High Impact Practices

OFE T³ Series

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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_56FjRvE
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.
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

ECU
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)

- None: 13.6%
- One: 18.9%
- Two: 19.4%
- Three: 19.5%
- Four: 16.6%
- Five: 7.9%
- Six: 4.0%

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**

*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

**Qualitative Process**

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”

- Capstone/Senior Project: 7 HIPs identified
- Internship/Field Experience: 10 HIPs identified
- Community-Based Project: 3 HIPs identified
- None: 8 HIPs identified
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
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/

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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: