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

Onie McKenzie, Assistant Vice President for Student Affairs
LU Café Teaching and Learning Institute; May 2014
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).
AAC&U LEAP Initiative

By George D. Kuh

By Jayne E. Brownell and Lynn E. Swaner; Foreword by George D. Kuh
Structural and Pedagogical High-Impact Practices

- 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
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
2-minute Colleague Conversation:

- 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?”
<table>
<thead>
<tr>
<th>High-Impact Practice</th>
<th>% Faculty responding with “Very Important” + “Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Senior Experience (Capstone)</td>
<td>85%</td>
</tr>
<tr>
<td>Internship or Field Exp</td>
<td>84%</td>
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<tr>
<td>Service-Learning</td>
<td>64%</td>
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<tr>
<td>Research w Faculty</td>
<td>54%</td>
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<tr>
<td>Learning Community</td>
<td>52%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>45%</td>
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</tbody>
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Based on 2011 FSSE results

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

- Not important
- Somewhat important
- Important
- Very important
**Recommendation:** Every student participates in at least two structural HIPs

<table>
<thead>
<tr>
<th>One in First Year:</th>
<th>One Later in Major:</th>
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</thead>
<tbody>
<tr>
<td>- First Year Seminars</td>
<td>- Study abroad</td>
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<tr>
<td>- Learning Communities</td>
<td>- Student-faculty research</td>
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<tr>
<td>- Service Learning</td>
<td>- Field placement or internship</td>
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<td>- Capstone project</td>
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Kuh, 2008
Who participates in High-Impact Practices? Who does not?? What are the barriers??

- 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
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