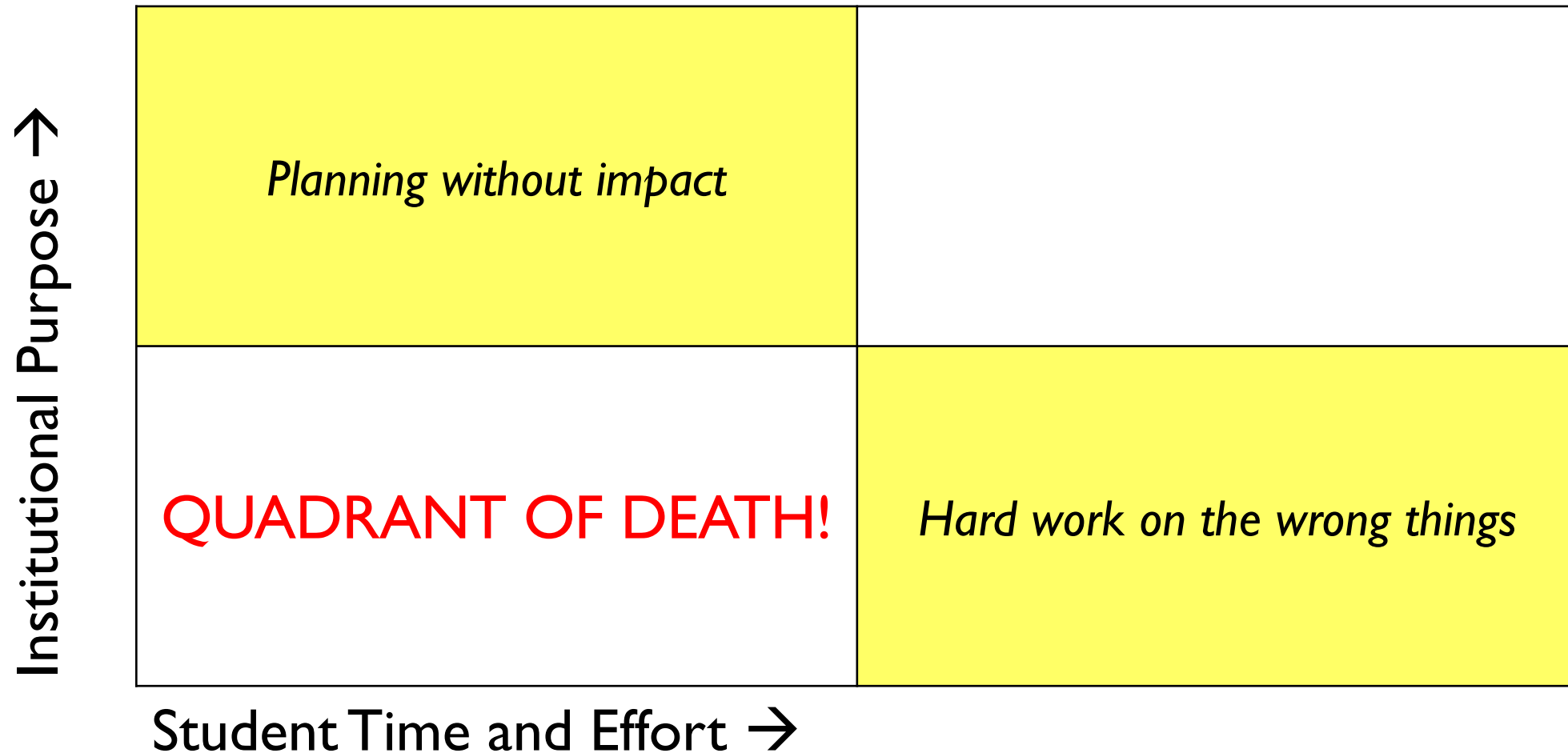
NSSE Model of Collegiate Quality



NSSE Model of Collegiate Quality



NSSE Model of Collegiate Quality



NSSE Model of Collegiate Quality

Institutional Purpose →		<p>Students put in time and effort Institutions organize and invest</p>

Student Time and Effort →

NSSE Working Assumptions

- There are empirically confirmed good practices in undergraduate education.
- Considering survey data from their own students will stimulate universities to adopt and improve those practices, especially when they see different results from their peers.

NSSE and High Impact Practices

- Enriching educational experiences that
 - Demand lots of time and effort from students
 - Facilitate learning outside the classroom
 - Require students to interact with faculty and peers
 - Encourage collaboration with others
 - Provide frequent and substantive feedback

Why high impact practices?

- Boyer Commission on Educating Undergraduates in the Research University (1998)
- High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (Kuh, AAC&U, 2008)

Boyer Commission on Educating Undergraduates

Emphasized benefits of inquiry-based learning experiences and recommended that a supervised research project be incorporated into undergraduate programs.

Kuh, 2008

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ $p < 0.001$, ++ $p < 0.001$ & Unstd B > 0.10, +++ $p < 0.001$ & Unstd B > 0.30

Kinzie, 2012

“first-generation students . . . significantly less likely to participate in study abroad or in a culminating experience than their non-first-generation peers.”

“Transfer student participation is low across all HIPs.”

“...very low proportion (9 percent) of African American students participating in study abroad and a high proportion (53 percent) participating in service learning.... In addition, Latino and African American students participate in internships less frequently than white students.”

The students who benefit the most from HIPs are the students least likely to voluntarily participate.

Finley and McNair, 2013

“Students with lower ACT scores experienced greater boosts to their grade point averages than their peers with higher ACT scores.”

“But in several cases, these effects were more pronounced for students in identified groups . . . particularly for students from groups historically underrepresented in higher education—those traditionally least likely to have the opportunity to engage in deep learning.”

High Impact Practices – Organizations



AAC&U – Liberal Education & America’s Promise (LEAP) HIP Resources/Meetings

<https://www.aacu.org/resources/high-impact-practices>

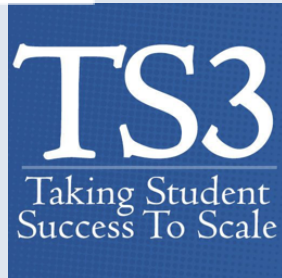


The Reinvention Collaborative

<https://reinventioncollaborative.colostate.edu/>



INSPIRE—SEC Universities Collaborating to Provide Regional Leadership



TS3—Taking Student Success to Scale (NASH)--Guided Pathways Using Predictive Analytics, Redesigning the Math Pathway, and High Impact Practices for All Students. <http://ts3.nashonline.org/>



[POD Network Conferences](#)

High Impact Practices--Implementation and Assessment

Curricular/Cocurricular			
HIP	Location	Desired Outcome	Assessment Strategy
Learning Communities, First-Year Seminars, Common Book Programs, Advising/Mentoring			
Collaborative Assignments/Projects, Problem-based Learning			
Writing-Intensive Courses, Eportfolios			
Undergraduate Research, Interdisciplinary Inquiry			
Study Away/Abroad			
Service/Community-Based Learning, Internships/Co-op			
Capstone Experiences			

Activity

- Spend 5 minutes identifying the high impact practice(s) that are being implemented on your campus.
 - Think about how you know it is working by filling out the appropriate rows in your handout.
- As a table, discuss some of the high impact practices identified.
 - Be ready to share your best examples with the room.

Auburn Example – Animal Sciences

■ 2017 Curriculum Changes

- Required “High Impact Experience” (2 credits)

■ 2 of 4 Options

- Equine
- Muscle Foods

■ Not required (yet):

- Production/Management
- Pre-vet/Pre-professional

■ High Impact Experience Options:

- Internship
- Study Abroad
- Study/Travel in Animal Science Tour
- Undergraduate Research
- BEEF U
- HORSE U
- DAIRY U
- DAIRY GOAT U

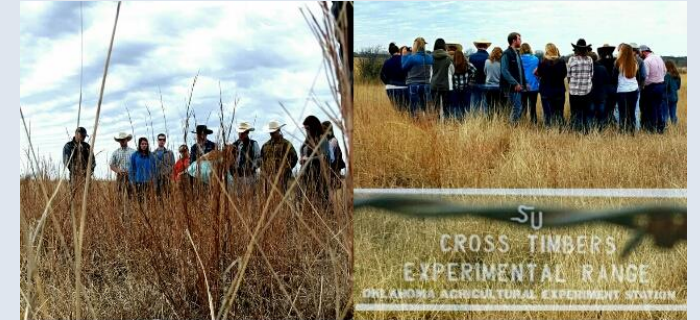
Auburn Example – Animal Sciences

- The “U”s (Beef, Dairy, Dairy Goat, Horse)
 - Youth outreach events
 - Students prepare lesson plans & deliver content to attendees
 - Special Topics credit (1 h)



Auburn Example – Animal Sciences

- Study/Travel in Animal Science Tour
 - Annual “Spring Break” Trip
 - Organized and Led by ANSC Faculty
 - Introduce Students to Animal Agriculture in Other States (Location Varies by Year)
 - 2016: TX/OK
 - 2017: KY/TN
 - Networking and Career Development Opportunities



Auburn Example – Animal Sciences

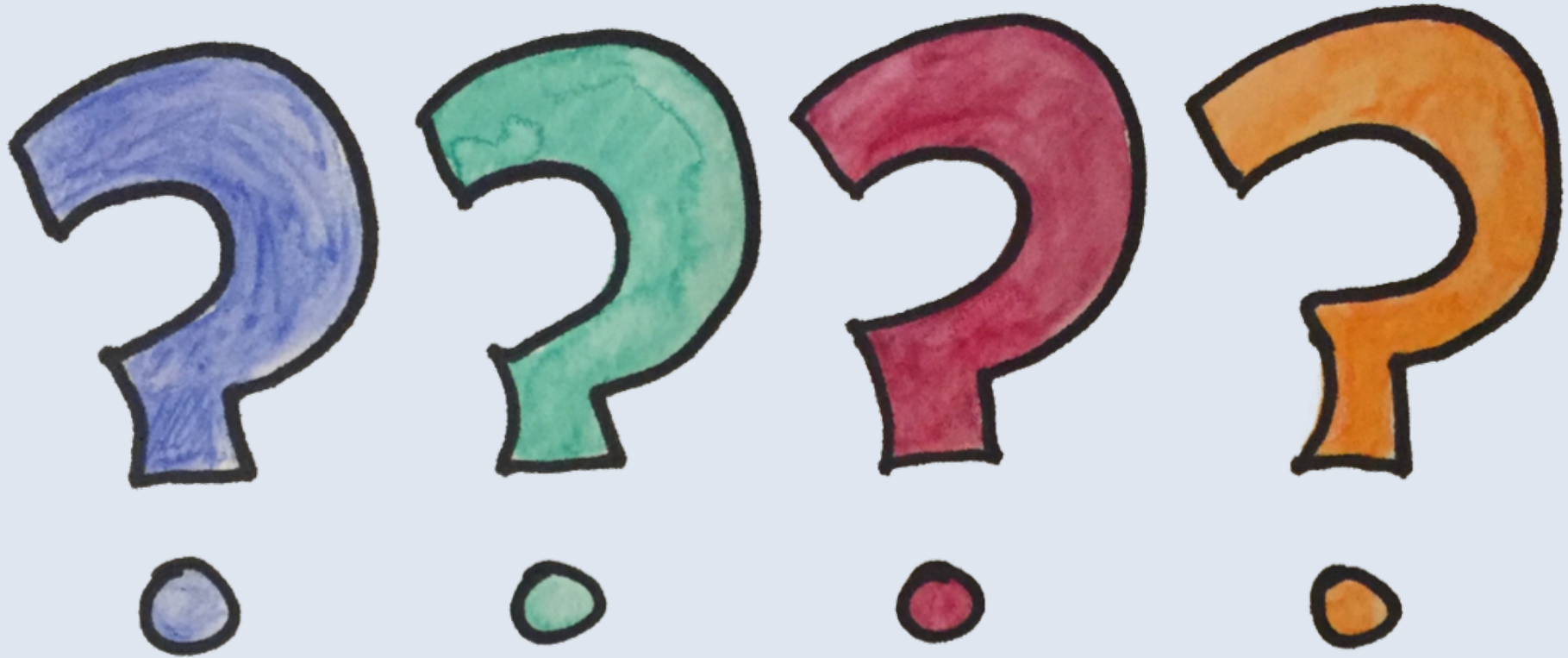
■ Why? Enhance Student:

- Problem Solving
- Critical Thinking
- Self-reliance
- Professionalism
- Global Awareness

■ Work in Progress

- All 4 Options Eventually?
- Evaluation & Data Collection
 - Are “High Impact Experiences” Effective?
 - Are Some Experiences More “High Impact” Than Others?
 - Departmental Rubric
 - Fall 2018 “Showcase” of Student Learning (Tentative)

Questions?



High Impact Practices – Resources

- Finley & McNair, *Assessing Underserved Students' Empowerment in High-Impact Practices* (2013). AAC&U.
- Kinzie, Jillian (2012). "High-Impact Practices: Promoting Participation for All Students," *Diversity and Democracy* (Fall 2012. Vol 15, no. 3.)
- Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C.
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridge, B. K., and Hayek, J. C. (2006). "What matters to student success: A review of the literature." Commissioned Report for the "National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success." National Postsecondary Educational Cooperative.
http://nces.ed.gov/IPEDS/research/pdf/Kuh_Team_Report.pdf
- Boyer Commission on Educating Undergraduates in the Research University, (1998). "Reinventing Undergraduate Education: A Blueprint for America's Research Universities." Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.