

High-Impact Educational Practices for Engaged Learning

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WOODBURY UNIVERSITY

A Southern California tradition since 1884

High Impact?



High Impact?



Overview

- Challenge of Building World-Class Colleges
- Creating Conditions for Student Success in College
- High-Impact Educational Practices
- Recommendations for Practice



The Four Pillars of World-Class Colleges



- Leading-Edge, Value-Added Curriculum



- Memorable Student Experiences



- Execution Excellence
- Institutional Branding



Measures of Student Success in College

- Persistence
- Academic achievement
- Engagement in educationally purposeful activities
- Acquisition of desired knowledge, skills, and competencies
- Attainment of educational objectives
- Satisfaction
- Post-university performance

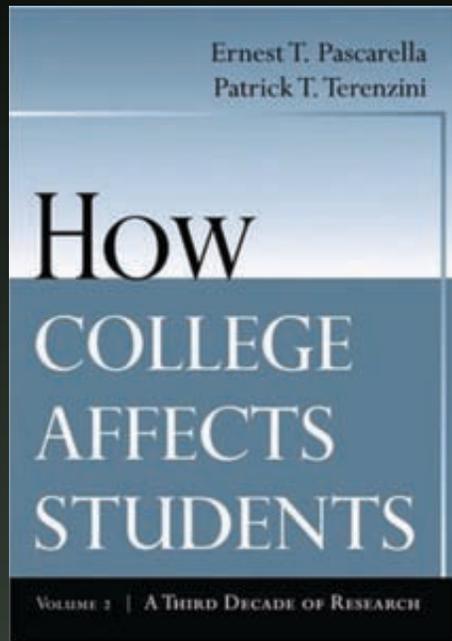


Leading Indicators of College Persistence and Success

- Credit hours completed
- Academic and social support
- Involvement in the “right” kinds of activities
- Psychosocial fit
- Goal realization



What *Really* Matters in College: Student Engagement



Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they shape their academic, interpersonal, and extracurricular offerings to encourage **STUDENT ENGAGEMENT**.

Pascarella & Terenzini (2005), 602



The Trifecta of Student Engagement

- What students DO – Time and energy devoted to educationally purposeful activities
- What institutions DO – Using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward THE RIGHT ACTIVITIES.



Six Conditions That Mark High-Impact Educational Practices

1. Time on Task
2. Student Interaction with Faculty and Peers
3. Respect for Diverse Learning Styles
4. Frequent Feedback
5. Active Learning
6. High Expectations

Pascarella & Terenzini (2005)



1. Time on Task

- Activities demand that students devote considerable time and effort to purposeful tasks.
- Most require daily decisions that deepen students' involvement in the activity.



2. Student Interaction with Faculty and Peers

The nature of activities puts students in circumstances that essentially demand that they interact with faculty and peers about substantive matters over a period of time.



3. Respect for Diverse Learning Styles

- Students experience diversity through contact with people who are different from themselves.
- Students are challenged to develop new ways of thinking and responding to novel circumstances.



4. Frequent Feedback

- Feedback may come from faculty, internship supervisors, peers, and others.
- Close proximity may provide opportunities for nearly continuous feedback.



5. Active Learning

- Students apply and test what they are learning in and off campus settings, and in new situations.
- There are opportunities for students to see how what they are learning works in different situations.



6. High Expectations

- Activities occur within the context of a coherent, academically challenging curriculum.
- Students reflect on the people they are becoming. They better understand themselves in relation to others and the larger world.



Creating Conditions That Matter to Student Success



We cannot leave serendipity to chance!





Association
of American
Colleges and
Universities



High-Impact Educational Practices



WHAT THEY ARE,
WHO HAS ACCESS TO THEM,
AND WHY THEY MATTER

BY GEORGE D. KUH

WITH AN INTRODUCTION BY CAROL GEARY SCHNEIDER
AND FINDINGS ON STUDENT SUCCESS FROM AAC&U'S
LEAP INITIATIVE



High-Impact Practices (HIPs)

Ten Educational Practices Associated with High Levels of Student Learning and Development

- First-Year Seminars and 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



Example 1: Dominican University's Big History

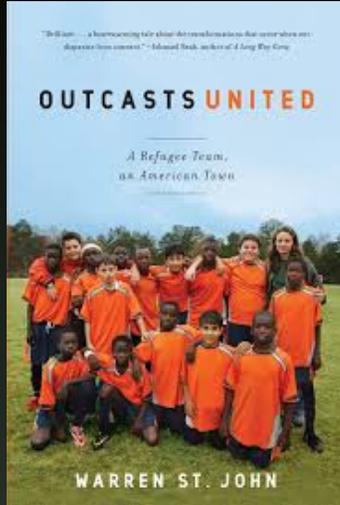


First-Year Experience

At Dominican University of California, all freshmen take a two-course sequence on Big History. The common first-semester course examines nature and culture from the Big Bang to the present. During the second semester, students examine their discipline through the lens of Big History.



Example 2: Woodbury “One Book, One Campus”



Common Intellectual Experience

All Woodbury freshmen read a common book, participated in group discussions, presented team projects applying the book's concepts, and had a conversation with the author. Some faculty and non-academic staff also participated.



Employers Assess the Potential Value of High-Impact Educational Practices



% saying each would help a lot/fair amount to prepare college students for success

- 84%** Students complete a significant project before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills *(62% help a lot)*
- 81%** Students complete an internship or community-based field project to connect classroom learning with real-world experiences *(66%)*
- 81%** Students develop research skills appropriate to their field and develop evidence-based analyses *(57%)*
- 73%** Students work through ethical issues and debates to form their own judgments *(48%)*



U.S. College Surveys of Engaged Learning Student Engagement in High-Impact Educational Practices



National Survey of Student
Engagement (pronounced
"nessie")



Community College Survey
of Student Engagement
(pronounced "cessie")



NSSE Essential Learning Outcomes

- Deep Learning
- General Education
- Personal and Social Development
- Practical Competence



NSSE Essential Learning Outcomes

- Deep Learning
 - Higher Order Thinking
 - Integrative Thinking
 - Reflective Thinking
- General Education
 - Writing
 - Speaking
 - Thinking critically



NSSE Essential Learning Outcomes

- Personal and Social Development
 - Developing a personal code of values and ethics
 - Understanding people of other racial and ethnic backgrounds
 - Learning effectively on your own
- Practical Competence
 - Acquiring job or work-related knowledge and skills
 - Working effectively with others
 - Solving complex real-world problems



Effects of Participating in HIPs on Learning Outcomes

	Deep Learning	General Education	Personal & Social Development	Practical Competence
FRESHMAN YEAR				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
SENIOR YEAR				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Internship	++	++	++	++
Service Learning	+++	++	+++	++
Culminating Experience	++	++	++	++

+ $p < .001$, ++ $p < .001$ & Unstd $\beta > .10$, +++ $p < .001$ & Unstd $\beta > .30$



HIPs Increase Odds Students Will:

- ✓ Invest time and effort
- ✓ Interact with faculty and peers about substantive matters
- ✓ Experience diversity
- ✓ Get more frequent feedback
- ✓ **Reflect and integrate learning**
- ✓ Discover relevance of learning through real-world applications





Impact of HIPs Enhanced When:

- ✓ **Structure and expectations set at appropriately high levels**
- ✓ Interact with faculty and peers about substantive matters
- ✓ Experience diversity
- ✓ Get more frequent feedback
- ✓ Reflect and integrate learning
- ✓ Discover relevance of learning through real-world applications
- ✓ **Publicly demonstrate competence**



Woodbury Integrated Student Experience (WISE) One University's Strategic Approach

- ☑ Internship
 - ☑ Community Engagement
 - ☑ Study Away or Study Abroad
 - ☑ Undergraduate Research
 - ☑ Student Leadership Development
- Every student earning a bachelor's degree will complete **all** of these qualifying WISE educational experiences.
 - Every student earning a master's degree will complete **at least two of five** types of WISE experiences.

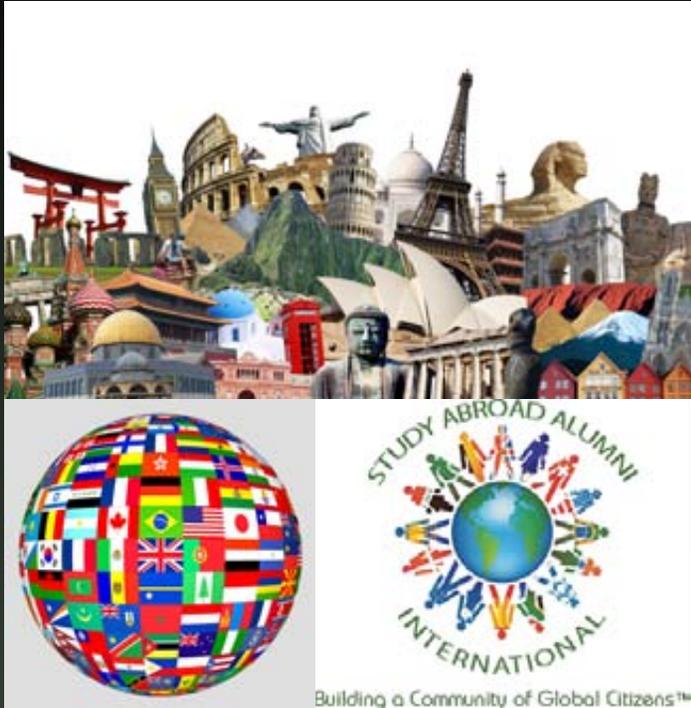


Community Engagement

- Community-based project as part of a regular course
- Positively associated with **Deep Learning** and **Personal/Social Development**
- In the USA, more likely to be present at smaller and private institutions



Study Abroad



- A life-changing experience, but also relates to immediate learning outcomes upon return to home campus
- Living with host nationals related to more **Integrative and Reflective Learning**, and personal and social gains
- **The length of time abroad did not make a difference.**
- In the USA, more likely at baccalaureate and private colleges



Undergraduate Research

Features of Effective Student-Faculty Research

- **Faculty/staff member provides structure and feedback throughout.**
- **Students participate in entire inquiry cycle.**
 - Identify problem to be investigated.
 - Flesh out research questions.
 - Help review related literature.
 - Help design and assist with data collection.
 - Help design and conduct data analysis.
 - Help write up findings and implications.
 - Present study/project to others.
 - Co-author papers.



WISE Criteria for a Qualifying Experience

Adapted from Elon University (2010)



- Intentional Preparation with a Mentor
- Sustained Relationships
- A Significant Out-of-Class, Real-World Experience
- Experience Viewed Through a Disciplinary Lens or Body of Knowledge
- Structured Reflection and Integrative Assignments
- Continuous Feedback and Evaluation
- Integrative Project



Assessment Questions



1. How often are students experiencing high-impact practices?
2. Do all students have an equal likelihood of participating? To what extent do historically underrepresented students participate?
3. Are these practices done well?



High-Impact Educational Practices

- What are examples of high-impact activities at your school?
- How do you know that they are high impact?
- How many and what types of students participate?
- What would it take for every freshman student and every later-year student to do a high-impact activity?





Don't give up!





May 6, 1954 – Roger Bannister breaks the four-minute mile barrier.



August 7, 1954



Any Questions?

