Maximizing Student Success in High-Impact Practices

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Pair and Share

How would you know if a High-Impact Practice were really having a high-impact?
Workshop Overview

- Why HIPs? Benefits of HIPs “done well.”
- Implementing HIP initiatives to ensure student success and learning.
- IUPUI lessons learned from assessing High-Impact Practices using indirect and direct measures of student learning.
- ePortfolios, “done well,” as a HIP.
- ePortfolio assessment.
Current Assessment Trends  
(as observed at Assessment Institute)

- Focus on development of the whole person
- Focus on authentic assessment of authentic experiences, especially
  - Integration and application of learning to complex, real-world problems (HIPs)
- Integration and alignment of learning outcomes at different levels (course, program, institution); guided learning pathways
- Equitable and culturally responsive assessment
- Shift from emphasis on accountability to emphasis on improvement
What Constitutes a High-Impact Practice?
High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- 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
- E-portfolios
Markers of HIPs Done Well

- Expectations set at appropriately high levels
- Significant investment of time and effort
- Interactions with faculty and peers
- Experiences with diversity
- Frequent and constructive feedback
- Periodic and structured opportunities for reflection
- Relevance through real-world applications
- Public demonstration of competence

(Kuh, 2008; Kuh & O’Donnell, 2013)
HIP Benefits and Outcomes

High Impact practices are positively associated with:

• Persistence and GPAs
• Deep approaches to learning
• Higher rates of student-faculty interaction
• Increases in critical thinking and writing skills
• Greater appreciation for diversity
• Higher student engagement overall

Bronwell, J & Swaner, L (2010); NSSE, (2007); Kuh (2008); Hansen, Chism, & Trujillo, (2011)
What Is The Cumulative Impact Of Participation In Hips Experiences On Learning Outcomes?

• Students who participated in multiple high impact practices (5-6) had higher gains in all areas compared to students who did not participate in any or 1-2 or 3-5 HIPS.
• When students in the same underserved group participate in a HIP, scores on learning outcomes are significantly higher than when they do not.
• Students who participated in Service Learning had highest gains.

Areas measured:
• Deep Learning-Pursuit of learning beyond memorization to seek underlying meanings & relationships
• Gains in General Education-writing/speaking skills, acquire broad general education, analyzing quant. problems
• Gains in Personal & Social Development-developing ethics, understanding diff. backgrounds, understanding self, contributing to community, voting
• Gains in Practical Competence-work related knowledge & skills, working effectively w/ others, use of technology, quant. problem-solving, solving complex real-world problems
Students Define High-Impact Learning (based on Student Focus Group Results)

- Collaborative group work
- Sharing ideas/Communicating knowledge
- Engaging with people from diverse backgrounds
- Connecting learning across disciplines
- Hands-on learning (internships, research projects)
- Community engagement (service learning)
- Real-world application
- Connect to lived experience of the student
- Asking questions
- Caring professor

“You learn it, you apply it, and then you explore it”

http://www.aacu.org/meetings/annualmeeting/AM13/documents/McNairFinleyPPT.pdf
Implementing HIPs to Support Student Learning and Success – Pair and Share

1. How might high-impact practices be structured into the student experience to best support student learning and development?

2. What are useful pedagogical strategies to facilitate deep approaches to student learning such as reflection, analysis, and integration?
Implementation of High-Impact Practices
Steps Taken to Ensuring Educationally Effective High Impact Practices

• Weaved experiences into courses, and require
• Introduce HIPs to students early – during orientation, reinforce in advising, course catalogue (RISE tagged courses)
• Craft short term “mini-HIPs”
• Emphasize HIPs relevant to the educational environment (as an urban institution we emphasized internships and service learning)
• Encouraged pilots & support faculty development
• Bridged curriculum and co-curriculum (HIPs appear on official transcripts and launched a have a co-curricular record - REAL)
HIPs have the capacity to have profound Influences on “non-cognitive” student outcomes (focus on whole person)

- Growth-Mindset
- Self-Efficacy
- Sense of Belonging
Self-Efficacy

“One's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.” Albert Bandura

1. Performance accomplishments
2. Vicarious experiences
3. Verbal persuasion
4. Physiological states

When other people encourage and convince you to perform a task, you tend to believe that you are more capable of performing the task. Constructive feedback is important in maintaining a sense of efficacy as it may help overcome self-doubt.
RISE To the IUPUI Challenge
Undergraduate Research, International Experiences, Service Learning, Experiential Learning

THE WORLD IS YOUR CLASSROOM.
Mission

1. To provide **all students** with broad access to **quality education** through inclusive and equitable high-impact practices that result in transformative student learning in support of **timely graduation** and prepare students to become **actively engaged and informed citizens** ready to participate in a global society.
Revision Principles of Undergraduate Learning

From:

- Core Communication and Quantitative Skills
- Critical Thinking
- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- Values and Ethics

To:

- Communicator
- Problem Solver
- Innovator
- Community Contributor
Challenges and Opportunities

• Evaluation and Assessment

• Fidelity

• Credit Bearing Courses

• Professional Development for Faculty
New Directions

1. Focus on the “experiences”
2. RISE (move away from the acronym)
3. Center for Engaged Learning in DUE Division of Undergraduate Education
4. Curricular and Co-Curricular (recognized)
5. Student incentives: leadership opportunities (e.g., RISE Scholar with Distinction Requirements: all 4 RISE categories, 3.0 GPA, leadership distinction with a RISE category focus, presentation). Awards: recognition at graduation, 2 cords, certificate
6. Faculty Incentives and Rewards
7. ePortfolio
HIP Program Fidelity

• Fidelity is defined by Webster as “the quality or state of being faithful, the accuracy in details, exactness.”

• Program fidelity assessment offers another level of detail about the program as implemented by examining the degree to which interventions are implemented as theoretically planned.

  – Poor Fidelity Examples

    • LC implemented with no integrative learning assignments.
    • SL implemented with no structured reflection.
    • Undergraduate Research with no faculty mentoring.

• It is not possible to test the effectiveness of an intervention if the intervention failed to be implemented as planned (Scott & Sechrest, 1989).
Taxonomies - Background

- California State University
  - Taxonomies to categorize and describe the educational experiences that seem most effective for early alert, FYE, intrusive advising, learning communities, peer mentoring, supplemental instruction, summer bridge, orientation, and undergraduate research

- AAC&U
  - Value Rubrics
Taxonomies - Background - IUPUI

- IUPUI

- Executive Vice Chancellor and Academic Chief Officer asked that each unit with responsibility for a high impact teaching practice develop a taxonomy to serve as a frame work that can guide quality course design, implementation, assessment and improvement. This approach matches supports the campus assessment strategy, managed through the Office of Institutional Research and Decision Support (IRDS), to understand the value of HIPs on student learning and success.

All taxonomies may be found at [https://rise.iupui.edu/taxonomies](https://rise.iupui.edu/taxonomies)
Taxonomies – Benefits

- Fidelity Issues (taxonomies can serve as a guide to curriculum committees and course schedulers tagging RISE courses)

- Assessment (the quality of the HIP experience can be evaluated and the intensity measured)

- Course development (guide/tool for instructors interested in creating or improving RISE courses)

- Resource (can be used when evaluating applications for course development grants and other HIP awards connected to curriculum)
Taxonomy Community of Practice-Goals

• Increase the quality of high impact teaching and educational practices

• Promote and disseminate best practices among instructors who teach courses with a focus on high impact practices

• Provide professional development and peer learning opportunities for faculty and staff interested or already engaged in experiential learning

• Increase adaptability and use of taxonomies
Assessing and Implementing HIPs Well
Assessment Methods

- Employ mixed-method designs using qualitative and quantitative methods.
- Attempt to understand how HIPs and RISE experiences influence students’ success levels (e.g., retention rates, GPAs, engagement, civic outcomes).
- Administer end-of-course questionnaires (designed to provide information on students’ perceptions of course benefits, learning outcomes, satisfaction levels, why decided to enroll).
- Administer campus-wide questionnaires.
- Administer National Survey of Student Engagement.
- Conduct focus groups and individual interviews.
- Collect direct measures of student learning (e.g., electronic portfolios and embedded course assessment).
Framework for Assessment of RISE

- Registrar provides annual data regarding transcript designations
- Institutional Researchers help to assess outcomes related to student success
- Assessment of student learning
- Faculty assess students’ level of competence aligned with IUPUI Principles of Undergraduate Learning
- Prompts to guide student reflections are provided (students encouraged to respond in electronic portfolio)
- Currently developing fidelity checks for RISE courses with implementation of taxonomies
Sources of Assessment Data

- Inventories
- Institutional Data
- Course Level Data
- Program Specific Data
- Student and Faculty Surveys or Questionnaires
- Focus Groups and Interviews
- Direct Measures of Learning (reflection papers, exams, videos, student e-portfolios)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Definition</th>
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<tbody>
<tr>
<td>a. Valid</td>
<td>i. The data are reproducible. Repeated assessment yields the same data.</td>
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<td></td>
<td>ii. The data answers important questions, and is not generated simply because it is easy to measure.</td>
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<td>b. Reliable</td>
<td>iii. The data contributes to improving teaching and learning.</td>
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<tr>
<td>d. Relevant</td>
<td>v. The data accurately represents what you are trying to measure.</td>
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<td>e. Effective</td>
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Lessons Learned From Assessment Locally and Nationally

• Critical to ensure HIPs implemented as well. Faculty development is key.
• Important to clearly describe HIPs (activities, instructional strategies, assignments, intended outcomes).
• High Impact Practices have differential impacts.
• Underserved and underrepresented students benefit from HIPs. So reach out and encourage participation.
• Need to design internally valid studies that employ comparison groups.
• Lack of studies that investigate direct measures of learning.
• Faculty members are also important source of data and perspectives.
Assess Who Participates in High-Impact Practices

WHO DOES NOT!
• Student populations
  – Under-represented students
  – Transfer students
  – First-generation students
  – Veterans
  – Nontraditional/Adult learners
## High Impact Practices: Inventory

<table>
<thead>
<tr>
<th>Learning Community</th>
<th>First Year Seminars</th>
<th>Writing-Intensive Courses</th>
<th>Research w/ Faculty</th>
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<tbody>
<tr>
<td>On Our Campus</td>
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<tr>
<td>Required for all</td>
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<tr>
<td>% Students involved</td>
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<td>% First Generation</td>
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<td>% Transfer Students</td>
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<tr>
<td>% African American</td>
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<td></td>
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<td>% Latino Students</td>
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<tr>
<td>% Asian American</td>
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<td>% other</td>
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<tr>
<td>% Students 25 years of age or older</td>
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Considerations for Expanding Engagement in HIPs

• Historically underrepresented students benefit substantially from HIPs, yet not all take part
  – First-generation, racial-ethnic groups, underrepresented students, transfer students, returning adults

• Introduce HIPs early and often -- get experience on students’ radar

• Explore students’ assumptions about practices
  (who participates, cost, demands, etc.) – debunk myths

• How might student affairs & academic affairs work together to make these experiences more widespread?
IUPUI Assessment Major Findings

• Improved student outcomes for RISE participants. Students participating in first-year HIPs were retained at higher levels, had improved graduation rates, and had a marked increase in GPAs.

• First-Year and Seniors participating in multiple high-impact practices have more interactions with diverse others and report higher gains in higher-order thinking skills. Service learning seems to have profound effects on helping students understand diversity and diverse perspectives.

• Low-income and underrepresented students less likely to participate in study abroad.

• Since the campus- wide enactment of HIPs, faculty have been more deeply engaged in faculty development activities, have enhanced the quality of HIPs experience for students, and have conducted institutional research on HIPs teaching strategies, particularly at the student level to understand success.

Also reported here: Effective Teaching: A Foundational Aspect of Practices that Support Student Learning
http://www.acenet.edu/news-room/Pages/Impactful-Practices.aspx
IUPUI Assessment Major Findings (cont..)

- Tenure-track faculty reported being more likely to supervise research than other faculty at IUPUI, and lecturers were more likely to teach as part of a themed learning community (TLC). According to the 2015 IUPUI faculty survey, tenure-track faculty were more likely than lecturers to report requiring an undergraduate research project as part of a course or mentoring an undergraduate student on a research project in the past two years. Lecturers were more likely to report teaching as a part of a TLC, and more than 50 percent of both tenure-track faculty and lecturers reported providing periodic and structured opportunities for reflection.

- IUPUI has also been able to extend HIPs into student and faculty development with the addition of ePortfolio, the 11th HIP to Kuh’s 10 original practices. The ePortfolio allows for further documentation of student learning, provides students with an opportunity to reflect on their individual growth and development, and functions as a useful institutional tool for accountability and assessment.
IRDS Website Contains All HIP Assessment Reports and Presentations

https://irds.iupui.edu/
ePortfolios as a High-Impact Practice
What is an ePortfolio?

“A selection of purposefully organized digital artifacts that supports learning, reflection, and self-presentation, as well as documentation and assessment of student learning over time and across varied learning experiences.” (IUPUI definition)
Welcome!
Let me start out by introducing myself! I am currently a junior in college majoring in Medical Humanities with a concentration in Global Health. I love to travel, especially to Latin American countries, and have always found the cross-cultural aspect of medicine so fascinating. My favorite undergraduate experiences so far have been volunteering on medical brigades to the Dominican Republic and Panama and traveling to Cuba... Continue reading

JANUARY 2, 2017 / 1 COMMENT
"Go the extra mile, it's never crowded"

Molly Miller is an upcoming graduate from the Indiana University Lilly Family School of Philanthropy. She is excited to begin her journey in the nonprofit sector full time after graduation.
Many different uses and purposes

- Deepening learning and engagement in learning
- Extending and deepening impact of other High-Impact Practices
- Integrative learning; connecting the dots
- Documenting out-of-class learning experiences
- Academic and career planning and development/Advising
- Job search/career showcase/self-presentation
- Documenting learning for assessment, improvement, and accountability
ePortfolio as HIP

“When [ePortfolios are] done well, students who create and continue to add to their ePortfolio as intended benefit in ways similar to students who participate in one or more of the 10 HIPs on the AAC&U list....Compared with their counterparts who did not use ePortfolios, students...were generally more engaged in educationally purposeful activities, earned higher grades, and were more likely to complete courses and persist.”

George Kuh (2017)
What makes their impact high?

- High performance expectations
- Significant investment of effort over extended time
- Substantive interactions with faculty and peers
- Experience with diversity
- Frequent, timely, and constructive feedback
- Structured opportunities to reflect and integrate
- Discover relevance through application of learning
- Public demonstration of learning
What does it take to “do ePortfolios well?"

- Embedded in thoughtful, cohesive learning design—not an add-on, but part of the learning experience
- Supported by appropriate pedagogies that emphasize active and integrative learning, peer interaction (including around ePortfolio and reflection)
- Curriculum aligned around learning outcomes with clear, guided learning pathways
- Recognition of diversity of student experiences and perspectives
IUPUI ePortfolio Initiative Mission

“The IUPUI ePortfolio Initiative advances the use of ePortfolios at all levels campus-wide to support and demonstrate student learning, academic success, and personal, intellectual, professional, and civic development, and to help all students make the most of the distinctive opportunities available at IUPUI.”
ePortfolio Pedagogy

- Reflection and metacognition
- Constructivist approach to knowledge
- Integrative approach to learning and experience
- Social pedagogy
- Identity representation and development
- Student engagement, agency, purpose
- Digital literacy
Reflection/Metacognition

- Re-processing procedures or concepts to support understanding
- Making connections, integrating ideas and experiences
- Questioning assumptions/seeing from new perspectives
- Reorganizing knowledge to accommodate new learning
- Goal-setting
- Self-assessment, self-examination
ePortfolio Assessment
Authentic Assessment

“A measurement approach in which learning objectives are assessed in the most direct, relevant means possible….Authentic assessments are often based on performance, requiring students to utilize their knowledge in a meaningful context.” (Park University, Center for Excellence in Teaching and Learning)
Approaches to ePortfolio assessment

• Assessment of “signature assignments” or specific ePortfolio artifacts and sections to determine achievement of a particular learning outcome

• Assessment of entire portfolio holistically to gauge achievement (or growth over time) of complex outcomes
Beyond Authentic Assessment

- Can include a diversity of elements (thus increasing the validity of assessment)
- Can capture complex cognitive and affective outcomes
- Can demonstrate learning and development over time
- Provides richer, more contextualized information to guide curriculum/program improvement
I/NCEPR Cohort VI Propositions

1. Interaction of pieces of evidence in an ePortfolio is more important than single pieces of evidence

2. Reflection on pieces of evidence within an ePortfolio and on the ePortfolio as a whole provides information for assessment not available by other means

3. The capabilities of digital media enable ePortfolio assessment to generate unique insights about learning
## Starting Point for an ePortfolio Taxonomy

<table>
<thead>
<tr>
<th>“Add-on” to curriculum/ pedagogy</th>
<th>Integral to curriculum/ pedagogy/HIP/other experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One-off” assignment</td>
<td>Sustained across curriculum</td>
</tr>
<tr>
<td>Reflection as emotional venting or opinion understanding</td>
<td>Reflection as rigorous, scaffolded process that contributes to understanding</td>
</tr>
<tr>
<td>Little or no interaction/ feedback re ePortfolio</td>
<td>Frequent peer interaction/feedback re ePortfolio</td>
</tr>
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</table>
Making the most of ePortfolios

ePortfolios are frequently paired with HIPs to structure and amplify activities and behaviors that make HIPs high-impact

- Effort sustained over a period of time
- Structured opportunities to reflect, apply, and integrate
- Peer and faculty feedback
- Public demonstration of learning
ePortfolio as Meta-HIP

“The ePortfolio is especially well suited to document, integrate, and enhance the positive effects of other HIPs.”

Kuh, 2017
Engaged learner, integrated learning

"Building an ePortfolio has allowed me to go back and think about my experiences at IUPUI. This has led me to find purpose in everything I have done or am still doing. Listing these skills along with interesting thoughts and life-lessons has helped me build something that displays who I am and allows me to express myself with no word-limits."
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