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

(Lane, 2014)
FYE: A Constellation of Support

- Early Alert
- Campus Activities
- Service Learning
- Learning Community
- Residence Life
- Orientation
- First-Year Seminars
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 other idea of a college curriculum also 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 “different 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.
“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

First-Year Seminars and Experiences
Many schools now have required the curriculum first-year seminars or other programs that bring groups of students together with faculty or staff members to explore high-quality first-year experiences. The programs focus on critical thinking, frequent writing, information literacy, collaborative learning, and other skills that develop students' confidence and practical competencies. First-year seminars typically involve students with cross-disciplinary questions that are scholarly and with faculty members' research.

Common Intellectual Experiences
The oldest idea of “core” curricula continues to evolve to include 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 for required participation in a learning community (as below). These programs often combine broad themes, such as technology and society, along with more independent work. A variety of curricular and cocurricular options for students.

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LEAP
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?
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
Characteristics of HIPs

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• Includes interaction with faculty and peers about substantive matters
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• Exposure to diverse perspectives
• Accountability
“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
“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)
“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_
Measure the “Right” Things: Go Beyond Transactional Metrics
Keep Assessment “Safe”
Do Something with the Findings:

“You Can’t Fatten A Pig by Weighing It”
“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)
Section 4:

CONCLUSIONS & TAKEAWAYS

Thought is action in rehearsal.
Sigmund Freud
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?