

Monday, 20 February 2012, 9:00-10:30 a.m.

Plenary Session

What Matters in Student Success: The Promises of High Impact Practices.

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Published Program Abstract (page 20):

Creating the conditions that foster success in postsecondary education is more important than ever. Much progress has been made during the past two decades in using active, collaborative, and problem-based learning, learning communities, theme-based residences, service learning, intrusive advising, internships, and other educationally purposeful programs and practices to enrich student learning and promote educational attainment. Despite all this activity, too often these and other effective educational practices are underutilized. In this session I will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and "high impact" practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.

The major tasks—to teach and assess how well students 1. reflect (inside and outside the class), 2. integrate (how they see connections), and 3. apply.

Overview:

- Today's students will have 10-14 jobs by age 38.
- Every year more than 30 million Americans work in jobs that did not exist the previous year
- The world is demanding more college-educated people with higher level of learning skills

Anthony Carnevale stresses a student's need for "...a broad set of cross-cutting capacities..." Skills and competencies are needed; there is a need to learn and to re-learn.

DQP—Degree Qualification Profile. Broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; civic knowledge

LEAP: Narrow learning is not enough—The Essential Learning Outcomes --knowledge, intellectual and practical skills, deep, integrative learning.

--attend to the underlying meaning of information as well as to content

Pascarella and Teronzi—emphasize student engagement

Good Practices:

1. Student-faculty contact. (Actually, these students learn the least. These are the students who are least prepared and spend more time with faculty. One-half of all incoming college students in the United States have A to A- high school averages.)
2. Active learning
3. Prompt feedback
4. Time on task
5. High expectations
6. Respect for diverse learning styles
7. Cooperation among students

NSSE and CCSSE—gauge how students engage in educational practices

Who is more engaged?

- Women
- Full-time students
- Students who live on campus
- Students with diversity experience
- Students who start and stay at the same school
- Students who have done high impact practices

High Impact activities

- 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 projects

NSSE Deep/Integrative Learning

--integrating ideas or information from various sources

High Impact activities increase odds that students will

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

Impact of High Impact activities is enhanced when students

- strive to reach expectations set at appropriately high levels
- demonstrate competence publicly
- (plus three other factors)

The characteristics of high-impact activities can be infused into any classroom, lab, studio, or other learning setting.

Engaging Pedagogies and Practices

1. Classroom organization. Spend a few minutes at the beginning reviewing and outlining what will be accomplished that day.
2. Early and continuing assignments requiring reflections and integration coupled with feedback
3. Use of peer preceptors and mentors
4. One minute papers
5. Case studies
6. Debates
7. Simulations

Effective Practices

- Require intrusive advising
- Stop late registration for the semester
- Reduce D/F/W rates
- Use valid placement tests for placing students in classes
- Provide math refresher course before asking the student to take a math placement test
- Deploy effective early warning systems
- Communicate with at-risk student family members
- Use assessment approaches that measure the outcomes we seek

AACU Valid-Assessment (VALUE), Rubrics

National Institute for Learning Outcomes Assessment (NILOA):

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)

Five priorities for making High Impact Practices

1. Insist on doing what works.
2. Put money where it makes a difference to student success
3. Sunset redundant and ineffective programs
4. Have every student do a high-impact activity in their first year and in their major
5. Make work a high-impact activity. University of Iowa Student Employment Project; GROW—Guided Reflection on Work

What High-Impact Practices (HIP) are available and which students do them?

Are HIPs designed for and available only for students in certain majors?