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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION  
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Conferences and Continuing Education | Research and Assessment | Publications



# Who are Our Students and How Do We Best Serve Them?



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DeKalb, IL



September 23, 2016



# Let's begin at the beginning...



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**What are words you  
would use to describe  
today's college students?**



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# MILLENNIAL CHARACTERISTICS®

TECH-SAVVY **OPTIMISTIC**  
**CONNECTED 24/7**

**COMFORTABLY SELF-RELIANT**  
**GOAL ORIENTED** **LIFESTYLE**  
**SELF-CONFIDENT** **CENTERED**  
**SUCCESS DRIVEN** *hopeful*

youth entitled  
selfish lucky  
TechSavvy **Spoiled**  
young lazy dreamers  
ok  
learning time new  
generation  
future disrespectful unemployment  
self-absorbed kids children

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

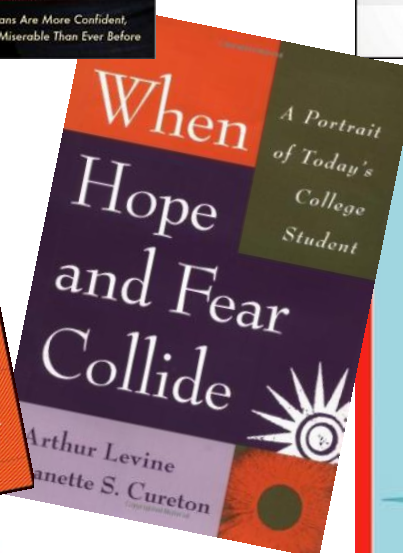
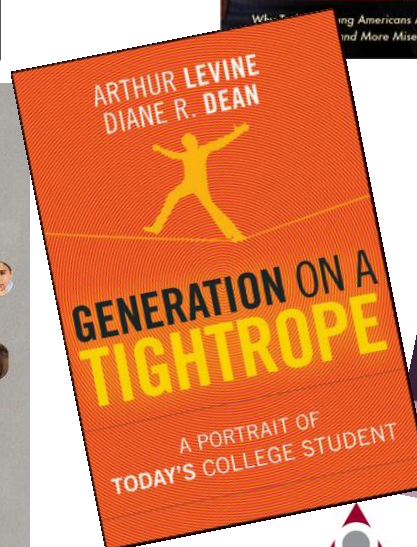
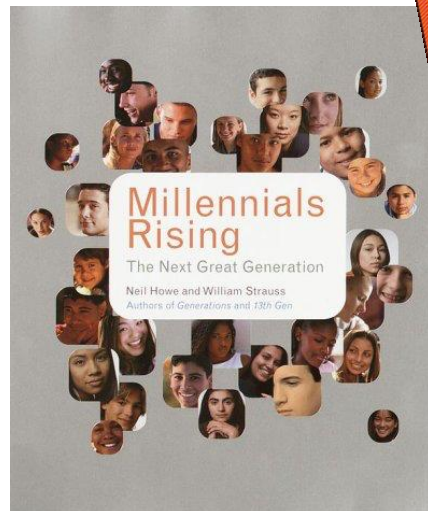
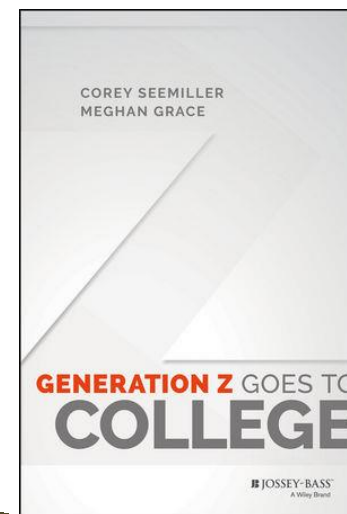
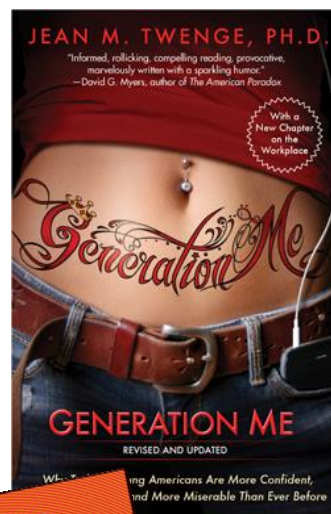
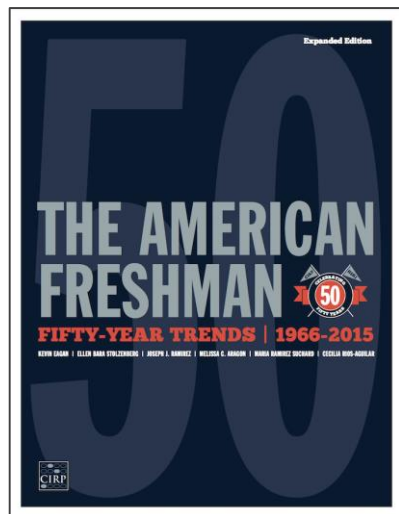


# 2020 Beloit College Mindset

- “They have never had to watch or listen to programs at a scheduled time.”
- “If you want to reach them, you’d better send a text—emails are oft ignored.”
- “Books have always been read to you on audible.com.”
- “Students have always questioned where and by whom their sweatshirts are made.”
- “There have always been iMacs on desks.”
- “Outstanding women basketball players have always had their own Hall of Fame Knoxville, TN.”







  
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# THE HUFFINGTON POST

“Millenials are lazy and self-absorbed, often found taking selfies, telling the world every detail of what they’re doing and feelings, hyper-aware of Facebook ‘likes’, and piling up hashtags in tweets. In short, they’re obsessed. With themselves.

At least that’s how the stereotypes go; these behaviors have been detailed, chronicled, and parsed for accuracy across many marketing plans. But **we need to look beyond popular convention, and for this group that is no easy task. While brands and advertisers are racing to marker this particular generation, we have yet to truly look at the facts.”**

*September 30, 2013*



# Food for Thought...



- “Educators need to identify how their programs, policies, and pedagogies capitalize on the multiple perspectives that...college students bring with them—perspectives that contribute to the total campus environment.” *(Keup, 2008)*
- Balance between acknowledging the individual student and forging a community culture
- How to remain flexible for personality profile of the next generation (**GENERATION Z**)
- Consider progression



# Discussion Questions

- What is the source of your information about your students? How reliable are these sources?
- Have you considered how their characteristics affect their engagement in the undergraduate experience?
- How do we take information about our students and make it actionable?



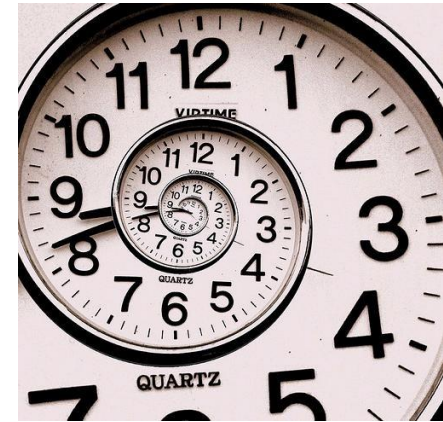


# Charge for Today & Topics

- Overview of today's college students
  - Changing demographics and multiculturalism
  - Learning and critical thinking
  - Economic realities & financial concerns
  - Health, well-being & support
  - Co-curricular involvement
- High-impact practices to address student needs
  - Characteristics
  - Quality & equity



# Qualifications



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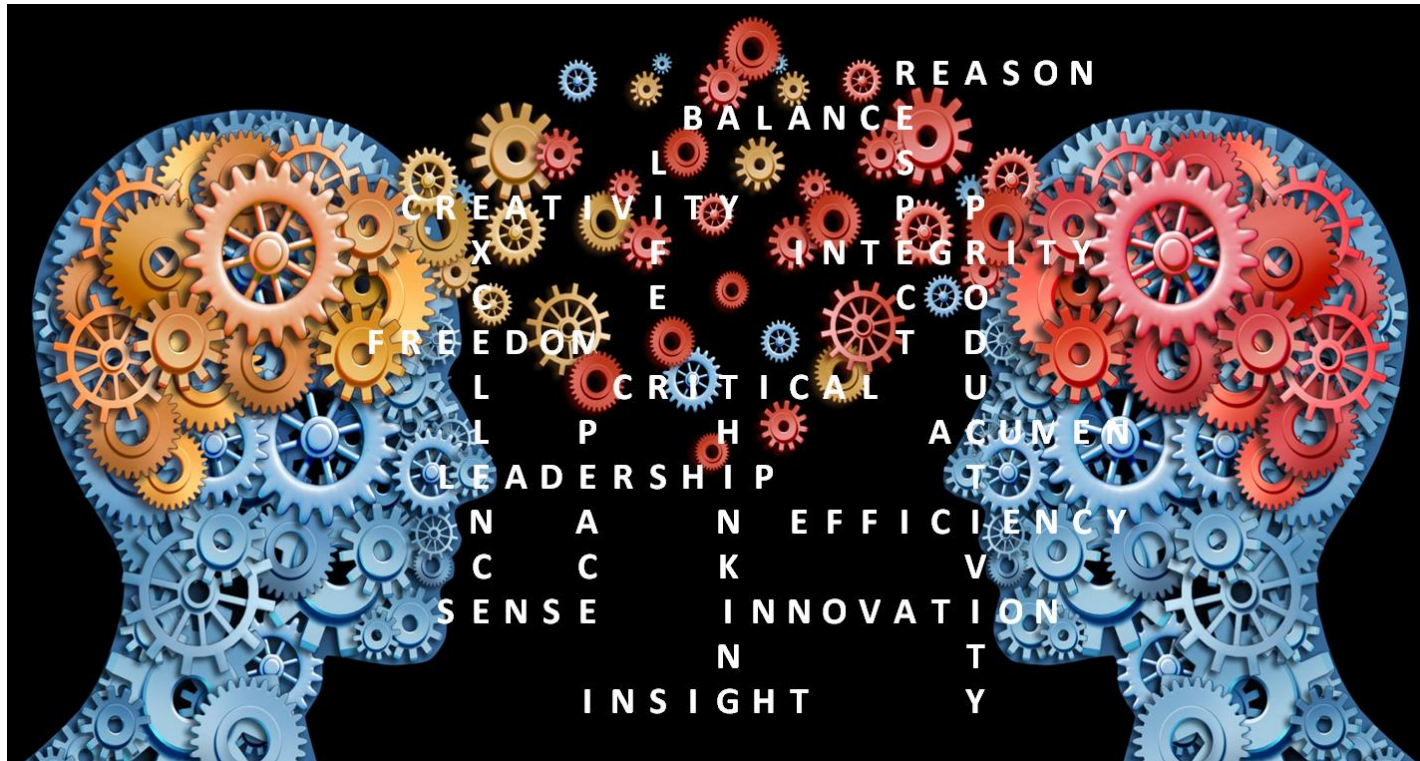


# Data Sources





# LEARNING & CRITICAL THINKING



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## CRITICAL THINKING VALUE RUBRIC

for more information, please contact [valub@sc.edu](mailto:valub@sc.edu)



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptions demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectation articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

### Framing

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all of the disciplines suggests that successful critical thinkers from all disciplines increasingly need to be able to apply their skills to complete analyses of test, data, or issues. Assignments that cut across disciplinary boundaries are particularly well-suited for this rubric.

This rubric is designed for use with many different types of assignments and the suggestions that require students to complete analyses of test, data, or issues. Assignments that cut across disciplinary boundaries are particularly well-suited for this rubric.

The definitions that follow were developed by the VALUE rubric teams and are intended to be interpreted in a non-literal way.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted" or accepted as true without proof. (e.g., "The world is flat" or "The world is round.")
- Context: The historical, ethical, political, cultural, environmental, or circumstantial factors that influence and complicate an issue.
- Literal meaning: Interpretation of information exactly as stated. For example, "The world is round" is a literal statement.
- Metaphor: Information that is intended to be interpreted in a non-literal way.

## CRITICAL THINKING VALUE RUBRIC

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Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Definition			
	Evaluators are encouraged to assign a grade in any work sample or collection of work that does not meet benchmark (all are) level performance.			
	4	3	2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, defining all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Other points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Other points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Reasons and related outcomes (consequences and implications)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints (reasons and implications) are identified clearly.	Conclusion is logically tied to information because information is chosen to fit the desired conclusion; some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

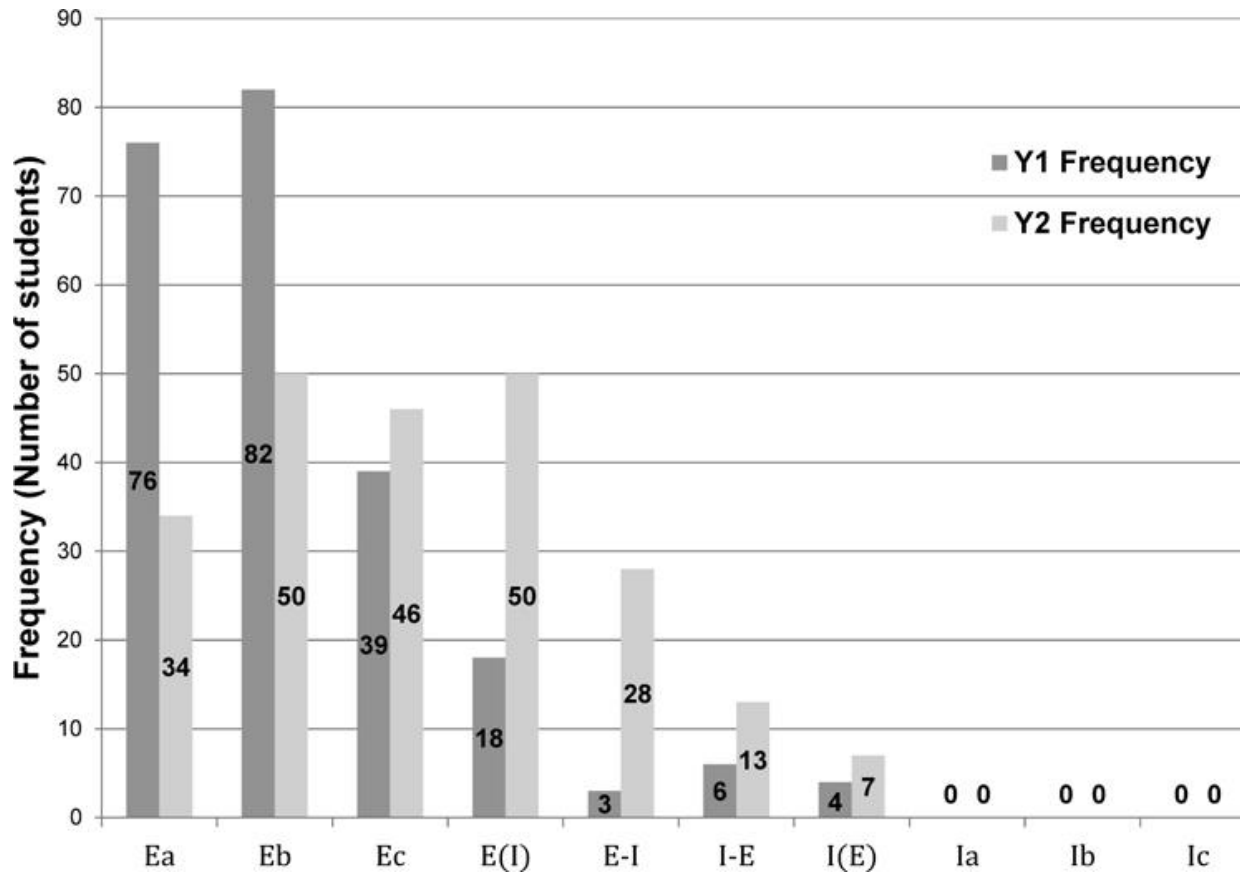


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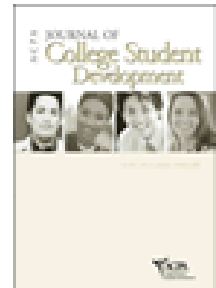
# First-Year to Sophomore: Developmental Milestone



## Source of identity and meaning-making:

- Ea-External voice-unquestioning
- Eb-External voice-low tension
- Ec-External voice-high tension
- E(I)-External with awareness of internal
- E-I or I-E: Balanced
- I(E)-Internal with acknowledgement of external
- I(a-c): External

Baxter-Magolda, M.B., King, P.M., Taylor, K.B., & Wakefield, K.M. (2012). Decreasing authority dependence during the first year of college. *Journal of College Student Development*, 53(3), 481-435.





# Learning & Critical Thinking

**“NCLB [*Common Core*] went into effect for the 2002-03 academic year, which means that America’s public schools have been operating under the pressures and constrictions imposed by that law for a decade. Since the testing requirements were imposed beginning in third grade, the students arriving in your institution have been subject to the full extent of the law’s requirements.” (Bernstein, 2013)**





# HS Learning & Critical Thinking

- Students arrive to HS with **little instruction in subjects** that aren't tested
- “Most tests being used consist primarily or solely of **multiple choice** items.” Thus students arriving in HS **lack “experience and knowledge about how to do the kinds of writing** that are expected at higher levels of education.”
- Grading rubrics are often concerned with **content and not argument**, which “works against development of the kinds of writing that would be expected in a true college-level course.”

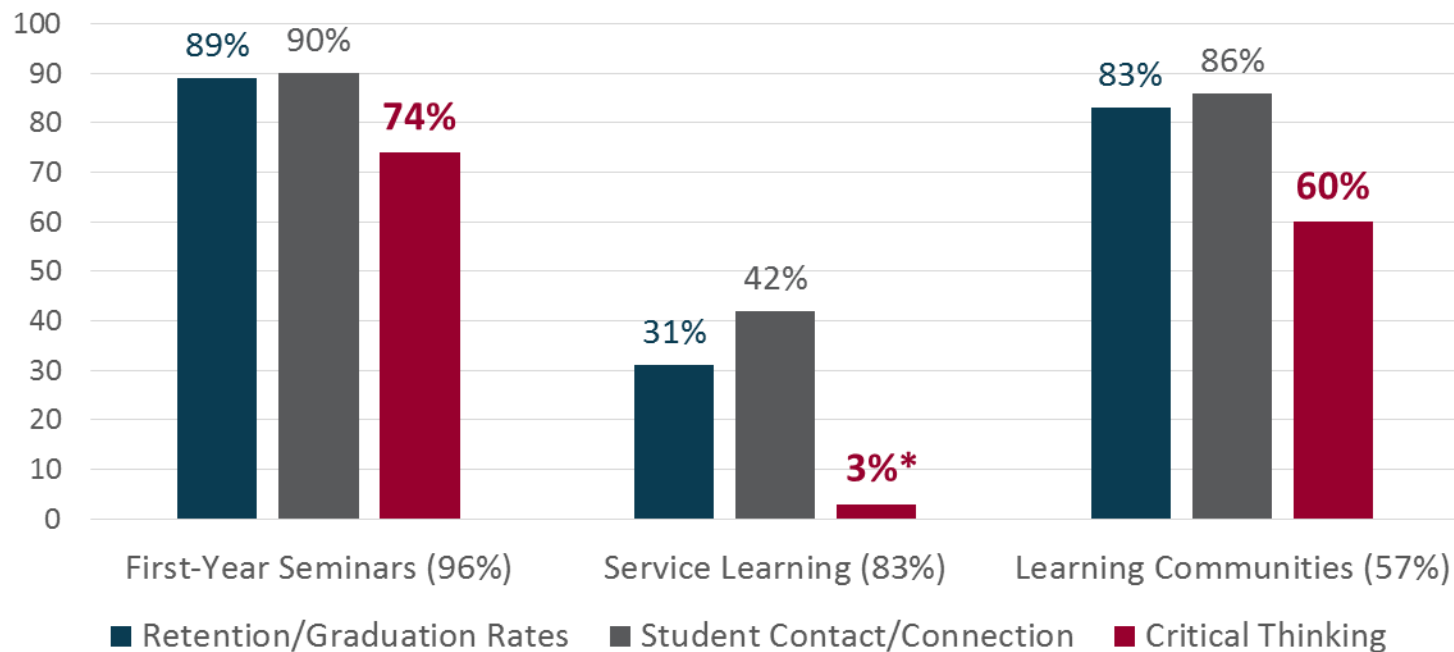


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# Critical Thinking as a Goal

## Goals for HIPs



A National Study

Enhancing Student Success and Retention

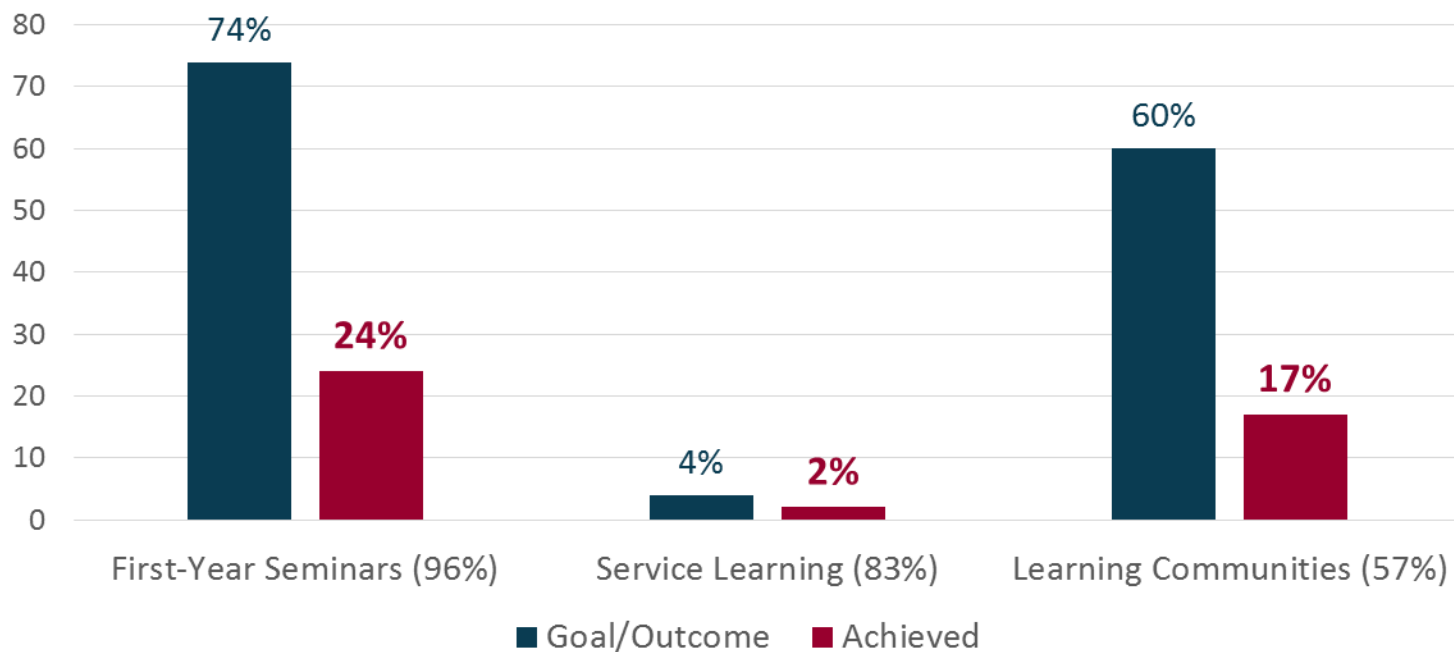
Throughout Undergraduate Education





# Critical Thinking as an Outcome

Outcomes of HIPs



A National Study

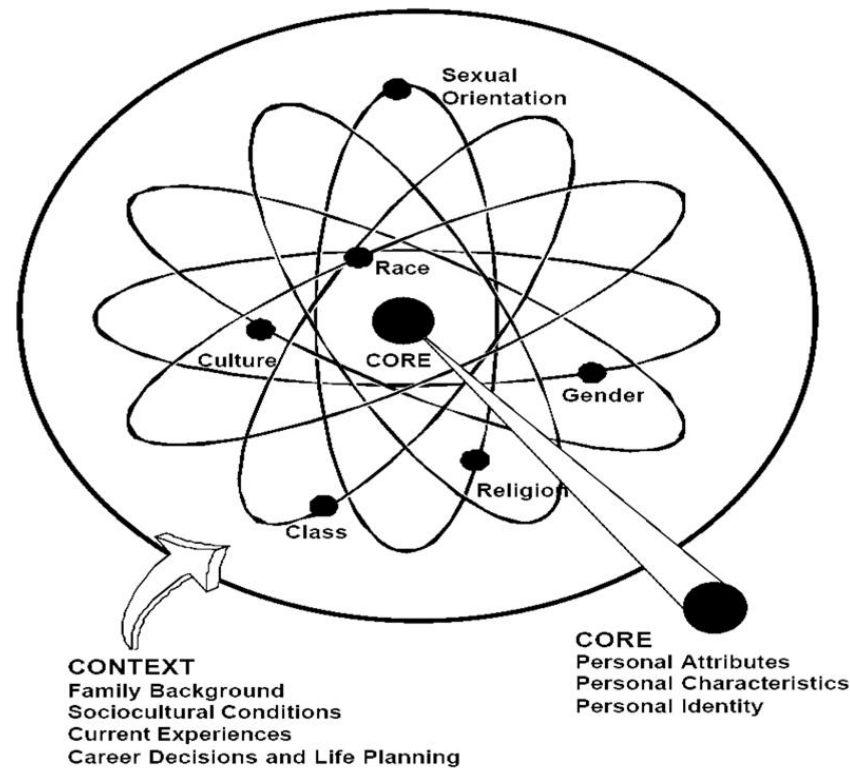
Enhancing Student Success and Retention

Throughout Undergraduate Education





# CHANGING DEMOGRAPHICS & MULTICULTURALISM



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(Jones & McEwen, 2000)

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



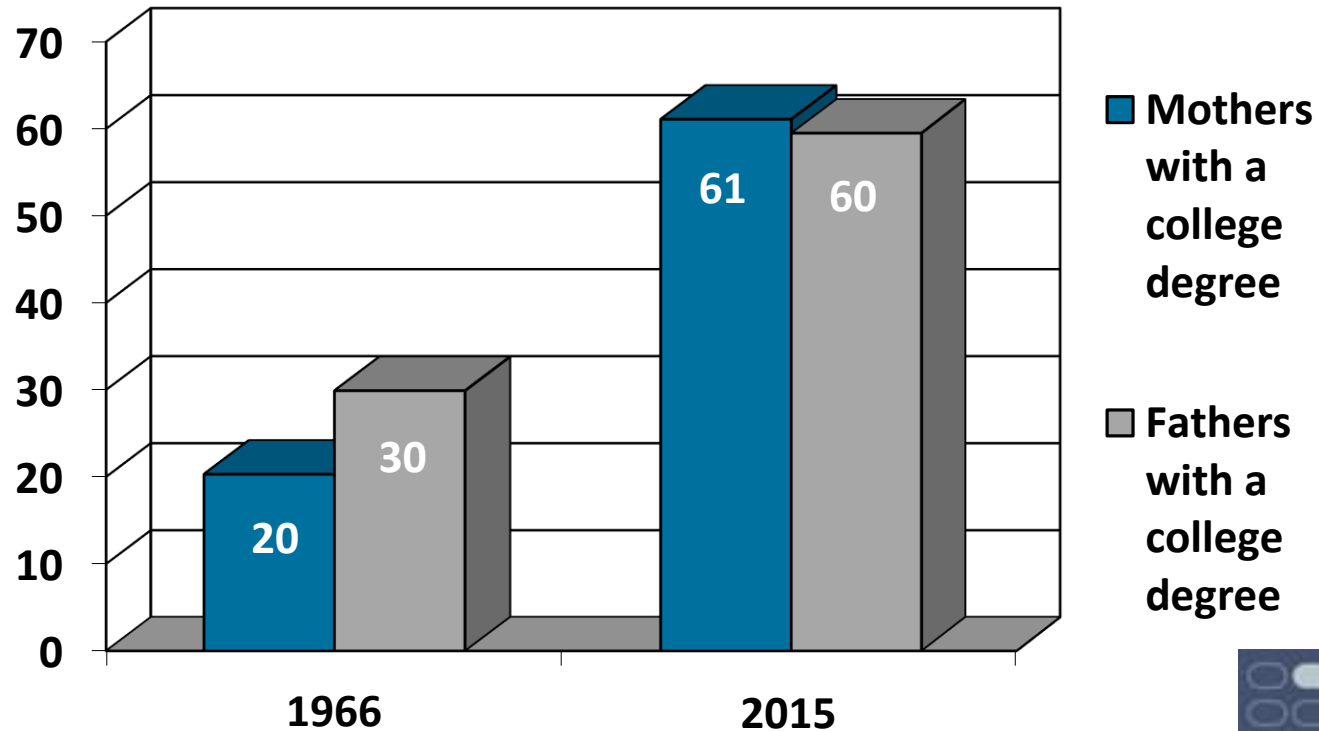
# Changing Demographics: Gender

	1993	2001	2009	2017*
Women	6,840,000 (55%)	7,711,000 (56%)	8,954,000 (57%)	9,741,000 (57%)
Men	5,484,000 (45%)	6,004,000 (44%)	6,816,000 (43%)	7,281,000 (43%)

- Women will continue to outpace men in enrollment, numbers, and persistence
- Women are making gains in educational aspirations
- More women are pursuing traditionally “male” fields



# Changing Demographics: 1<sup>st</sup> Gen



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# Changing Demographics: Race & Ethnicity

- White, Non-Hispanic students represented 90% of new students in 1969
- Projection that 45% of the nation's public HS graduates will be non-White by 2019-20
  - 41% more Hispanic graduates
  - 30% more Asian/Pacific Islander graduates
  - 2% more American Indian/Alaska Native graduates
  - 9% fewer Black, non-Hispanic graduates
  - 12% fewer White, non-Hispanic graduates



# Changing Demographics: Multiculturalism

- 7% of undergraduates are not US citizens
- 1 in 10 college students are from families in which at least 1 parent was born outside the US
- There are an estimated 65,000 undocumented students
- The proportion of K-12 students who speak a language other than English in the home has increased over 10 percentage-points in 25 years
- Projections show that multiracial individuals will comprise 21% of the population by 2050



# 4 Elements of Diversity and Campus Culture

- Historical
- Structural
- Behavioral
- Psychological



*(Hurtado, Milem, Clayton-Pedersen, & Allen, 1998)*



# Diverse Interactions

- 96% of freshmen report that they socialized with someone of another racial/ethnic group
- 82% report that they discussed politics within the last year
- 81% of freshmen agree that same-sex couples should have the right to legal marital status
- 59% report that “improving understanding of other countries/cultures” is “Very Important” or “Essential”
- 41% indicate that “helping to promote racial understanding” is “Very Important” or “Essential”



# Self-Rated Diversity Skills

	2015
Ability to work cooperatively with diverse people	86%
Tolerance of others with diverse beliefs	81%
Ability to see the world from someone else's perspective	76%
Ability to discuss and negotiate controversial issues	70%
Openness to having my own views challenged	64%



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# Discussion Questions

- How is education culturally contextualized?
- How do the changing demographics of our students affect our campuses?
- How do we acknowledge personal difference and culture and harness them as a learning tool?



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# ECONOMIC REALITIES & FINANCIAL CONCERNS



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# Economic Realities

- 40% of all undergraduates in the US are from low-income families
  - 58% of low-income undergrads are women
  - 48% of low-income undergrads are students of color
- National spending on Pell Grants has increased but not kept up with the increase in college costs
- Rate of unemployment has increased

	2005	2015	Diff
Father is unemployed	2.6%	7.3%	4.7%
Mother is unemployed	5.4%	19.4%	14%



# Reasons for Attending College

	%
To be able to get a better job	85
To learn things that interest me	82
To gain a general education and appreciation of ideas	72
To be able to make more money	70
To prepare for graduate/ professional school	59
To be a more cultured person	49





# Economy & College Choice

	2005	2015	Diff
Very important reason for going to college:			
To be able to get a better job	72%	86%	<b>14%</b>
Very important factor for choosing your college:			
The cost of attending this college	32%	45%	<b>13%</b>
I was offered financial assistance*	35%	47%	<b>12%</b>
Graduates get good jobs	51%	60%	<b>11%</b>

\*Continuing reliance upon loans: 44% of incoming students expected to use aid which must be repaid (loans, etc.) to cover their first year's educational expenses.



# 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





# Student Employment

- “Many Undergraduates Work Long Hours Balancing Jobs with Studies” THE CHRONICLE
  - 23% of FT students work 20 or more hours/week
  - 62% of PT students work 20 or more hours/week
- The greater the number of hours worked, the more likely students are engaged in off-campus employment
- 33% of first-year students report that their job responsibilities “interfere with their schoolwork” at least occasionally





# Reactions to Economy

- The proportion of entering students at 4-year colleges who have “major” concerns about financing colleges has ranged from 10-20% over the past 40 years.
  - This proportion increases slightly during the first year
- “Generation Vexed: Young Americans rein in their dreams amid so much economic uncertainty, many are rethinking career plans, putting off marriage and avoiding the stock market like the plague.”



*Los Angeles Times*



# Discussion Questions

- How are you seeing students having to juggle their dual identities as “student” and “employee”?
- Where are students developing their metacompetencies for employability?
- What effect do financial concerns have on the students’ campus involvement?





# HEALTH, WELL-BEING, & SUPPORT



Health  
&  
Wellness

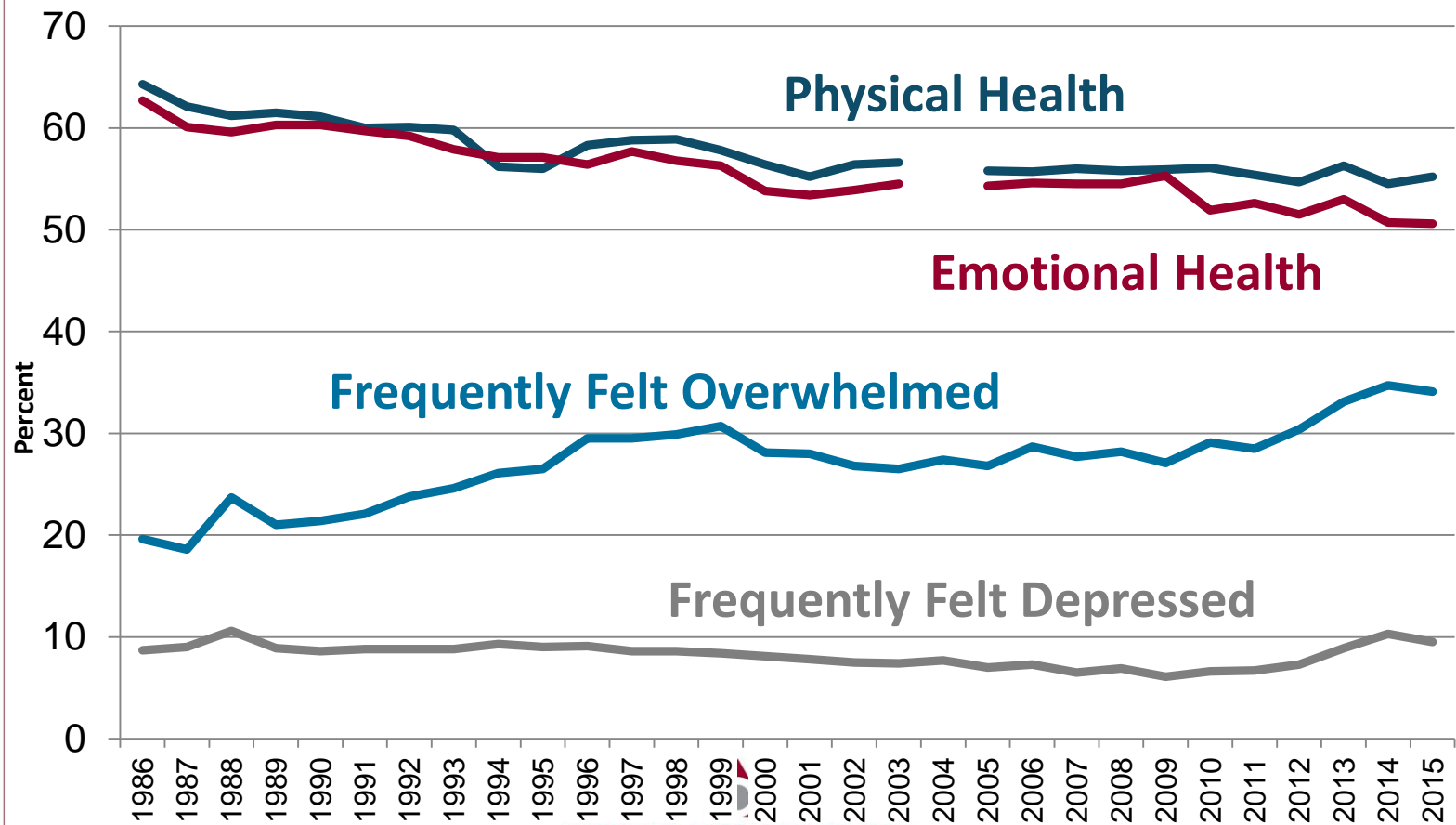


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# Self-Rated Well-Being in HS



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# Challenges During the First-Year

## *% of students reporting that they “frequently” or “occasionally” felt:*

Lonely or homesick	71
Isolated from campus life	57
Worried about their health	53
Had difficulty getting along with roommate(s)	46
Unsafe on campus	24

## *% of students reporting that they “frequently” felt:*

Overwhelmed by all you had to do	47
Depressed	19



# Physical Health & Wellness

- HS drinking among new students is decreasing
  - Drinking goes up 10-12% during the first year
  - 39% of male & 25% of female colleges students reported binge drinking the last time they socialized
  - Students with learning disabilities, ADHD, & psychological disorders report higher rates of drinking
- First-year students experience a decline in HPW spent on exercising or sports & leisure activities
- 42% of undergraduates reported getting enough sleep to feel rested  $\leq 2$  days per week

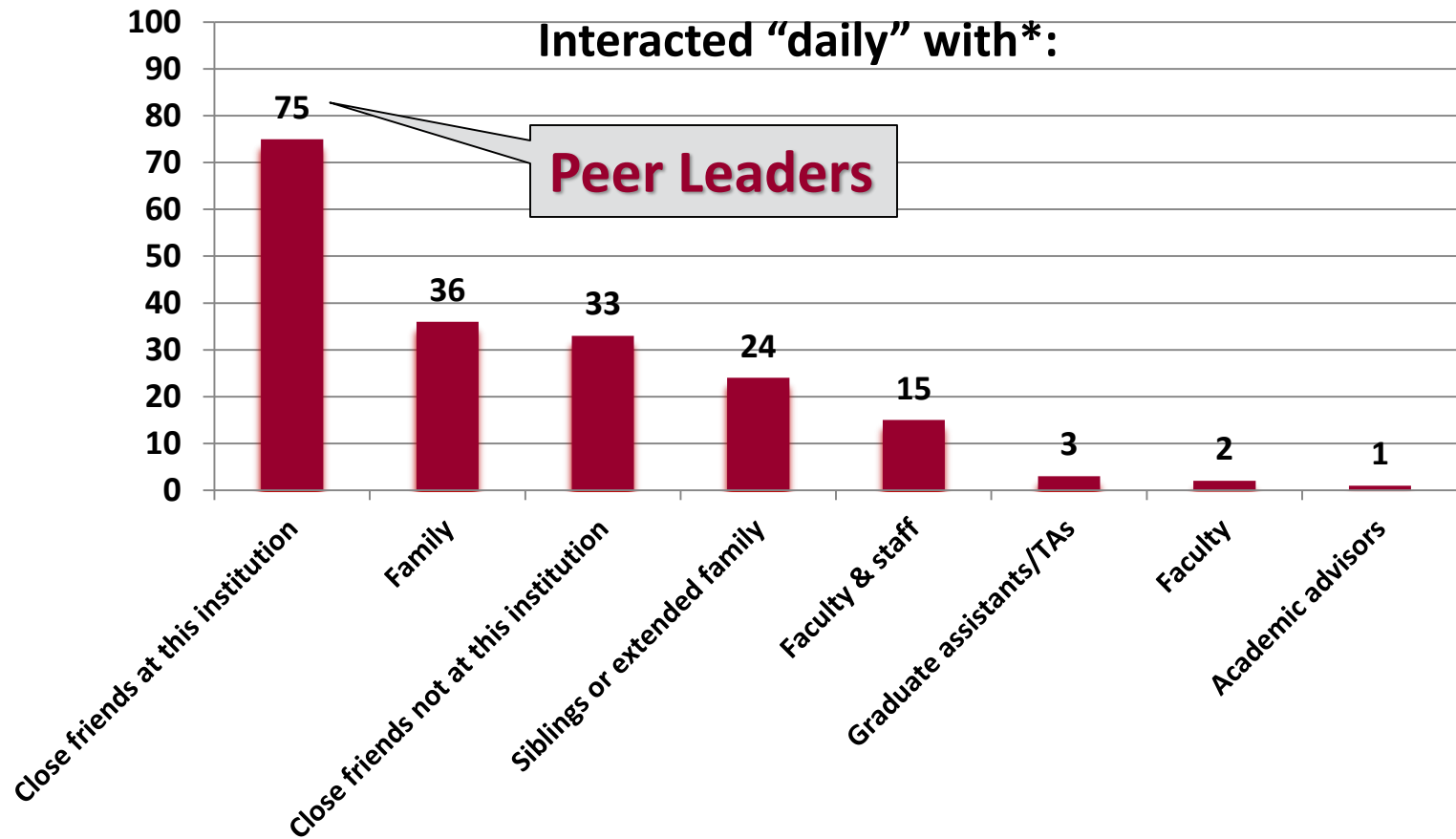


# Emotional Health & Wellness

- The number of student self-injury cases is rising
- Significant increases in students who enter college already on psychotropic medication
- Directors of campus counseling centers report:
  - 52% of clients have “severe psychological problems”
  - 8% have impairments such that they cannot remain in school or do so with extensive psychological or psychiatric help
- Few first-year students reported at least “occasionally” using student psychological services (18%) or the disability resource center (12%)



# Support Networks in the First Year



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# Discussion Questions

- If we are educating the “whole student,” how do physical and emotional health affect the educational experience?
- How are we equipped to manage these needs among our students?



- How do we factor into our students' support network in an appropriate way?



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# INVOLVEMENT



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**Socialize with friends**



**Online social networks**



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**Partying**

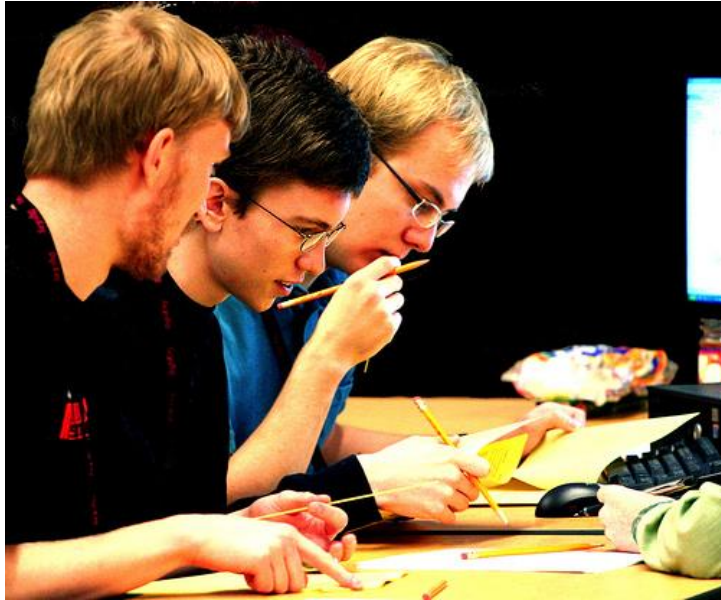


**Volunteering**



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**Studying**



**Working for pay**



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**Student clubs/groups**



**Watching TV**



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**Partying**



**Household/childcare duties**



# HS Time Management...

6 or more hours per week spent on:	%
Socializing with friends	63.1
Exercise or sports	58.0
Studying/Homework	39.2
Working for pay	36.7
Online social networks	21.6
Watching TV	19.7
Student clubs/groups	14.3
Partying	11.5
Volunteer work	9.7
Household/childcare duties	7.1



# Expectations for College

<b>“Very good chance” of:</b>	<b>%</b>
Make at least a “B” average	67.9
Participate in student clubs and groups	46.4
Get a job to help pay for college expenses	39.1
Play club, intramural, or rec sports	38.2
Participate in volunteer/community service	26.2
Participate in study abroad	25.1
Play intercollegiate athletics	17.8
Participate in protests/demonstrations	6.6
Participate in student government	6.4



# Discussion Questions

- How are your students involved on campus?
- What are the biggest obstacles to their involvement?
- What resources and tools do we have to facilitate their involvement?
- Are there certain sectors of the undergraduate population that are uninvolved?







**WHAT  
TOOLS DO  
WE HAVE TO  
SERVE OUR  
STUDENTS?**



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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*



Association  
of American  
Colleges and  
Universities



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# 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

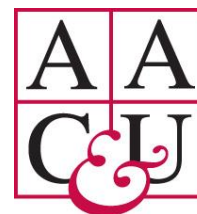
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in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

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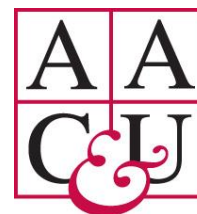
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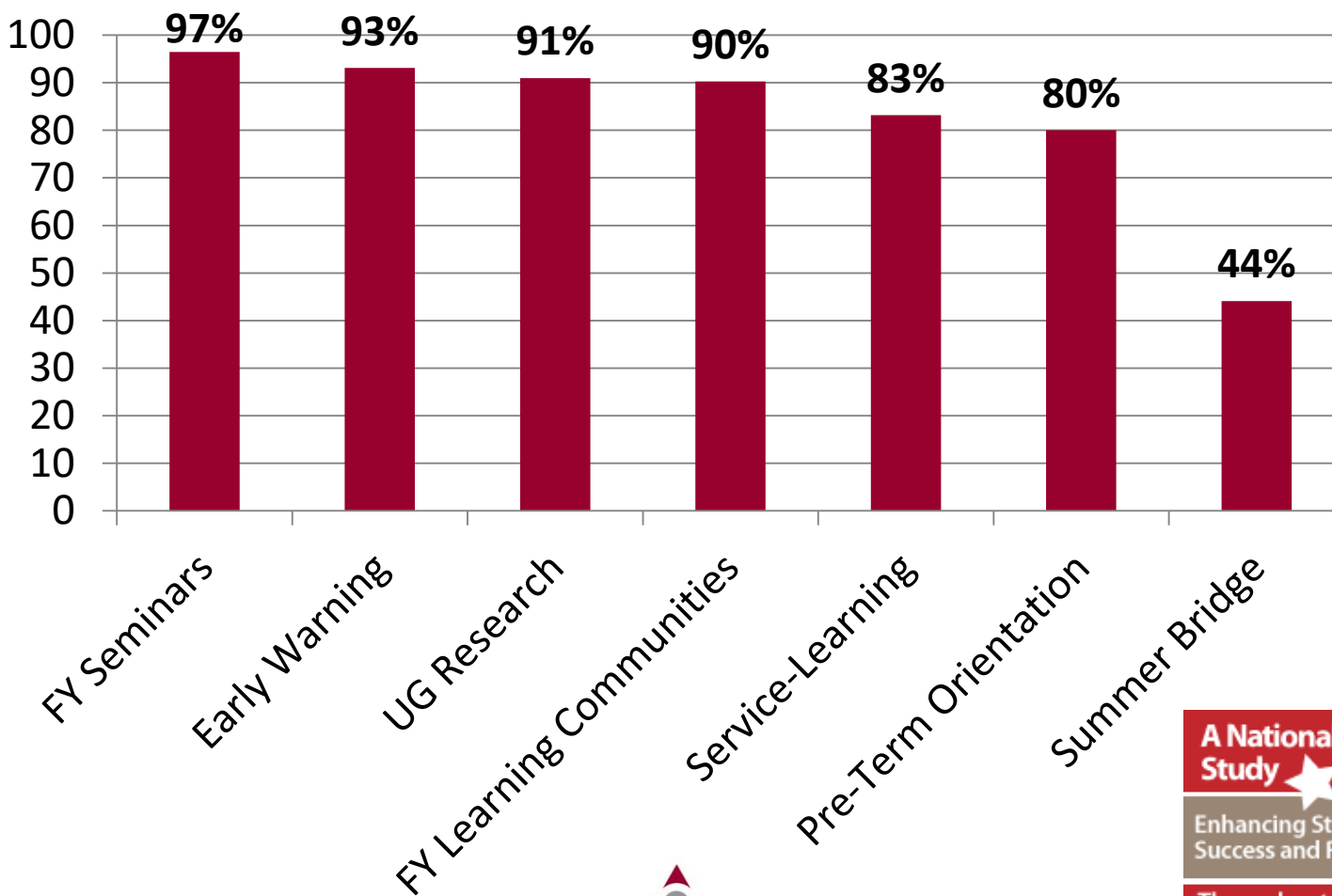
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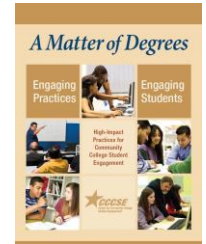






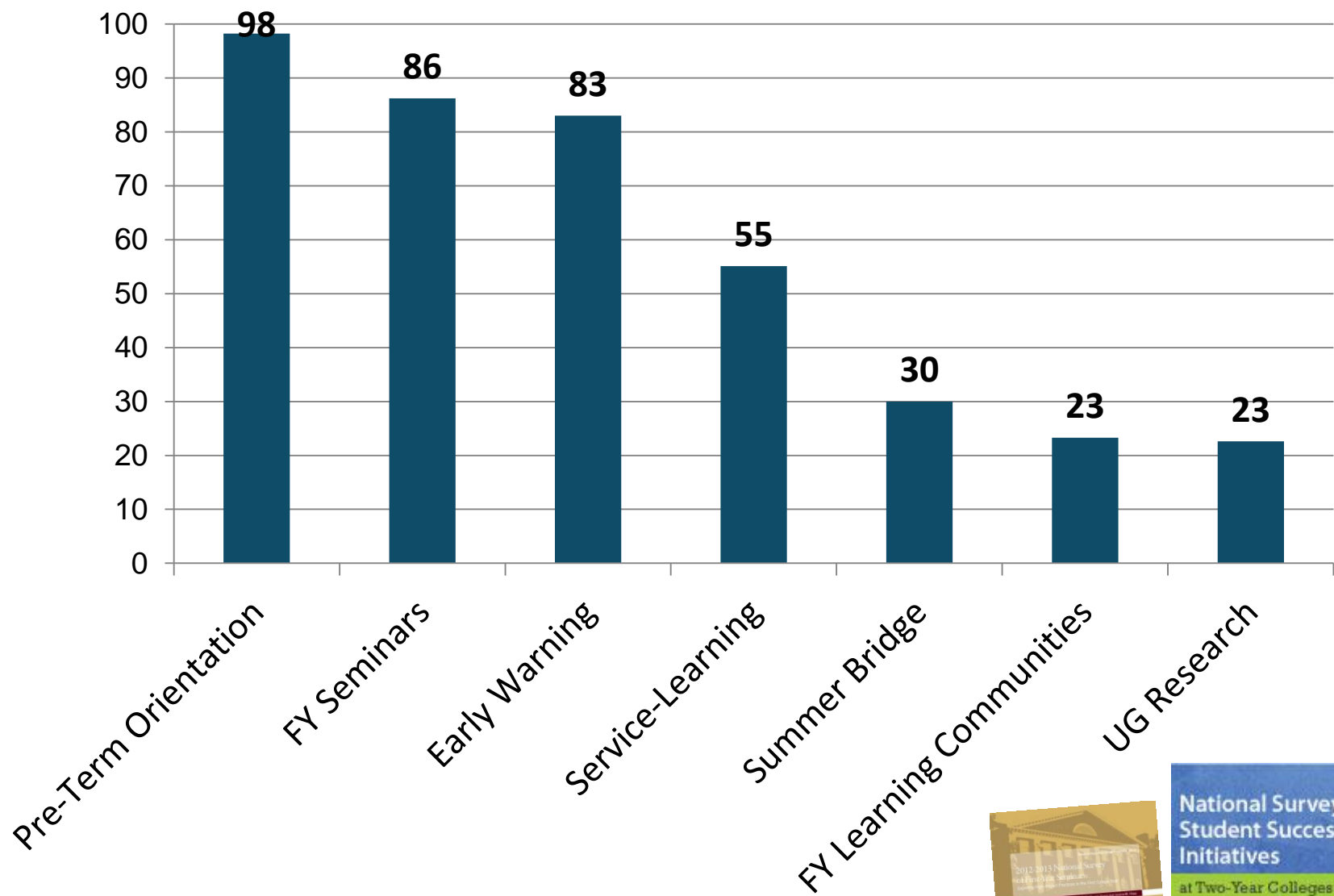


# HIPs for CC Student Engagement



- Assessment & Placement
- Orientation
- Academic Goal Setting & Planning
- Timely Registration
- Accelerated or Fast-Track Developmental Ed
- First-Year Experience\*
- Student Success Course
- Learning Community\*
- Class Attendance
- Alert & Intervention
- Experiential Education Beyond the Classroom
- Tutoring
- Supplemental Instruction





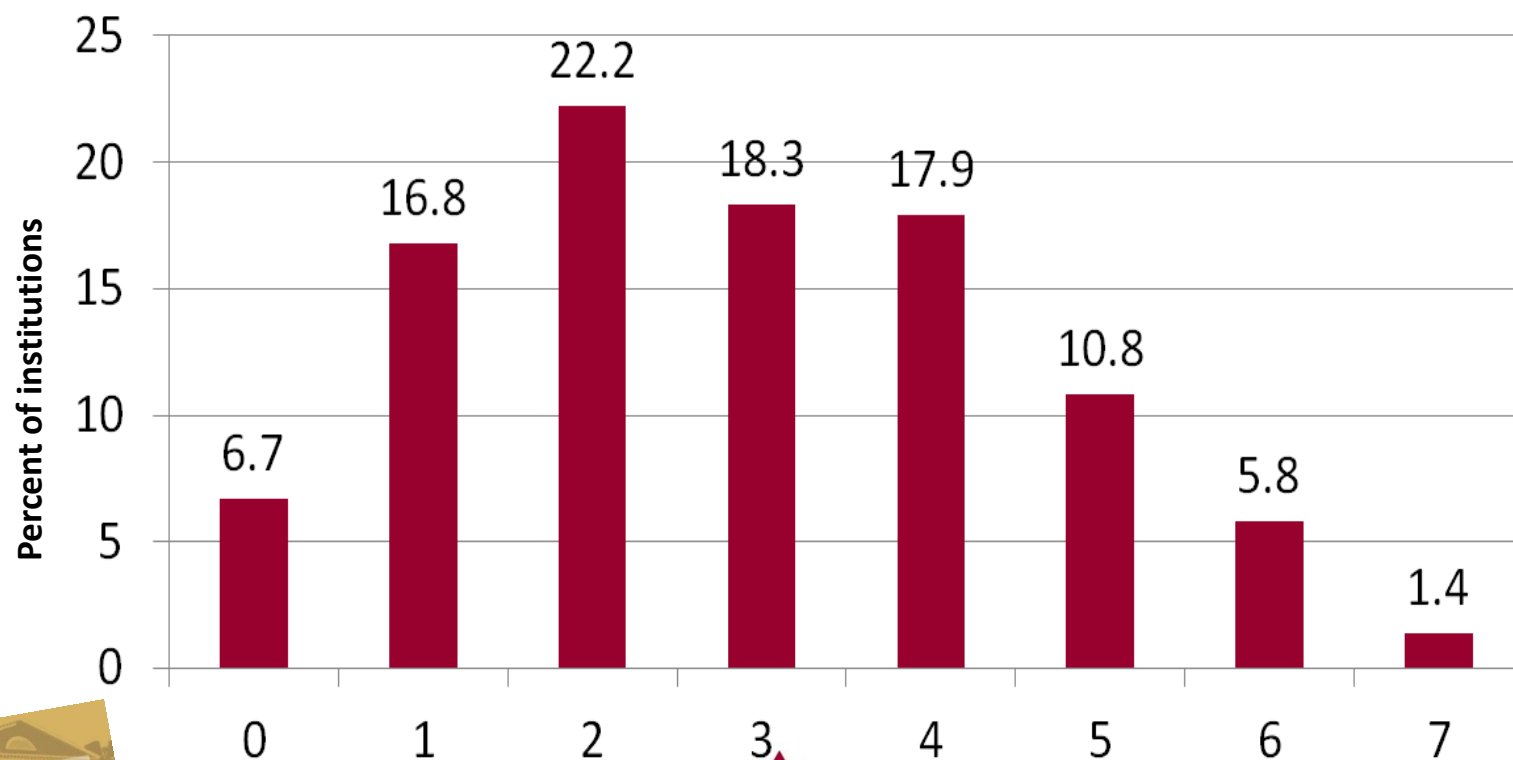


# Evidence of Effectiveness? **YES!**





# Number of HIPs Offered in the FYS



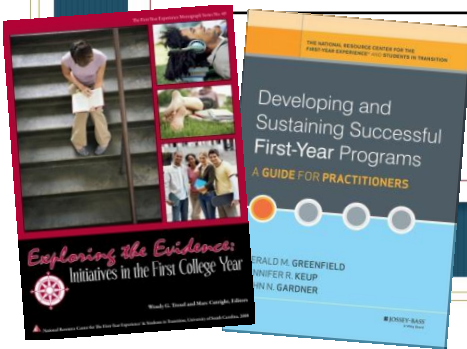


# HIPs in Combination

## High-Impact Practice in the FYS

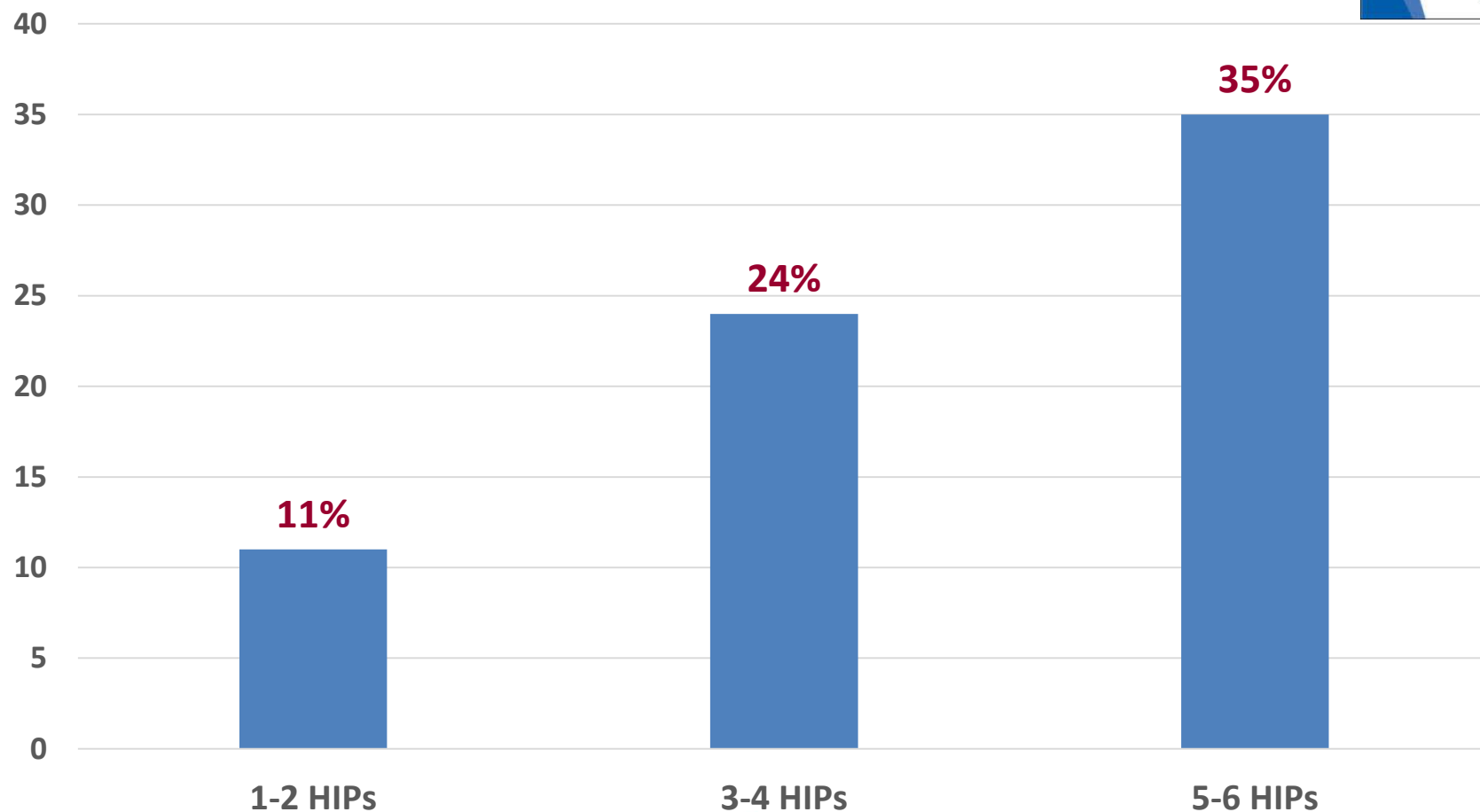
%

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





# Gains\* in Deep Learning for FGS





“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)

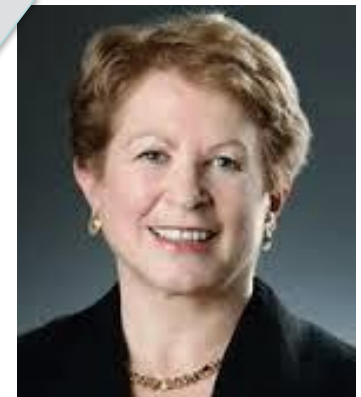


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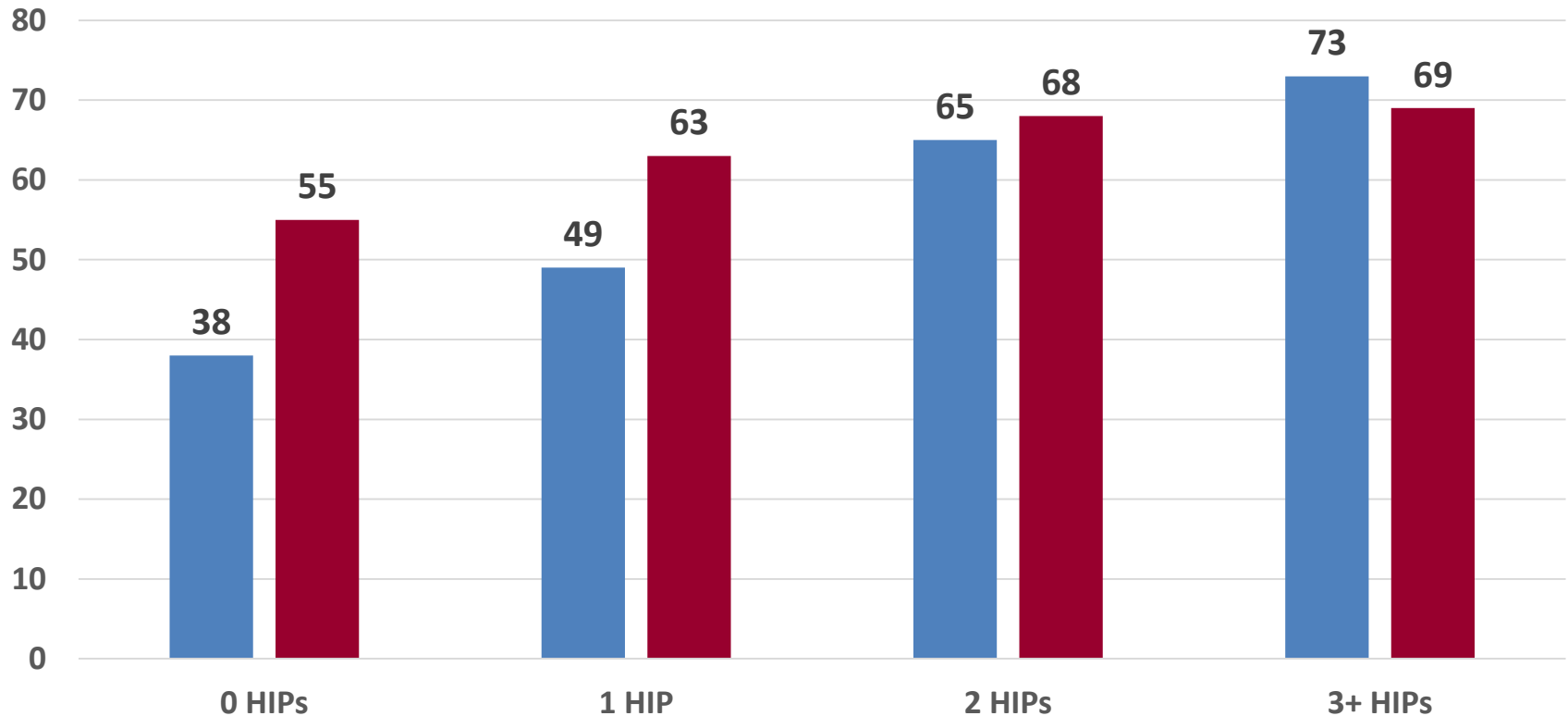
**“The most valuable finding [*is*] the ‘equity effects’ that appear in students’ report of their learning as their success is boosted by HIPs; the equity-minded perspective that educators can nurture; the principles of inclusive excellence that can guide colleges and universities in providing a liberal education that offers not only equitable access to HIPs, but also equitable achievement of outcomes.”**  
(Schneider & Albertine, 2013)





# Compensatory Effect

## CSUN Graduation by Ethnicity & Participation in HIPs





# What does it mean to be HIP?



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# 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





# 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)





# Emerging & Potential HIPs?

- Campus activities
- Employment
- Student media
- Advising
- Athletics
- Physical fitness and wellness
- Supplemental Instruction
- Classroom pedagogy
- Student clubs and groups
- Peer leadership
- Common reading
- Housing & residential life
- Transactional experiences
  - Course registration
  - Enrollment mgmt
  - Parking
  - Financial aid
  - Library



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# Questions & Comments



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