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# **A Decade of HIPs in FYE: Where Do We Go From Here?**

Dr. Tracy L. Skipper  
Midwest First Year Conference  
September 29, 2017



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## Agenda

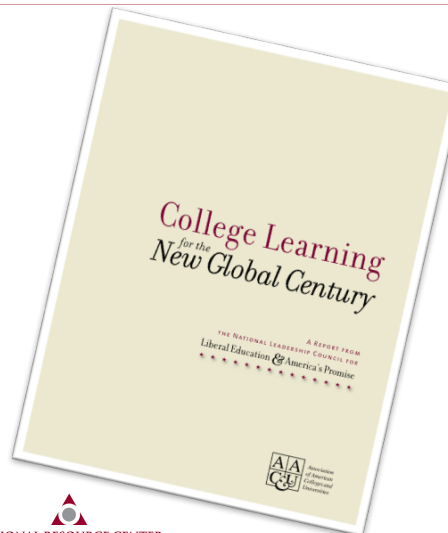
- Origins of “high-impact educational practice” as a concept
- Impact of HIPs participation on engagement and learning
- Current state of affairs
- Where do we go from here?



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### Essential Learning Outcomes

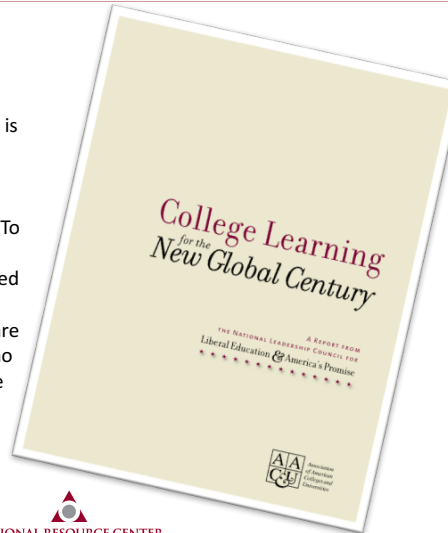
- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning



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### Effective Educational Practices (AAC&U, 2007)

"The Principles of Excellence build from a generation of innovation that is already well under way...Some of these innovations are so well established that research is already emerging about their effectiveness...To date, however, these active and engaged forms of learning have served only a fraction of students. New research suggests that the benefits are especially significant for students who start farther behind. But often, these students are not the ones actually participating in the *high-impact practices*." (p. 5)

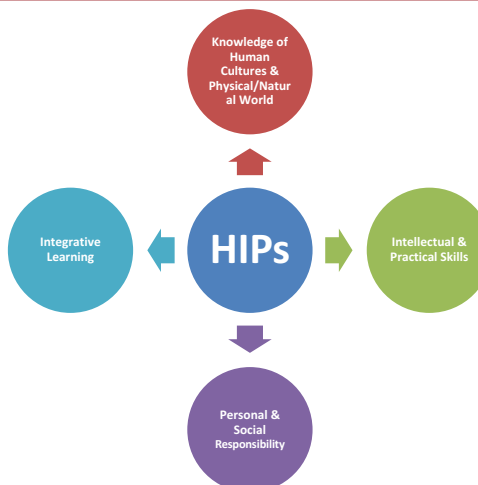


  
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### Effective Educational Practices (AAC&U, 2007)

- First-year seminars & experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service-learning/ community-based learning
- Internships
- Capstone courses & projects



  
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## HIPs and 21<sup>st</sup> Century Learning Outcomes

### Common Intellectual Experiences

- Broad knowledge
- Personal & social responsibility

### Learning Communities

- Broad knowledge
- Integrative & applied learning

### First-Year Seminars

- Intellectual & practical skills

### Service-Learning

- Personal & social responsibility
- Integrative & applied learning



Kuh, 2008, p. 6

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## Characteristics of HIPs (Kuh, 2008)

- Time and effort devoted to purposeful tasks
- Interaction with faculty and peers around substantive issues
- Exposure to diverse people, worldviews, and experiences
- Frequent feedback
- Opportunities to integrate, synthesize, and apply knowledge to real world problems



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## HIPs and College Outcomes

### Service-Learning

- Grades
- Persistence
- Academic engagement
- Critical thinking and writing skills
- Faculty interaction
- Civic behavior, social responsibility, understanding social justice, sense of self-efficacy
- Moral reasoning
- Tolerance and stereotyping
- Commitment to service-oriented career

### Learning Communities

- Grades
- Persistence
- College transition
- Academic engagement
- Faculty and peer interaction
- Perception of supportive campus
- Critical thinking skills
- Intellectual development
- Integrative thinking
- Appreciation for/engagement with diverse viewpoints
- Civic engagement

### First-Year Seminars

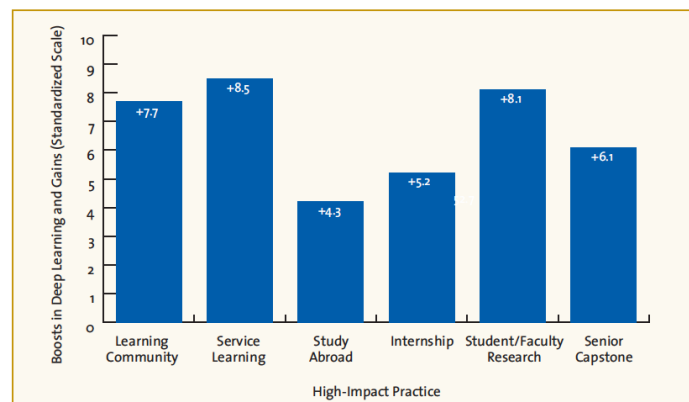
- Persistence
- Graduation rates
- Short-term impact on grades
- Commitment to social justice/multicultural awareness
- Academic and campus engagement
- Faculty and peer interaction



Bronwell & Swaner, 2010, *Five High-Impact Practices*

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## Boost to Learning



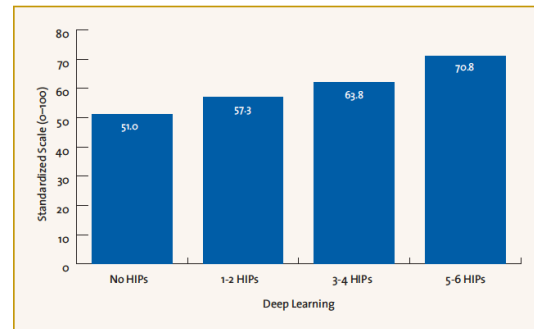
(Finley & McNair, 2013, p. 9)

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## Impact of HIPs on Deep Learning

Figure 1.2

Deep Learning Experiences by Cumulative Participation in High-Impact Practices (HIPs)



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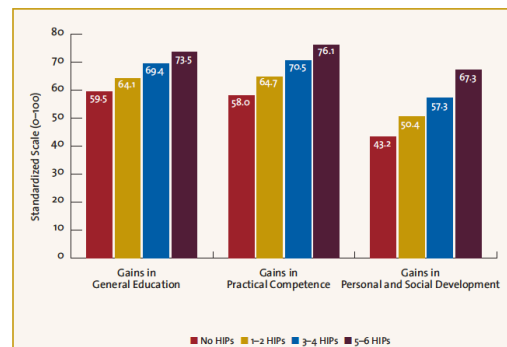
(Finley & McNair, 2013, p. 10)

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## Impact of HIPs on Gains in College

Figure 1.3

Self-Reported Gains by Cumulative Participation in High-Impact Practices (HIPs)



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(Finley & McNair, 2013, p. 10)

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## Access to HIPs

Table 1.2

Average Number of High-Impact Practices by Underserved and Traditionally Advantaged Group

Average Number of High-Impact Practices (Underserved)		Average Number of High-Impact Practices (Traditionally Advantaged)	
First-Generation	1.24	Not First-Generation	1.45
Transfer	1.53***	Non-Transfer	1.25
African American	1.29	White	1.38
Hispanic	1.27*		
Asian American	1.22*		

\*=p<.05, \*\*=p<.01, \*\*\*=p<.001



(Finley & McNair, 2013, p. 8)

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“Closer examination of these practices ... suggests that what limits their potential isn’t a failure of adoption; it’s a failure of implementation. Adoption is a necessary but insufficient condition to ensure student success.” —Alma Clayton-Pedersen & Ashley Finley



Bronwell & Swaner, 2010, *Five High-Impact Practices*

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## Principles of Implementation

- Broadly accessible
- Consistency of delivery
- High-quality student experience
  - Intentional engagement
  - Consistent interaction with peers, faculty, campus staff and administrators, and perhaps community members
  - Opportunities for group-based and individual reflection



Bronwell & Swaner, 2010, *Five High-Impact Practices*

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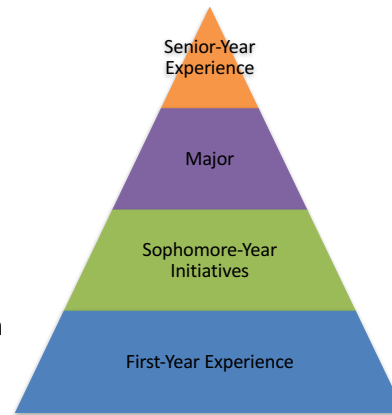
## 2017 NATIONAL SURVEY OF THE FIRST-YEAR EXPERIENCE



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## Vertical Alignment

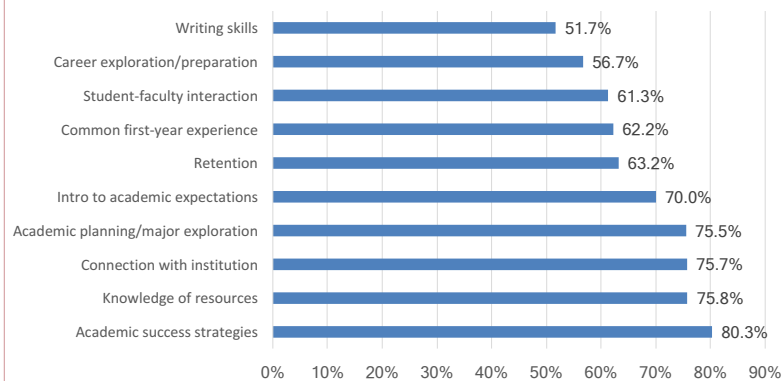
What students learn in one lesson or course prepares them for the next lesson or course. Educational experiences are purposefully structured and logically sequenced so that students gain the knowledge and skills to progressively prepare them for more challenging, higher-level work.



  
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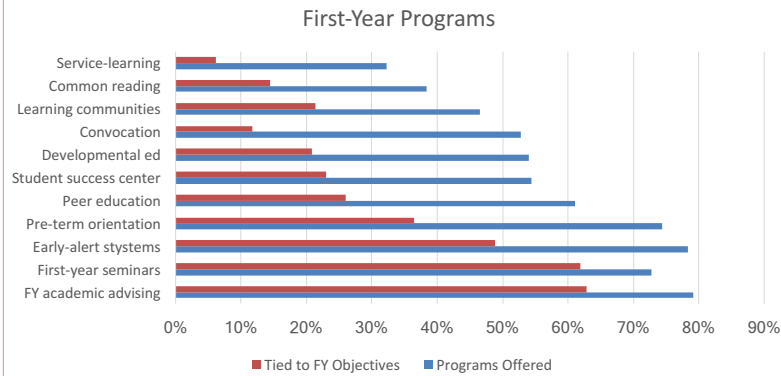
## Campuswide Objectives for the FY



  
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## Aligning Objectives & FY Programs

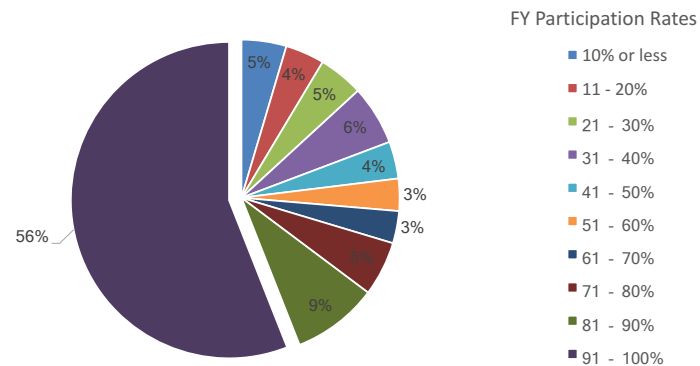


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## Access to First-Year Seminars

72.8% of responding institutions offer first-year seminars



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## Access to First-Year Seminars

Students respondents to the 2016 Your First College Year reported they had taken a course or first-year seminar designed to:

- Connect faculty and students in focused academic inquiry: 48.8%
- Help students adjust to college-level academics: 52.2%
- Help students adjust to college life: 51.4%



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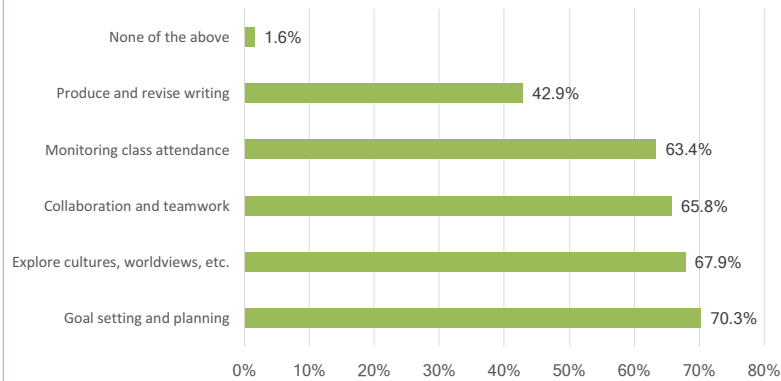
## Types of First-Year Seminars Offered

Seminar	Distinct Types		Primary Type	
	<i>n</i>	%	<i>n</i>	%
Extended orientation	188	47.5	113	28.5
Academic/various topics	132	33.3	89	22.5
Academic/uniform content	123	31.1	97	24.5
Hybrid	80	20.2	58	14.6
Preprofessional	66	16.7	14	3.5
Basic study skills	59	14.9	11	2.8
Other	18	4.6	14	3.5



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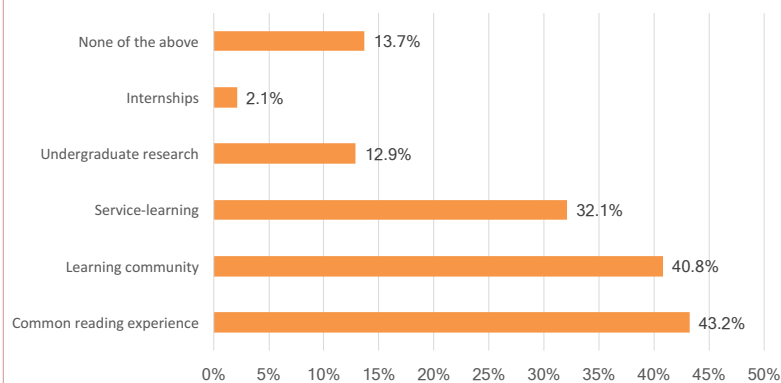
## Pedagogical Approaches in the FYS



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## HIPs Connected to FYS



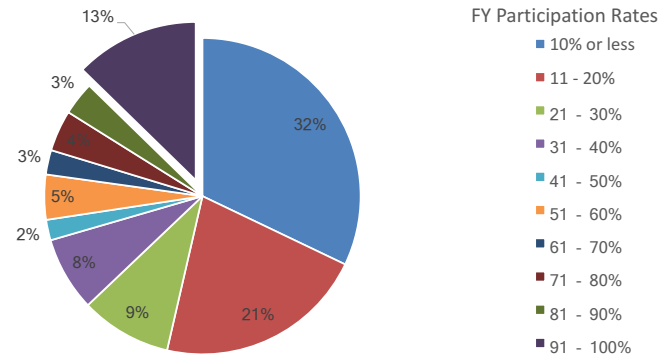
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## Access to Learning Communities

46.5% of responding institutions offer learning communities



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## Access to Learning Communities

- 2016 NSSE
  - 15% of first-year students participated in learning community
- 2016 YFCY
  - 15.3% of respondents enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)

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## Characteristics of FY Learning Communities

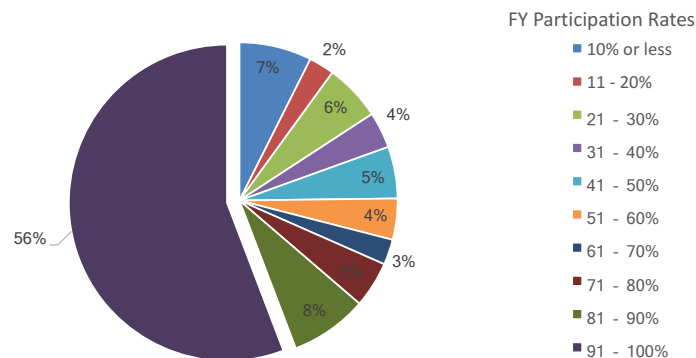
- Includes first-year seminar - 51.5%
- Co-enrollment in some but not all courses - 48.5%
- Common intellectual theme - 44.3%
- Theme-based experiences outside the course - 40.1%
- Has a residential component - 37.6%
- Intentional coordination by instructors of linked courses - 37.6%
- Includes developmental/remedial education course - 12.7%
- Co-enrollment in all courses - 8.4%



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## Access to Common Reading

38.4% of responding institutions offer common reading programs



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## Characteristics of Common Reading Programs

- Bring speakers related to text to campus - 75.8%
- Discussion groups - 67.9%
- Incorporation of text in first-year seminar - 62.6%
- Campus programming throughout academic year - 49.8%
- Structured interaction with faculty - 35.8%
- Film adaptations of or films related to common reading text - 34.7%
- Incorporation of text in English and writing courses - 32.6%
- Campus-community engagement - 31.0%



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## BRINGING HIPS TO SCALE



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## Access to HIPS

- 41% of first-year students responding the to 2016 NSSE reported participation in No HIPS
  - Nontraditional students (51%)
  - Part-time students (53%)
  - Living off campus (43%)
  - White students (43%)



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## Barriers to Participation in HIPS

- Lack of advising/guidance about importance or value
- Competing priorities (e.g., necessity of working to pay for college)
- Not seeing the connection to academic work



Finley & McNair (2013)

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## What Students Find Most Engaging

- Opportunities for collaborative learning (e.g., group work)
- Application of knowledge (e.g., undergraduate research, internships)
- Interaction with peers (e.g., informal study groups, peer mentoring)
- Making real-life connections



Finley & McNair (2013)

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## What Students Find Most Engaging

“Moreover, focus group participants **did not indicate the need for elaborate designs**. Rather, they pointed to **low-cost dimensions of high-impact practices**—such as reciprocal engagement with peers and faculty in the learning process—as what makes these practices effective. Students **described engaged learning experiences by the qualities that make them effective, rather than by a particular name or label**. ...But they did cite the value of being in educational environments that encouraged them to interact with others, explore differing opinions, apply knowledge in real-world settings, incorporate their lived experiences into their learning, and participate in support networks.”



Finley & McNair (2013, p. 29)

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## Specific Strategies

- Make HIPs impossible to avoid – embed in general education curriculum
- Understand the costs of HIPs
  - What does it cost to sustain a high-quality HIP and what will it cost to bring it to scale?
  - What is the return on investment?
  - What is likely to produce the biggest bang for your buck?
- Engage first-year academic advisors



(Kuh & O'Donnell, 2013)

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## ENSURING QUALITY



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## What Does It Mean to Be High-Impact?

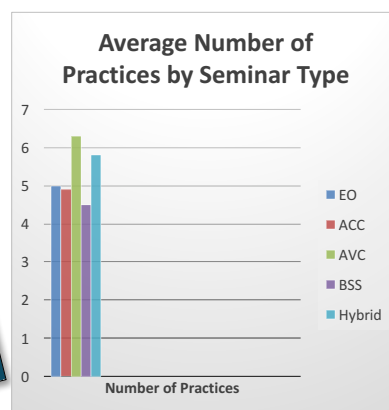
- expectations set at appropriately high levels
- significant investment of time and effort
- interactions with faculty and peers
- experiences with diversity
- frequent and constructive feedback
- periodic and structured opportunities for reflection and integration
- relevance through real-world applications
- public demonstration of competence



(Kuh & O'Donnell, 2013)

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## What Does It Mean to Be High-Impact?



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## WHAT COUNTS AS A HIP?



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## HIPs in Community Colleges

### Planning for Success

- Assessment & Placement
- Orientation
- Academic Planning & Goal Setting
- Registration Before Classes Begin

### Initiating Success

- Accelerated or Fast-Track Developmental Education
- First-Year Experience
- Student Success Course
- Learning Community

### Sustaining Success

- Class Attendance
- Alert and Intervention
- Experiential Learning Beyond the Classroom
- Tutoring
- Supplemental Instruction



(CCCSE, 2012, *A Matter of Degrees*)

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## Design Principles for Effective Practice

- A strong start
- Clear, coherent pathways
- Integrated support
- High expectations and high support
- Intensive student engagement
- Design for scale
- Professional development



(CCCSE, 2012, *A Matter of Degrees*)

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## Thank You!

Tracy Skipper



[tlskippe@mailbox.sc.edu](mailto:tlskippe@mailbox.sc.edu)



@tlskipper



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A Decade of HIPs in FYE: Where Do We Go From Here?  
Dr. Tracy L. Skipper  
National Resource Center for The First-Year Experience & Students in Transition

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