

High Impact Practices: What they are, who has them, and why they matter

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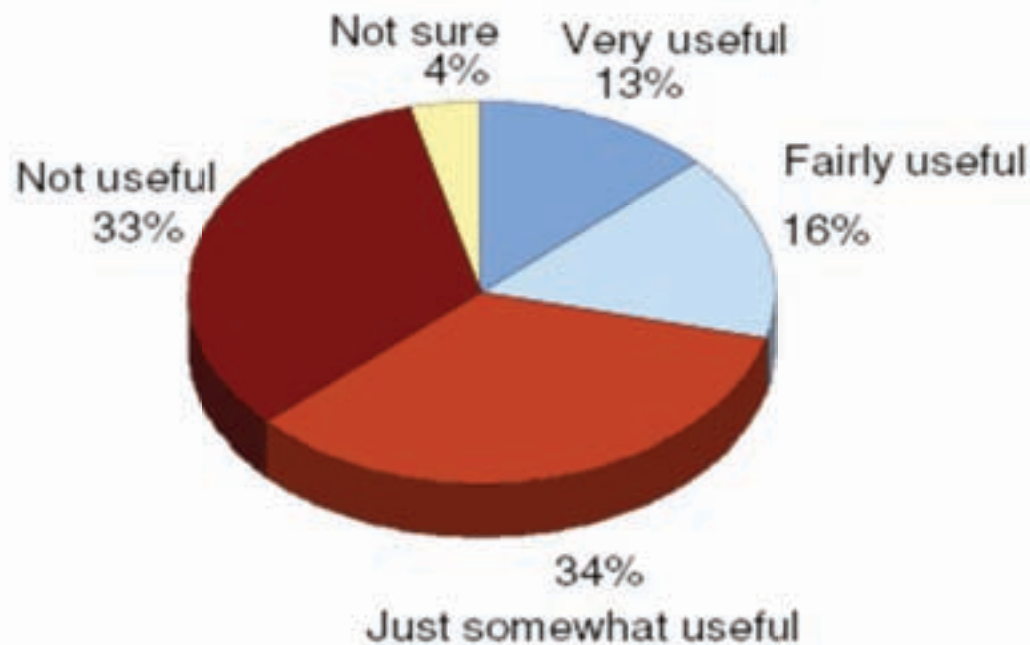
College Participation by SES status

College Participation By Achievement Test and Socioeconomic Status Quartile		SES Quartile	
		Lowest	Highest
Achievement Quartile	Highest	78%	97%
	Lowest	36%	77%

Source: *Access Denied*, Department of Education, February 2001

Employers Find College Transcripts Of Limited Use In Evaluating Potential

How useful do you find the college transcript in helping you evaluate job applicants' potential to succeed at your company?



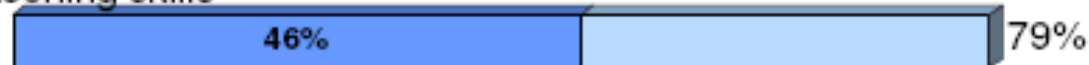
Assessments' Effectiveness In Ensuring College Graduates Have Skills/Knowledge

Very effective Fairly effective

Supervised/evaluated internship/community-based project where students apply college learning in real-world setting



Advanced comprehensive senior project, such as thesis, demonstrating student's depth of knowledge in major & problem-solving, writing, and analytic reasoning skills



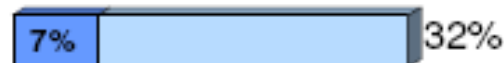
Essay tests to evaluate level of problem-solving, writing, and analytical-thinking skills



Electronic portfolio of student's college work, including accomplishments in key skill areas and faculty assessments



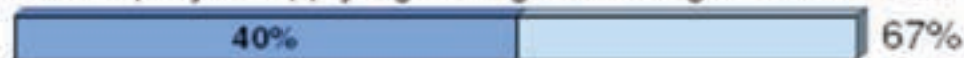
Multiple-choice tests of general content knowledge



Assessments' Usefulness In Evaluating College Graduates' Potential For Success

Very useful Fairly useful

Faculty supervisor's assessment of applicant's student internship/
community-based project applying college learning in real-world setting



Sample of applicant's student senior project and overview of faculty
assessment of the project



Electronic portfolio of applicant's college work, including
accomplishments in key skill areas and faculty assessments



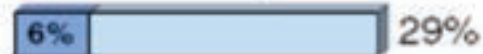
Applicant's score on essay test to evaluate level of problem-solving,
writing, and analytical-thinking skills



Applicant college's score showing how the college compares to
others in advancing students' critical-thinking skills



Applicant's score on multiple-choice test of general content
knowledge



Employers Advise Colleges Where To Focus Resources To Assess Student Learning

One/Two Practices To Which Colleges Should Devote Resources

	All Employers	CEOs/ Presidents	Other Executives
Faculty-evaluated internships or community-based learning experiences	50%	44%	54%
Essay tests that measure students' problem-solving, writing, and analytical-thinking skills	35%	40%	32%
Electronic portfolios of students' work, including examples of accomplishments in key skill areas and faculty assessments of them	32%	28%	34%
Faculty-evaluated comprehensive senior projects demonstrating students' depth of skill in major & advanced problem-solving, writing, and analytic-reasoning skills	31%	26%	34%
Tests that show how a college compares to others in advancing students' critical-thinking skills	8%	6%	9%
Multiple-choice test of general content knowledge	5%	7%	4%

The Principles of Excellence

Principle One: **Aim High—and Make Excellence Inclusive**

Make the Essential Learning Outcomes a Framework for the entire Educational Experience, Connecting School, College, Work, and Life

Principle Two: **Give Students a Compass**

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

Principle Three: **Teach the Arts of Inquiry and Innovation**

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

College Learning for the New Global Century, 2007, AAC&U

The Principles of Excellence

Principle Four: **Engage the Big Questions**

Teach through the Curriculum to Far-Reaching Issues—

Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

Principle Five: **Connect Knowledge with Choices and Action**

Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems

Principle Six: **Foster Civic, Intercultural, and Ethical Learning**

Emphasize Personal and Social Responsibility, in Every Field of Study

Principle Seven: **Assess Students’ Ability to Apply Learning to Complex Problems**

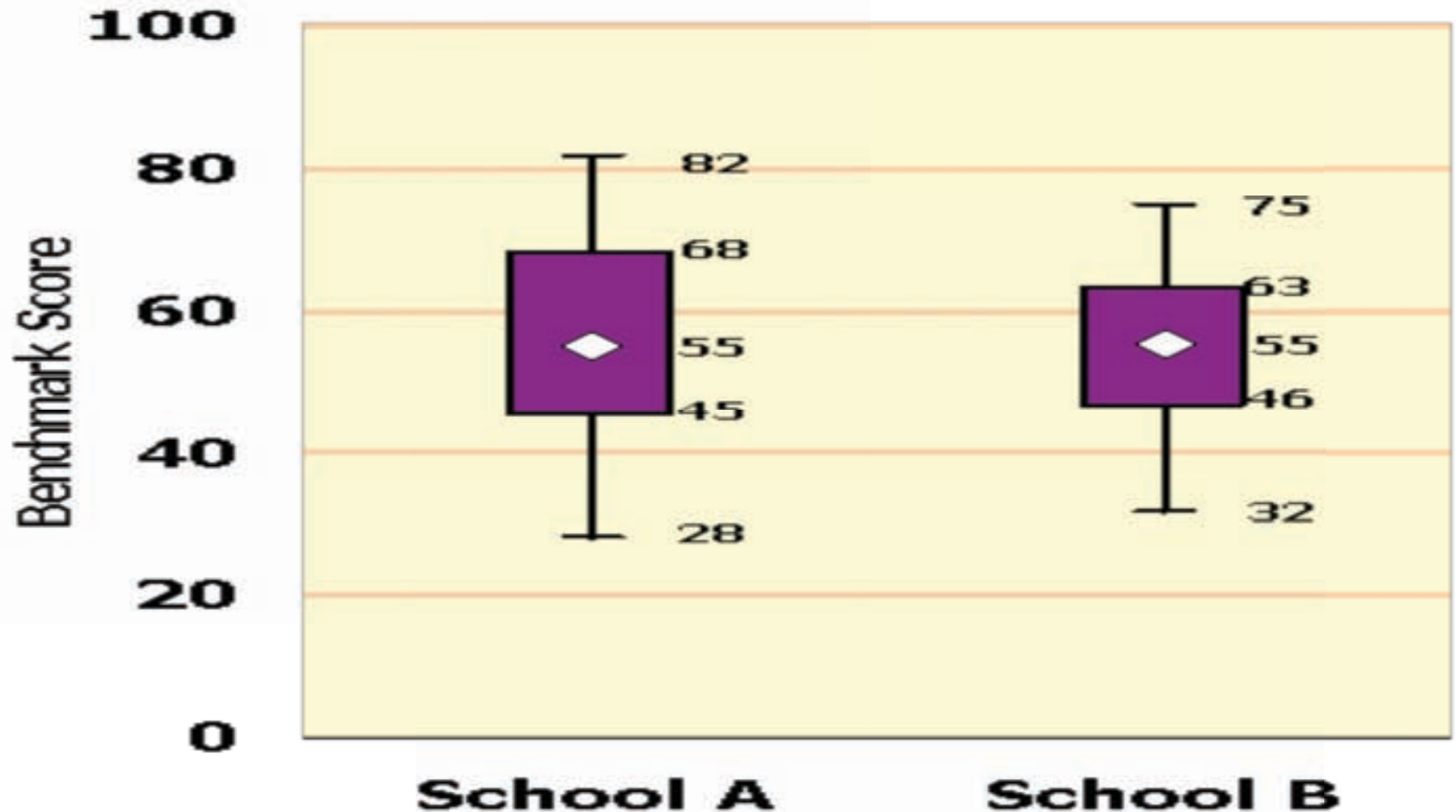
Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement

College Learning for the New Global Century, 2007, AAC&U

High-Impact Practices for Student Classroom Success



Academic Challenge at Two Public Universities – both with score of 55...



Student engagement varies more *within* than between institutions.

High-Impact Practices



- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ *“Science as Science Is Done”/Undergraduate Research*
- ★ *Diversity/Global Learning*
- ★ *Service Learning, Community-Based Learning*
- ★ *Internships*
- ★ *Capstone Courses and Project*



***High Impact Practices:
What They Are, Who Has Access to
Them, and Why They Matter***

by George D. Kuh

(October 2008, www.aacu.org)



High-Impact Practices (HIPs)

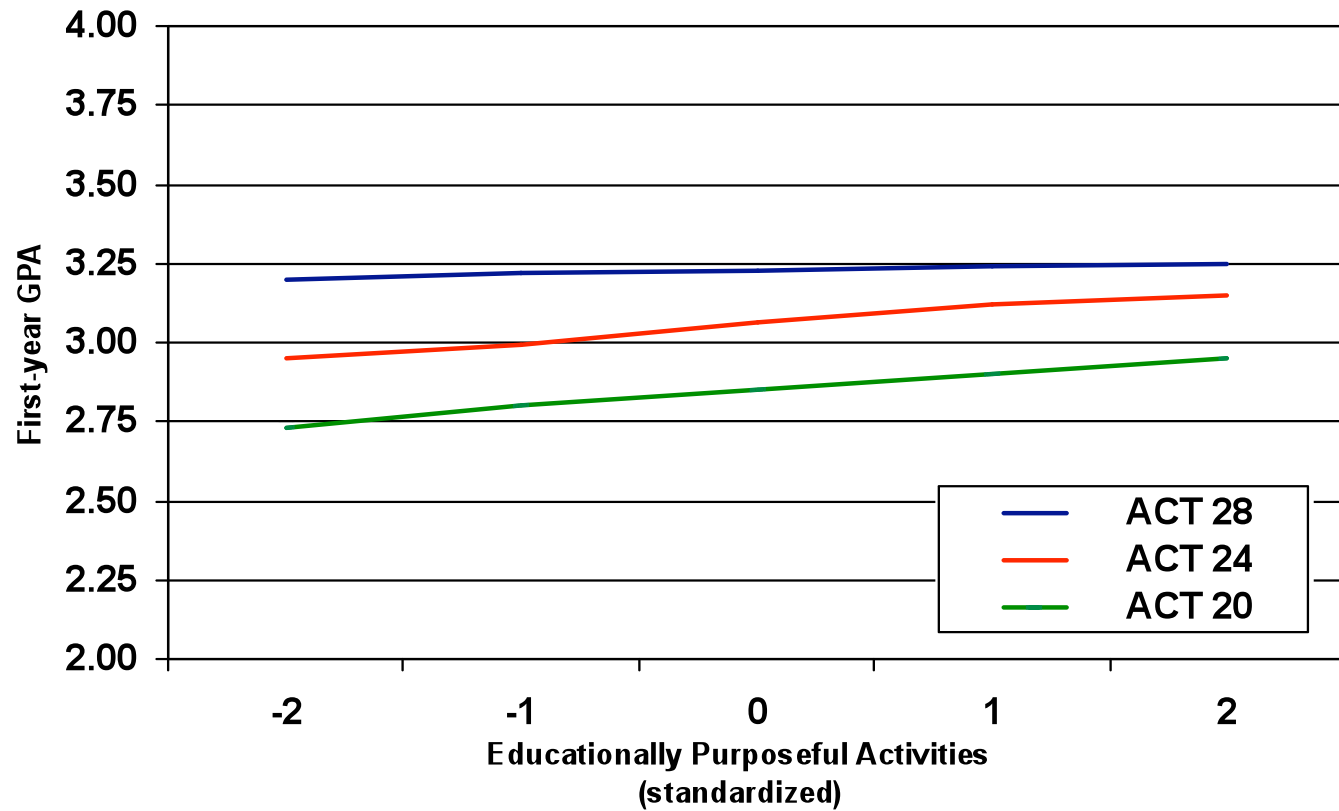


- ★ Correlate Highly with NSSE Gains on Student Learning Outcomes
- ★ Provide “Compensatory Benefit” for Students With Lower Test Scores and/or High Drop-Out Rates

Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U 2008)



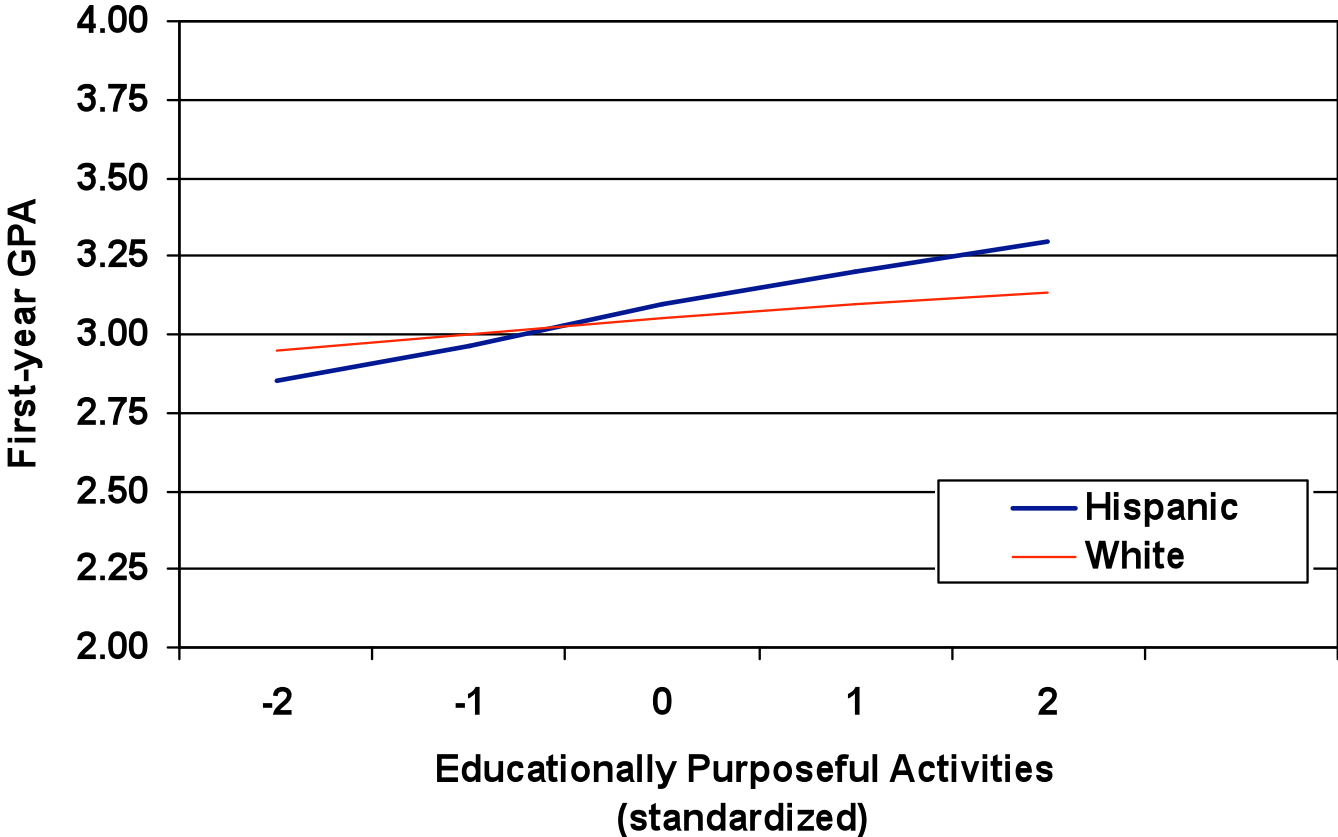
Impact of Educationally Purposeful Practices on First Academic Year GPA by Pre-College Achievement Level



*Findings developed by LEAP National Leadership Council Member George Kuh and used with permission



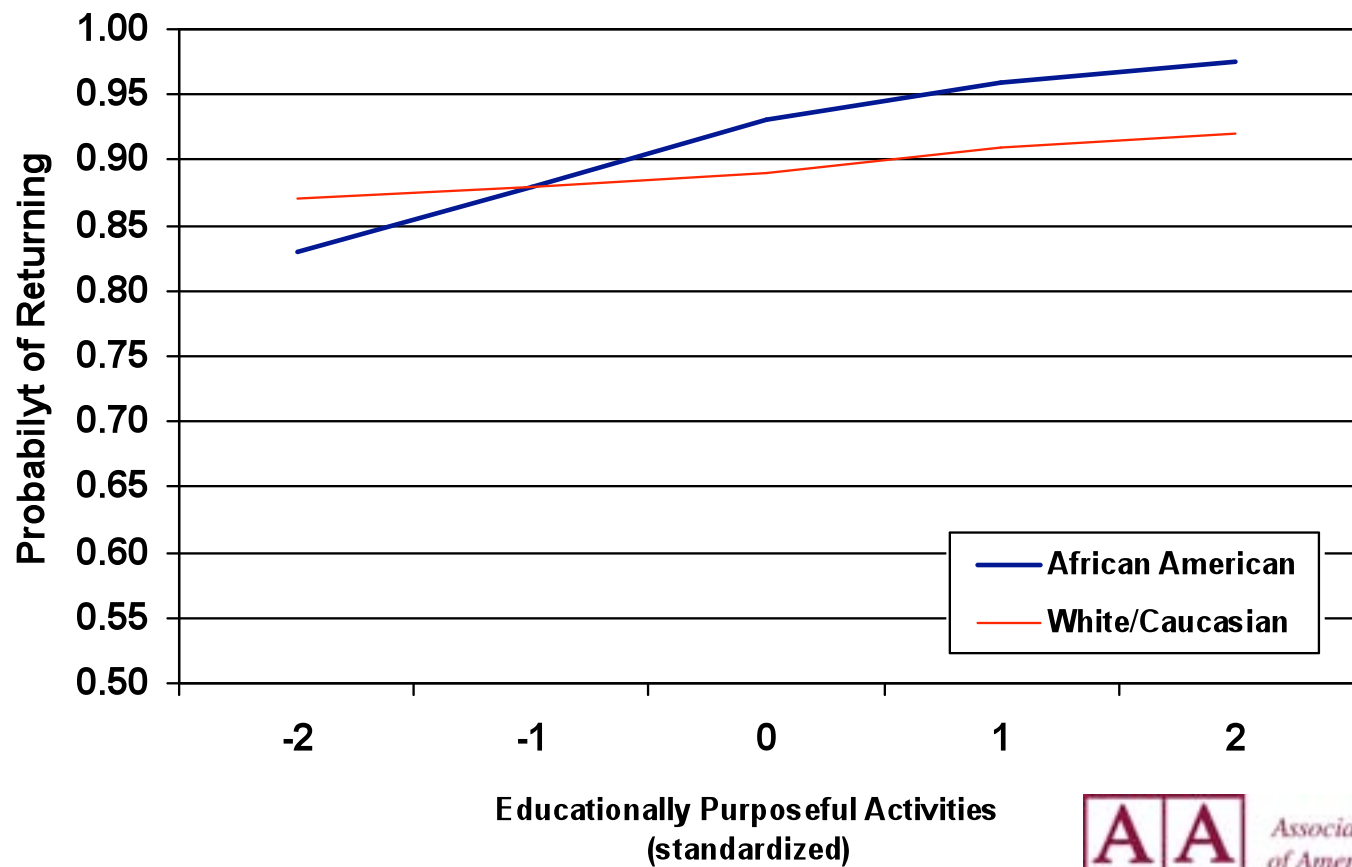
Impact of Educationally Purposeful Practices on First Academic Year GPA by Race/Ethnicity



*Findings developed by LEAP National Leadership Council Member George Kuh and used with permission



Impact of Educationally Purposeful Practices on the Probability of Returning for the Second Year of College by Race



*Findings developed by LEAP National Leadership Council Member George Kuh and used with permission



***But HIPs Reach Only a
Fraction of College Students***



Participation Levels in High Impact Practices



★ First Year (NSSE Data)

Learning Communities 17%

Service Learning 36%

Participation Levels in High Impact Practices



★ Seniors (NSSE Data)

Research With Faculty	19%
Internship	53%
Service Learning	46%
Study Abroad	19%
Senior Culminating Work	32%



Students with Low Participation in HIPs



- ★ First Generation Students
- ★ Started Elsewhere (except service learning)
- ★ 24 Years and Older

*The Challenge Ahead –
Making High Impact Practices
Central
Rather than Optional*

[http://nsse.iub.edu/pdf/
Connecting_the_Dots_Report.pdf](http://nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf)

Why Integrative Learning?

- Many social problems cannot be resolved by a single disciplinary approach
- Frequent demand from students and faculty against the artificial segmentation of knowledge
- Employer expectation that employees can integrate what learned in variety of contexts

Why? – cont.

- Desire to make more efficient use of resources and equipment by sharing them across disciplines
- Dynamic changes in knowledge construction, blurring disciplinary boundaries
- Electronic technology/internet are transforming the way we organize and seek knowledge, replacing linear with hypertext

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