

# High-Impact Practices: What are they and who has access to them?

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LU Café Teaching and Learning Institute; May 2014



# The Crux of Engagement Theory

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- ▶ Begin with a national imperative to improve the quality of undergraduate education to foster learning and success for ALL students
  - ▶ Enter what were called “Effective Educational Practices” from the AAC&U LEAP report, *College Learning for the New Global Century* in 2007
  - ▶ Based on research of the substantial benefits, several of these effective educational practices have evolved into what are now called “High-Impact Practices” (HIPs)
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# AAC&U LEAP Initiative



***High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (2008)***

By George D. Kuh



***Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality (2010)***

By Jayne E. Brownell and Lynn E. Swaner; Foreword by George D. Kuh



# Structural and Pedagogical High-Impact Practices

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- ▶ Learning community or other formal program where students take two or more classes together
  - ▶ Courses that include a community-based project (service-learning)
  - ▶ Research with a faculty member
  - ▶ Internship, co-op, field experience, student teaching, or clinical placement
  - ▶ Study abroad
  - ▶ Culminating senior experience (capstone course, senior project or thesis, comp exam, portfolio, etc.)
  - ▶ First-Year seminars and experiences
  - ▶ Diversity/Global Learning
  - ▶ Experiential activities; study groups; collaborative assignments and projects
  - ▶ Common intellectual experiences
  - ▶ Writing and oral-intensive experiences
  - ▶ Discussions of ideas outside class
  - ▶ Engaging with others from diverse backgrounds and points of view
  - ▶ Opportunities to synthesize, analyze, and organize ideas; make interpretations, judgments, and connections
  - ▶ Opportunities to apply learning to lived experiences
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# Participation in HIPs increases the likelihood that **students** will...

- ▶ Invest considerable time and effort in purposeful ways
- ▶ Interact more with faculty, staff, and peers regarding substantive matters outside the classroom
- ▶ Encounter more diverse thoughts and experiences
- ▶ Experience more opportunities for collaboration, reflection, and analysis
- ▶ Receive more frequent feedback on performance
- ▶ Discover the relevance of learning through real-world application
- ▶ Experience deeper learning within a context of a coherent, academically challenging curriculum

High Impact Practices: Promoting Engagement and Student & Academic Affairs  
Collaboration, ACPA Annual Conference, March 27, 2011

Jillian Kinzie, Associate Director NSSE Institute for Effective Educational Practice

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## 2-minute Colleague Conversation:

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- ▶ Which structural High-Impact Practices contribute most to students' learning and success?
    - ▶ Learning community or other formal program where students take two or more classes together
    - ▶ Courses that include a community-based project (service-learning)
    - ▶ Research with a faculty member
    - ▶ Internship, co-op, field experience, student teaching, or clinical placement
    - ▶ Study abroad
    - ▶ Culminating senior experience (capstone course, senior project or thesis, comp exam, portfolio, etc.)
  - ▶ In your own teaching, which pedagogical HIPs do you consider “nice” and which do you consider “necessary?”
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High-Impact Practice	% Faculty responding with “Very Important” + “Important”
Culminating Senior Experience (Capstone)	85%
Internship or Field Exp	84%
Service-Learning	64%
Research w Faculty	54%
Learning Community	52%
Study Abroad	45%

- Not important
- Somewhat important
- Important
- Very important

“How important is it to you that undergraduates at your institution do the following before they graduate?”

Based on 2011 FSSE results





**Recommendation:** Every student participates in at least two structural HIPs

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**One in First Year:**

- ▶ First Year Seminars
- ▶ Learning Communities
- ▶ Service Learning

**One Later in Major:**

- ▶ Study abroad
- ▶ Student-faculty research
- ▶ Field placement or internship
- ▶ Capstone project

Kuh, 2008

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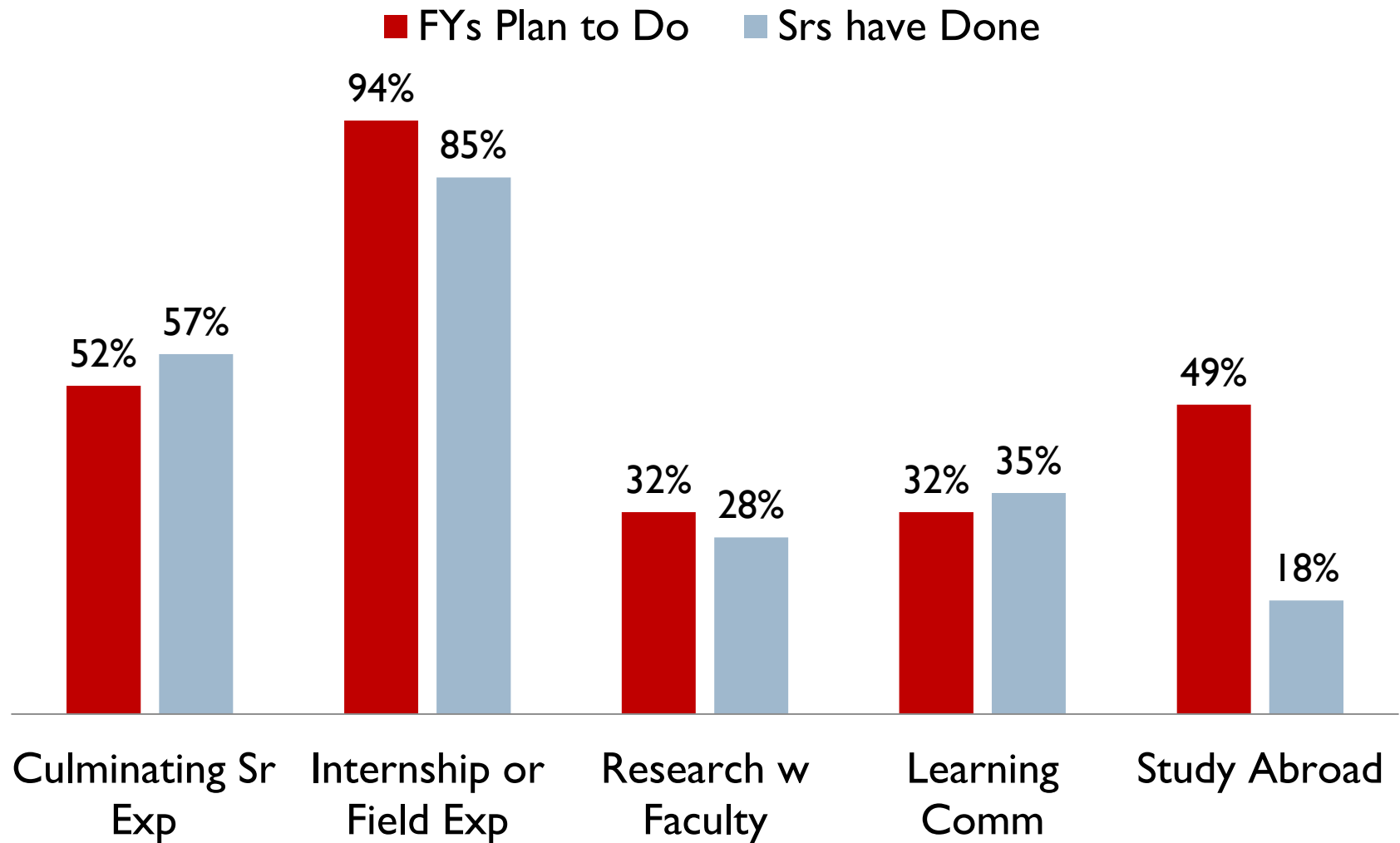
# Who participates in High-Impact Practices? Who does not??? What are the barriers???

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- ▶ Students from all class levels and **all majors**
- ▶ Gender differences
- ▶ **Under-represented students**
- ▶ Transfer students
- ▶ Commuting students
- ▶ **First-generation students**
- ▶ Veterans
- ▶ Nontraditional/Adult learners



# LU Gaps in HIP Expectations and Experiences



Response options included “Have not decided,” “Do not plan to,” “Plan to do,” or “Done”  
Based on 2011 Longwood NSSE results

## 2-minute Colleague Conversation:

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- ▶ How might opportunities for ALL students to participate in high-impact practices be expanded?
- ▶ What cross-campus collaborations exist or are needed for high-impact practices to be implemented or expanded?





# To improve the quality of and expand access to HIPs

- ▶ Introduce HIPs early and often; get the need for and benefit of these experiences on students' radar from the beginning; front load the resources
  - ▶ Explore students' assumptions about practices and debunk myths (i.e., who participates, cost, demands, etc.)
  - ▶ Develop strategies and incentives for partnering to bridge the curriculum and co-curricular opportunities
  - ▶ Create “mini-HIPs” including short-term study abroad and other experiential experiences
  - ▶ Target underserved students
  - ▶ Embed or require HIPs
  - ▶ Provide resources including incentives for pilot development
  - ▶ Consistently assess both the quality and impact of HIPs and use the results to impact change
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