High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on 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 in scholarship and with faculty members' own 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 general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

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, especially those with different backgrounds and life experiences. 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 are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively connected questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important 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, or continuing struggles around the globe for human rights, freedom, and power. 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—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and learn in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that 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. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these 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. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
“High-Impact Practices…”

...are curricular and cocurricular structures that tend to draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes; they are “teaching and learning practices that have been widely tested and have been shown to be beneficial for college students...[toward] increase rates of retention and student engagement.”

Kuh, 2008
## HIPs in Combination

<table>
<thead>
<tr>
<th>High-Impact Practice in the FYS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative assignments &amp; projects</td>
<td>67.2</td>
</tr>
<tr>
<td>Diversity/Global learning</td>
<td>58.8</td>
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<tr>
<td>Writing-intensive</td>
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<tr>
<td>Common reading experience</td>
<td>38.1</td>
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<td>Learning community</td>
<td>36.8</td>
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<tr>
<td>Service-learning</td>
<td>31.8</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>12.8</td>
</tr>
</tbody>
</table>
However...

“While promising, they are not a panacea. Only when they are implemented well and continually evaluated...will we realize their considerable potential.”

Kuh in Brownell & Swaner, 2010
High-Impact Practices

QUALITY
Consideration of Quality

• First-Year Seminars
  – 60% are “extended orientation”
  – 44% are offered for one credit
  – Changing patterns of requiring the course
  – More FYS in CCs and MSIs

• Service Learning
  – 42% don’t require specific # of service hours
  – Service is often of a short duration (<10 hours)
  – Evidence of integration into the classroom, most notably in the form of a writing exercise (77%) or class discussion (77%)
Consideration of Quality

• Learning Communities
  – Range from structurally-related to thematically integrated
    • Most frequently a co-enrollment model that includes only some courses (74%)
    • Some integration of residential life into living-learning communities (31%)

• Senior Capstone Experiences
  – Course-based model is still the “coin of the realm”
  – Internships and performance-based models are underutilized
  – Tends to be discipline specific and not draw on interdisciplinarity
Consideration of Quality

• HIPS and student support tends to be heavily “book-ended” in first year and senior year
• Heavily connected to institutional type
• Wide variation of use, type, and impact by major
• Limited to curricular and academic domains
• Very little innovation
  – “Practices [tend to] be used in more functional rather than novel approaches. It seems that these course practices have great, albeit currently unrealized, potential for transformation into truly high-impact learning experiences for students [and] pillars in an integrated, intentional first-year experience.” (Padgett & Keup, 2011)
Bottom Line….

• We overemphasize the impact of offering and participating in HIPs on learning outcomes and retention

• It is what we are doing within the HIPs that is contributing to these outcomes
  – Innovative and integrative pedagogies
  – Vetted good practices
High-Impact Practices

ASSESSMENT
Are we evaluating HIPs? Not Enough!

• 59% of respondents to the National Survey of First-Year Seminars say that they have assessed their seminar in the past three years.
• 58% of institutions responding to the National Survey of Sophomore Year Initiatives say that they have ever evaluated their second-year initiatives.
• 56% of institutions responding to the National Survey of Capstone Experiences indicate that they have assessed their seminar in the past three years.
Are we evaluating HIPs? Not Enough!

8-13% of respondents to these instruments say that they “don’t know” if these assessment efforts have taken place.
“Too often program objectives represent articulation of broad learning objectives but the assessment strategy relies upon transactional measures that do not adequately capture progress and achievement of student learning and program goals.”

*Keup & Kilgo, forthcoming*
Assessment as Criteria for “Excellence”

• “Evidence of an intentional, comprehensive approach to improving the first year that is appropriate to an institution’s type and mission.”

• “Evidence of assessment of the various initiatives that constitute this approach.”

• “Broad impact on significant numbers of first-year students, including, but not limited to special student subpopulations.”

• “Strong administrative support for first-year initiatives, evidence of institutionalization, and durability over time.”

• “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”
ADAPTABILITY

High-Impact Practices
Consider adaptability

“It stands to reason that [HIP] key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance. There are doubtless other high-impact activities...in which large number of students participate.”

Kuh, 2010
Characteristics of HIPs

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability
Emerging & Potential HIPs?

- Campus activities
- Employment
- Student media
- Advising
- Athletics
- Physical fitness and wellness
- Supplemental Instruction
- Student clubs and groups
- Portfolios and performances
- Transactional experiences
  - Course registration
  - Parking
  - Financial aid
- Peer leadership
- Student support structures
<table>
<thead>
<tr>
<th>Campus</th>
<th>Program/Project Name</th>
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<tbody>
<tr>
<td>Los Angeles</td>
<td>Collaborative Problem Based Learning in STEM DEGREES</td>
</tr>
<tr>
<td>Sacramento</td>
<td>Education opportunity education expansion</td>
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<tr>
<td>Pomona</td>
<td>Enhancement of the Early Warning System</td>
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<tr>
<td>Northridge</td>
<td>EOP Star - Year-Long Bridge Program</td>
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<td>East Bay</td>
<td>Expand Freshman Learning Communities</td>
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<tr>
<td>Fresno</td>
<td>Expanded Summer Bridge</td>
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<tr>
<td>Chico</td>
<td>Expansion of Student Success Collaborative at Cal Poly San Luis Obispo</td>
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<td>First Year Programs</td>
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<td>Sacramento</td>
<td>GANAS Latino/Latina Student Success</td>
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<td>Infrastructure Enhancement for Student Success</td>
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<td>Sonoma</td>
<td>Intrusive Advising &amp; Data Analytics</td>
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<td>East Bay</td>
<td>Metro Academies</td>
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<td>San Francisco</td>
<td>Peer Mentor Leadership</td>
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<td>Poly Transfer Program</td>
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<td>Los Angeles</td>
<td>Residential Intensive Summer Education</td>
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<td>Pomona</td>
<td>Scholars’ Circles Student Mentoring</td>
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<td>Chico</td>
<td>Sophomore Year Experience</td>
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<td>Sonoma</td>
<td>Supplemental Instruction</td>
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<td>Fullerton</td>
<td>SupportNet - Early Alert</td>
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<td>Fresno</td>
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<td>University Undergraduate Research Office</td>
</tr>
<tr>
<td>Pomona</td>
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</table>
$7.2 million allocation for Academic and Student Success
California Community Colleges commit to providing system-level leadership to help colleges scale up effective remedial education reforms such as redesigning content and timing of courses to accelerate student success and contextualizing basic skills instruction so it is delivered as part of coursework relevant to students’ occupational or academic goals.

California Community Colleges commit to identifying multiple measures that can be used as college-readiness indicators, along with effective practices to assist students who are not prepared for college-level work. This work will be done as the community college system works with K-12 and other public higher education segments in California to support implementation of the Common Core standards.

Building on Existing Efforts: Since 2007-08, each California community college has received targeted funding to improve the effectiveness of basic skills instruction. The Basic Skills Initiative (BSI) allocations are based upon student enrollment in courses in English (reading and writing), mathematics, and English as a second language (ESL) departments. The purpose of this special funding is to transform how the colleges teach students with basic skills needs and to utilize data to drive decisions.

California State University System
The California State University will commit $8 million to hire 70 more professional staff advisors on campuses and to leverage work already underway with e-advising technologies that provide “real-time” advice for students as they navigate college life. First-generation and underserved students will benefit in particular from this effort. The CSU will also add $8 million to expand its Early Start summer program, which will help incoming CSU freshmen attain college readiness in math and English before arriving on campus and support underserved students. Students from low-income communities as well as other underserved students will receive the most benefit from this initiative.

The CSU will expand $12 million to ramp up high-impact practices including service learning, undergraduate participation in applied research, internships, study abroad, and first-year student learning communities that support persistence to degree completion. The CSU has found that such practices — which include “high touch” alternatives to traditional lectures, more direct freshman/faculty contact and engagement in projects that tie students to the university — are especially helpful to persistence rates and performance for underserved students.

The CSU will improve access and degree completion of community college students within two years through a host of new campus and system-level strategies including admissions preference. CSU is providing prospective transfer students with clear, unambiguous, efficient pathways in the twenty-five most popular majors. This initiative will provide a direct access route to community college students, who originate disproportionately from low-income and underserved communities, for the first time in its history.
High-Impact Practices

A FIELD TEST OF ADAPTABILITY AND SUSTAINABILITY
The Enlightened Period

• Fall 1998 – Fall 2006: Well supported freshman learning communities
  – enrichment funds,
  – faculty stipends,
  – service learning,
  – common reading,
  – freshman seminars)

• 2004: developed Early Alert module for Bb
# Beats, Physics, and the Mind

<table>
<thead>
<tr>
<th>FALL</th>
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<th>SPRING</th>
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<tr>
<td>Philosophy (Aesthetics) or Music (Comp)</td>
<td>Music or Philosophy</td>
<td>Physics (Acoustics)</td>
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<td>Critical Thinking or Elective</td>
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<td>-2- Yoga</td>
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<td>13 units</td>
<td>13 units</td>
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The Good Years

Enrollment, Retention, and Exception Admits 1998-2005

- % Retained into 2nd year
- % Exception Admits
- Freshman Enrollment
The Decline

• 2005: lost service learning

• 2006: lost funding for faculty development and learning community enrichment

• 2009: lost funding for common reading

• Started a peer mentor program under the radar
The Hard Years

Enrollment, Retention, and Exception Status 2005-2011

- % Retained into 2nd year
- % Exception Admits
- Freshman Enrollment

Freshman Enrollment:
- 1,343

% Retained into 2nd year:
- 71%

% Exception Admits:
- 40%
The Good Times Return

• 2011: service learning returned in FLCs

• 2012: enrichment activities returned to FLCs

• 2014: faculty stipends for integrating curriculum returns this summer
The whole picture

Enrollment, Exception Status, and Retention

% Retained into 2nd year
% Exception Admits
Freshman Enrollment


Values:
- % Retained into 2nd year: 70, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10
- % Exception Admits: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70
- Freshman Enrollment: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200, 1300, 1400
CSUF – HIP then and now

Freshman Programs
1997 to present

Supplemental Instruction
2007 to present

CSUF Strategic Plan 2013-2018

“Increase participation in High-Impact Practices (HIPs) and ensure that 75% of CSUF students participate in at least two HIPs by graduation.”
Supplemental Instruction 2007-2010

- N = 1211 completed the course
- 486 (40%) participated in SI
- Disaggregated by URM and non-URM status
  - 40% of class URM students
  - 38% of SI participants are URM
  - 38% of URM students in SI
- Controlled for HS GPA

Freshman Programs 2003-2010

- N = 27,564 first-time frosh
- 3069 (11%) participants in FP
- Disaggregated by URM and non-URM status
  - 44% of frosh are URM
  - 47% of FP participants are URM
- Controlled for HS GPA and level of parental education

Supplemental Instruction

Significantly improved grades and success rates for both URM and non-URM students

85% of SI participants were likely to pass, vs. 57% of non-participants

After controlling for student previous GPA, positive outcomes of SI were still present and significant

URM students gained more benefits from SI participation than non-URM, narrowing the achievement gap

Freshman Programs

Descriptive statistics consistently show positive effects on:
• 1-year and 2-year retention
• 6-year graduation rate
• GPA

The effects of FP participation became stronger as students progressed toward graduation

61% of FP participants graduated in 6 years, compared to 50% of peers

After controlling for HS GPA, positive outcomes still present

All students benefited from FP participation. URM students benefited more than non-URM, narrowing the achievement gap

What are students doing differently?
Comparing to data from the National Survey of Student Engagement

About how often have you done each of the following:

- Asked questions or contributed to class discussion
- Worked with classmates outside of class
- Put together ideas from different courses
- Used email to communicate with an instructor
- Discussed ideas from readings or class with an instructor
- Discussed ideas from readings or classes with others outside of class
- Had serious conversations with students of a different race or ethnicity than your own
NSSE Enriching Educational Experiences

What have you done or plan to do before graduating?

- Practicum, internship, field experience
- Community service or volunteer work
- Study abroad
Conclusion: Where’s the oomph?

• Our institutions are constantly changing (and sometimes struggling) with budget reductions, leadership changes, new populations of students, etc.

• Longitudinal research can show consistent and significant positive impact despite variations

• What can we keep consistent and reliable:
  – Alignment with institutional mission and local context
  – Creating, developing and maintaining our programs on the basis of current research
  – Faculty and staff development to share the research and how to effectively apply it
  – Assess regularly and in a range of ways
Intellectual Oomph in the First Year Experience

Nancy Page Fernandez
Freshman Programs
Cal State Fullerton

Sally Murphy
Undergraduate Studies
CSU East Bay

Jennifer Keup
National Resource Center for First-Year Experience and Students in Transition

Ken O'Donnell
California State University
Office of the Chancellor