



High Impact Practices: why we should pay attention to practices that offer disproportionate benefits to underserved students

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Outline of session



12:00 Welcome and introductions

12:05 Presentation

12:25 Questions

12.30 Breakout groups

12:45 Share back in larger group

13:00 Finish

PLEASE NOTE We will record the presentation only, not the chat or breakout groups

The engage network is open to staff and students – You are ALL welcome



High Impact Practices



- First year experiences
- Learning communities
- Common intellectual experiences
- Writing-intensive courses
- Diversity/global learning
- Collaborative assignments & projects
- Internships
- Undergraduate research
- Service learning, community based learning
- Capstone courses/projects
- E-portfolios

Kuh et al (2017)



HIP characteristics



- Performance expectations set appropriately high
- Investment of time and effort over extended period
- Faculty-student interaction about substantive things
- Experience of diversity – people and circumstances
- Frequent, timely, constructive feedback
- Opportunities to reflect & integrate learning
- Opportunities for real-world application
- Public demonstration of competence

Kuh & O'Donnell (2013)



Impacts of HIPs (1)

- Active and collaborative learning and undergraduate research are of immense benefit to students (Kilgo et al 2015)
 - Exposure to HIPs enhances student outcomes for all students but black students' gains in 1st to 2nd year retention rates, and Hispanic students' gains in 1st year grade point averages (GPAs) are greater than those of white students (Kuh, 2008)
 - 1-2 HIPs - first gen 11% / Hispanic 10% / African American 11%
 - 3-4 HIPs - first gen 24% / Hispanic 17% / African American 27%
- ...higher levels of adopting deeper approaches to learning and perceived gains than groups who didn't experience HIPs
- (Finlay & McNair, 2013)



Impacts of HIPs (2)

- The more HIPs a student is exposed to, the more likely they are to say University is worth it
- First gen students had slightly lower rates of participation than non-first gen students
- Did you have a meaningful relationship with faculty or staff? 17% never (19% first gen)
- Did you have meaningful relationships with other students? 12% never (14% first gen)

Moore et al (2019)



"most institutions can increase student engagement and success by more consistently using what the research shows are promising policies and effective educational activities and practices...but at too many institutions, **only small numbers of students are involved**. The time has come for colleges and universities to make participating in high impact activities a reality for every student"

Kuh (2008: 22)



The arithmetic of engagement

“...even a small number of engaging people and events, properly located, can have a disproportionately positive **impact...out of perhaps twenty five teachers a student has during college, she needs only one or two ‘great’ ones to feel that she has had an excellent academic experience.** In a small college, a tiny number (say, five or ten) of excellent large courses can positively affect large numbers of students. **Conversely, a single poor professor, teaching a large introductory course can easily destroy scores of students’ interest in a discipline.**”
(Chambliss and Takacs, 2014: 68).



Key role of teachers

“Good teaching matters. It really matters...good teaching is the primary means through which institutions affect students. In addition high quality instruction was generally more effective in promoting the learning, cognitive, and educational attainment outcomes of students from historically underserved populations than those from majority groups. Importantly, these practices also promote desired outcomes for all students.”

(Mayhew et al 2016: 592)



References



Chambliss, D.F. & Tackacs, C.G. (2014) *How college works*. Cambridge: Harvard University Press.

Finlay, A. & McNair, T. (2013) *Assessing underserved students' engagement in high impact practices*. Washington DC: AAC&U.

Kilgo, C.A., Sheets, J.K.E. & Pascarella, E.T. (2015) The link between high impact practices and student learning: some longitudinal evidence. *Higher Education* 69 509-525.

Kuh, G.D. (2008) *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities.

Kuh, G.D. & O'Donnell, K. (2013) *Ensuring quality and taking High Impact Practices to scale*. Washington DC: AAC&U.

Kuh, G., O'Donnell, K. & Schneider, C.G. (2017) HIPs at Ten, *Change: The Magazine of Higher Learning*, 49 (5) 8-16.

Mayhew, M.J., Rockenbach, A.N., Bowman, N.A., Seifert, T.A., Wolniak, G.C., Pascarella, E.T. and Terenzini, P.T. (2016) *How College Affects Students. Volume 3 21st Century Evidence that Higher Education Works*. San Francisco: Jossey Bass

Moore, J., Felten, P. Usry, K. & Husser, J. (2020) *High impact undergraduate experiences and how they matter to college graduates*. Paper presentation Association of American Colleges and Universities Conference, Washington DC, 23 January.



Breakout groups

- 1 If you are a **student**, have you experienced any of the HIPs or HIP characteristics? Which ones?
If you are **staff**, which HIPs or HIP characteristics do you think students are experiencing?
- 2 How could we use this research to make enhancements as a University/School/individual?



Resources from today



We will post the recording and any slides or other resources from this session to the engage webpage – we try to do this within approx. 1-2 weeks

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage>

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Next engage event



Engaging students through innovative assessment choice in the Currents: understanding and addressing global changes course

Dr Andrew Cross, School of Geosciences

Tuesday 30th March 2021 14:30-15:30 Online

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect/engage>