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...
What are words you would use to describe today’s college students?
MILLENIAL CHARACTERISTICS

TECH-SAVVY
CONNECTED 24/7
OPTIMISTIC

COMFORTABLY SELF-RELIANT
GOAL ORIENTED
LIFESTYLE CENTERED

INDEPENDENT
SELF-CONFIDENT
SUCCESS DRIVEN

youth entitled
spoiled

selfish lucky
TechSavvy

young lazy
future

ok time new
generation
dreamers

learning self-absorbed
new generation
disrespectful
children

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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.”
“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
LEARNING & CRITICAL THINKING
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.
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
- **I(I) or I-E**: Balanced
- **I(E)**: Internal with acknowledgement of external
- **I(a-c)**: External

“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)
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.”
Critical Thinking as a Goal

Goals for HIPs

- First-Year Seminars (96%): 89% Retention/Graduation Rates, 90% Student Contact/Connection, 74% Critical Thinking
- Service Learning (83%): 31% Retention/Graduation Rates, 42% Student Contact/Connection, 3% Critical Thinking
- Learning Communities (57%): 83% Retention/Graduation Rates, 86% Student Contact/Connection, 60% Critical Thinking

National Resource Center
First-Year Experience and Students in Transition
University of South Carolina

www.sc.edu/fye
Critical Thinking as an Outcome

Outcomes of HIPs

- First-Year Seminars (96%): 74%
- Service Learning (83%): 4% (Goal), 2% (Achieved)
- Learning Communities (57%): 60% (Goal), 17% (Achieved)

Goal/Outcome vs. Achieved

A National Study
Enhancing Student Success and Retention
Throughout Undergraduate Education

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CHANGING DEMOGRAPHICS & MULTICULTURALISM

(Jones & McEwen, 2000)
## Changing Demographics: Gender

<table>
<thead>
<tr>
<th></th>
<th>1993</th>
<th>2001</th>
<th>2009</th>
<th>2017*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>6,840,000 (55%)</td>
<td>7,711,000 (56%)</td>
<td>8,954,000 (57%)</td>
<td>9,741,000 (57%)</td>
</tr>
<tr>
<td>Men</td>
<td>5,484,000 (45%)</td>
<td>6,004,000 (44%)</td>
<td>6,816,000 (43%)</td>
<td>7,281,000 (43%)</td>
</tr>
</tbody>
</table>

- 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: 1st Gen

![Bar chart showing the percentage of mothers and fathers with a college degree in 1966 and 2015.]

- **1966**
  - Mothers: 20%
  - Fathers: 30%

- **2015**
  - Mothers: 61%
  - Fathers: 60%

Legend:
- Mothers with a college degree
- Fathers with a college degree

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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”
<table>
<thead>
<tr>
<th>Skill</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work cooperatively with diverse people</td>
<td>86%</td>
</tr>
<tr>
<td>Tolerance of others with diverse beliefs</td>
<td>81%</td>
</tr>
<tr>
<td>Ability to see the world from someone else’s perspective</td>
<td>76%</td>
</tr>
<tr>
<td>Ability to discuss and negotiate controversial issues</td>
<td>70%</td>
</tr>
<tr>
<td>Openness to having my own views challenged</td>
<td>64%</td>
</tr>
</tbody>
</table>
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?
ECONOMIC REALITIES & FINANCIAL CONCERNS
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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2015</th>
<th>Diff</th>
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</thead>
<tbody>
<tr>
<td>Father is unemployed</td>
<td>2.6%</td>
<td>7.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Mother is unemployed</td>
<td>5.4%</td>
<td>19.4%</td>
<td>14%</td>
</tr>
</tbody>
</table>
## Reasons for Attending College

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>85</td>
</tr>
<tr>
<td>To learn things that interest me</td>
<td>82</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>72</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>70</td>
</tr>
<tr>
<td>To prepare for graduate/professional school</td>
<td>59</td>
</tr>
<tr>
<td>To be a more cultured person</td>
<td>49</td>
</tr>
</tbody>
</table>
### Economy & College Choice

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

*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.”
Discussion Questions

• How are you seeing students having to juggle their dual identities as “student” and “employee”?

• Where are students developing their metacompentencies for employability?

• What effect do financial concerns have on the students’ campus involvement?
HEALTH, WELL-BEING, & SUPPORT
Self-Rated Well-Being in HS

Physical Health

Emotional Health

Frequently Felt Overwhelmed

Frequently Felt Depressed
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

2016 www.sc.edu/fye
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 ≤ 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

Interacted “daily” with*:

- Peer Leaders: 75
- Close friends at this institution: 36
- Siblings or extended family: 33
- Faculty & staff: 24
- Graduate assistants/TAs: 15
- Faculty: 3
- Academic advisors: 2
- Others: 1

*Note: The chart indicates the number of individuals interacted with daily.
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?
Socialize with friends  Online social networks
Partying

Volunteering
Studying

Working for pay
Student clubs/groups

Watching TV
Partying

Household/childcare duties
**HS Time Management...**

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing with friends</td>
<td>63.1</td>
</tr>
<tr>
<td>Exercise or sports</td>
<td>58.0</td>
</tr>
<tr>
<td>Studying/Homework</td>
<td>39.2</td>
</tr>
<tr>
<td>Working for pay</td>
<td>36.7</td>
</tr>
<tr>
<td>Online social networks</td>
<td>21.6</td>
</tr>
<tr>
<td>Watching TV</td>
<td>19.7</td>
</tr>
<tr>
<td>Student clubs/groups</td>
<td>14.3</td>
</tr>
<tr>
<td>Partying</td>
<td>11.5</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>9.7</td>
</tr>
<tr>
<td>Household/childcare duties</td>
<td>7.1</td>
</tr>
</tbody>
</table>
## Expectations for College

<table>
<thead>
<tr>
<th>“Very good chance” of:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make at least a “B” average</td>
<td>67.9</td>
</tr>
<tr>
<td>Participate in student clubs and groups</td>
<td>46.4</td>
</tr>
<tr>
<td>Get a job to help pay for college expenses</td>
<td>39.1</td>
</tr>
<tr>
<td>Play club, intramural, or rec sports</td>
<td>38.2</td>
</tr>
<tr>
<td>Participate in volunteer/community service</td>
<td>26.2</td>
</tr>
<tr>
<td>Participate in study abroad</td>
<td>25.1</td>
</tr>
<tr>
<td>Play intercollegiate athletics</td>
<td>17.8</td>
</tr>
<tr>
<td>Participate in protests/demonstrations</td>
<td>6.6</td>
</tr>
<tr>
<td>Participate in student government</td>
<td>6.4</td>
</tr>
</tbody>
</table>
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?
“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 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. These programs are designed to foster critical thinking, 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 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 goal of learning communities is 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 the sciences. 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.
First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that enable groups of students together with faculty or staff on campus to engage in high-quality first-year experiences that focus on critical thinking, argumentation, writing, innovation, inquiry, collaborative learning, and other skills that develop learning and application in practical settings. First-year seminars involve students with cutting-edge questions, scholarly and with faculty members' own research.

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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

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<th>Percent of institutions</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td></td>
<td>6.7</td>
<td>16.8</td>
<td>22.2</td>
<td>18.3</td>
<td>17.9</td>
<td>10.8</td>
<td>5.8</td>
<td>1.4</td>
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</table>

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## HIPs in Combination

### High-Impact Practice in the FYS

<table>
<thead>
<tr>
<th>Practice</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative assignments &amp; projects</td>
<td>67.2</td>
</tr>
<tr>
<td>Diversity/Global learning</td>
<td>58.8</td>
</tr>
<tr>
<td>Writing-intensive</td>
<td>42.5</td>
</tr>
<tr>
<td>Common reading experience</td>
<td>38.1</td>
</tr>
<tr>
<td>Learning community</td>
<td>36.8</td>
</tr>
<tr>
<td>Service-learning</td>
<td>31.8</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>12.8</td>
</tr>
</tbody>
</table>
Gains* in Deep Learning for FGS

- 1-2 HIPs: 11%
- 3-4 HIPs: 24%
- 5-6 HIPs: 35%
“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 \textit{at least two high-impact activities} during his or her undergraduate program, one in the first year, and one taken later.” (Kuh, 2008)
“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

<table>
<thead>
<tr>
<th>Participation Level</th>
<th>Latino/a</th>
<th>Non-Latino/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 HIPs</td>
<td>38</td>
<td>55</td>
</tr>
<tr>
<td>1 HIP</td>
<td>49</td>
<td>63</td>
</tr>
<tr>
<td>2 HIPs</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>3+ HIPs</td>
<td>73</td>
<td>69</td>
</tr>
</tbody>
</table>

0 HIPs, 1 HIP, 2 HIPs, 3+ HIPs refer to the number of high-impact practices (HIPs) students participate in during their first year of college.
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
- 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

www.sc.edu/fye
Questions & Comments

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