How to Incorporate High-Impact Practices Into Your Programs

University of Toledo

Assessment Day

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Why HIPs?

Falling Short?
College Learning and Career Success

Key findings from survey among 400 employers and 613 college students conducted in November and December 2014

For The Association of American Colleges and Universities by Hart Research Associates

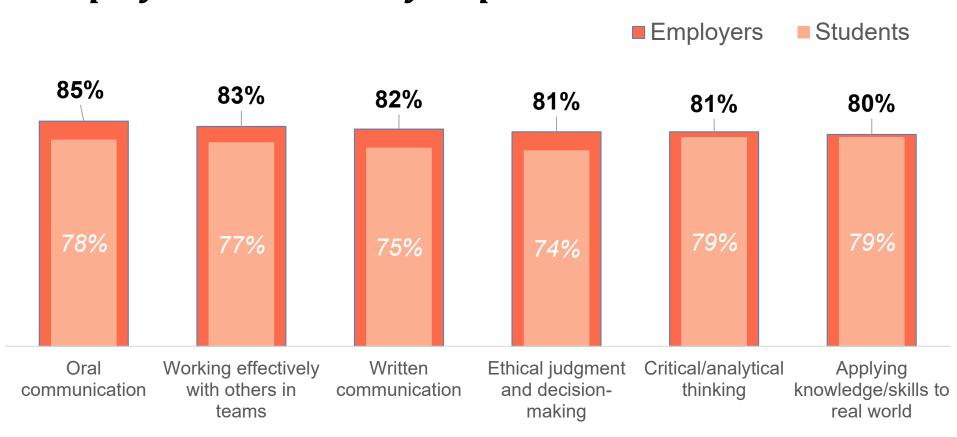LEAP

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Methodology

- Online survey among 400 executives at private-sector and nonprofit organizations that have 25 or more employees

  - Each reports that 25% or more of their new hires hold an associate degree from a two-year college or a bachelor's degree from a four-year college

- Online survey among 613 college students, all within a year of obtaining a degree or, in the case of two-year students, transferring to a four-year college

  - Sample includes 304 students at four-year public colleges, 151 students at four-year private colleges, and 158 students at two-year colleges

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Learning Outcomes that at Least Four in Five Employers Rate as Very Important

■ Employers **■ Students**

Outcome	Employers	Students
Oral communication	85%	78%
Working effectively with others in teams	83%	77%
Written communication	82%	75%
Ethical judgment and decision-making	81%	74%
Critical/analytical thinking	81%	79%
Applying knowledge/skills to real world	80%	79%

*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

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Employers say they are much more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience

94% Internship/apprenticeship

87% Senior thesis/project

80% Collaborative research project

69% Service learning project

Attributes employers seek on a candidate's resume

Attribute	% of respondents
Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%
Computer skills	55.3%
Detail-oriented	52.8%

Source: Job Outlook 2016, National Association of Colleges and Employers

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Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants'/recent college graduates' potential to succeed at your company?

College transcript

Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas

45%

Very 9%

Very/fairly useful

80%

Very useful 36%

Very/fairly useful

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Intentionality of HIPs

- Selection
- Design
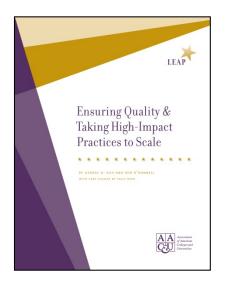- Access

HIPs

Learning Outcomes
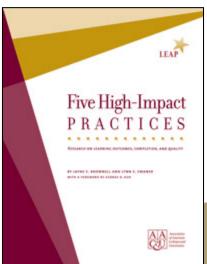
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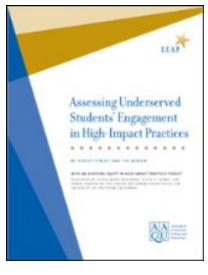- Evidence

- Assessment
- Data Disaggregated
- Integrated

Equity

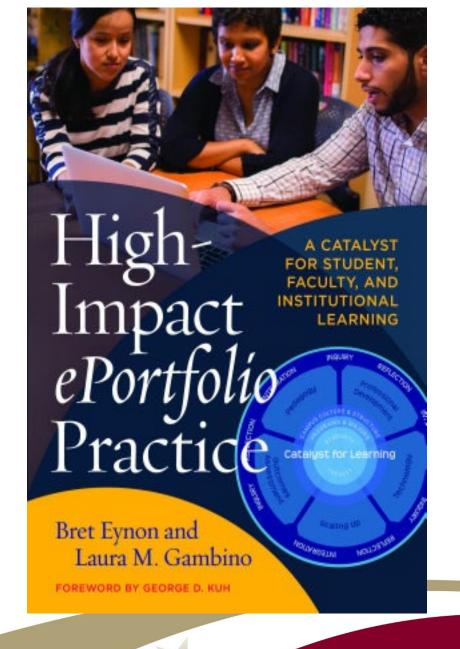# *"High-Impact Practices" that Help Students Achieve the Outcomes*

★ First-Year Seminars and Experiences

★ Common Intellectual Experiences

★ Learning Communities

★ Writing-Intensive Courses

★ Collaborative Assignments & Projects

★ Undergraduate Research

★ Diversity/Global Learning

★ Service Learning, Community-Based Learning

★ Internships

★ Capstone Courses and Projects

Ensuring Quality & Taking High-Impact Practices to Scale

BY GEORGE D. KUH AND KEN O'DONNELL
WITH CASE STUDIES BY SALLY REED

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Assessing Underserved Students' Engagement in High-Impact Practices

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Five High-Impact PRACTICES

RESEARCH ON LEARNING OUTCOMES, COMPLETION, AND QUALITY

BY JAYNE E. BROWNELL AND LYNN E. SWANER
WITH A FOREWORD BY GEORGE D. KUH

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High-
Impact
ePortfolio
Practice

A CATALYST
FOR STUDENT,
FACULTY, AND
INSTITUTIONAL
LEARNING

Catalyst for Learning

Bret Eynon and
Laura M. Gambino

FOREWORD BY GEORGE D. KUH

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Bringing Equity and Quality Learning Together: Institutional Priorities for Tracking and Advancing Underserved Students' Success

Key findings from a survey among 325 Chief Academic Officers or designated representatives at AAC&U member institutions, conducted July 15 to October 13, 2015, by Hart Research Associates for the Association of American Colleges and Universities

Examining Equity?

31% of institutions disaggregate data on participation in HIPs by race/ethnicity, SES and/or parents' education

17% of institutions disaggregate data on achievement of learning outcomes by race/ethnicity, SES and/or parents' education
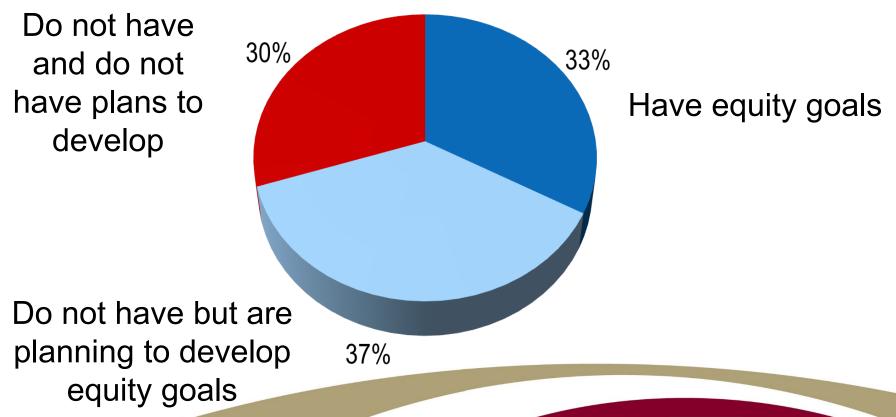
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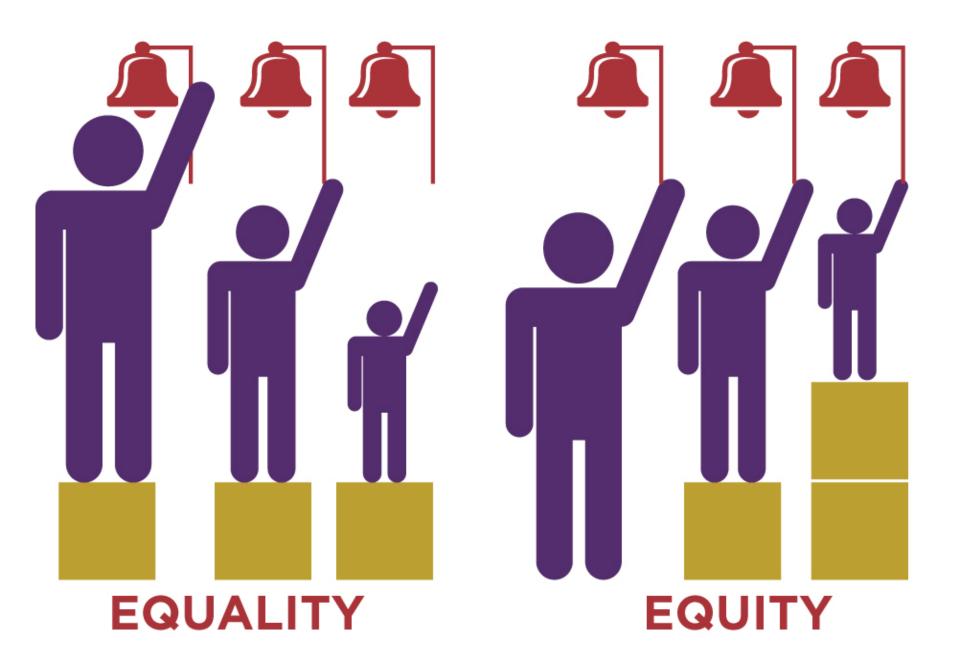
Examining Equity?

32% of institutions disaggregate data on credits/course completion milestones by race/ethnicity, SES and/or parents' education

32% of institutions disaggregate data on completion of remedial courses by race/ethnicity, SES and/or parents' education

Does your institution have specific, explicit equity goals that are aimed at building new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color?

Do not have and do not have plans to develop

30%

33%

Have equity goals

Do not have but are planning to develop equity goals

37%

EQUALITY

EQUITY

EQUALITY   EQUITY

Critical Questions

- What does it mean to be an equity-minded practitioner? What does it mean to have an equity-minded pedagogy?

- How do we value and embed students' "cultural wealth" and diversity in educational designs and strategies?

For additional information on community cultural wealth, please see Yosso, Tara J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race Ethnicity and Education, 8(1), 69-91.

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Assessing Equity in High-Impact Practices Toolkit

Developed by the Center for Urban Education at the University of Southern California

Printed in Assessing Underserved Students' Engagement in High-Impact Practices (Finley & McNair, 2013)

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Assessing Equity in HIPs

- Select a HIP for Assessment

- Gather and Analyze Data

- Interrogate Policies and Practices

- Plan Inquiry Activities

- Identify Culturally Inclusive Practices and Interventions

- Implement Actions and Set Equity Goals

Intentionality of HIPs

UT's Institutional Learning Outcomes and Program-Level Student Learning Outcomes

Guiding Questions

- How can campus educators provide higher levels of transparency of the learning outcomes to help students understand the benefits to their lifelong success and career preparation?

Guiding Questions

- How can the performance descriptors identified in the rubrics inform the design of high-impact practices?

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Intentionality by Design

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

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Criteria

Levels

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Performance Descriptors

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

What makes a practice high-impact?

HIPs: Eight Key Elements

- Performance Expectations Set at Appropriately High Levels
- Significant Investment of Time and Effort by Students Over an Extended Period of Time
- Interactions with Faculty and Peers about Substantive Matters
- Experiences with Diversity
- Frequent, Timely and Constructive Feedback
- Structured Opportunities to reflect and Integrate Learning
- Opportunities to Discover Relevance of Learning Through Real-World Applications
- Public Demonstration of Competence

Source: Kuh, George D., and Ken O'Donnell. 2013. *Ensuring Quality and Taking High-Impact Practices to Scale.* Washington, DC: Association of American Colleges and Universities.

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Intentionality of HIPs

Guiding Questions

- What are promising direct assessment strategies for evaluating students' achievement of learning outcomes, as a result of their participation in high-impact practices?

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AAC&U's VALUE Institute

- Partnership with Indiana University's Center for Postsecondary Research

- Institutions are invited to participate in the VALUE Institute by collecting samples of student work, uploading the work into the digital repository and having the work scored using the VALUE rubrics by certified VALUE Institute faculty scorers.

- Participating institutions receive data and reports from the tested VALUE nationwide database for benchmarking student learning.

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Action Plan Key Components

- Background—Why HIPs? How do you define equity and inclusive excellence?

- What are your goals for incorporating HIPS? What are our equity goals? (Content "what" or Process "how" or Outcome "why")

- Barriers to Accomplishment (Do educators have agency to accomplish goals? Why or why not?)

Action Plan Key Components

- Opportunities for Support (professional development needed?)

- Engagement Plan

- Communication Strategy

- Evidence of Current Environment and Measures of Success

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Thank you!

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