



## 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



# How “HIP” are you?

## Assessment as the Key to First-Year Campus Activities as a High-Impact Practice

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Baltimore, MD

[www.sc.edu/fye](http://www.sc.edu/fye)



# Session Learning Outcomes

## **As a result of this session, participants will:**

- Understand FYE and HIP language and definitions, particularly with respect to campus activities.
- Be able to identify characteristics of “excellent” programs.
- Become familiar with approaches to guide first-year assessment strategies.
- See how assessment, FYE, & HIPs are vehicles to bring campus activities “to the table” at your institution.





Section 1:

# INTRODUCTION: FYE & HIPS



# 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)*



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# 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)*

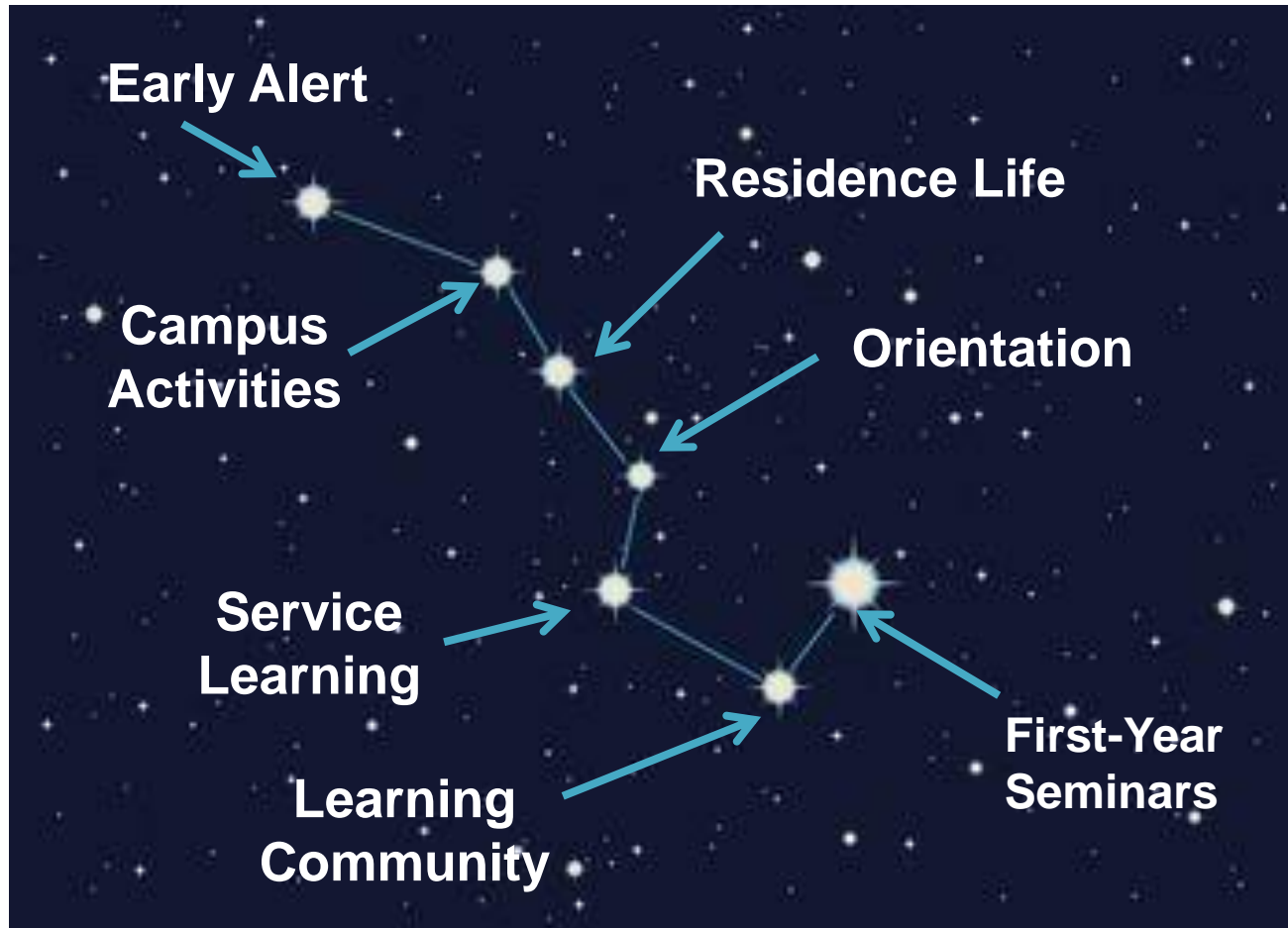


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# FYE: A Constellation of Support





# 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

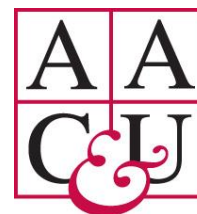
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in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



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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 Educational Practices



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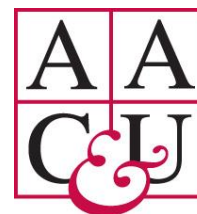
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# Consider Adaptability of HIPs

**“[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?

The

# EVOLUTION of the HIPSTER

2010 – 2015

Photos by Maddy Booth  
Models: Jess Smith & Ryan Vogel  
Produced by Sarah Lawrence and Brittany Joyce

**The Cruelty-Free Vegan**  
**2010**

The vegan's cruelty-free canvas bag is always toting along with organic veggies and his wonderful smile is the only thing that melts at just how hungry he really is.



**The Colorful Crafter**  
**2012**

Self-aware enough to understand what it means to have Portlandia steaming in the background while she crafts, her world revolves around browsing Etsy and getting lots of glitter.



**The Chic Traveler**  
**2013**

She travels to Instagram and Instagram to travel, a 5/7 Airbnbs review if the room is cool enough to post, and, while her road trip may only last a few days, this girl knows how to make it look like a month-long vacation at least to her followers.



**The Festival Flower Girl**  
**2014**

Flower crowns in her hair and maybe a metallic tattoo or two to match, she goes for festivals - specifically dressing for them. Her crowd is not short on viral print sales.



**The Lumbersexual**  
**2015**

With a beard that says he lives in the wild and a body that says he may or may not get seaweed when he's taken a pretty boy. Just think of all the potential accomplishments in that Stopp 40.



**The Coffee Shop Sophisticate**  
**2015**

Spreading the movement in his standout frames and other sock collection, he enjoys reading, as well as watching people watch him read Olympe.



Paste



# Characteristics of HIPs

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





# High-Impact Practices

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







Section 2:

# UNDERSTANDING FYE & HIP QUALITY



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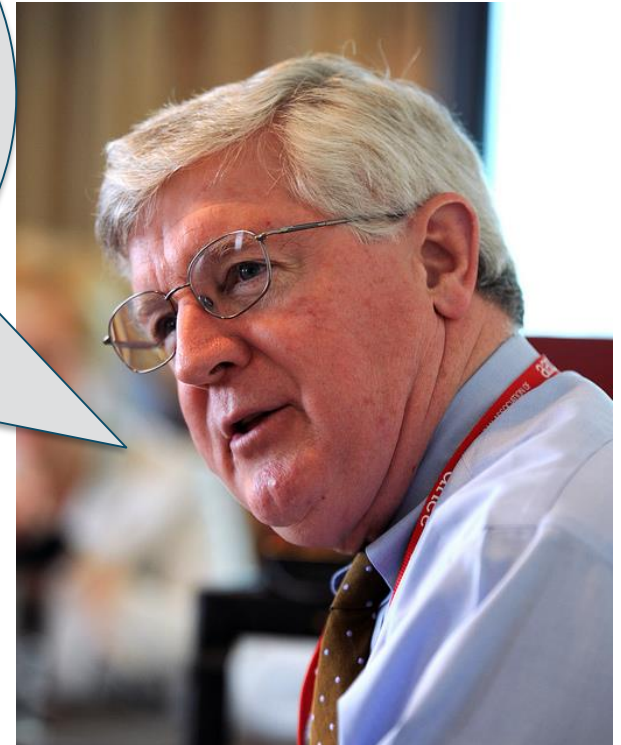




# Criteria for HIPs “Excellence”

**“While promising, [high-impact practices] are not a panacea. Only when they are implemented well and **continually evaluated**...will we realize their considerable potential.”**

*(Kuh in Brownell & Swaner, 2010)*





# 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.”



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Section 3:

# ASSESSMENT FOR EXCELLENCE



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# It is Up to You: Get Involved!



## STATEMENT OF ASPIRATIONAL PRACTICE FOR INSTITUTIONAL RESEARCH

2016

**AIR** ASSOCIATION FOR INSTITUTIONAL RESEARCH  
Data and Decisions for Higher Education

1 | An Aspirational Vision For Institutional Research  
2-4 | Statement Of Aspirational Practice For Institutional Research  
6-7 | Using The Statement Of Aspirational Practice For Institutional Research At Your Institution

“Models of decision-making are changing, which opens new opportunities for wise use of data resources. Key to this vision are **a broadened definition of ‘decision makers’ supported by IR**, an intentional structure and leadership for data capacities, and **adoption of a ‘student-focused’ paradigm for decision support.**”

*(Swing & Ross, 2016)*



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# Measure the “Right” Things



“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*

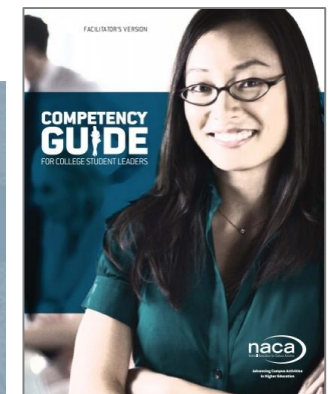
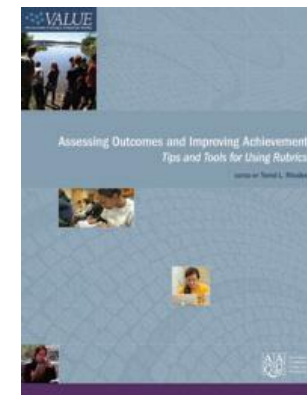
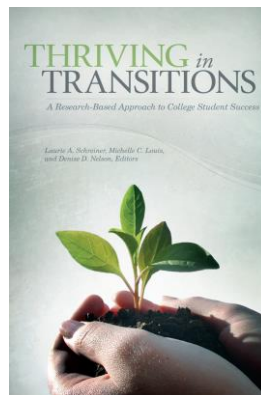


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# Measure the “Right” Things: *Go Beyond Transactional Metrics*





# Keep Assessment “Safe”



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# Do Something with the Findings:

*“You Can’t Fatten A Pig by Weighing It”*



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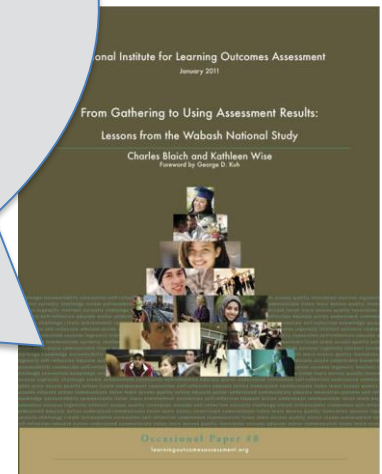


# Do Something with the Findings:

## *Closing the Loop on FYE Assessment*

**“Measuring student learning and experience is by far the easiest step in the assessment process. The real challenge begins once faculty, staff, administrators, and students at institutions try to **use the evidence to improve student learning.**”**

*(Blaich & Wise, 2011)*







**Thought is action in rehearsal.**  
**Sigmund Freud**

Section 4:

## **CONCLUSIONS & TAKEAWAYS**



# So What? Setting Goals

- What are 3 ideas that you learned from this presentation?
- Who are 3 people with whom you will share those ideas?
- What are 3 action steps you are willing to take in the next month based upon those ideas?
- What are 3 action steps you are willing to take in the next 6 months based upon those ideas?





*not all  
That's Folks!*



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**“Speak Up! Using First-Year Assessment as a Platform for Change.” Today (Sunday, 2/19) from 2:15-3:15 pm in BCC 319.**



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