



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

The Trusted Expert and Internationally Recognized Leader
for all Postsecondary Student Transitions

Leveraging High-Impact Practices in Our Work as Scholarly Practitioners



Jennifer R. Keup

NEACUHO Annual Conference

May 28-31, 2014

Bridgewater, MA



www.sc.edu/fye

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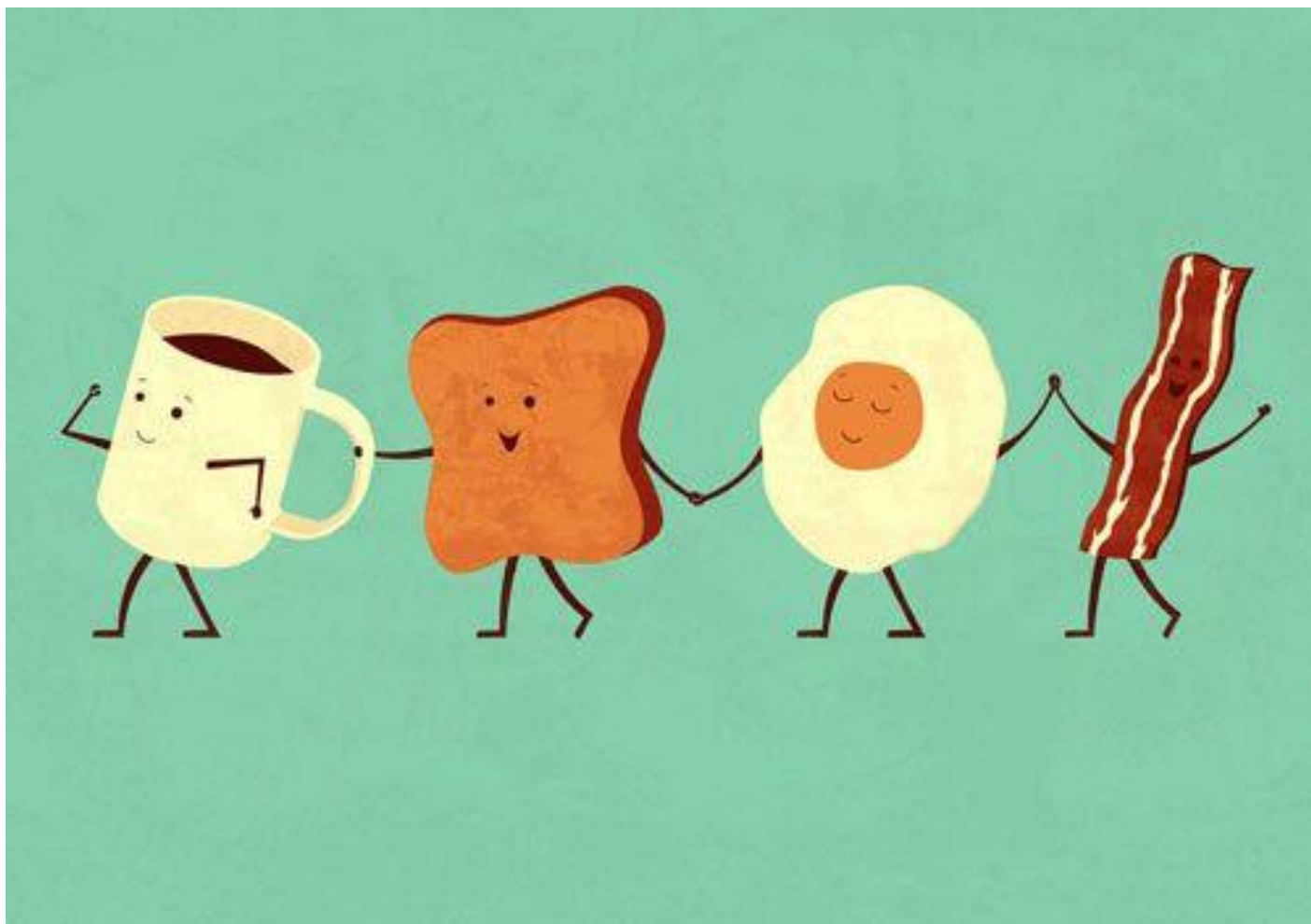


Happy 60th Anniversary



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INTRODUCTION



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Learning Outcomes:

- Ability to articulate key issues around High-Impact Practices (HIPs)
 - Identify HIPs listed in the AAC&U LEAP Report
 - Understand the characteristics and outcomes of HIPs
 - Explain how your role and programs fit into the development & delivery of HIPs
- Embrace your role as scholar practitioners
 - Reflect upon the importance of research & assessment for residence life and housing professionals
 - Identify examples that illustrate your expertise in the field
- **Feel challenged and invigorated**

Qualifications



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Data Sources: Center Surveys

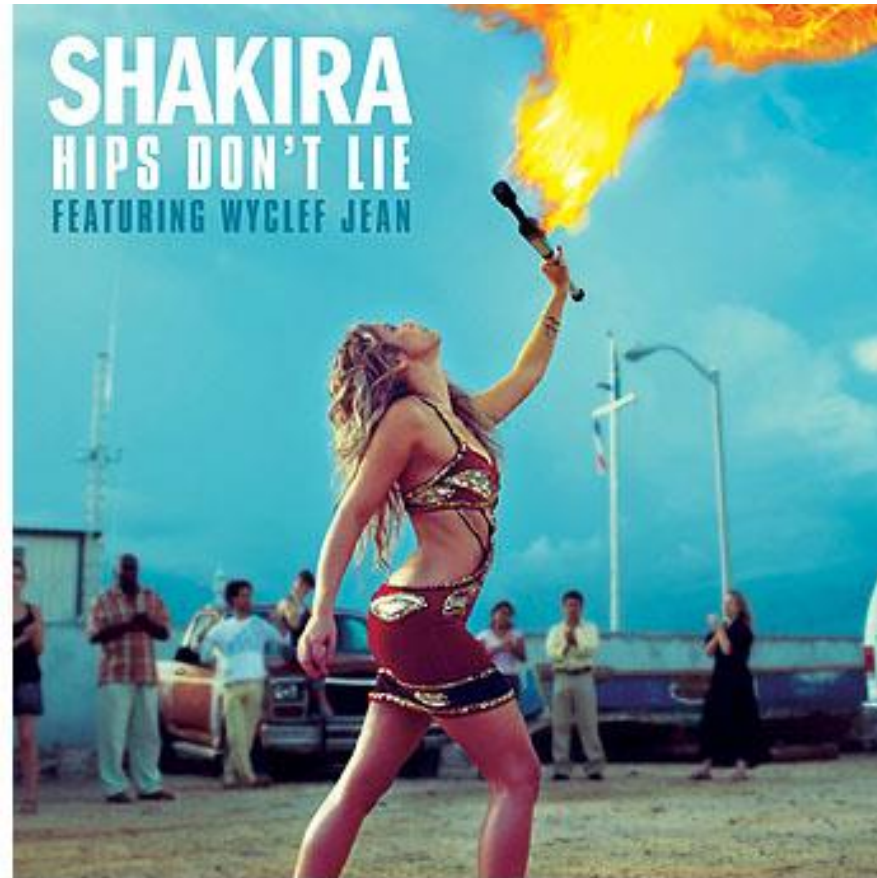
- 2012-2013 National Survey of First-Year Seminars
 - Institutional survey administered in Fall-Winter
 - N = 804 institutions
- 2011 National Survey of Senior Capstone Experiences
 - Institutional survey administered in Spring
 - N = 268 institutions
- 2013 National Survey of Peer Leadership
 - Student survey administered in Spring
 - N = 4,932 student respondents from 49 four-year institutions

Data Sources: Center Resources

- Publications
 - *Developing and Sustaining Successful First-Year Programs* (2013)
 - *Exploring the Evidence: Initiatives in the First College Year* (2008)
 - *The First-Year Experience in American Higher Education: An Annotated Bibliography (4th edition)* (2007)
 - Articles in the *Journal of The First-Year Experience & Students in Transition*
- Resources
 - FYE Resources Page
 - Listserv entries

Other Data Sources

- JNGI: Enhancing Student Success and Retention throughout Undergraduate Education: A National Study (2012)
- JNGI: National Survey of Student Success Initiatives at Two-Year Colleges (2014)
- AAC&U research on High-Impact Practices
- Wabash National Survey of Liberal Arts Education (WNSLAE) (2006 & 2009)



HIGH-IMPACT PRACTICES (HIPs)



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“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
 - “Investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior” (Kuh in Brownell & Swaner, 2010, p. x)
- Intentional connection to outcomes
- Greater impact on historically underserved students
- May be able to “compensate for shortcomings in academic preparation”
- Have the potential to shape campus culture

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

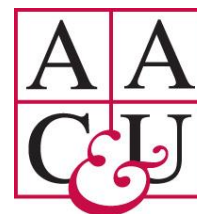
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in 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.

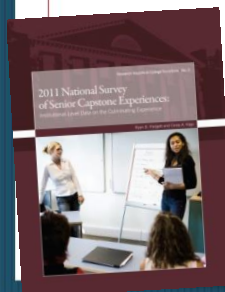
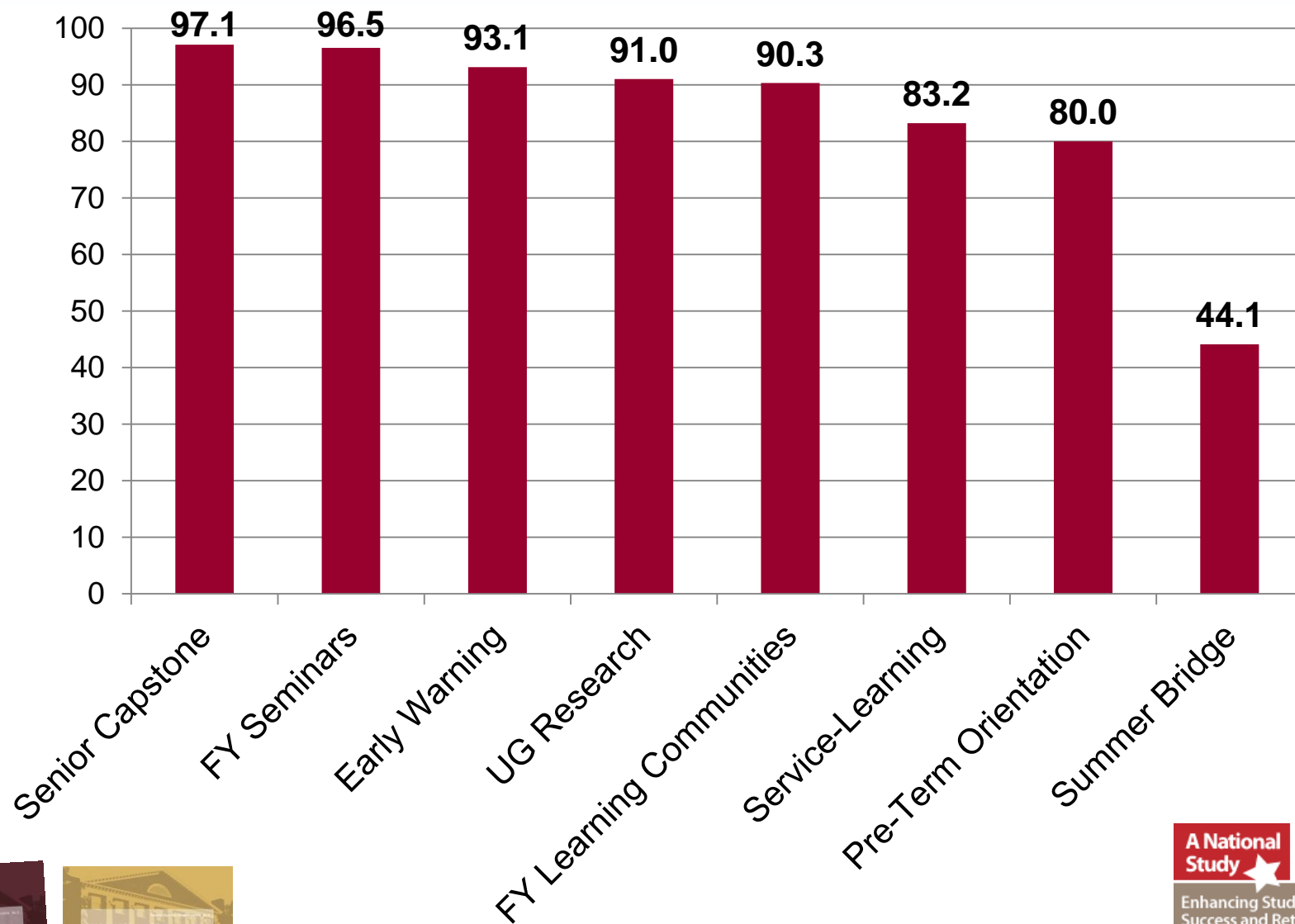


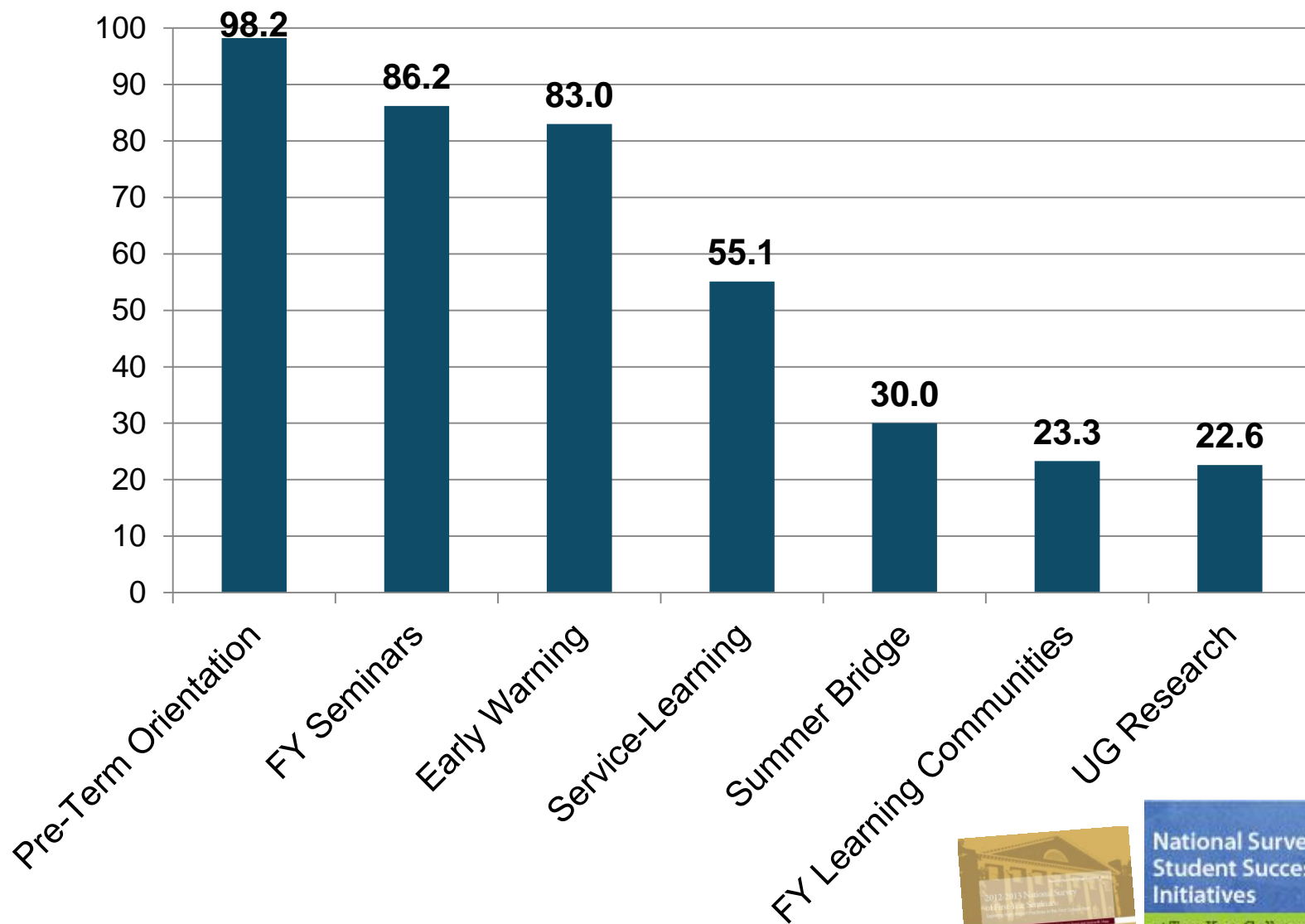
Association
of American
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Evidence of Effectiveness? **YES!**



“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)



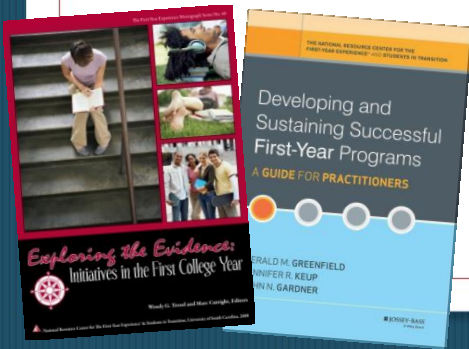
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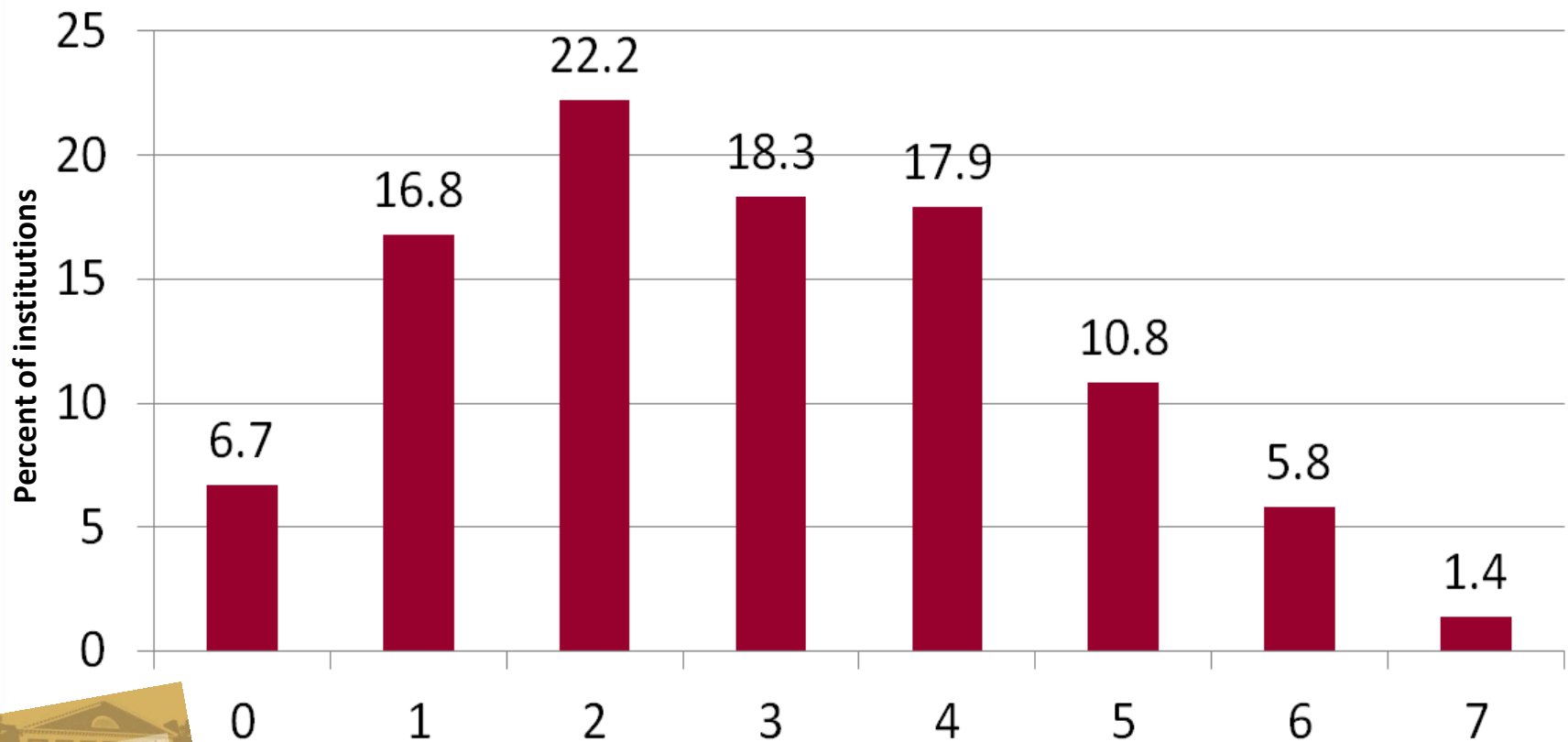
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HIPs in Combination

High-Impact Practice in the FYS	%
Collaborative assignments & projects	67.2
Diversity/Global learning	58.8
Writing-intensive	42.5
Common reading experience	38.1
Learning community	36.8
Service-learning	31.8
Undergraduate research	12.8



Number of HIPs Offered in the FYS



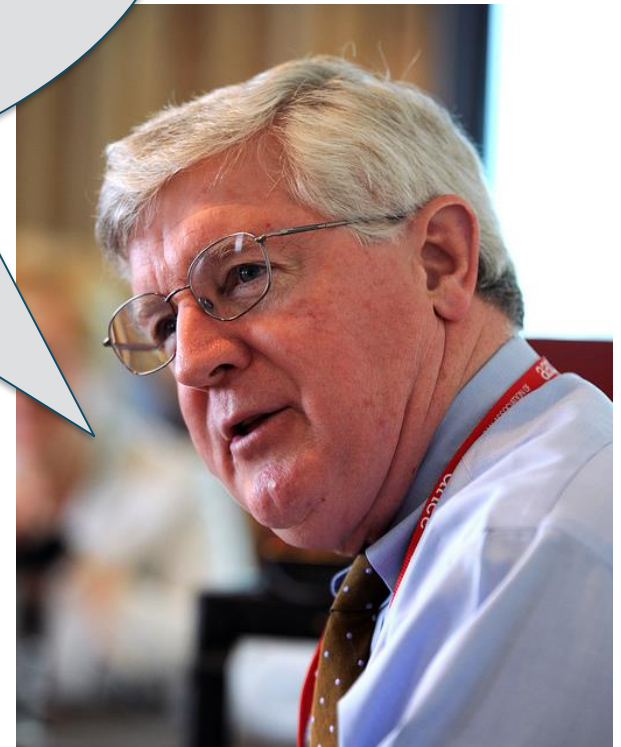


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“While promising, they are not a panacea. Only when they are implemented well and continually evaluated...will we realize their considerable potential.”

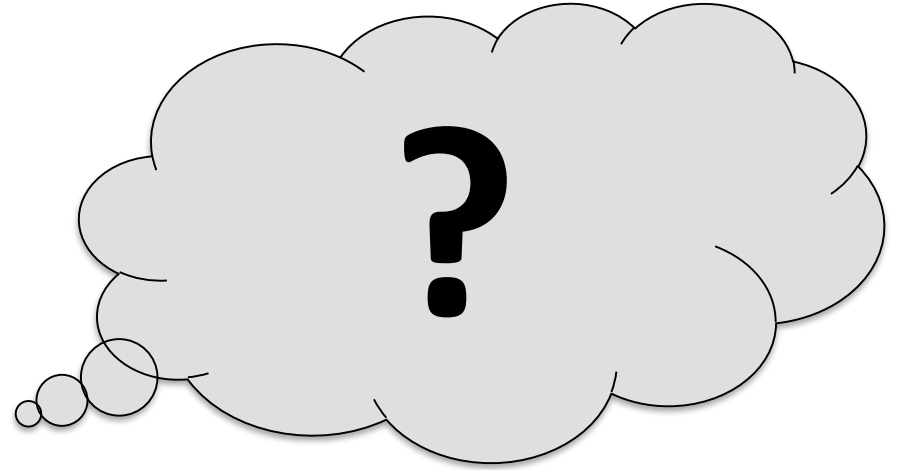
Kuh in Brownell & Swaner, 2010



High-Impact Practices

- ☒ First-Year Seminars and Experiences
- ☒ Common Intellectual Experiences
- ☒ Learning Communities
- ☒ Writing-Intensive Courses
- ☒ Collaborative Assignments & Projects
- ☒ Undergraduate Research
- ☒ Diversity/Global Learning
- ☒ Service Learning, Community-Based Learning
- ☒ Internships
- ☒ Capstone Courses & Projects





- *Quality*
- *Assessment*
- *Adaptability*





High-Impact Practices

QUALITY



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Consideration of Quality

- First-Year Seminars
 - 60% are “extended orientation”
 - 44% are offered for one credit
 - Changing patterns of requiring the course
 - Course objectives & content are closely aligned
- 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 & performance-based models are under-used
 - Tends to be discipline specific and not interdisciplinary

Consideration of Quality

- Common Reading Experiences
 - Critical backlash (student readiness, politics, integration)
 - Only minimal integration into other courses
 - 32.6% of FYS use it as basis for class discussion
 - 15.8 of FYS require it as a text or reading
- Undergraduate Research
 - Being introduced earlier in the undergraduate curriculum
 - Most often telling vs. doing
 - Usually secondary/library research vs. original research

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

Report Card	
SUBJECT	GRADE
High-Impact Practices	C



A Call for Innovative and 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)

Bottom Line....

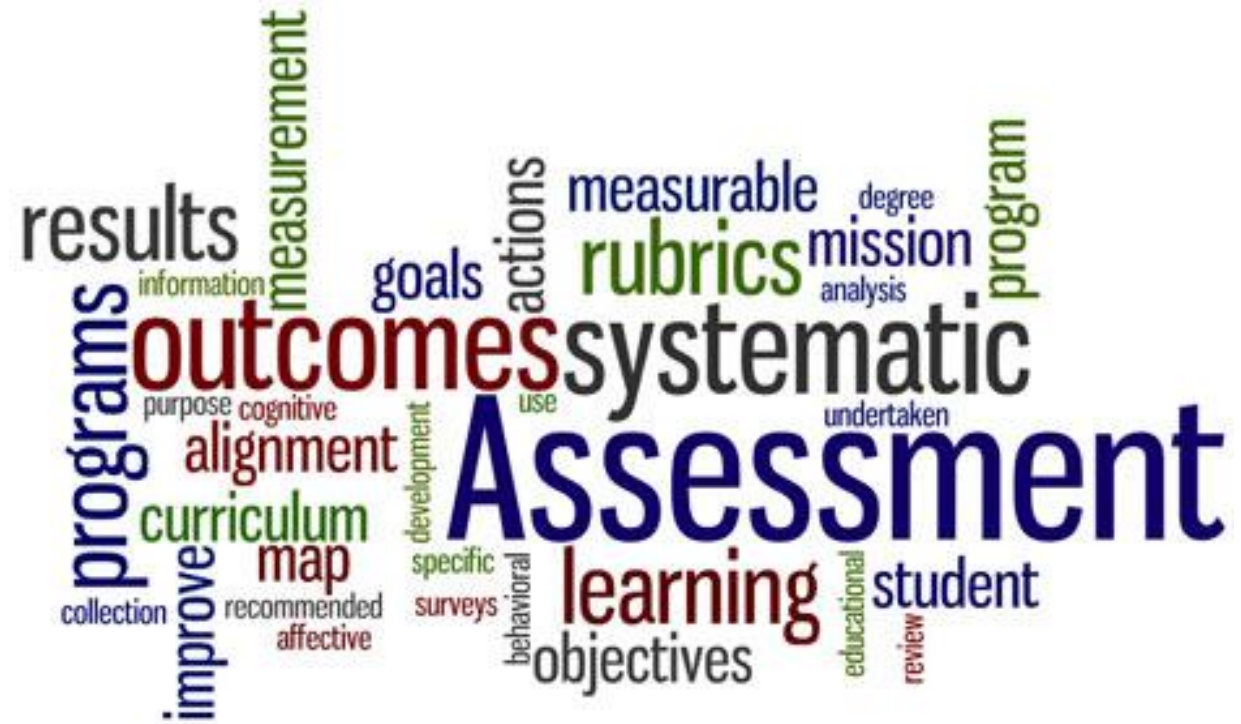
- We overemphasis the impact of **offering and participating** in HIPs on learning outcomes and retention
- It is what we are doing **within** the HIPs that is contributing to these outcomes
 - Innovative and integrative pedagogies
 - Vetted good practices
- It is also important to highlight their **relevance and reflection outside of the classroom** setting



**How is Housing and Residential Life
engaged in the development and
delivery of HIPs?**

**What resources do Housing and
Residential Life have to enhance the
quality of HIPs?**





High-Impact Practices

ASSESSMENT



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Are we evaluating HIPs? **Not Enough!**

- 59% of respondents to the National Survey of First-Year Seminars say that they have assessed their seminars in the past three years.
- 58% of institutions say that they have ever evaluated their first-year seminars. **8-13% of respondents to these instruments say that they “don’t know” if these assessment efforts have taken place.**
- 56% of institutions that participated in the National Survey of Capstone Experiences indicate that they have assessed their seminars in the past three years.



Criteria of “Excellence”

- “**Evidence of** an intentional, comprehensive approach to **[improvement]**...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...students,** including, but not limited to special student subpopulations.”
- “Strong administrative support for...initiatives, **evidence of institutionalization, and durability over time.**”
- “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”

Assessment Strategies

FYS Assessment	Percent
Student course evaluation	86.9
Institutional data	71.2
Survey instrument	53.4
Direct assessment of student learning outcomes	52.9
Focus groups with instructors	35.4
Program review	33.3
Focus groups with students	30.6
Individual interviews with instructors	20.0
Individual interviews with students	12.4

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



What is Being Measured?

- Persistence: [verb] “to continue steadfastly or firmly in some state, purpose, course of action, or the like, **especially in spite of opposition, remonstrance**, etc.”
- Questions:
 - Should this be the primary goal?
 - Does this actually measure progress?
 - Does it actually limit the scope of our thinking and work with students?
 - Does it have a “shelf-life”?

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



Journal

OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

Volume 25, Number 1

25
YEARS

National Resource Center on The First-Year Experience® & Students in Transition
University of South Carolina

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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: Methods

“Student persistence, or retention to the sophomore year, and academic achievement...are common measures [and] are of great importance as metrics for student success [but] learning outcomes desirable for all college students, such as written and oral communication, information literacy, problem solving, civic engagement, and intercultural and global understanding are also worthy of study.”

(Kinzie, 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)



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What **SHOULD** be Measured?

How would you know you were a
“successful” educational institution
if you had 100% retention?

What if all your students were
also guaranteed jobs upon
graduation?

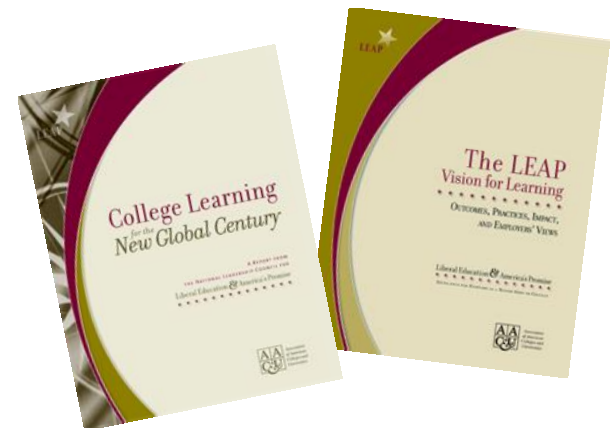


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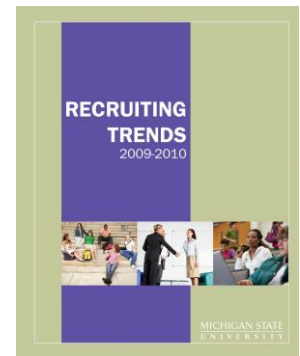
21st Century Learning Outcomes

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



Metacompetencies for Employability

- Build & sustain working professional relationships
- Analyze, evaluate, and interpret data from various sources
- Engage in continuous learning
- Oral communication and persuasion
- Project planning and management



Gardner, 2009

Metacompetencies for Employability

- Ability to create new knowledge
- Understand the impact of company practices in a global setting
- Build a successful team
- Coach, mentor, & develop others
- Initiative



Gardner, 2010

Domains for FYE Outcomes

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



Examples of FYE Outcomes

- Retention
 - Persistence to the second year
 - Graduation rates
- Academic skills/experiences
 - Analytical & critical thinking skills
 - Development of educational career goals
 - Declaring a major
 - Knowledge integration & application
 - Academic engagement
 - Academic achievement
 - Cognitive complexity
 - Study skills
 - Introduction to a discipline
- Campus connection
 - Knowledge of university requirements
 - Ability to identify, seek, & use organizational resources
 - Connection to campus community
 - Understanding history & traditions
 - Involvement in cocurricular activities
 - Satisfaction with student experience
- Interpersonal skills
 - Conflict resolution
 - Written & oral communication skills
 - Development of a social support network
 - Multicultural competence



Examples of FYE Outcomes

- Personal development
 - Time management
 - Identity exploration & development
 - Values clarification
 - Practical competence
 - Life management skills
 - Physical health
 - Emotional wellness
 - Moral and ethical development
 - Leadership skills
- Civic engagement/democratic citizenship
 - Participation in service
 - Engagement in philanthropy
 - Political awareness/engagement
 - Political activism/social advocacy
 - Community involvement
- Employability
 - Analyzing a problem from various sources
 - Innovation and creation of new knowledge
 - Providing direction through interpersonal persuasion
 - Ability to integrate ideas and information
 - Applying knowledge to a real-world setting
 - Ability to coach and mentor others
 - Project planning and management
 - Engage in continuous learning
 - Desirability as a candidate
 - Initiative
 - Ethical decision-making
 - Professionalism
 - Ability to build a team
- Others?



**What assessment of HIPs is taking place
in Housing and Residential Life?**

**What outcomes of HIPs do you
articulate and evaluate in your
programming?**



SUPERMAN / CLARK KENT



High-Impact Practices

ADAPTABILITY



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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



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
- Accountability



Emerging & Potential HIPs?



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Emerging & Potential HIPs?

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



Emerging & Potential HIPs?

- Campus activities
- Employment
- Student media
- Advising
- Athletics
- Physical fitness and wellness
- Supplemental Instruction
- Student clubs and groups
- Transactional experiences
 - Course registration
 - Parking
 - Financial aid
- **Peer leadership**
- Student support structures
- Housing & residential life



Data Source

2013 National Survey of Peer Leadership

- Partnership between 5 national organizations: Center, NACA, NODA, **ACUHO-I**, & Int'l Center for SI
- 49 four-year institutions participated
- 4,932 student responses (4,639 with PL experience)
- Overall response rate: 28.6%
- Over-represents women & high academic performers
- Adequate representation by race/ethnicity, class standing, & Pell Grant eligibility

Number of Peer Leader Experiences

- 60.9% of survey respondents report holding more than one peer leader position “currently”
- Most respondents have held several peer leader positions throughout college (Mean = 3.7; SD = 2.416)
- 12.2% of respondents report holding four or more peer leader positions “currently”
- On average the largest number of peer leader positions held at one time throughout college is 2-3 (Mean = 2.5; SD = 1.269)

Most Common PL Sponsors

Peer Leader Experience	%
Student clubs and organization(s)	44.5
Residence Hall	28.9
First-Year Experience	28.6
Campus activities	28.5
Orientation	24.6
Academic - peer advisor	24.5
Community service or service learning	23.8
Academic – Tutor	23.4

Most Common PL Sponsors

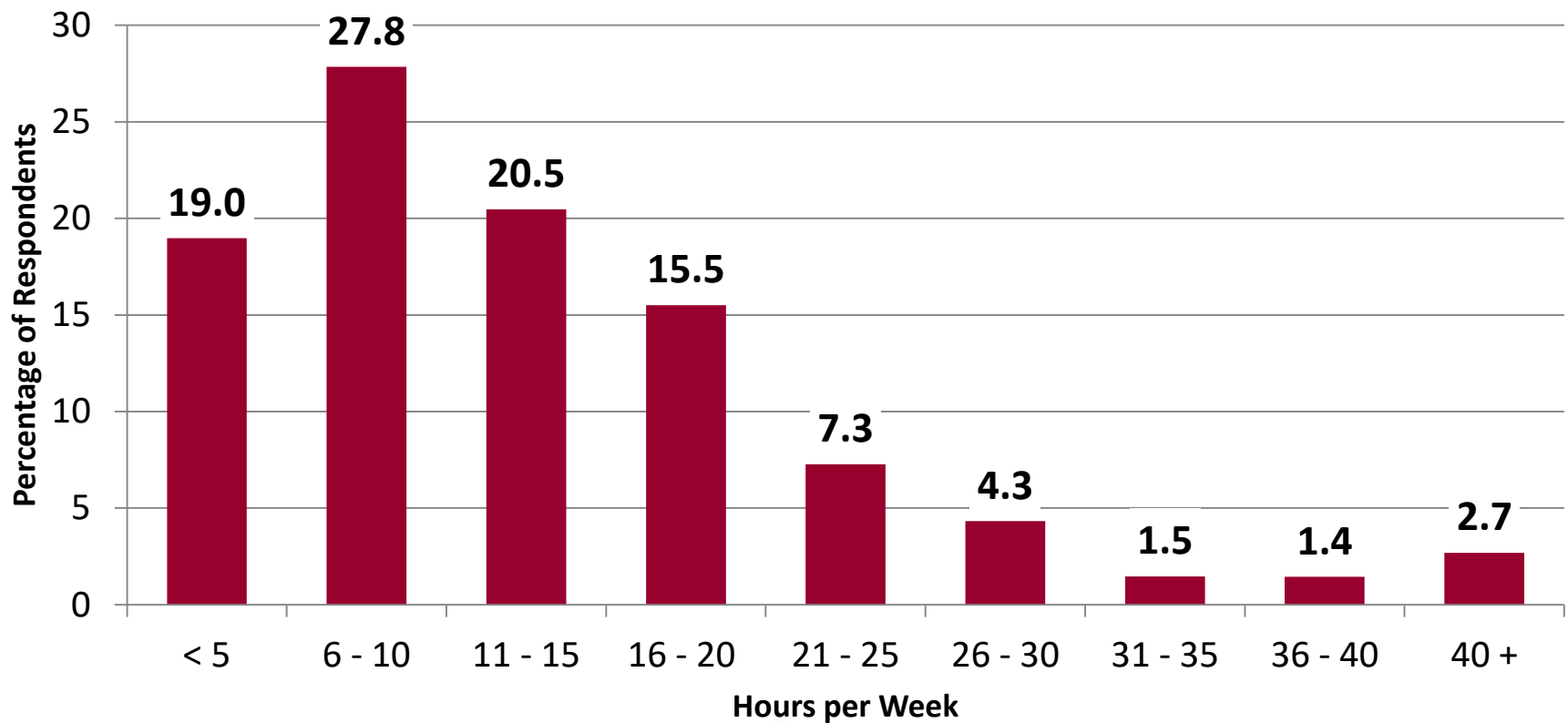
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Least Common PL Sponsors

Peer Leader Experience	%
Athletics	9.5
Admissions	9.3
Religious	8.9
Academic-Supplemental Instruction leader	8.7
Multicultural affairs	5.4
Study abroad	5.2
Outdoor or recreational sports	4.3
Counseling or mental health	3.1
Student productions or media	2.8
Judicial affairs or student conduct	2.6
Physical health	2.6
International student office	2.2

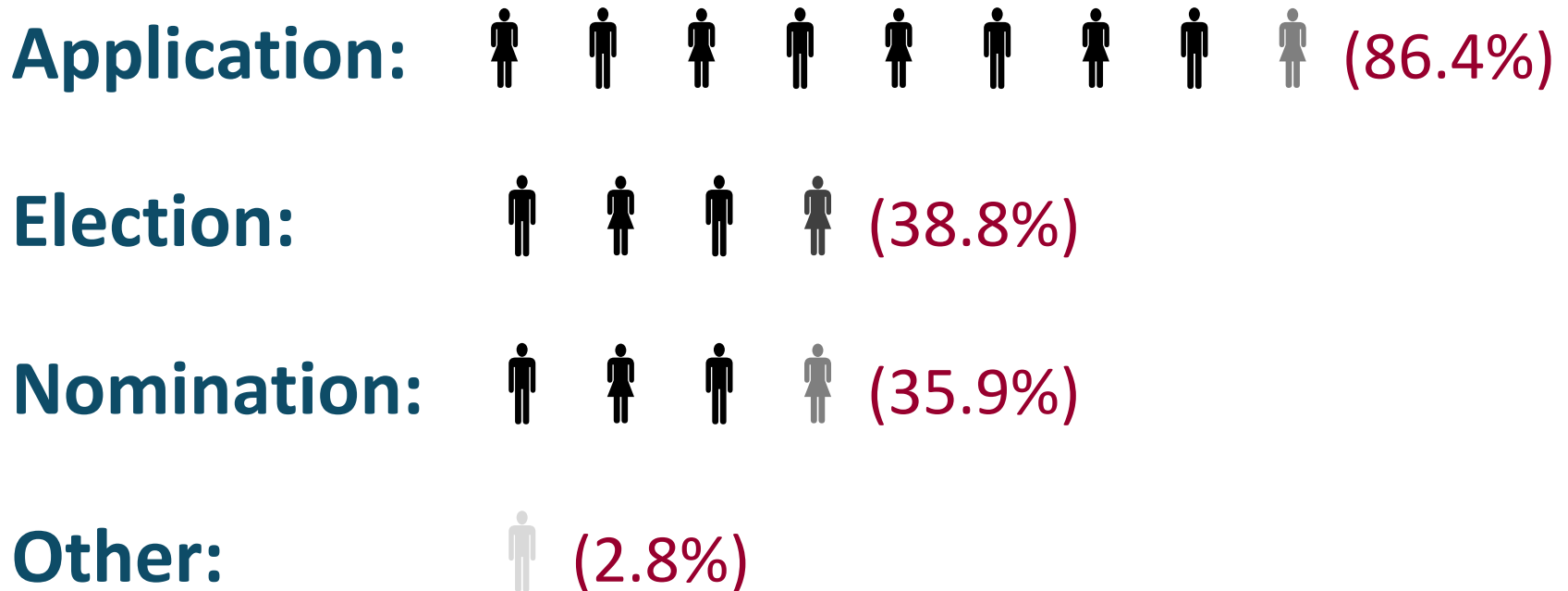
Time Spent on PLEs

On average, how many hours per week do you spend performing your peer leader responsibilities? (n = 4,016)



PL Selection Process

Which of the following best describes the peer leader selection process you went through (n = 3,942)

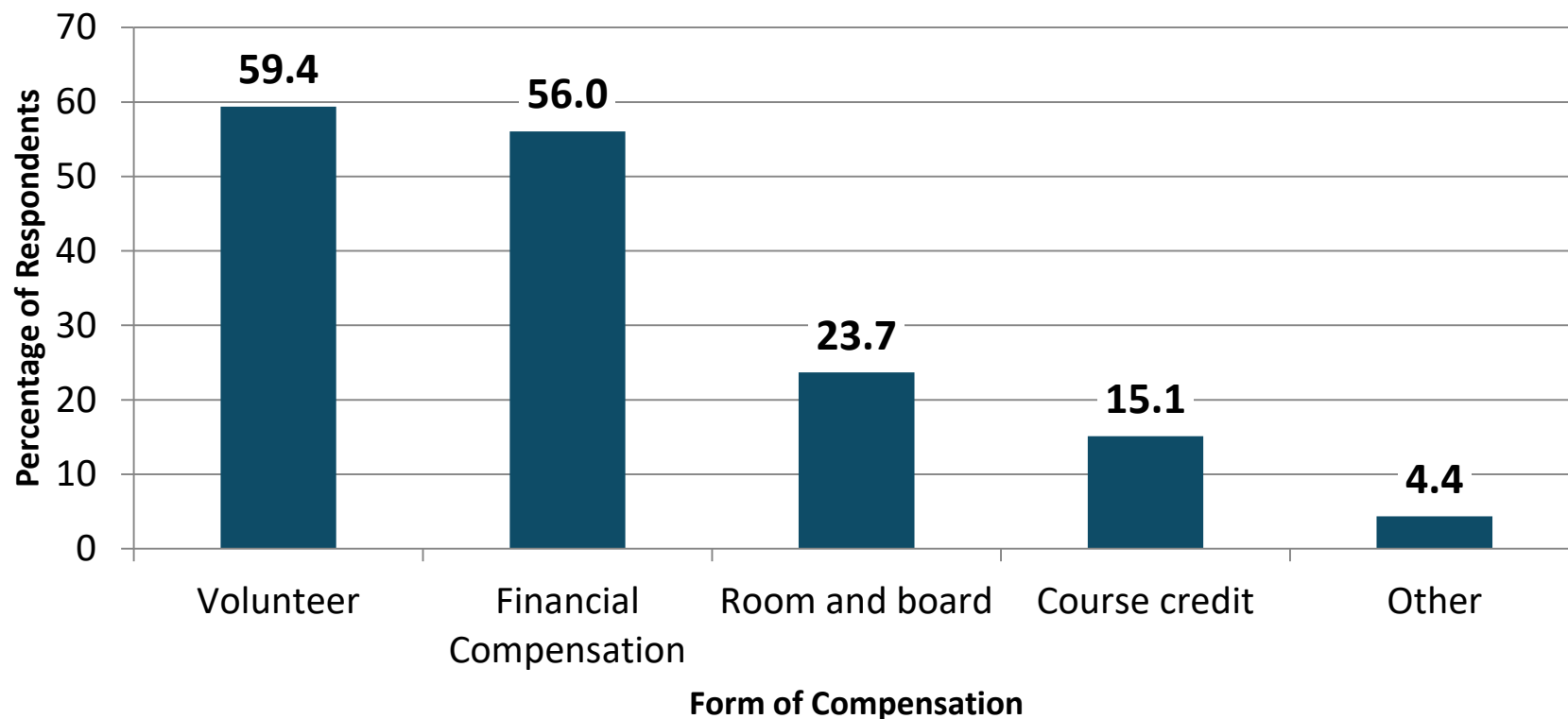


Training

- 85.6% of respondents received training for their position
- Initial training ranged from a half day or less (22.8%) to two-three weeks (28.3%) or enrollment in a class (19.4%)
- 68.8% respondents reported ongoing training
 - 61.2%: staff meetings
 - 47.8% meetings with supervisor
 - 38.5%: retreat
 - 7.1% other

Compensation

What compensation did or do you receive for your work as a peer leader? (n = 3,942)



Self-Rated Effect of PL on Skills

Skill Development	% ↑
Leadership	87.3
Interpersonal communication	82.5
Teamwork	77.5
Time management	73.6
Project management	72.9
Organization	71.5
Presentation	67.5
Critical thinking	65.8
Written communication	53.4

Notes: N=3,886

S-R Effect of PL on UG Experience

Undergraduate Experience	% ↑
Knowledge of campus resources	83.6
Meaningful interaction with peers	81.2
Feeling of belonging at institution	76.6
Meaningful interaction with staff members	75.9
Interaction with people from diff backgrounds	75.6
Meaningful interaction with faculty	73.3
Understanding people from diff backgrounds	72.9
Desire to engage in continuous learning	71.8
Desire to persist at institution	68.9

Notes: N=3,862

S-R Effect of PL on Employability

Employability Outcomes	% ↑
Building professional interpersonal relationships	77.9
Applying knowledge to a real-world setting	72.7
Bringing together info from different places	71.2
Providing direction through persuasion	67.8
Analyzing a problem from new perspectives	65.8
Expectations for success in a FT job after grad	65.5
Creating innovative approaches to a task	65.4
Engaging in ethical decision-making	64.5
Sharing ideas with others in writing	46.2

Notes: N=3,839

S-R Effect of PL on Academics

Academic Performance	% ↑
Academic skill development	39.9
Overall academic performance	23.8
Grade point average	19.0
# of credit hours completed each term	15.1
Facilitate timely graduation	1.8

Notes: N=3,810

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

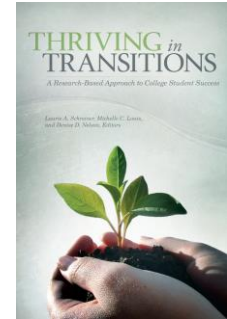


Are your PL programs structured to maximize their potential as HIPs?

What other programs can you structure as HIPs?



HIPs as a tool for Thriving



“The construct of *thriving* as an expanded vision of student success provides a framework for conceptualizing new ways of helping students reap the full benefits of higher education. The very word thriving implies that success involves more than surviving a four-year academic obstacle course. Students who thrive are vitally engaged in the college endeavor—intellectually, socially, and emotionally. They experience what Tagg (2003) calls *deep learning*; they are investing effort within the classroom and managing their lives well beyond it.” (Shreiner, Louis, & Nelson, 2012)

Reflection for the Road

How do your efforts with HIPs uphold standards of quality, contribute to meaningful assessment, and create new high-impact experiences to facilitate a seamless undergraduate experience and thriving in college and beyond?



Questions & Comments

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