

# High Impact Practices

OFE T<sup>3</sup> Series

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Presentation Collaborators:

Dr. Mary Farwell, Assistant Vice Chancellor,  
Division of Research, Economic Development, & Engagement

Dr. Jeanette Morris, Assessment Associate,  
Office of Institutional Planning, Assessment and Research

Jeremy Tuchmayer,  
Associate Director, Student Affairs Assessment, Research, and Retention



# Focus of Today's Presentation

- Definition and overall view of High-impact practices (HIP)
- What we are currently doing at ECU
- How Faculty can incorporate HIP into their work





# Institutional Context

“We will be a national leader in the assessment of learning outcomes and the use of innovative teaching strategies.”

from *Capture your Horizon: Strategic Plan Extension 2017-2022* (p. 11)



# High-Impact Practices: An Overview

## High Impact Practices

- Represent enriching educational experiences that can be life-changing
- Typically demand considerable time and effort
- Facilitate learning outside of the classroom
- Require meaningful interactions with faculty and other students
- Encourage collaboration with diverse others
- Provide frequent and substantive feedback

# Why HIPs are Important

## Value of High-Impact Practices:

- Increase practices associated with learning and student success
- Utilize respected pedagogies
- Yield benefits to all students
- Are valued by employers
- Are important to faculty
- Are enjoyable to students.

## Benefits and Outcomes:

- Persistence & GPA
- “Deep approaches to learning”
- Higher rates of student-faculty interaction
- Increases in critical thinking and writing skills
- Greater appreciation for diversity
- Fostering essential learning outcomes
- Higher student engagement overall
- Impact is larger for underserved students



Resources:

Association of American Colleges & Universities  
National Survey of Student Engagement

# High-Impact Practices: An Overview

## NSSE

First-Year Experiences  
Common Intellectual Experiences  
Learning Communities  
Writing-Intensive Courses  
Collaborative Assignments and Projects  
Undergraduate Research  
Diversity/Global Learning  
Service Learning, Community-based Learning  
Internships  
Capstone Courses and Projects

## AAC&U

Learning Communities  
Service Learning  
Student-Faculty Research  
Internship / field experience  
Study Abroad  
Senior Culminating Experience



“Ashley Finney on High Impact Practices”

[https://www.youtube.com/watch?v=xXl\\_56TiRvE](https://www.youtube.com/watch?v=xXl_56TiRvE)

Associate Vice President of Academic Affairs & Dean of the Dominican Experience  
and Senior Fellow, AAC&U, Dominican University of California





# Examples of HIPs

- High-impact practices of all kinds can involve civic engagement. Examples include:
  - partnering with a community agency to assess youth needs;
  - earning credit as an intern in a demanding political campaign;
  - working with a faculty member researching local water quality;
  - focusing a community-based project on patient use of a free medical clinic;
  - creating a themed learning community on social and environmental justice that includes historically accurate walk-about tours of the city and neighborhoods.



# LLCs at ECU

Began in 2010 with Honors,  
now several added annually

At least one required courses in  
common

Live in specific residence halls  
Gateway Residence Hall  
designed for LLCs

## Academic Program LLCs

Art and Design  
Biology  
Business  
Chemistry/Physics  
Dance  
Education  
Engineering  
Kinesiology  
Music  
Nursing

## Themed LLCs

Camp PIRATES  
Honors  
Global  
Athletics  
First Gen (Anchors)  
Transfer students (Quest)  
Jarvis Leadership  
Male success (League) Wellness





# LLC Leadership Committee

- There's been a continuous monthly dialog between LLC directors
- There's been a growing portfolio of assessment of the LLCs
- Highlighted Assessment Initiatives
  - Survey (adapted from Iowa State University)
  - Retention and GPA

# Biology LLC

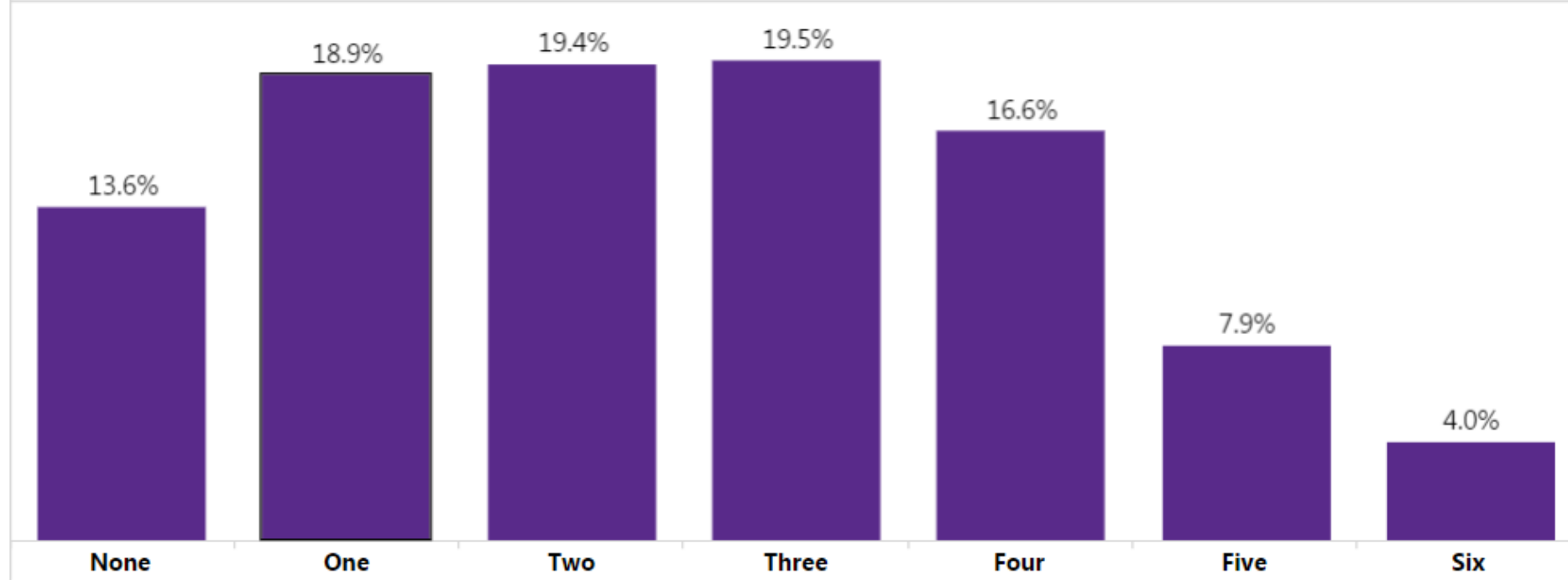
- Serves 30 incoming freshmen since 2012
- Mainly first generation college students
- After first semester, no requirement to remain Biology major
- Data from first class showed increased retention and graduation rates, at the level of Honors students



# NSSE: “Get HIP”

## East Carolina University: NSSE High-Impact Practices

Senior (4th Year): Number of High-Impact Practices (NSSE 2015)



### Class

- Freshman (1st year)
- Senior (4th year)

### Gender

- (All)
- Female
- Male

### Race/Ethnicity

(All) ▼

The category "Underrepresented Minority" includes American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Two or More Races/Ethnicities.



# IA Research on HIPs at ECU

## “Get HIP: High Impact Practices and Student Success”

### Quantitative Process



### Qualitative Process

**Data Source:** HIP items on 2015 NSSE

**Population:** Senior respondents

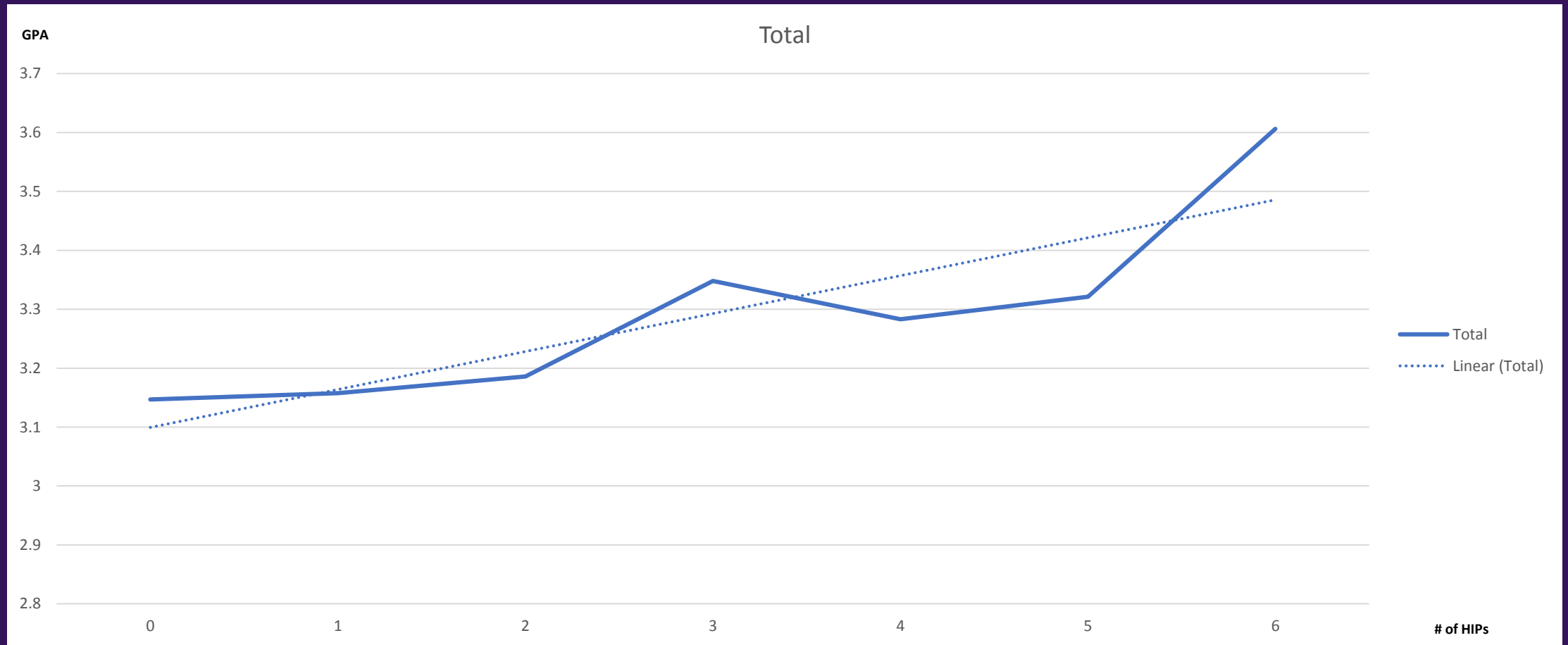
**Method:**

- Counted how many HIP items each respondent said they had done or planned to do
- Pulled GPA for those respondents
- Averaged GPA for each HIP group

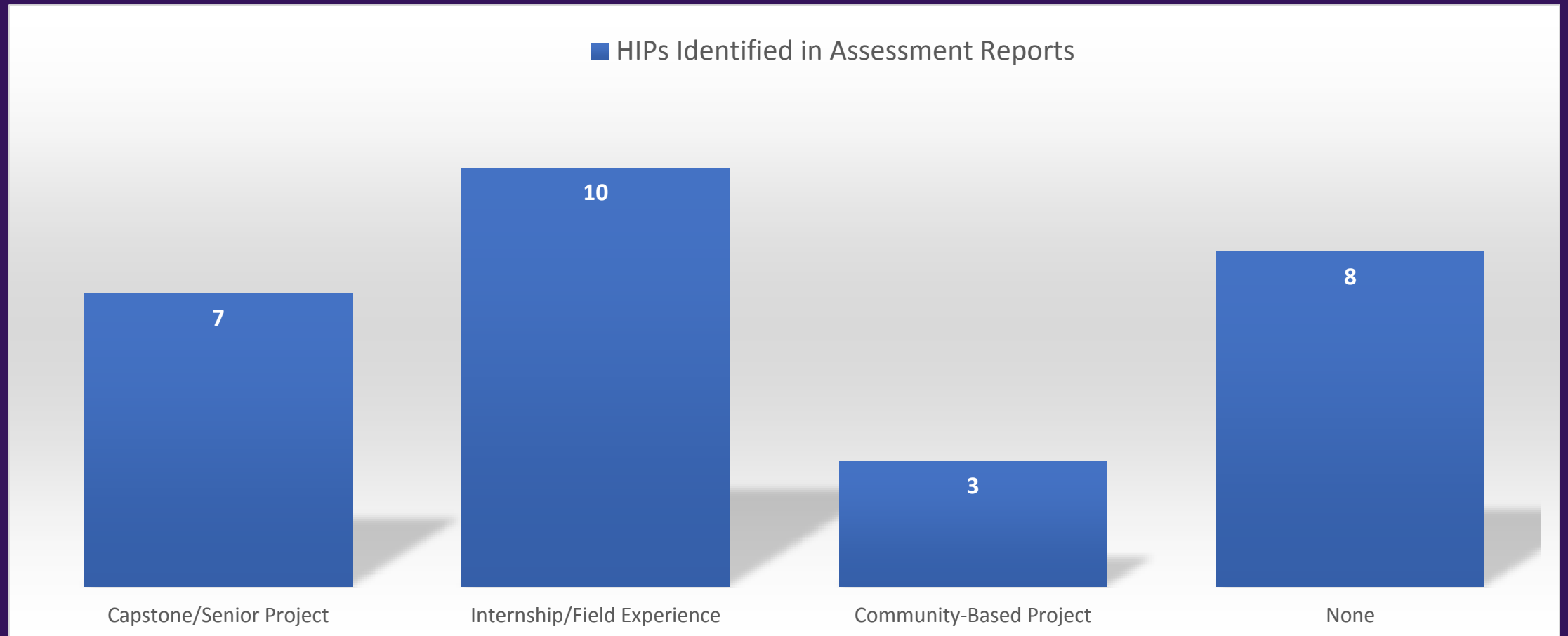
Assessment of student learning is stored in TracDat. Compared NSSE results to assessment data

- Identified programs from NSSE where most HIPs were reported
- Loaded identified assessment reports into NVivo Pro
- Examined assessment data for evidence of HIPs

# Quantitative Results: “Get HIP”



# Qualitative Results: “Get HIP”





# Programs Identified from NSSE: IA's "Get HIP" 2017 Study

- Biology (BS)
- Communication (BS)
- Elementary Education (BS)
- Engineering (BS)
- Exercise Physiology (BS)
- Family and Community Services (BS)
- Finance (BSBA)
- Health Services Management (BS)
- History, Secondary Education (BS)
- Hospitality Management (BS)
- Industrial Technology (BS)
- Information and Computer Technology (BS)
- Management (BSBA)
- Management Information Systems (BSBA)
- Marketing (BSBA)
- Nursing (BS)
- Nutrition and Dietetics (BS)
- Psychology (BA)
- Public Health Studies (BS)
- Recreational Therapy (BS)
- Social Work (BS)
- Special Education, Adapted-General (BS)
- University Studies (BS)

# Summary of Findings: “Get HIP”

- Quantitative analysis showed a higher GPA among the students who reported more HIPs
- Assessment reports from identified programs do not include HIPs as an assessment method



# NSSE Dashboard

▼ < Cover Page High-Impact Practices Perceived Gains and Satisfaction Institutional Emphasis Engagement Indicators Experiences with Writing >

## Student Success: Academic Engagement

Commitment 1: Student Success

**We will increase international students, provide U.S. students with more opportunities to study abroad, increase those with competency in a second language, and significantly expand the number of global classrooms to connect diverse cultures to instructional opportunities.**

 **National Survey of Student Engagement High Impact Practices**

This dashboard illustrates the number of high-impact practices from the NSSE 2009, 2012, and 2015 surveys for first-year and fourth-year students.

Please see the following dashboards for detailed information on the metrics above.

<http://www.ecu.edu/cs-acad/ipar/research/NSSE-update.cfm>





# Assessing Effectiveness of HIPs



## For STUDENT LEARNING OUTCOMES ASSESSMENT

- Collect direct measures of student learning (e.g., electronic portfolios and embedded course assessment).

## For ASSESSING HIPs' EFFECTIVENESS

- Attempt to understand how HIPs influence students' success levels in your program (e.g., retention rates, GPAs, engagement, civic outcomes).
- Administer end-of-course questionnaires (designed to provide information on students' perceptions of course benefits, learning outcomes, satisfaction levels, why decided to enroll) .
- Administer program-wide questionnaires.
- Review National Survey of Student Engagement data.
- Conduct focus groups and individual interviews.



# ASSESSMENT ASSIST

Assessment Help Sessions for  
Individuals and Small Groups

Every Monday  
11:00 a.m. – 12:00 p.m.  
Greenville Centre 2812

Register through [Cornerstone](#) by searching “Assessment Assist”

## Assistance Provided in These Areas:

Institutional Assessment Requirements and Guidelines

Editing existing report components

Add assessment report data

Running Reports



Office of Institutional Planning, Assessment, & Research  
Greenville Centre, Suite 2800  
<http://www.ecu.edu/cs-acad/ipar/>

SURVEYS

Joe Geglio,  
Assessment Associate

Kyle Chapman,  
Survey Coordinator



ASSESSMENT

Kristen Dreyfus,  
Director of Institutional Assessment

Susan Morrissey,  
Assessment Associate

Yihui Li,  
Assessment Associate

Jeanette Morris,  
Assessment Associate



# Office of Student Affairs Assessment, Research, and Retention

## STAFF

Kathy Hill, Director

Jeremy Tuchmayer, Sr. Associate Director

Linda Campion, Associate Director

Melissa Allay, Assistant Director

Brian Stutz, Assistant Director

## GRADUATE ASSISTANTS

Tyler Beasley

Hannah Liu



# Resources

- Institute on High Impact Practices – Reading List:  
<https://www.aacu.org/summerinstitutes/hips/2015/readings>
- Patti H. Clayton. Designing and Assessing Service-Learning Frameworks, Examples, & Tools:  
[http://sacscoc.org/2017siflash/2017%20SI%20All%20Handouts/Patti%20Clayton%20-%20Designing%20and%20Assessing%20Service-Learning Frameworks,%20Examples,%20and%20Tools.pdf](http://sacscoc.org/2017siflash/2017%20SI%20All%20Handouts/Patti%20Clayton%20-%20Designing%20and%20Assessing%20Service-Learning%20Frameworks,%20Examples,%20and%20Tools.pdf)
- National Survey of Student Engagement (NSSE). “Promoting High Impact Practices: Institutional Approaches to Increase Engagement and Equity.” *AAC&U Diversity Learning & Student Success Conference*. 2015.

