High-Impact Practices and Student Success: Intentionality, Innovation, and Implementation

Institute on High-Impact Practices and Student Success
June 21, 2016
Why are you here?
Guiding Questions

• How do we build a shared commitment to provide ALL college students with the high-quality learning they need to succeed and thrive in an era of global interconnection and rapid societal and economic change?

• How do we promote a clear, contemporary framework for high-quality learning and students' demonstrated achievement?
Guiding Questions

• How can we accelerate broad-scale systemic innovation to advance educational practices that engage diversity and challenge inequities in order to make excellence inclusive?

• How can we help students to integrate and apply their knowledge and skills to complex, unscripted problems and new settings?
Intentionality
Cycle of Intentional Learning

Intentionality of HIPs

HIPs
• Selection
• Design
• Access

Learning Outcomes
• Defined
• Evidence

Equity
• Assessment
• Data Disaggregated
• Integrated
Bringing Equity and Quality Learning Together: Institutional Priorities for Tracking and Advancing Underserved Students’ Success

Key findings from a survey among 325 Chief Academic Officers or designated representatives at AAC&U member institutions, conducted July 15 to October 13, 2015, by Hart Research Associates for the Association of American Colleges and Universities
Educational leaders at institutions with common learning outcomes do not report that students have a greater understanding of these goals in 2015 than they did in 2008.

What is your sense of how many of your students understand your institution’s intended learning outcomes for undergraduate learning?*

* Among members at institutions that have a common set of learning outcomes for all undergraduate students

<table>
<thead>
<tr>
<th>November/December 2008</th>
<th>July – October 2015</th>
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</thead>
<tbody>
<tr>
<td>Almost all students understand</td>
<td>45%</td>
</tr>
<tr>
<td>A majority of students understand</td>
<td>55%</td>
</tr>
<tr>
<td>Not many students understand</td>
<td>9%</td>
</tr>
<tr>
<td>Some students understand</td>
<td>9%</td>
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<tr>
<td>5%</td>
<td>10%</td>
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Institutions track data on persistence, graduation, high-impact practices (HIPs), and learning outcomes; many fewer disaggregate data on HIPs and learning outcomes.

- Graduation rates: 82% tracked, 100% disaggregated
- Retention rates: 81% tracked, 100% disaggregated
- Participation in high-impact practices: 31% tracked, 78% disaggregated
- Credit/course completion milestones: 32% tracked, 75% disaggregated
- Achievement of learning outcomes: 17% tracked, 70% disaggregated
- Enrollment in remedial courses: 33% tracked, 63% disaggregated
- Completion of remedial courses: 32% tracked, 61% disaggregated
More institutions are setting equity goals on retention/on-time graduation by race/ethnicity than by other areas and groups.

<table>
<thead>
<tr>
<th>My institution has set goals to close gaps in the following areas:</th>
<th>Race/ethnicity</th>
<th>Socioeconomic status</th>
<th>Parents’ education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and/or on-time graduation</td>
<td>57%</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>Achievement of student learning outcomes</td>
<td>31%</td>
<td>24%</td>
<td>14%</td>
</tr>
<tr>
<td>Participation in high-impact learning practices</td>
<td>28%</td>
<td>23%</td>
<td>15%</td>
</tr>
</tbody>
</table>
The majority have or are developing equity goals to build new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color. 

Does your institution have specific, explicit equity goals that are aimed at building new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color?

- 33% Have equity goals
- 37% Do not have but are planning to develop equity goals
- 30% Do not have and do not have plans to develop
The majority have or are developing programs to build faculty capacity to use culturally competent teaching/program strategies and/or to be more successful with minority, low-income, and/or first-generation college students.

Does your institution have a program to build faculty, instructor, and/or staff capacity to use culturally competent teaching/program strategies and/or to be more successful with minority, low-income, and/or first-generation college students?

- **Have program to be more successful with minority, low-income, first-generation college students**: 42%
- **Do not have and do not have plans to develop**: 23%
- **Do not have but are planning to develop program**: 35%
Innovation
General Education Maps and Markers

- Proficiency
- Agency and Self-Direction
- Integrative Learning & Problem-Based Inquiry
- Equity
- Transparency and Assessment
LEAP Challenge

**THEMATIC COURSE CLUSTERS**
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

**SIGNATURE WORK**
A student's best work, which can take many forms (e.g., capstone; internship; field work; research; community-based research).

**SECOND-YEAR INQUIRY SEMINAR**
Cross-disciplinary questions and student signature project

**THEMATIC COURSE 1**

**THEMATIC COURSE 2**

**THEMATIC COURSE 3**

E-PORTFOLIO SHOWS STUDENT’S PROBLEM-BASED LEARNING AND PROFICIENCIES OVER TIME

- Diversity and global learning courses
- High-Impact Practices (HIPs)
- Courses related to major field

- Writing intensive
- Intensive in quantitative analysis
- Both writing intensive and intensive in quantitative analysis

*For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.*
Signature Work

Signature Work projects are related to a question or problem that is important to the student and important to society. Signature Work allows students to connect liberal and general learning with the world beyond college.
Implementation
Making Excellence Inclusive

AAC&U calls for higher education to address diversity, inclusion, and equity as critical to the wellbeing of democratic culture.

• Active process
• Excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities
Making Excellence Inclusive

- Students
- Institutional Climate
- Paradigm Shift
- Asset-Based
- Culturally Competent & Inclusive Pedagogy

Diversity

Equity

Inclusion

Equity-Minded

Clarity in goals, language, & measures

Disaggregated Data

Quality learning

Growth Assessments

Guided Learning Pathways

LEAP

Association of American Colleges and Universities
“Being equity-minded thus involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”
Faculty Introductions
Gordon Uno
David Hubert
Michele Cuomo
Vijay Pendakur
Diversity Café
Critical Questions

• What do your students’ own stories tell you about the work you need to do? How does your institution value students’ cultural capital to improve student success?

• How does your institution identify and design the high-impact practices that are best suited for meeting the educational needs of your students?

• How can we build capacity for educators to ask and respond to questions about diversity and equity that can lead to campus change?
Discussion Steps

• Each table will be given an assigned question.
• Participants will have 15 minutes to share insights on the question.
• Each table will have a discussion leader. The leader will take notes and remain at the table to summarize insights for the next group.
• Participants will move to another table of his/her choosing to engage in another round of discussion for 15 minutes.
Faculty Introductions

George Sanchez
Timothy Eatman
Tom Nelson Laird
Judith Ramaley