



# **What Matters to Student Success: The Promise of High-Impact Practices**

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INDIANA UNIVERSITY

Center for Postsecondary Research

# Overview



**> High impact practices: what they are, why they matter and who benefits**

**> Implications**



## ***High-imp d Activities***

- > What are examples of high impact activities at your institution?**
- > How do you know they are high impact?**
- > How many and what types of students participate?**
- > What would it take for every first year student and every later year student to do a high impact activity?**

# **Student Success**

**Academic achievement, achievement, in educationally purposeful activity, satisfaction, acquisition of knowledge, skills and competencies, persistence, attainment of educational objectives, objectives, university performance**





# Early Indicators of University Persistence and Success

• S Goal realization

✓ S Psycho-social fit

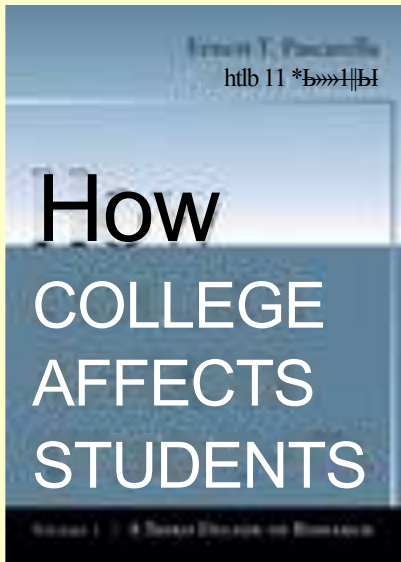
• S Credit hours completed

✓ S Academic and social support

• S Involvement in the “right” kinds of activities



# What *Really* Matters in College : Student Engagement



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

# Student Engagement Trifecta

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

# **Good Practices Undergraduate Education**

(Chickering & Gamson, 1987;  
Pascarella & Terenzini, 2005)

- S Student-faculty contact**
- s Active learning**
- s Prompt feedback**
- s Time on task**
- s High expectations**
- s Respect for diverse learning styles**
- s Cooperation among students**



**National Survey of**  
**Student Engagement**  
(pronounced "nessie")



**Community College**  
**Survey of Student**  
**Engagement**  
(pronounced "cessie")



**nessie**

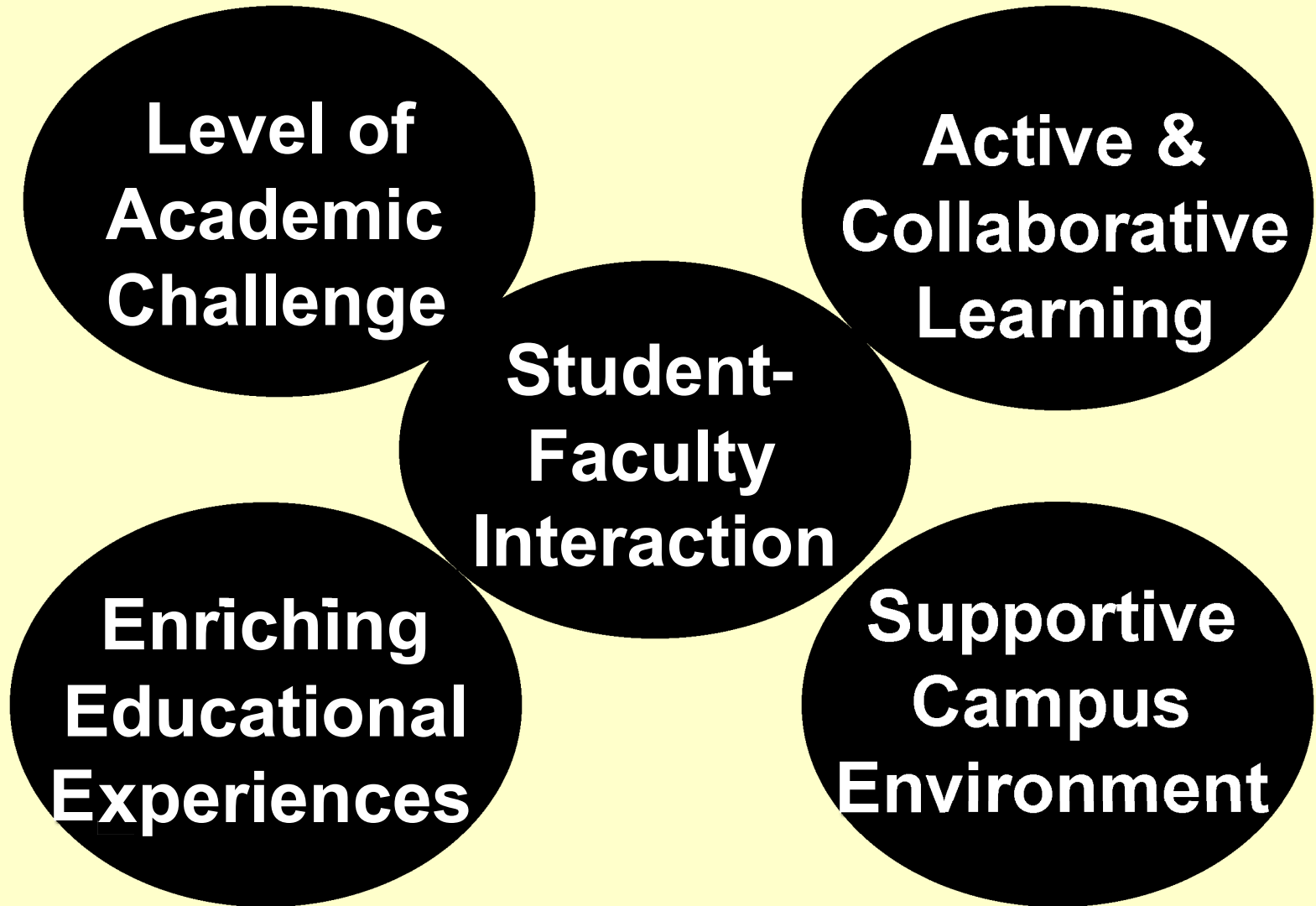
**Community College**

**Survey**  
**Engagement** **of Student**

(pronounced "cessie")



# ***NSSE Clusters of Effective Educational***

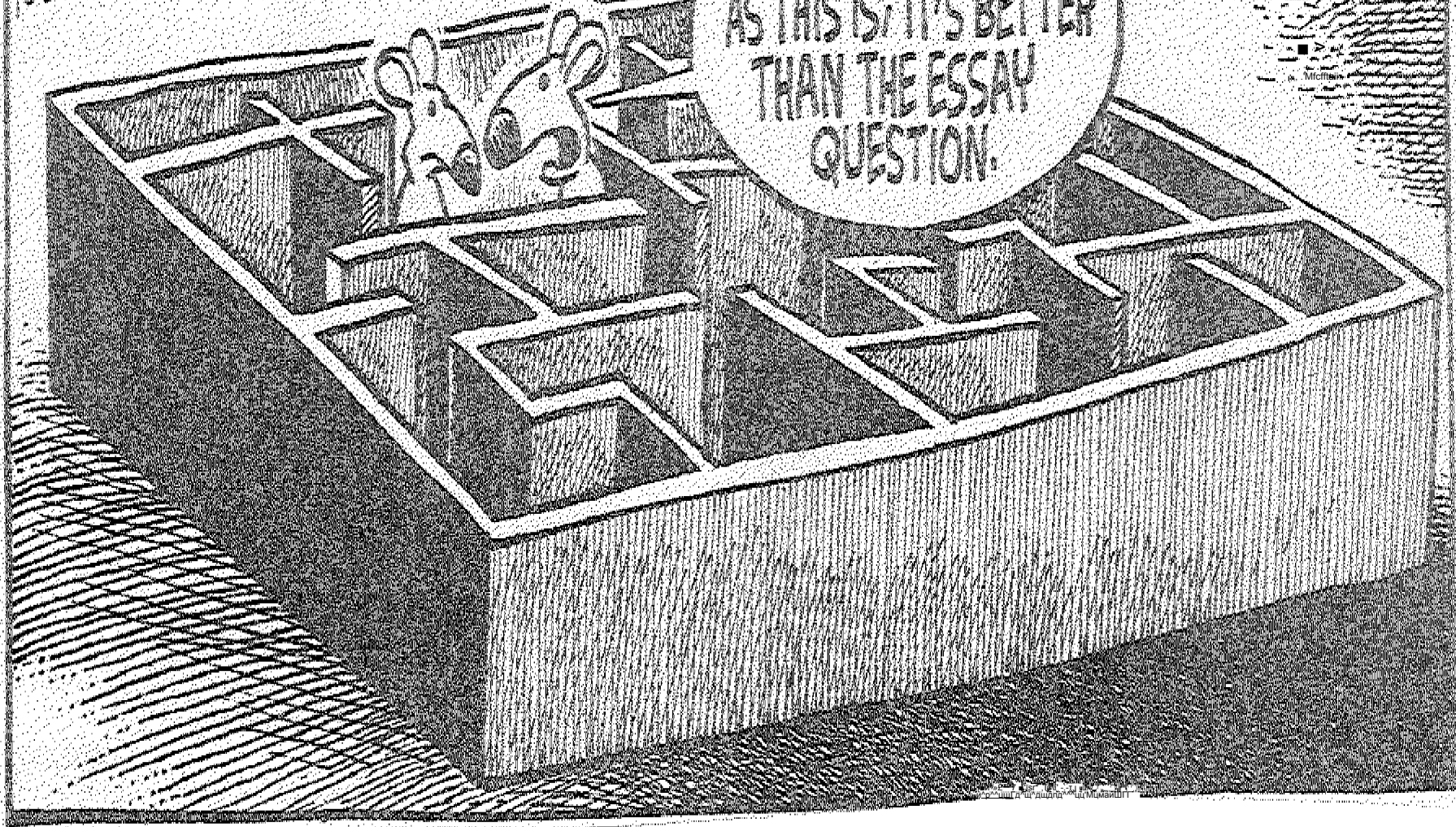


# MOTHER GOOSE & GRIMM

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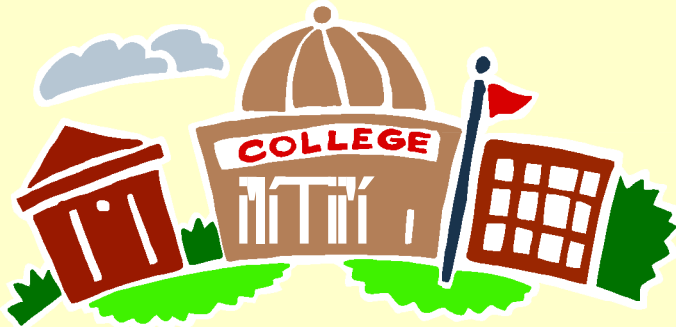
REMEMBER, AS BAD  
AS THIS IS, IT'S BETTER  
THAN THE ESSAY  
QUESTION.



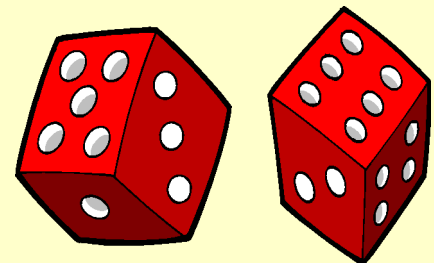
***Grades, persistence, satisfaction, gains across a range of desired outcomes, and engagement go hand in hand***



# Creating Conditions That Matter to Student Success



We can't leave  
*serendipity to chance*



LEAP



leap1



# High-Impact Educational Practices



WHAT THEY ARE,  
WHO HAS ACCESS TO THEM,  
AND WHY THEY MATTER

Edited by NUN

WITH AN INTRODUCTION BY CAROL GEARY SCHNEIDER  
AND A FOREWORD BY PRESIDENT SUCCESS FROM AAC&U'S  
HAP i A it »\*!\*



[www.aacu.org](http://www.aacu.org)

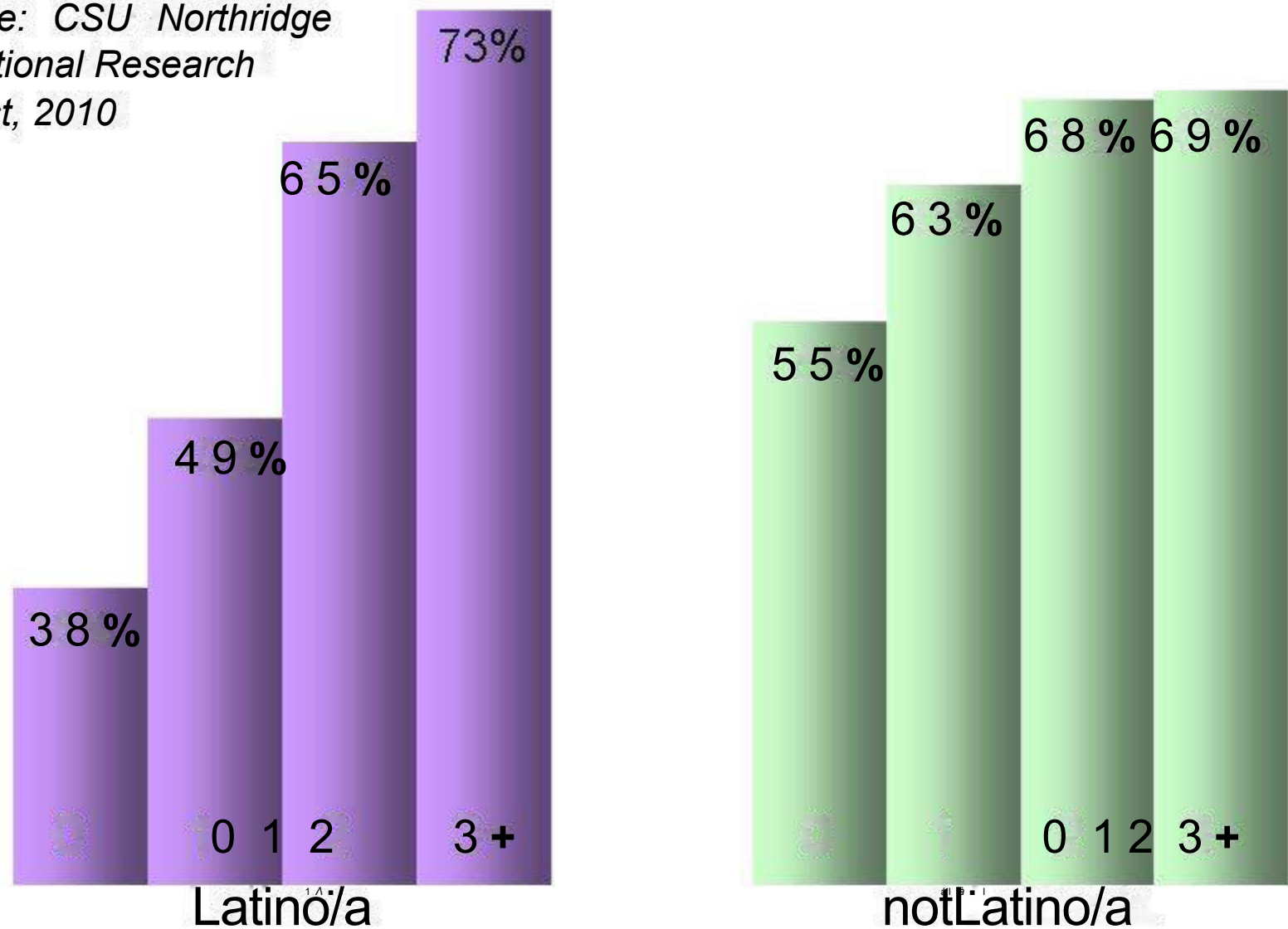


# *High-Impact Activities*

- ☐ First-Year Seminars and Experiences
- ☐ Common Intellectual Experiences
- ☐ Learning Communities
- ☐ Writing-Intensive Courses
- ☐ Collaborative Assignments and Projects
- ☐ “Science as Science Is Done”;  
Undergraduate Research
- ☐ Diversity/Global Learning
- ☐ Service Learning, Community-Based  
Learning
- ☐ Internships
- ☐ Capstone Courses and Projects

# Graduation Rates by Ethnicity and Participation in High-Impact Practices

Source: CSU Northridge  
institutional Research  
August, 2010



# Employers assess the potential value of high-impact educational practices

*% saying would help it to prepare students for success*

**84%** Students complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills *(62% help a lot)*

**81%** Students complete an internship or community-based field project to connect classroom learning with real-world experiences *(66%)*

**81%** Students develop research skills appropriate to their field and develop evidence-based analyses *(57%)*

**73%** Students work through ethical issues and debates to form their own judgments *(48%)*

# **Common Intellectual Experiences**

**When students read and write or conduct inquiries about the same material, they are more likely to:**

- talk about substantive matters outside of class**
- study together**
- see connections between different courses**
- integrate and synthesize material**

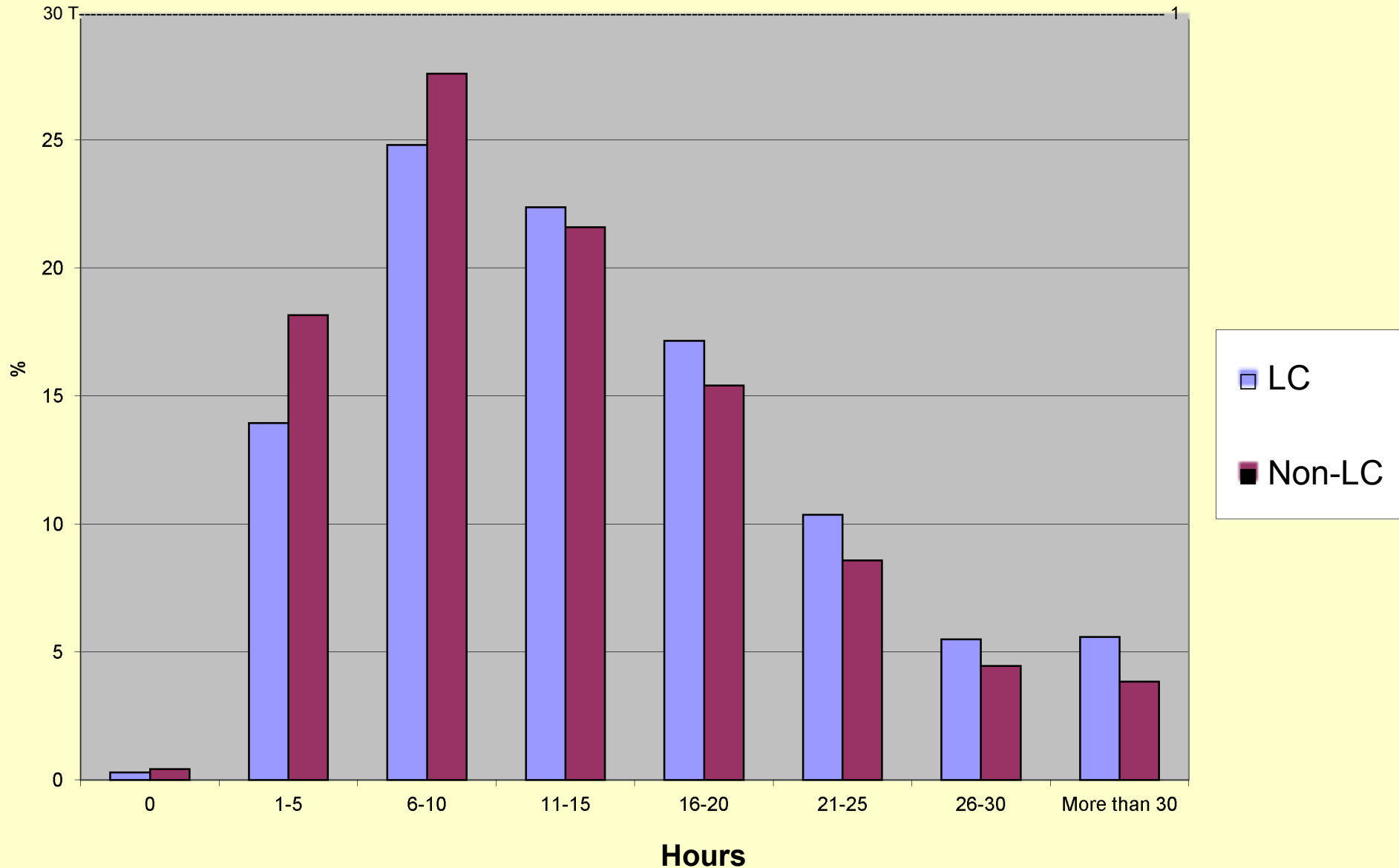
# **Learning Communities**

- > Formal program where groups of students (FY) take two or more classes together**
- > LC programs that integrate material across courses are associated with greater student engagement and learning**





# First -Year Student Number of Hours Studying by Learning Community Status



# **Service Learning**

- >Community-based project as part of a regular course**
- > Positively associated with deep learning and personal development**



# **Research with a Staff Member**

- > Majority utilized existing info (libraries, WWW), and almost half worked in laboratory and fieldwork settings**
- > Reviewing literature and interpreting findings most closely related to deep learning**
- > Data collection had the weakest relationship**

# **Study Abroad**

- > Positively related to engagement and learning outcomes upon return to home campus**
- > Living with host nationals related to more integrative and reflective learning, and personal and social gains**
- > Length of time spent abroad did not make a difference**

# **Culminating Activities**

- >Capstone course, senior project or thesis, comprehensive exam, field placement**
- >A third (32%) of seniors reported having completed such an experience**
- >Another 29% said they planned to do so before graduating**





# ***Essential Learning : NSSE Deep/Integrative Learning***

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- ◆ Integrating ideas or information from various sources
- ◆ Included diverse perspectives in class discussions/writing
- ◆ Put together ideas from different courses
- ◆ Discussed ideas with faculty members outside of class
- ◆ Discussed ideas with others outside of class
- ◆ Analyzing the basic elements of an idea, experience, or theory
- ◆ Synthesizing & organizing ideas, info., or experiences
- ◆ Making judgments about the value of information
- ◆ Applying theories to practical problems or in new situations
- ◆ Examined the strengths and weaknesses of your own views
- ◆ Tried to better understand someone else's views
- ◆ Learned something that changed how you understand an issue

# ***Effects of Participating in High-impact Activities on Deep/Integrative Learning and Gains***

**Deep Gains Gains Gains**  
**Learning General Personal Practical**

## **First-Year**

<b>Learning Communities</b>	<b>+++</b>	<b>++</b>	<b>++</b>	<b>++</b>
<b>Service Learning</b>	<b>+++</b>	<b>++</b>	<b>+++</b>	<b>++</b>

## **Senior**

<b>Study Abroad</b>	<b>++</b>	<b>+</b>	<b>++</b>	
<b>Student-Faculty Research</b>	<b>+++</b>	<b>++</b>	<b>++</b>	<b>++</b>
<b>Internship</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>
<b>Service Learning</b>	<b>+++</b>	<b>++</b>	<b>+++</b>	<b>++</b>
<b>Culminating Experience</b>	<b>++</b>	<b>++</b>	<b>++</b>	<b>++</b>

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

# ***Effects of Participating in High-impact Activities on Student Engagement***

	Level of Academic Challenge	Active and Collab. Learning	Student- Faculty Interaction	Supportive Campus Env.
<b>First-Year</b>				
<b>Learning Communities</b>	++	+++	+++	++
<b>Service Learning</b>	++	+++	+++	++
<b>Senior</b>				
<b>Study Abroad</b>	++	++	++	+
<b>Student-Faculty Research</b>	+++	+++	+++	++
<b>Internship</b>	++	+++	+++	++
<b>Service Learning</b>	++	+++	+++	++
<b>Culminating Experience</b>	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

# **High-Impact Activities**

## **Increase Odds Students Will:**

- S Invest time and time**
- S Interact with faculty with peers about substantive matters**
- S Experience diversity**
- S Get more frequent feedback**
- S Reflect & integrate & integrate**
- S Discover relevance of relevance through real-world applications**







# **Impact of High-Impact Activities Enhanced When:**

- S Structure and expectations set exp**  
**appropriately high levels**
- s Interact with faculty about**  
**substantive matters**
- s Experience diversity**
- S Get more frequent**
- s Reflect & integrate**
- S Discover relevance**  
**through real-world applications**
- 'S Publicly demonstrate**

## **Keep in Mind...**

- ^More college experiences can be or are “high impact” in addition to those on the AAC&U list**
- ^Implementation quality matters!**



# **Features of Effective Learning Communities**

- > Students co-enrolled in two or more linked courses**
- > One course is writing- or inquiry-intensive or has service learning component**
- > Instructors collaborate/coordinate activities**
- > Assignments that require synthesis and integration of material from linked courses**
- > Instructional team includes peer preceptor who facilitates out-of-class activities**
- > Participants (students, peer mentor) live on campus in close proximity**
- > Instructor is LC students academic advisor for first year**



# Features of Effective Student-Faculty Research

- > Faculty/staff member provides structure and feedback throughout
- > Students participate in entire inquiry cycle
  - s Identify problem to be investigated
  - S Flesh out research questions
  - S Help review related literature
  - S Help design and assist with data collection
  - S Help design and conduct data analysis
  - s Help write up findings and implications
  - s Present study/project to others
  - s Co-author papers

# High-Impact Practices and the Disparities Within...

**Frosh: Service Learning and LCs**

***S Parity among racial/ethnic groups***

***S Fewer\* gen studies stu***

***S Fewer part-time part-time***

***S Fewer transfer transfer S***

***S Fewer\* older studen***

# High-Impact Practices and the Disparities Within...

## Seniors in All HIPs

- S Fewer<sup>st</sup> gen students**
- S Fewer students**
- S Fewer transfer students**
- S Fewer part-time students**
- S Fewer older students**

# Assessing Student Engagement in High-Impact Practices

*To what extent does your institution provide these experiences?*

*[^V = have on campus; V = required; estimate the % of various student populations in these activities]*

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	Learning First Year Seminars	Research w/ Community	Faculty
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<u>On Our Campus</u>			
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Required for all			
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% Students involved			
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% First Generation			
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% Transfer Students			
---------------------	--	--	--

% African American			
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% Latino Students			
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% Asian American			
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% other			
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% Adult Students			
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# Keep in Mind...

- ^More college experiences can be or are high impact in addition to those on the AAC&U list**
- ^Implementation quality matters!**
- ^Implications for advising**
- SJ*he characteristics of high-impact activities can be infused into any classroom, lab, studio or other learning setting**

# What If...

***Every student!* had at least one “high-impact” experience in the first year and another later linked to the major**



**What if...**

**We made student employment a high-impact activity.**





# **U of Iowa Student Employment Project**

## **“Guided Reflection on Work” (GROW)**

- **Supervisors had two structured conversations with every student employee during spring semester and coded conversations into the following categories:**
  - **How the job and academics complement each other (“How is your job fitting in with your academics?”)**
  - **Transfer between work and academics (“What are you learning here at work that is helping you in school?”)**
  - **Transfer between academics and work (“Are you learning anything in class that you can apply here at work?”)**
  - **Transfer between work and future career (“Give me a couple of examples of things that you are learning here at work that you will be using in your future profession?”)**

# U of Iowa Student Employment Project

## “Guided Reflection on Work” (GROW)

- **Student Employment Survey used to examine differences between pilot and non-pilot participants.**



# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<i><b>Outcome</b></i>	<b>% agree/strongly agree</b>		<b>Mean</b>	
	<b>Pilot Participants</b>	<b>Non-Pilot</b>	<b>Pilot</b>	<b>Non- Pilot</b>
<b>My supervisor helps me make connections between my work and my life as a student.</b>	<b>60%</b>	<b>51%</b>	<b>3.8</b>	<b>3-3</b>
<b>My job has helped prepare me for the world of full-time work.</b>	<b>62%</b>	<b>51%</b>	<b>3-6</b>	<b>3-4</b>
<b>My job has helped me improve my written communications.</b>	<b>16%</b>	<b>21%</b>	<b>2.6</b>	<b>2.7</b>

# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<b><i>Outcome</i></b>	<b>% agree/strongly agree</b>		<b>Mean</b>	
	<b>Pilot Participants</b>	<b>Non- Pilot</b>	<b>Pilot</b>	<b>Non- Pilot</b>
<b>1 can see connections between my job and my major/coursework.</b>	<b>56%</b>	<b>36%</b>	<b>3-4</b>	<b>2-9</b>
<b>My job has helped me learn about career options.</b>	<b>30%</b>	<b>39%</b>	<b>3-2</b>	<b>3-3</b>

# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<i><b>Outcome</b></i>	<b>% agree/strongly agree</b>		<b>Mean</b>	
	<b>Pilot Participants</b>	<b>Non- Pilot</b>	<b>Pilot</b>	<b>Non- Pilot</b>
<b>Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.</b>	<b>82%</b>	<b>77%</b>	<b>4.1</b>	<b>4.0</b>
<b>My job has helped me use critical thinking skills</b>	<b>70%</b>	<b>57%</b>	<b>3-8</b>	<b>3-5</b>

# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<b><i>Outcome</i></b>	<b>% agree/strongly agree</b>		<b>Mean</b>	
	<b>Pilot Participants</b>	<b>Non-Pilot</b>	<b>Pilot</b>	<b>Non- Pilot</b>
<b>My job helped me develop more effective time management skills.</b>	<b>76%</b>	<b>76%</b>	<b>4.0</b>	<b>4.0</b>
<b>My job helped me improve my oral communication skills.</b>	<b>78%</b>	<b>72%</b>	<b>4.0</b>	<b>3.8</b>
<b>My job helped me develop conflict resolution skills.</b>	<b>74%</b>	<b>61%</b>	<b>3.8</b>	<b>3.6</b>

## ***High-imp d Activities***

- > What are examples of high impact activities at your institution?**
- > How do you know they are high impact?**
- > How many and what types of students participate?**
- > What would it take for every first year student and every later year student to do a high impact activity?**



# Questions & Discussion





Don't EVER give up!