

Staying “HIP:” Fraternity and Sorority Life as a High-Impact Practice

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FRATERNITY & SORORITY LIFE
SUMMIT
OF THE CAROLINAS

Hosted by Pi Kappa Phi Fraternity & the Association of Fraternity/Sorority Advisors



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Learning Outcomes

As the result of attending, participants will:

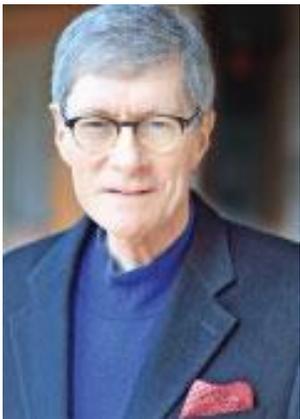
- Learn about the definition, characteristics, and tenets of high-impact educational practices.
- Examine the potential of fraternity and sorority life as a high-impact practice to affect undergraduate student learning and development.
- Explore the role of fraternity and sorority life in the first-year experience.
- Others?



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FYE: A Working Definition

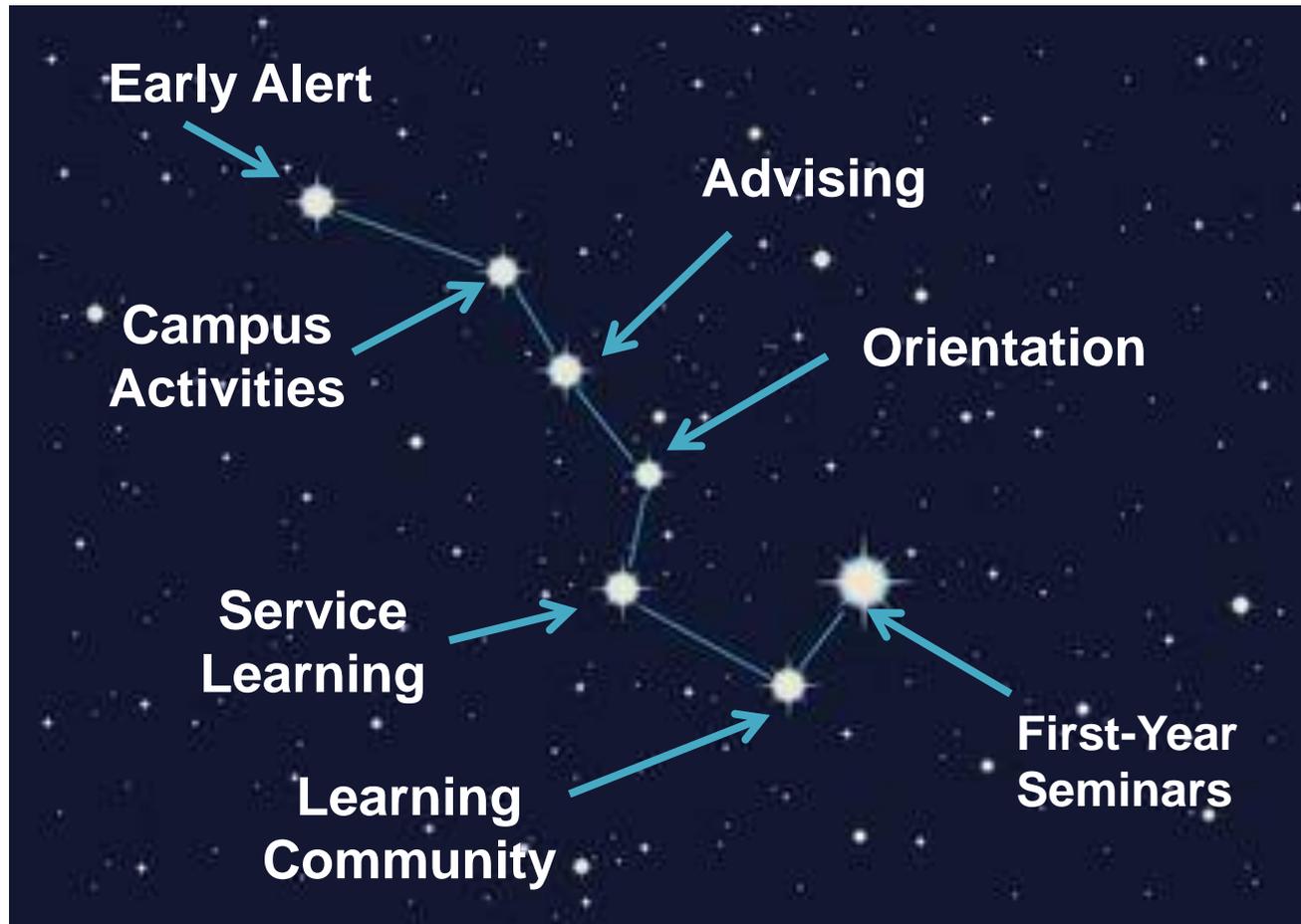


“The first-year experience is not a single program or initiative, but rather an intentional combination of academic and co-curricular efforts within and across postsecondary institutions.”

(Koch & Gardner, 2006)



FYE: A Constellation of Support



FYE: Expanding the Working Definition

“Students don’t see
progression as freshman,
sophomore, junior, senior
but see it as **entering,**
persisting, and
graduating.”

(Lane, 2014)

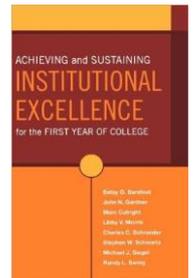


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Criteria for FYE “Excellence”

- “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.”



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 questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested 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 *reflect* 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.



Association
of American
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Universities



“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



High-Impact Practices

- Structures rather than program
- Intentional connection to outcomes
- Greater impact on historically underserved and at-risk students
- May be able to “compensate for shortcomings in academic preparation”
- Have the potential to shape campus culture





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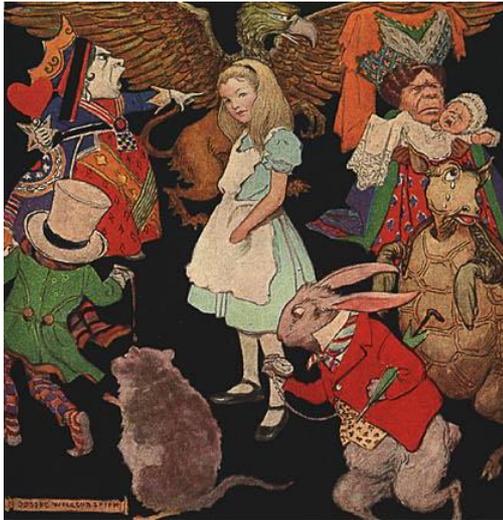
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What is Being Measured? Outcomes



“Excuse me,” said Alice, “how do I get out of here?”

“That depends a great deal on where you want to end up” said the cat.

“I don’t care where I end up,” said Alice, “I just want out!”

“Well,” said the cat, “if it doesn’t matter where you end up, it doesn’t matter which road you take.”

Carroll, 1865



Common Goal of Undergraduate Initiatives

Goal of “improved retention/graduation rates”	Percent
First-year seminars	89
Early alert warning systems	89
Learning communities	83
Orientation	82
Bridge programs	75
Undergraduate research	49
Service-learning	31

A National Study

Enhancing Student Success and Retention

Throughout Undergraduate Education



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Retention was not the primary purpose for the renaissance of the first-year seminar and other student success initiatives.



Beyond Retention: Theory



“While many [theories] have seen the role of first-year and transition programs as solely focused on retaining the student, these programs should have a **greater influence on setting the tone for what it means to be an educated individual and the responsibilities that come with gaining a postsecondary education.**”

(Torres & LePeau, 2013)





Beyond Retention: Practice

“The almost singular focus on retention and graduation rates as...student success is inadequate, [there must be] a revised definition grounded in student learning outcomes.”

“Definitions of student success must include not only retention and graduation rates, but also **a wide range of student learning and developmental outcomes.**”

(Reason & Gansemer-Topf, 2013)



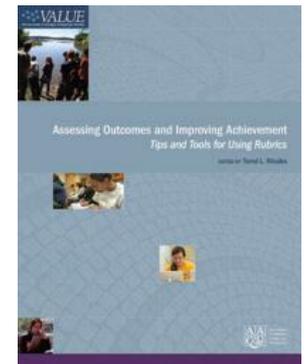
Domains for FYE Outcomes

- Retention
- Academic skills/experiences
- Campus connection
- Interpersonal skills
- Personal development
- Employability
- Civic engagement/democratic citizenship



21st Century Learning Outcomes

- Inquiry & analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Integrative learning



Employment Metacompetencies

- Multicultural competence
- Civic engagement/development as citizens
- Ability to identify, seek, and utilize organizational resources and student programs
- Leadership skills
- Moral and ethical development
- Project management
- Information literacy
- Quantitative literacy



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**AND NOW BACK TO
OUR REGULARLY
SCHEDULED
PROGRAMMING**



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“So, today when I am asked, what one thing can we do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in *at least two high-impact activities* during his or her undergraduate program, one in the first year, and one taken later.”

(Kuh, 2008)

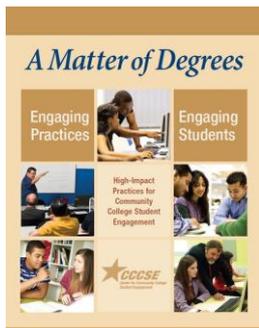


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“There is a **positive relationship** between...the number of particular high-impact practices students experience and students **engagement.**”

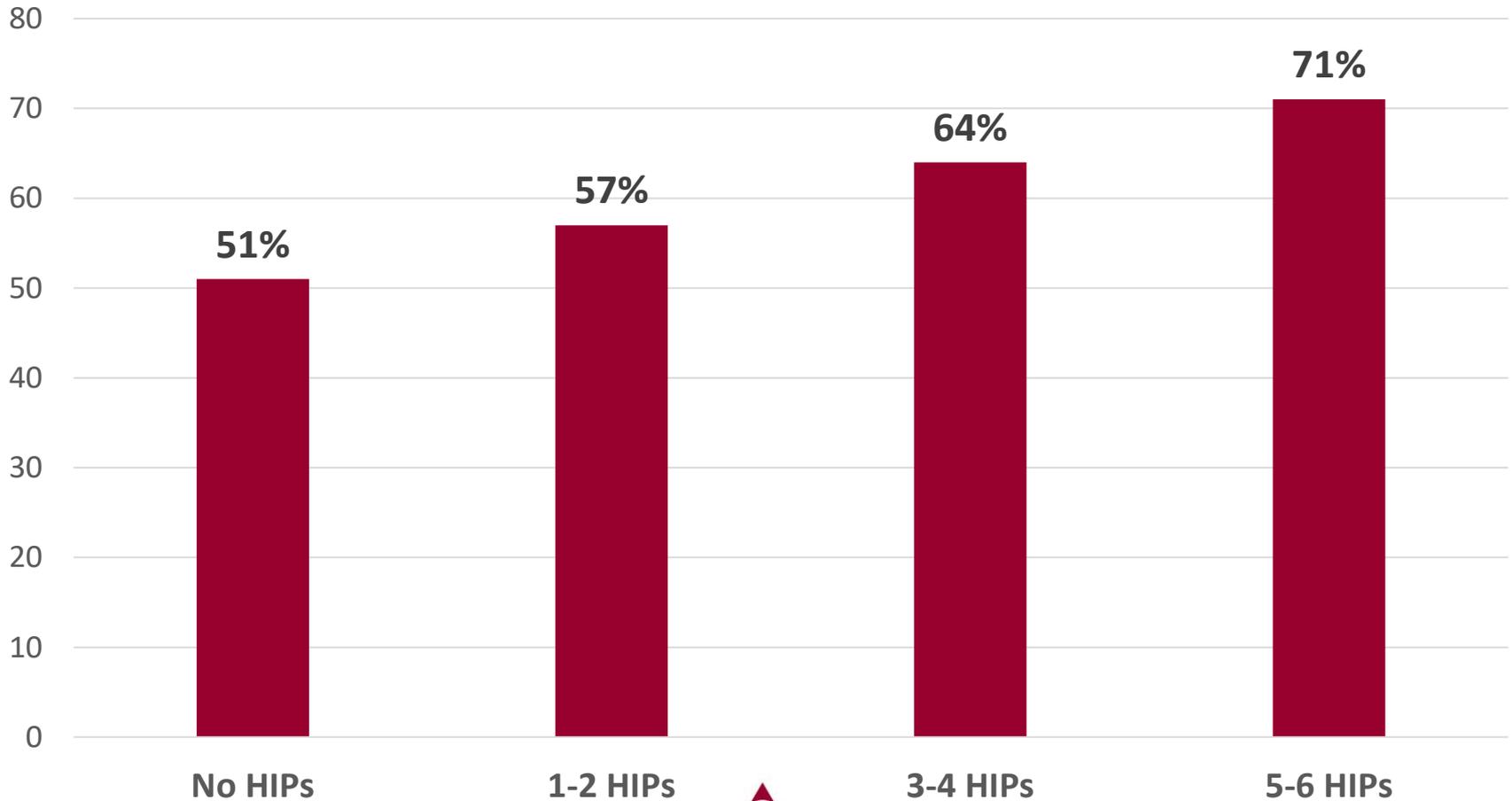
(McKlenney, 2013)



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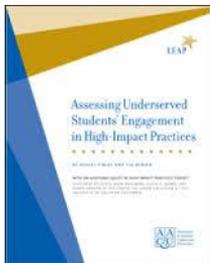
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Deep Learning Experiences



“The most valuable finding [is] the ‘equity effects’ that appear in students’ report of their learning as their success is boosted by HIPs; the equity-minded perspective that educators can nurture; the principles of inclusive excellence that can guide colleges and universities in providing a liberal education that offers not only equitable access to HIPs, but also equitable achievement of outcomes.”

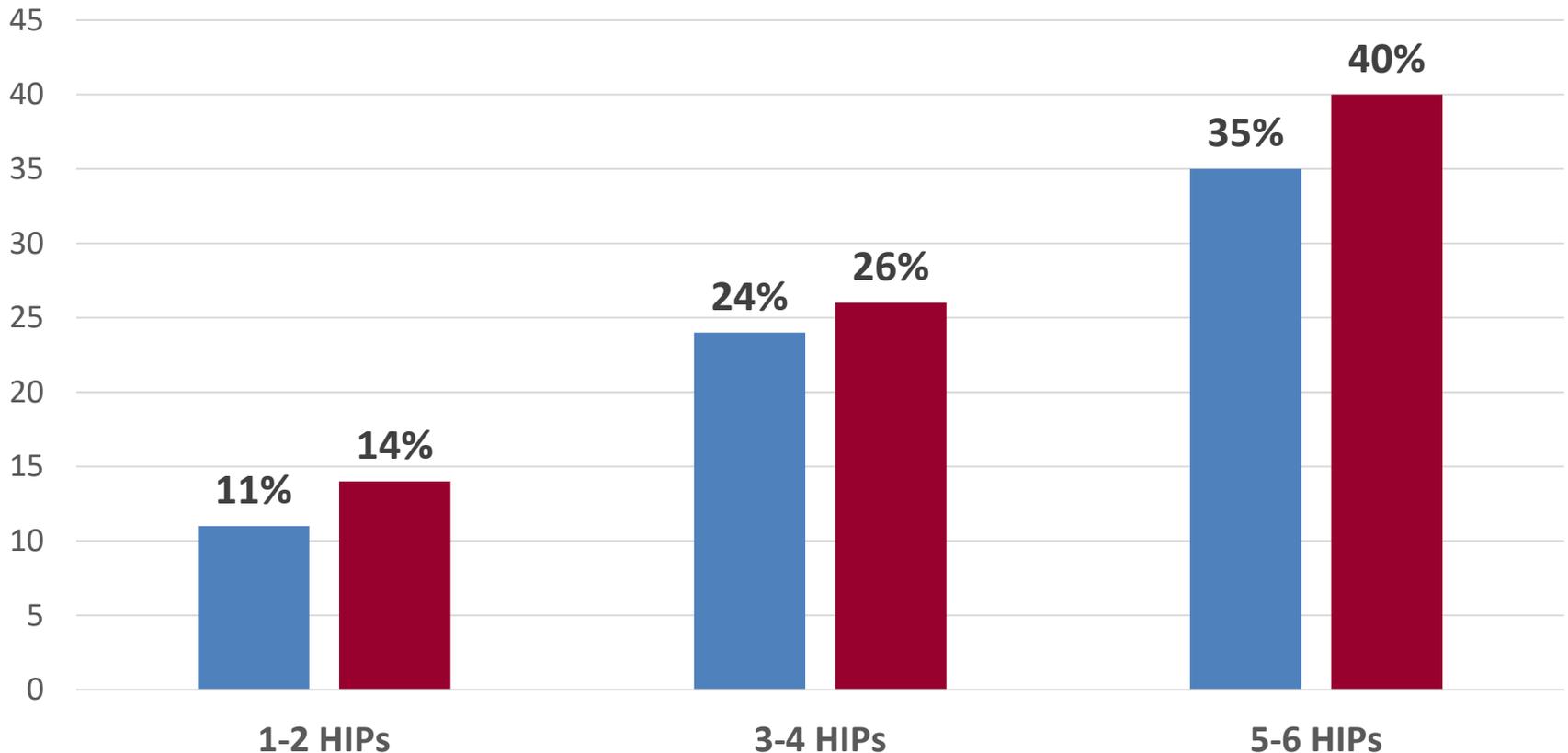
(Schneider & Albertine, 2013)



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Gains in Deep Learning



■ FGS ■ Transfers



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Consider Adaptability of HIPs

“[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 in Brownell & Swaner, 2010



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What does it mean to be HIP?



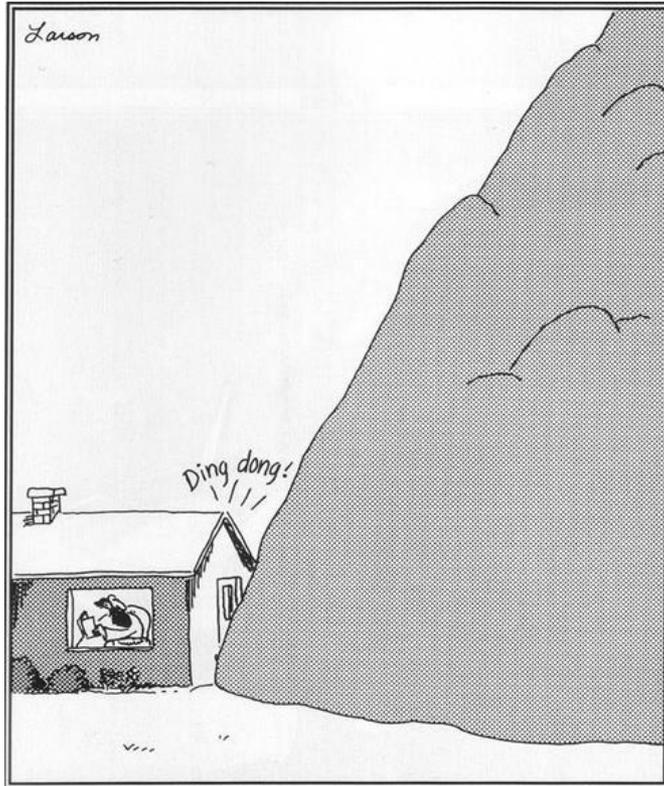
Be on the lookout for hipsters like these...

Characteristics of HIPs

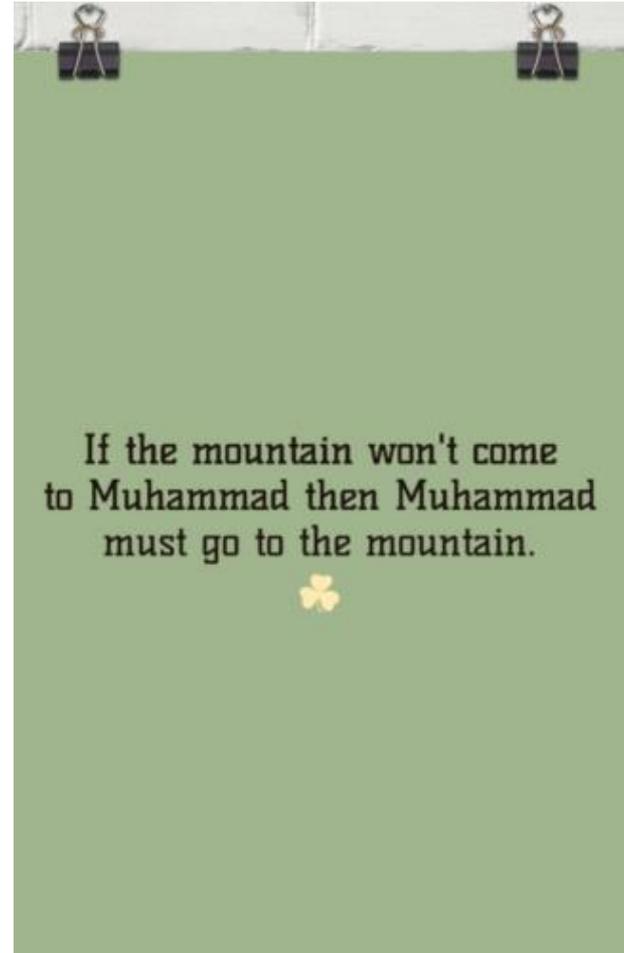
- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Public displays of accountability



Emerging & Potential HIPs

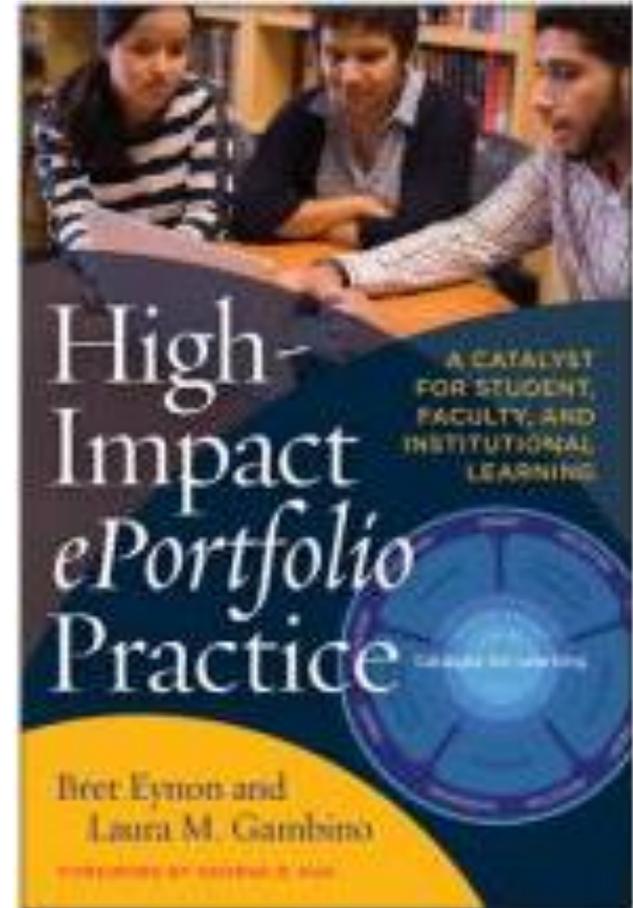


Again the doorbell chimed. With his wife out of town, and not expecting any visitors, Mohammed began to grow uneasy.



Emerging & Potential HIPs

The electronic or digital portfolio is an ideal format for collecting evidence of student learning, especially for those outcomes not amenable nor appropriate for standardized measurement. Additionally, ePortfolios can facilitate student reflection upon and engagement with their own learning across multi-year degree programs, across different institutions, and across diverse learning styles while helping students to set and achieve personal learning goals. ePortfolios provide both a transparent and portable medium for showcasing the broad range of complex ways students are asked to demonstrate their knowledge, skills, and abilities for purposes, such as graduate school and job applications as well as to benchmark achievement among peer institutions.



Emerging & Potential HIPs?

What are common student experiences that have the potential to become HIPs?



Emerging & Potential HIPs?

- Employment
- Student media
- Advising
- Athletics
- Physical fitness and wellness
- Supplemental Instruction
- Classroom pedagogy
- Campus activities
- Student support structures
- Housing & residential life
- Transactional experiences
 - Course registration
 - Parking
 - Financial aid
 - Library
- Fraternity and sorority life
- Peer leadership



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- **Fraternity and sorority life**
- Peer leadership



**What are you doing in your
work to uphold the eight
tenets of high-impact
practices?**



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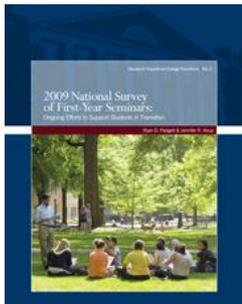
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Parting Thoughts: Call for Innovative & Integrative Pedagogy in HIPs

High-impact “practices [*tend to*] be used in **more functional rather than novel approaches**. It seems that these...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)



Questions & Comments



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