Student Success: Equity and Excellence as a Collection of High-Impact Curricular and Cocurricular Initiatives

Jennifer R. Keup, Director (@jrkeup)
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Session Learning Objectives

As the result of attending this event, participants will:

• Understand the motivation and underlying systems and assumptions behind the work;

• Think about your roles as change agents, student advocates, and collaborators in this effort; and

• Prepare to engage in moving the work forward within the context of best practice guidelines for high-impact practice.....in order to

...launch a multi-year effort to optimize success for all students at Purdue.
Data Sources

• National Resource Center surveys
  – 2012-2013 National Survey of First-Year Seminars
  – 2014 National Survey of Sophomore-Year Experiences
  – 2016 National Survey of Senior Capstone Experiences
  – 2017 National Survey of First-Year Experiences

• National Resource Center publications

• JNGI, AACC, NSSE, AAC&U, CIRP, CERI....
SAY WHAT?
let’s break it all the way down
A Working Definition of HIPs

“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. 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. The programs can 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 scene 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 redoubling their efforts to connect key concepts and questions with students’ early and active involvement in authentic investigation and research. The goal is to involve students with actively questioned 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.

**ePortfolios**
ePortfolios are the latest addition to AAC&U’s list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

**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 credits, 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 near 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.
Metrics of Quality

• 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
• Public displays of accountability
# Most Common FYE Initiatives

<table>
<thead>
<tr>
<th>FYE Initiatives</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year academic advising (ADV)</td>
<td>78.7</td>
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<tr>
<td>Pre-term orientation (OR)</td>
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<tr>
<td>Early alert systems (EA)</td>
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<tr>
<td>First-year seminars (FYS)</td>
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<tr>
<td>Placement testing (PT)</td>
<td>65.0</td>
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<tr>
<td>Peer education (PE)</td>
<td>59.9</td>
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<tr>
<td>Developmental/remedial education (DEV)</td>
<td>54.8</td>
</tr>
<tr>
<td>Student success center (SSC)</td>
<td>54.4</td>
</tr>
<tr>
<td>General education (GE)</td>
<td>52.8</td>
</tr>
<tr>
<td>Convocation (CNV)</td>
<td>52.3</td>
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## Less Common FYE Initiatives

<table>
<thead>
<tr>
<th>FYE Initiative</th>
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<tbody>
<tr>
<td>Residential programs or initiatives (RES)</td>
<td>47.2</td>
</tr>
<tr>
<td>Learning communities (LC)</td>
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<tr>
<td>First-year gateway courses (GATE)</td>
<td>39.5</td>
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<tr>
<td>Common reading (CR)</td>
<td>37.0</td>
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<tr>
<td>Summer bridge (SB)</td>
<td>35.8</td>
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<tr>
<td>Leadership programs (LEAD)</td>
<td>35.4</td>
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<td>Writing-intensive coursework (WR)</td>
<td>34.8</td>
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<tr>
<td>Service learning (SL)</td>
<td>32.1</td>
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<td>Experiential learning/learning beyond the classroom (EXP)</td>
<td>31.3</td>
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<td>Mentoring by campus professionals (MT)</td>
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<tr>
<td>Undergraduate Research (UGR)</td>
<td>21.3</td>
</tr>
<tr>
<td>Study Abroad (SA)</td>
<td>18.6</td>
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</tbody>
</table>
IT’S NOT WHAT BUT WHY YOU DO IT
“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 in Finley & McNair, 2013)
Compensatory Effect

CSUN Graduation by Ethnicity & Participation in HIPs

<table>
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<tr>
<th>Participation Level</th>
<th>Latino/a</th>
<th>Non-Latino/a</th>
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<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>

Legend:
- Blue: Latino/a
- Red: Non-Latino/a
Student Populations of Concern?

- Students of color
- Women & minorities in STEM
- Men
- Religious minorities
- LGBT students
- Students on the spectrum
- Learning disabilities/differences
- International students
- Indigenous students
- Immigrant populations
- First-generation
- Low income/working
- Adult and returning
- Veterans/GIs
THIS IS HOW WE DO
More Than Passing a Baton
A Constellation of Support

- Early Alert
- Placement Testing
- First-Year Advising
- Orientation & Induction
- Service Learning
- Learning Community
- First-Year Seminars

www.sc.edu/fye
Which FYE programs are individual stars and which form a constellation?

Legend:
Lines represent correlations phi > .25
Colors of boxes represent percentage of institutions reporting FYE program offered.

- Dark Blue = > 70%
- Royal Blue = 50-69%
- Light Blue = 30-49%
- Gray = < 30%
3Cs: Characteristics of Constellation Connections

- Existent ↔ Nonexistent
- Formal ↔ Informal
- Strong ↔ Weak
- Strategic ↔ Operational
- Recent ↔ Longstanding
What Would Your HIP Constellation Look Like?
What Does It All Mean?

• Conditions of high-impact practices are transferable and allow us to make every student success interaction a HIP

• There is great equity potential in HIPs to help all students but to have particularly significant impact on target student populations

• Organizing your student success vision as a constellation of learning and support allows for collaboration, integration, and a broader impact
Questions & Comments

Jennifer R. Keup

keupj@mailbox.sc.edu

@jrkeup