



Fostering Student Learning and Success: The Value of High-Impact Practices

Jillian Kinzie, Indiana University Center for Postsecondary Research

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The need to create powerful learning experiences so more students can succeed in college has never been greater.

One approach: Focus on Student Engagement in Effective Educational Practice

Student engagement in a variety of intentionally designed educationally-purposeful activities is necessary to achieve desirable learning outcomes. However, such engagement does not happen by accident. Educational practices must be aligned to guide students toward the intended outcomes, academic and student affairs educators must work collaboratively to optimize the learning environment, and data must be used to inform policy and practice.

Student engagement = the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes.

According to the National Survey of Student Engagement (NSSE), student engagement is:

- What students *do* -- time and energy devoted to educationally purposeful activities
- What institutions *do* -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward *the right activities*

High-Impact Practices. Growing evidence that “high-impact practices” provide substantial educational benefits to students. AAC&U (2007) identified 10 promising “high-impact” activities, including: **first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments & projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstones.**

How many of your students experience these activities?

Outcomes and Benefits of HIPs: HIPs provide substantial educational benefits to students, however, not all students participate (Kuh, 2008; National Survey of Student Engagement, 2007). HIPs are positively associated with:

- Persistence and GPA
- “Deep approaches to learning”
- Higher rates of student-faculty interaction
- Increases in critical thinking, writing skills,
- Greater appreciation for diversity
- Higher student engagement overall, and “compensatory effects”

Fostering the Magic of HIPs to Enhance Student Learning. What can you do in your course/unit to:

- 1. Enhance time on purposeful tasks?***
- 2. Add meaningful interaction between fac-student & among students?***
- 3. Increase interaction with diverse individuals & approaches (challenge students ways of thinking)?***
- 4. Increase frequency of feedback?***
- 5. Add a real world, application experience?***
- 6. Increase students’ reflections on their learning?***

High Impact Pedagogical Practices: To increase retention, persistence and student success (GPA, essential learning outcomes), institutions can focus on increasing engagement in these 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 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
- Time spent studying, preparing academic work
- Had serious conversations with students of different race/ethnicity & those who differ from you (religious beliefs, political opinions, or personal values)

Full report: www.nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf (and see Kuh, 2008)

Recommendations:

- Be intentional about structuring HIPs and assess outcomes
- Introduce HIPs early and often -- get experience on students radar and debunk myths
- Embed HIPs into Curriculum, Requirements, Advising,
- Expose students to “mini-HIPs” (short term study abroad, research in a course)
- Encourage a robust partnership between academic & student affairs to foster a range of HIPs



Checklist for Educationally Effective Practice

	At the beginning of each week of class in the term, consider to what extent will students ...
<input type="checkbox"/>	Ask questions or contribute to class discussion
<input type="checkbox"/>	Connect what they read, or prepared in advance, to course content
<input type="checkbox"/>	Work with other students on project and assignments during class
<input type="checkbox"/>	Work with other students on projects or assignments outside of class
<input type="checkbox"/>	Receive prompt written or oral feedback on academic performance
<input type="checkbox"/>	Have serious conversations with students of different race, ethnicity, or with different views in terms of religious beliefs, political opinion, or personal values
<input type="checkbox"/>	Apply learning to real-world problem, or experience
<input type="checkbox"/>	Integrate ideas and reflect on how and what they are learning
<input type="checkbox"/>	Dedicate purposeful time to preparing for class, studying
<input type="checkbox"/>	Discuss ideas from readings, classes with faculty outside of class or with peers, family, co-workers
<input type="checkbox"/>	Participate in campus event, speaker, activity related to course
<input type="checkbox"/>	Engage different mental activities – analyze, synthesize, make judgments, apply, create
<input type="checkbox"/>	Connect with a learning support service or resource
<input type="checkbox"/>	Have a substantive interaction with a faculty member, advisor, adult on campus
<input type="checkbox"/>	Experience (or be introduced to) a high-impact practice (undergrad research, service-learning, study abroad, internships)

Engaged learning is a gateway to the desired outcomes of college.

Resources:

Brownell, J.E. & Swaner, L.E. (2010). *Five High-Impact Practices*. Washington DC. AAC&U.

Kuh, G.D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter*, American Association for Colleges & Universities.

Kuh, G.D., Kinzie, J., Buckley, J.A, Bridges, B.K, & Hayek, J.C. (2007). *Piecing together the student success puzzle: Research, Propositions, and Recommendations*. ASHE Higher Education Report 32, No. 5. San Francisco: Wiley Periodicals.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & Associates (2005, 2010). *Student Success in College: Creating Conditions That Matter*. San Francisco: Jossey-Bass.

National Survey of Student Engagement. (2010). *Major differences: Examining student engagement by field of study—annual results 2010*. Bloomington, IN: Indiana University Center for Postsecondary Research.

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High-Impact Educational Practices (HIPs)

From [*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*](#), Kuh (AAC&U, 2008)

High-Impact Educational Practices: A Brief Overview: The following practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take different forms, depending on learner characteristics, institutional priorities and contexts. Below are brief descriptions of high-impact practices that educational research suggests increase rates of student persistence and student engagement.

First-Year Seminars and Experiences

Many schools build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty/staff on a regular basis. The highest-quality first-year experiences emphasize critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions and faculty research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized gen ed program that includes advanced integrative studies and/or required participation in a learning community. Programs often combine broad themes—e.g., technology & society, global interdependence—with curricular and co-curricular options.

Learning Communities

The key goals for learning communities are to encourage integration across courses and to involve students with "big questions" that matter beyond the classroom. Students take 2 or more linked courses as a group and work with one another and with professors. Learning communities may explore a common topic/readings through different disciplines.

Writing-Intensive Courses

These courses emphasize writing at all levels and across the curriculum. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in quantitative reasoning, information literacy, etc.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities now provide research experiences for students in all disciplines. Undergraduate research, however, is most prominently in science. The goal is to involve students with actively contested questions, empirical observation, technologies, and the sense of excitement that comes from working to answer questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy. The idea is to give students direct experience with issues they are studying and with efforts to analyze and solve real community problems, combined with reflection in courses. These programs model the idea that giving back to the community is an important college outcome, and working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned.