High-Impact Practices in the First Year: A Springboard for Success

Jennifer R. Keup
Friday, November 11, 2011
Annual First-Year Conference at UW-Madison
Overview

➢ Set the foundation for our discussion
➢ What are 21st Century learning outcomes?
➢ What are high-impact practices?
➢ What does the literature and new research tell us about how to implement high-impact practices?
➢ What does this all mean?
Data Sources

87% of the 56% who completed more than 23% of the survey thought it was a waste of time.

© Original Artist
Data Sources

- 2009 National Survey of First-Year Seminars
- 2008 National Survey of Sophomore-Year Initiatives
- 2011 National Survey of Senior Capstone Experiences
- 2009 Peer Leadership Survey
- WNSLAE Data
However, let’s be sure to begin at the beginning…
So, before we get too far down the path...

- When does “the first-year experience” begin?

- Our answer is complicated by:
  - Early outreach
  - Community relationships
  - Transfer students
  - Dual enrollment programs
  - Admissions
What do we mean when we say “first-year experience”?

- Comprehensive
- Intentional
- Integrated
- Flexible
- Systemic
- Organizationally horizontal
- Student centered
So, who are our students?

- Optimistic
- Millennials
- High Achieving
- Civic-Minded
- Moral
- Entitled
- Tech-savvy

- Group-oriented
- Followers
- Dependent
- Multicultural
- Collectivist
- Non-political
- Conformist
- Programmed
“The class of 2015 was mostly born in 1993, and they have grown up with e-mail, cellphones and Starbucks. Most were in third grade on Sept. 11, so they are accustomed to heavy security and trusting adults in positions of authority. Their academic successes have been measured in standardized test scores, and their social ones are documented in Facebook newsfeeds.”

August 10, 2011
U of Wisconsin Students

- 51.8% women; 48.2% men
- 13.2% students of color
- 56.2% from Wisconsin
  - 29.4% from other states (all 50 represented)
  - 11.4% international students (131 countries)
- Highly selective
  - Average SAT: 1896
  - Average ACT: 28.2
In 2010-2011, transfer students made up 22% of the total new students.
To what end?
Outcomes of College

CROSSING THE FINISH LINE
Completing College at America’s Public Universities
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
High Impact Practices
Characteristics of HIPs

- Creates an investment of time & energy
- Includes interaction with faculty & peers about substantive matters
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection & integrated learning
- Accountability
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
Not so fast

“High-impact practices...combine and concentrate **other empirically validated pedagogic approaches** into a single multideminenational activity...

Only when they are **implemented well** and **continually evaluated**...will we realize their considerable potential.”

Kuh, 2010
So, are HIPs being “implemented well?”
2009 First-Year Seminar Survey

87.3% of campuses offered a First-Year Seminar

<table>
<thead>
<tr>
<th>Practice</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online component</td>
<td>52.9%</td>
</tr>
<tr>
<td>Service-learning</td>
<td>40.3%</td>
</tr>
<tr>
<td>Learning-community</td>
<td>35.7%</td>
</tr>
<tr>
<td>Common reading component</td>
<td>31.0%</td>
</tr>
</tbody>
</table>
First-Year Seminars

- Only 31% of students in sections taught by advisors
- Less than 10% of courses taught by graduate or peer leaders
- Very traditional models of instructor compensation & class pedagogy

- Hybrid seminars are growing in proportion
- Faculty training is including longer-term models
  - Learning communities
  - Mentoring
- More FYS in CC and MSIs
Online Components

- Reliance upon outdated technologies
- Repository for course documents
- Discussion boards
- Assignment submission
- Introduction to online research or information literacy
- Quizzes/tests
- Assessments
Online Components

“Seminars have not welcomed the use of social media [and other current technologies] into the classroom. The use of digital resources...should not be encouraged only as an innovative mechanism for course assignments but also for content delivery.”

Padgett & Keup, 2011
Service-Learning

- Service experience varies widely
- Often tied to specific course theme
- Service is often of short duration
  - Usually less than 10 hours
  - One-shot experience or service plunge.
- Some evidence of reflection
  - Written papers or journals
  - Class discussions & presentations
Learning Communities

- Frequently link developmental course work with first-year seminar
- Also commonly link first-year seminar to freshman English/composition
- LC structures range from block scheduling to highly integrated thematic course links
  - Living-learning communities
Common Reading

➢ Often an orientation or welcome week activity with little integration into FYE

➢ Occasional connection to:
  • Freshman composition
  • Developmental English

➢ Other adaptations:
  • Film festival
  • Scholarly article
A Call for Innovative & Integrative Pedagogy

Pedagogical “practices [tend to] be used in more functional rather than novel approaches. It seems that these course 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)
Other Emerging Evidence

- High-impact practices have minor direct effects on student learning
  
  *Salisbury & Goodman (2009)*

- A more significant connection exists between “good practices” and student-learning outcomes
  
  *Goodman, Baxter Magolda, Seifert, & King (2011)*
What are some vetted “good practices”?

- Effective teaching
- Teaching clarity and organization
- Active learning
- Cooperative learning
- High expectations
- Integrative learning
- Quality non-classroom interactions w/faculty
- Influential interactions with other students
- Academic rigor and challenge
- Diversity experiences
Engaging Pedagogies

- A variety of teaching methods
- Meaningful discussion and homework
- Challenging assignments
- Productive use of class time
- Encouragement for students to speak up in class and work together

Swing (2002)
# Significant Total & Direct Effects of HIPs

<table>
<thead>
<tr>
<th></th>
<th>Cognition</th>
<th>Literacy</th>
<th>Global</th>
<th>Civic</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Seminar</strong></td>
<td>FY SR</td>
<td></td>
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<tr>
<td>Learning Community</td>
<td>++</td>
<td>++</td>
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<tr>
<td>Service Learning</td>
<td>+</td>
<td></td>
<td>++</td>
<td>++</td>
<td>++ ++</td>
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<tr>
<td>Undergrad Research</td>
<td>++</td>
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<tr>
<td>Senior Capstone</td>
<td>++</td>
<td>++</td>
<td>+</td>
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*p < .01; ++ p < .001*
Bottom Line

➢ We overemphasize the impact of participating in HIPs on learning outcomes & retention

➢ It is what we are doing within the HIPs that is contributing to these outcomes
  • Innovative & integrative pedagogies
  • Vetted good practices
Are HIPs being “continually evaluated?”
Has your first-year seminar been formally assessed or evaluated since Fall 2006?

56.5% Yes

33.8% No

9.8% don’t know
Nearly 60% of institutions report formally assessing or evaluating their sophomore-year initiatives at all.
Just over half of institutions report formally assessing or evaluating their senior capstone course or experience over the last three years.
## Quantitative Assessment Strategies

<table>
<thead>
<tr>
<th>FYS Assessment</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Student course evaluation</td>
<td>94.9%</td>
</tr>
<tr>
<td>Institutional data</td>
<td>75.3%</td>
</tr>
<tr>
<td>Survey instrument</td>
<td>75.3%</td>
</tr>
<tr>
<td>Locally developed</td>
<td>84.0%</td>
</tr>
<tr>
<td>National survey</td>
<td>52.4%</td>
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<tr>
<td>FYS Assessment</td>
<td>Percent</td>
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<tr>
<td>Focus Groups</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>51.3%</td>
</tr>
<tr>
<td>Students</td>
<td>42.6%</td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>45.6%</td>
</tr>
<tr>
<td>Students</td>
<td>30.2%</td>
</tr>
</tbody>
</table>
HIPs Assessment Considerations

- The methods and tools we use to assess the “impactfulness” of HIPs need to consider students’ self-selection
  - Who is taking advantage of HIPs?
  - Is it equally impactful for all students

- Need to maintain an institutional lens while considering national data

- Integrate longitudinal models
<table>
<thead>
<tr>
<th>FYS Objective</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop academic skills</td>
<td>54.6</td>
</tr>
<tr>
<td>Develop connection w/the institution</td>
<td>50.2</td>
</tr>
<tr>
<td>Provide orientation to campus resources &amp; services</td>
<td>47.6</td>
</tr>
<tr>
<td>Self-exploration/personal development</td>
<td>28.5</td>
</tr>
<tr>
<td>Create common first-year experience</td>
<td>28.5</td>
</tr>
<tr>
<td>Develop support network/friendships</td>
<td>17.4</td>
</tr>
<tr>
<td>Increase student-faculty interaction</td>
<td>16.9</td>
</tr>
<tr>
<td>Improve sophomore return rates</td>
<td>15.5</td>
</tr>
<tr>
<td>FYS Assessment Outcome</td>
<td>Percent</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Persistence to sophomore year</td>
<td>73.7</td>
</tr>
<tr>
<td>Satisfaction with faculty</td>
<td>70.9</td>
</tr>
<tr>
<td>Satisfaction with institution</td>
<td>65.3</td>
</tr>
<tr>
<td>Grade-point average</td>
<td>58.0</td>
</tr>
<tr>
<td>Use of campus services</td>
<td>51.0</td>
</tr>
<tr>
<td>Connections with peers</td>
<td>49.3</td>
</tr>
<tr>
<td>Participation in campus activities</td>
<td>49.0</td>
</tr>
<tr>
<td>Out-of-class student/faculty interactions</td>
<td>47.1</td>
</tr>
<tr>
<td>Academic abilities</td>
<td>42.0</td>
</tr>
<tr>
<td>Persistence to graduation</td>
<td>38.4</td>
</tr>
</tbody>
</table>
“Too often program objectives represent articulation of broad learning objectives but the assessment strategy relies upon transactional measures that do not adequately capture progress and achievement of student learning and program goals.”

Keup & Kilgo, forthcoming
Shifting Gears a Little…

Do we structure HIPs to help develop high-performing students or just high-performing first-year students?
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
FYE\(\rightarrow\)SIT

- **Academic/transition seminars**
  - 13-15% for sophomores and juniors
  - 93% for seniors

- **Learning communities**
  - 18% for sophomores
  - 7-8% for juniors and seniors

- Many institutions maintain “early” alert systems for students throughout college
2008 Survey of Sophomore-Year Initiatives

- 37% \((n = 115)\) of respondents reported having a sophomore-year initiative

Characteristics of respondents with sophomore initiatives

- Much higher proportion of 4-year, private, and more selective institutions
- Generally representative across institutional size
<table>
<thead>
<tr>
<th>Most Common Sophomore Initiatives</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career planning</td>
<td>76.7</td>
</tr>
<tr>
<td>Leadership development</td>
<td>58.8</td>
</tr>
<tr>
<td>Academic advising</td>
<td>57.4</td>
</tr>
<tr>
<td>Class Events</td>
<td>50.9</td>
</tr>
<tr>
<td>Online resources</td>
<td>43.2</td>
</tr>
<tr>
<td>Peer mentoring by sophomores</td>
<td>38.6</td>
</tr>
<tr>
<td>Residence life</td>
<td>38.2</td>
</tr>
<tr>
<td>Study abroad</td>
<td>35.7</td>
</tr>
<tr>
<td>Community service/Service-learning</td>
<td>32.5</td>
</tr>
<tr>
<td>Faculty/staff mentors</td>
<td>32.1</td>
</tr>
<tr>
<td>Less Common Sophomore Initiatives</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Student government</td>
<td>31.8</td>
</tr>
<tr>
<td>Print publications</td>
<td>31.0</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>27.0</td>
</tr>
<tr>
<td>Cultural enrichment activities</td>
<td>25.0</td>
</tr>
<tr>
<td>Retreats</td>
<td>20.4</td>
</tr>
<tr>
<td>Opportunities to co-teach a class/TA</td>
<td>17.1</td>
</tr>
<tr>
<td>Financial aid</td>
<td>17.0</td>
</tr>
<tr>
<td>Peer mentoring for sophomores</td>
<td>16.7</td>
</tr>
<tr>
<td>Curricular learning communities</td>
<td>16.1</td>
</tr>
<tr>
<td>Credit-bearing course</td>
<td>14.7</td>
</tr>
</tbody>
</table>
Institutional Differences for specific Sophomore HIPs

- Public institutions more likely to offer learning communities than private institutions
- More selective institutions more likely to offer undergraduate research
- Smaller institutions more likely than larger institutions to offer service experiences
Learning Objectives for Sophomore Initiatives

- **Academic planning**
  - Develop a major
  - Staying on track to graduate

- **Career Planning**
  - Explore internships & practica opportunities
  - Gaining career skills
More Learning Objectives for Sophomore Initiatives

- Personal exploration & development
  - Discovering strengths
  - Developing life purpose, autonomy, self-authorship

- Social connections & campus engagement
Connection to Retention

- Although correlation does not imply causation.

“Overall, institutions that develop and deliver sophomore-year success initiatives generally yield higher third-year return rates from their students, suggesting that such second-year programming is a worthy investment.”

*Keup, Gahagan, & Goodwin, 2010*
2011 National Survey of Senior Capstone Experiences*

- 97.1% of 2011 respondents \(n = 268\) from four-year institutions reported having a senior capstone experiences
- Institutions were asked to report all capstone experiences and then primary capstone experience
<table>
<thead>
<tr>
<th>All Capstone Experiences</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline-based course</td>
<td>84.7</td>
</tr>
<tr>
<td>Thesis/research paper</td>
<td>64.6</td>
</tr>
<tr>
<td>Performance/exhibition of art, music, etc</td>
<td>58.2</td>
</tr>
<tr>
<td>Internship</td>
<td>46.6</td>
</tr>
<tr>
<td>Interdisciplinary course</td>
<td>33.2</td>
</tr>
<tr>
<td>Comprehensive exam</td>
<td>20.1</td>
</tr>
<tr>
<td>Other</td>
<td>7.1</td>
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<tr>
<td>Primary Capstone Experiences</td>
<td>Percent</td>
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<td>-------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Discipline-based course</td>
<td>59.6</td>
</tr>
<tr>
<td>Interdisciplinary course</td>
<td>12.9</td>
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<tr>
<td>Thesis/research paper</td>
<td>12.9</td>
</tr>
<tr>
<td>Other</td>
<td>7.1</td>
</tr>
<tr>
<td>Internship</td>
<td>3.9</td>
</tr>
<tr>
<td>Comprehensive exam</td>
<td>2.4</td>
</tr>
<tr>
<td>Performance/exhibition of art, music, etc</td>
<td>1.2</td>
</tr>
<tr>
<td>Most Important Capstone Objectives</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Critical thinking/analytical skills</td>
<td>42.2</td>
</tr>
<tr>
<td>Ability to conduct research</td>
<td>27.6</td>
</tr>
<tr>
<td>Career preparation</td>
<td>25.0</td>
</tr>
<tr>
<td>Professional development</td>
<td>23.5</td>
</tr>
<tr>
<td>Proficiency in written communication</td>
<td>22.8</td>
</tr>
<tr>
<td>Ability to work independently</td>
<td>18.7</td>
</tr>
<tr>
<td>Appreciation of the discipline</td>
<td>17.5</td>
</tr>
<tr>
<td>Proficiency in oral communication</td>
<td>14.9</td>
</tr>
</tbody>
</table>
Capstone Final Products

Most common:

• Final project (54.9%) or presentation (47.4%)
• Research paper/thesis (38.8%)
• Exhibit, performance, or recital (28.0%)
• Curricular portfolio (23.1%)

Least common:

• Comprehensive exam (13.4%) or final (12.3%)
• Resume (6.7%)
“You’re Just Moving the Cliff!”

Is this how our efforts to support students in transition are perceived?
Finally, consider transferability

“It stands to reason that [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, 2010
Possibilities

- Employment
- Campus activities
- Student media
- Advising
- Athletics
- Physical fitness and wellness
- Performance groups
- Transactional experiences
  - Course registration
  - Parking
- Peer leadership
2009 National Survey of Peer Leadership

- 90% of respondents were peer leaders
- 44% of respondents hold >1 PL position “currently”
- 8% hold four+ PL positions “currently”
- Held several (2-3) peer leader positions throughout their college career
- 98% would recommend being a PL to other students
<table>
<thead>
<tr>
<th>Common Sponsors of PLE</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>58.6</td>
</tr>
<tr>
<td>Orientation</td>
<td>31.6</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>29.6</td>
</tr>
<tr>
<td>Community Service</td>
<td>25.2</td>
</tr>
<tr>
<td>Other</td>
<td>14.8</td>
</tr>
<tr>
<td>Student Government</td>
<td>11.6</td>
</tr>
</tbody>
</table>
Titles for Academic Peer Leader Roles

- First-year seminar peer leader
- Tutor
- Academic mentor
- Peer advisor
- Teaching assistant
<table>
<thead>
<tr>
<th>PL Skill</th>
<th>% Reporting Self-Rated Positive Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal communication</td>
<td>93.8</td>
</tr>
<tr>
<td>Organization</td>
<td>80.7</td>
</tr>
<tr>
<td>Time management</td>
<td>79.5</td>
</tr>
<tr>
<td>Presentation</td>
<td>79.2</td>
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<tr>
<td>Written communication</td>
<td>60.7</td>
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<td>Academic</td>
<td>51.2</td>
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<tr>
<td>PL Undergraduate Experience</td>
<td>% “Increased”</td>
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<tr>
<td>-----------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Knowledge of campus resources</td>
<td>91.1</td>
</tr>
<tr>
<td>Meaningful interaction with peers</td>
<td>89.1</td>
</tr>
<tr>
<td>Meaningful interaction with staff</td>
<td>85.6</td>
</tr>
<tr>
<td>Meaningful interaction with faculty</td>
<td>82.8</td>
</tr>
<tr>
<td>Feeling of belonging at institution</td>
<td>80.7</td>
</tr>
<tr>
<td>Understanding of diverse people</td>
<td>78.5</td>
</tr>
<tr>
<td>Interaction with diverse people</td>
<td>78.1</td>
</tr>
<tr>
<td>Desire to persist at institution</td>
<td>70.7</td>
</tr>
</tbody>
</table>
Emergent Themes of PLE

- Improved intellectual and practical skills
  - Time management and organizational skills
  - General academic skills
  - Interpersonal skills
  - Public speaking skills
  - Leadership skills

- Integrative learning
Emergent Themes of PLE

- Personal and social responsibility
  - Increased focus and/or motivation to perform well (i.e., role model)
  - Increased feelings of personal responsibility
  - Greater appreciation for institution & education

- Exposure to & appreciation of diversity
Intellectual and Practical Skills

“The responsibilities of peer leadership helped me to learn more about organization, time management, as well as teamwork, and cooperation. All of these skills have transferred to my studies as well.”
Integrative Learning

“Many of the activities I participate in can relate to my studies and add to my curriculum. I am also pursuing something I am passionate about, so many of my leadership roles support the importance of education in my life. I volunteer for non-profits fighting against illiteracy and I am a teaching assistant for a first-year class. This bolsters my interest in learning and promoting education.”
“Because I am a leader/mentor, I will be looked at by other students as a role model. I can't tell my students/residents to study hard and do well in school when I'm not doing the same. Being a student leader has motivated me to do better and push myself harder than I would were I not a student leader.”
Considerations for PLE as HIPs

- Consider access and equity issues
  - Who is serving as PLE and who is not?
  - Are you drawing from the same pool of students?
- High-quality recruitment and training processes are critical to success
- Need to help students find the relevance
- PL struggle with balance
Where to go from here?

- Evaluate your HIPs for innovative approaches
- Emphasize the role of good practices and engaging pedagogies in HIPs
- **ASSESS!**
  - Balance local with national data
  - Align objectives with outcomes
  - Integrate longitudinal approaches
Where to go from here?

- Introduce HIPs in first-year of college but don’t only front load
  - Sophomore-year initiatives
  - Senior-year initiatives
  - Create connections between them!!!

- Strive to make the majority of the students’ interactions HIPs
  - Peer leadership as an emerging HIP
Questions? Comments?

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