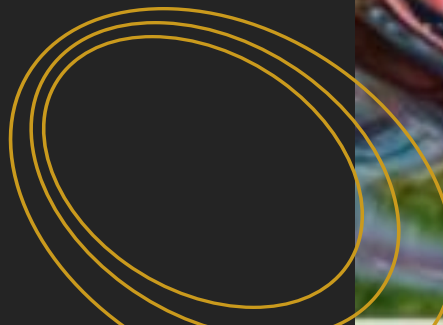



Making the Most of High-Impact Practices

QUESTIONS TO DRIVE **MEANING** AND
INNOVATION

University of Iowa
Student Success Team Meeting
October 8, 2024





“Our understanding of learning has expanded at a rate that has far outpaced our conceptions of teaching.”

- Randy Bass, *Disrupting Ourselves*, Educause, March/April 2012, pg. 23



Let's talk about...



01

What makes HIPs
worth it...

(And why students should
know, too.)



02

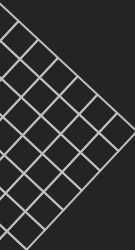
What makes them
special

(And why you CANNOT
ignore this.)



03

What makes them
future forward
(And how you can be
distinctive.)





01

What makes HIPs worth it

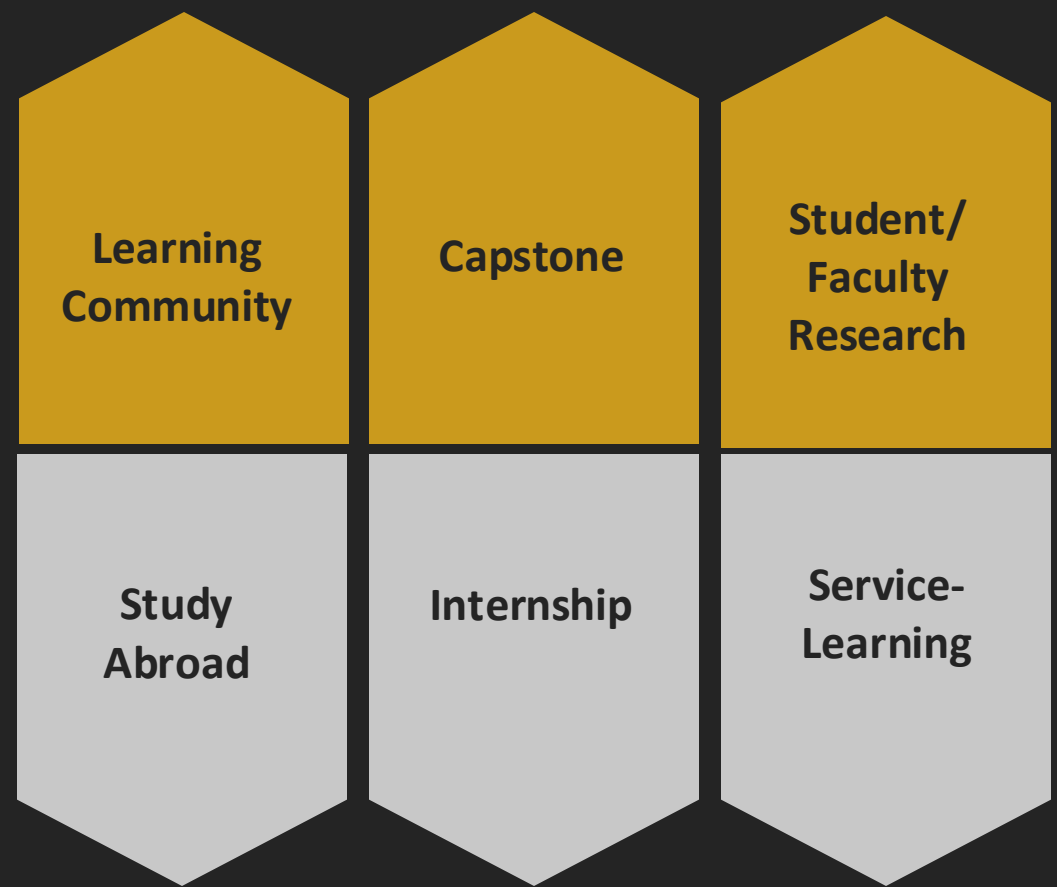




First-Year Seminars
Learning Communities
Writing Intensive
Capstones
Common Assignments
Undergraduate Research
Internships
Service-learning/Community-Based Learning
Experience with Diversity/Global Learning
ePortfolios

- Wide range of outcomes
- Cumulative effects
- Workforce relevant

From 2013: NSSE

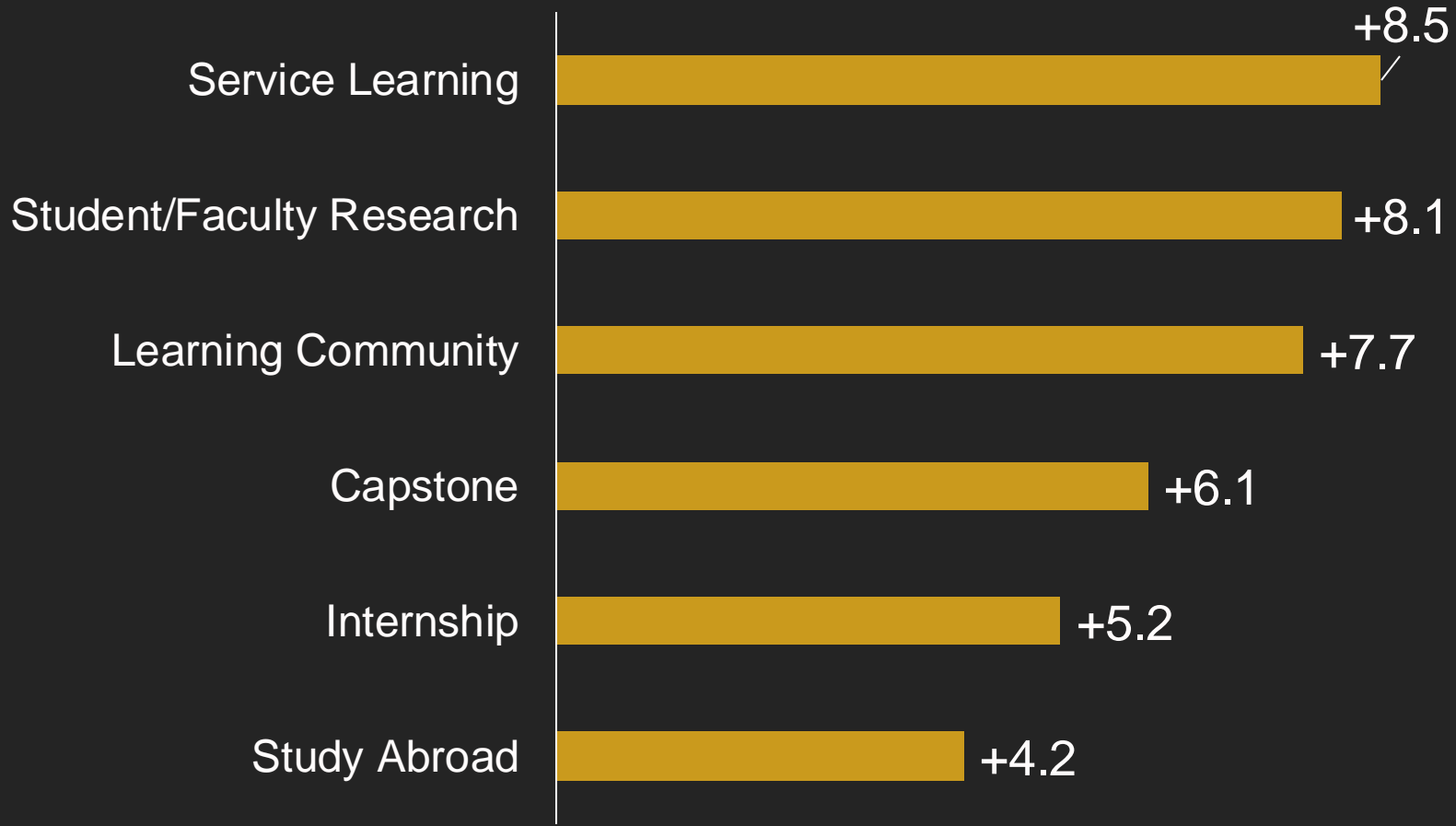


4 Outcome Scales, 0-100 (N=20K+)

- Deep Learning
- Gains in general education
- Gains in intellectual & practical skills
- Gains in personal & social responsibility

Source: Finley & McNair, 2013, *Assessing Underserved Students' Engagement in High-Impact Practices*, AAC&U

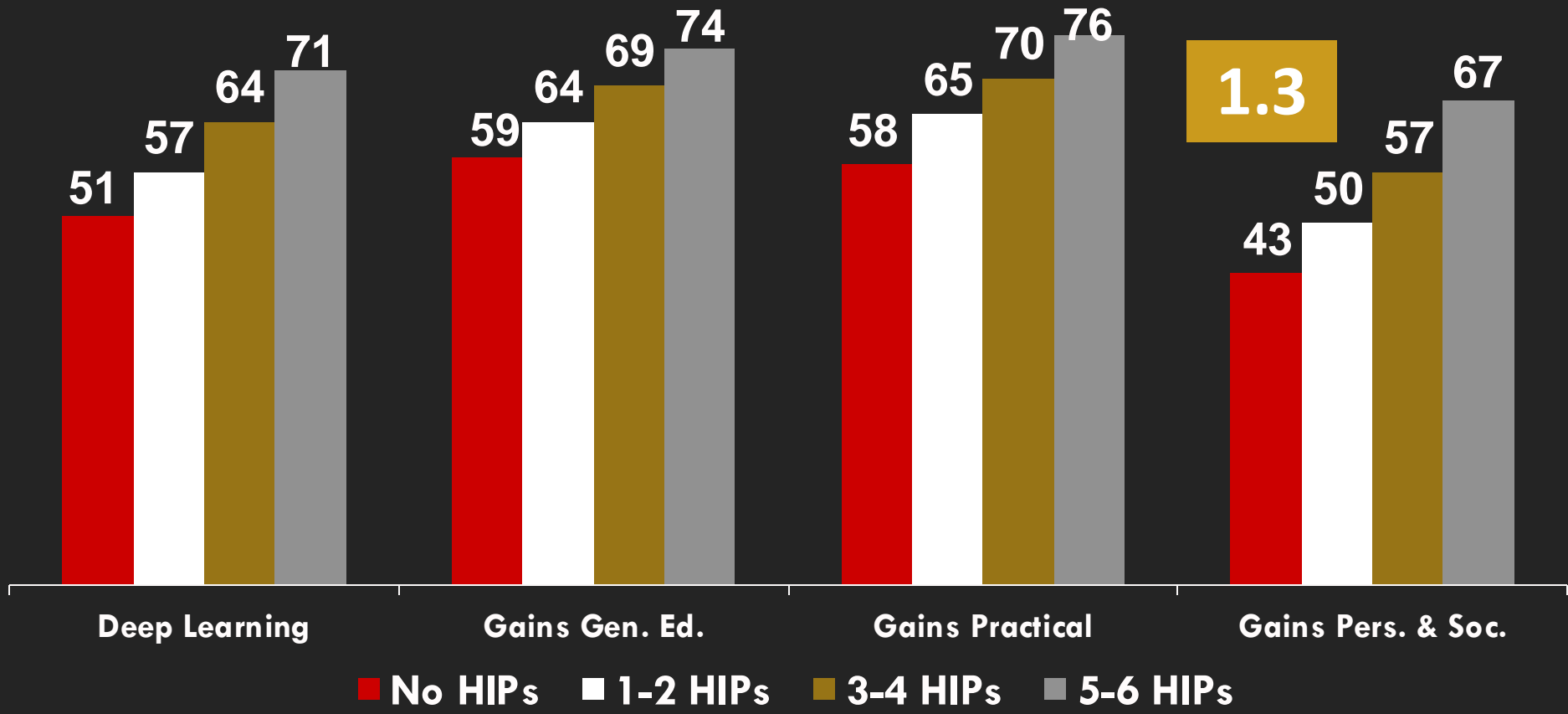
AVERAGE BOOST ACROSS
OUTCOMES



Source: Finley & McNair, 2013, *Assessing the Effects of Underserved Students' Engagement in High-Impact Practices*, AAC&U

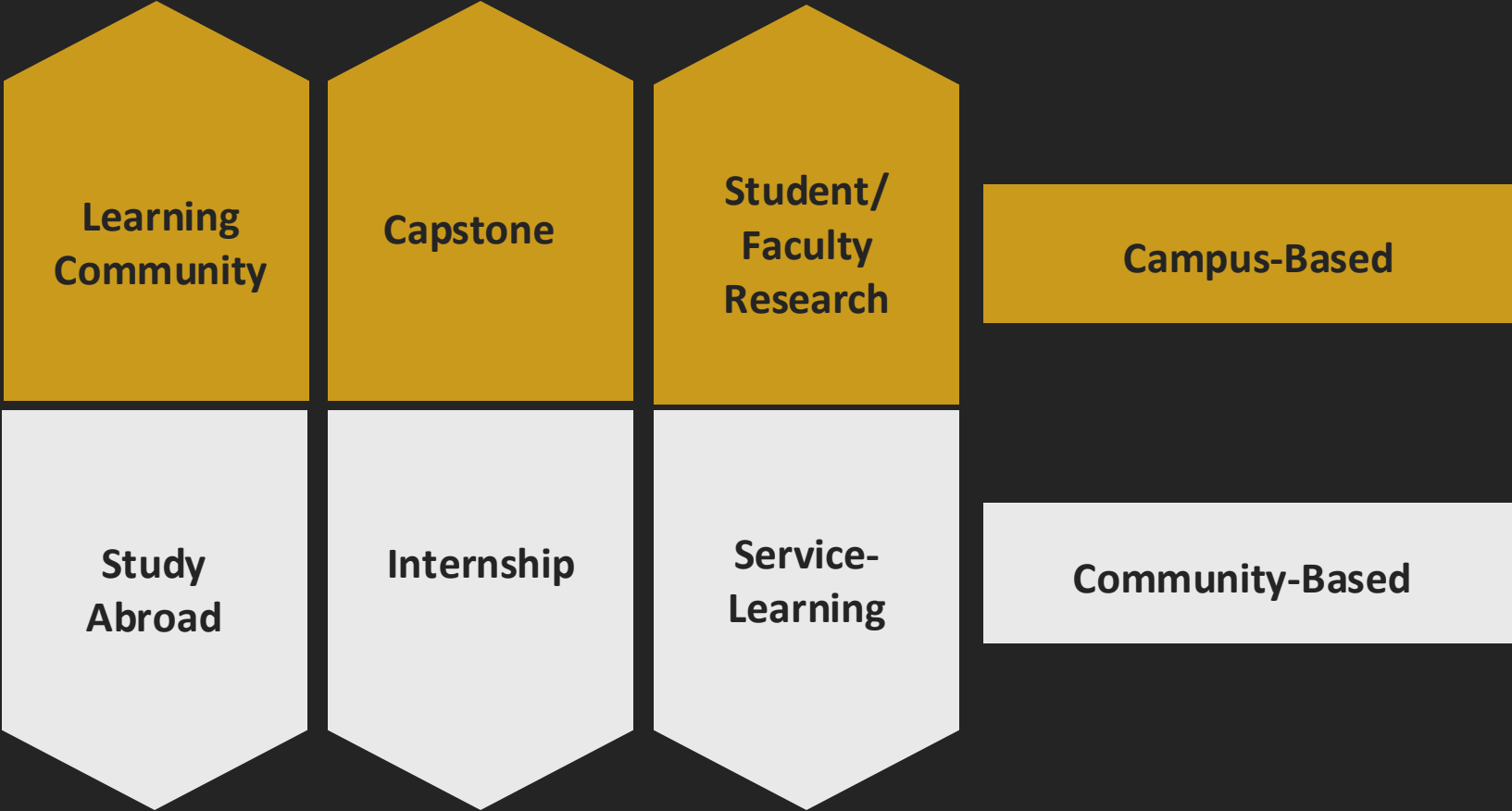
Effect of Participation in *Multiple* HIPs on Outcomes

(Learning Community + Capstone + Res. w/ Faculty + Internship + Service-Learning + Study Abroad)



Source: Finley & McNair, 2013, *Assessing the Effects of Underserved Students' Engagement in High-Impact Practices*, AAC&U

From 2021



Source: Valentine, Price, Yang, 2021, *High Impact Practices and Gains in Students' Learning: Evidence from Georgia, Montana, and Wisconsin*, Lumina Issue Paper.

■ Overall Learning Gains

■ Gains in Academic Skills

■ Gains in Practical Skills

0.21

0.2

0.19

0.34

0.26

0.36

Campus-Based HIPs

Learning Community, Capstone,
Student/Faculty Research

Community-Based HIPs

Internship, Service-Learning, Study Abroad

N = 28,516; Effect sizes shown, all coefficients significant at $p < .10$
All results controlling for student and institution characteristics

Source: Valentine, Price, Yang, 2021, *High Impact Practices and Gains in Students' Learning: Evidence from Georgia, Montana, and Wisconsin*, Lumina Issue Paper

MUCH MORE likely to hire a candidate with an experience in/with...

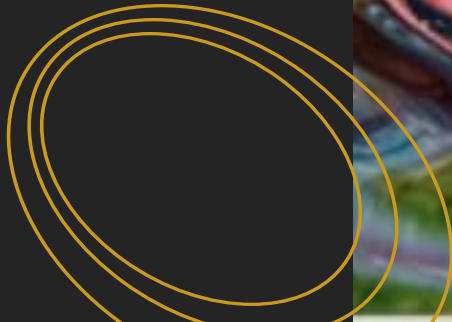
(% = Scores of 8-10)





What are the outcomes that matter?

What are the outcomes that are shared?







02

What makes HIPs special?

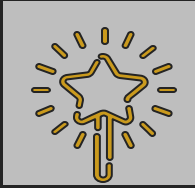




“I have teachers that take us out of the building. I don’t know what it’s called. They take you out of the building and you go learn about the [community] vegetable gardens...There [are] a lot of professors here that teach differently.”

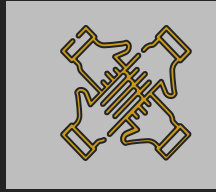
- Student, Wisconsin





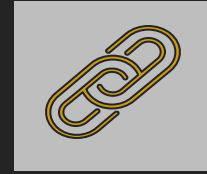
Acknowledge & build on students' prior knowledge

Cultural wealth, assets-based approach



Facilitate relationships

Peers, faculty, staff, mentors, community members



Promote integration & transfer of knowledge & skills

Including public demonstration



Frame connections to broader contexts

Real-world application & problem-solving




Offer Feedback

Consistent & frequent



Foster reflection & learning about self

Intentional & Developmental



How have you defined quality of practices?

What are ways to leverage quality to create deeper levels of engagement and intensity?





03

What makes HIPs future
forward?



What will continue to make HIPs relevant and distinctive...



Assessment

How and what we measure about efficacy.



Access

How we expand options without endlessly adding to the menu.



Equity

How students are centered to elevate their assets and engage their stories.

The Future of HIPs Assessment

Triangulated

DIRECT and indirect



Holistic

Articulated **SOCIO-EMOTIONAL**
outcomes

Quality-focused

Articulation and assessment of
implementation **FIDELITY**



Career-oriented

Connection with career
readiness and **PURPOSE**

A network diagram with a dark background and a grid of white nodes connected by thin red lines. Three nodes are highlighted with larger red circles and white outlines. The text labels are in yellow. The overall theme is connectivity and access.

ePortfolio

Advising &
Mentoring

Community
Engagement

Increasing **Access** with *meta* HIPs

DOMINICAN STUDENT EXAMPLES

ePortfolio

Advising

Community
Engagement

[Home](#) > [Student Examples](#) > [Major Guidelines](#)



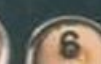
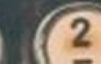
[Jamie Lynn Woo | LinkedIn](#)

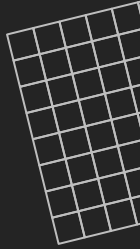
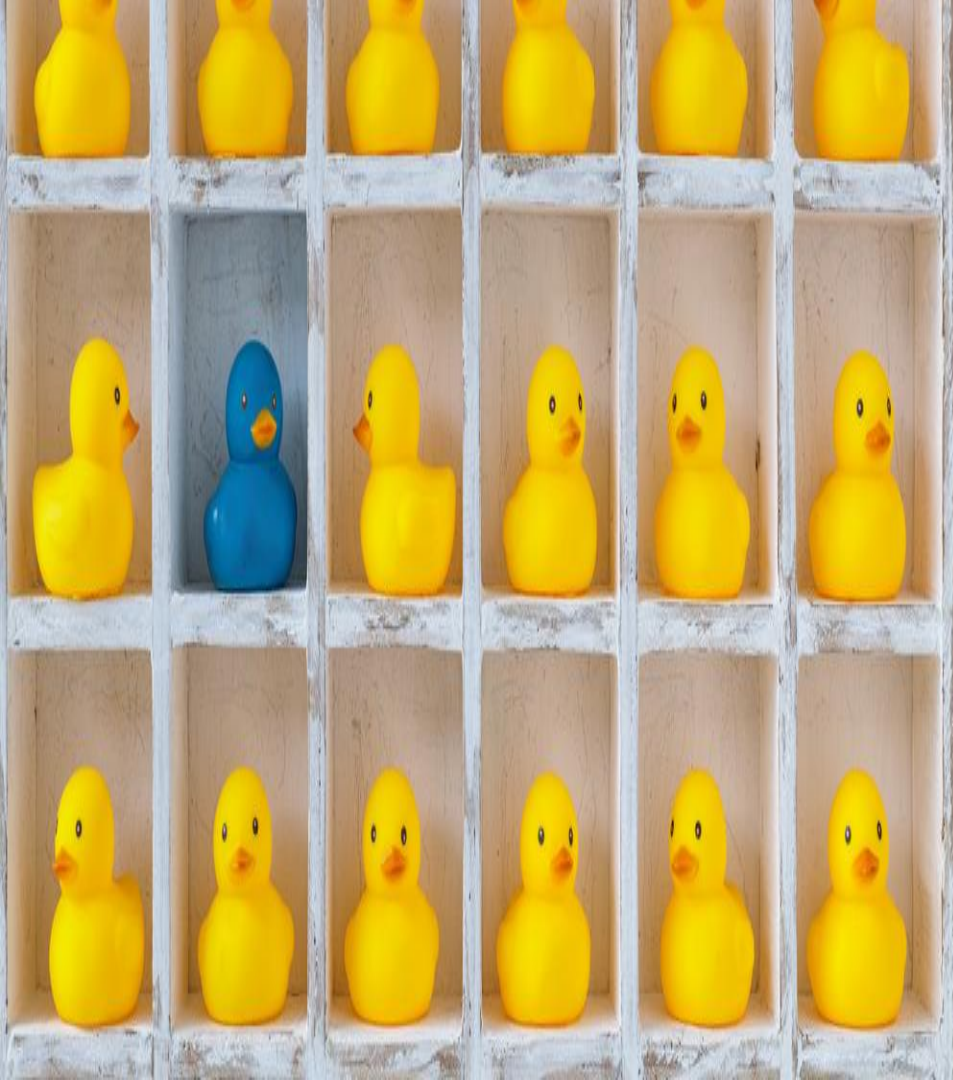
- Peer Mentor 2020-24

- **Nursing, class of 2025**
 - [Service-Learning](#)
 - [Leadership](#)
 - [Clinicals](#)
 - [Coursework](#)
 - [Resume](#)
 - [Global Learning](#)
 - [Signature Work](#)

Equity

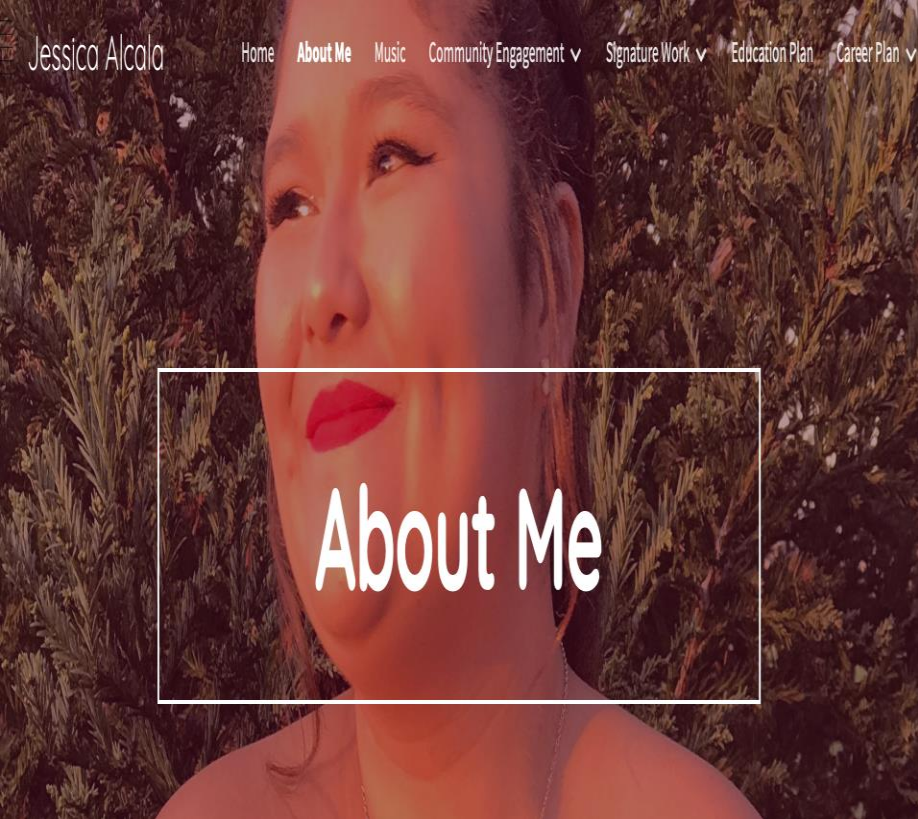
Voice + Storytelling





Signature
Experiences **AND**
Signature Work

Personal, Purposeful, and
Inquiry Driven



Jessica Alcala

Home About Me Music Community Engagement v Signature Work v Education Plan Career Plan v

About Me

ePortfolio: Integration & Curation

Source: Dominican University of California

Laura Alvarez Pineda Home About Me v Goals v Clinicals Resume Global Learning Experience v More v

Global Learning Experience

Jamie Woo Home About Me Coursework Leadership Volunteering Service-Learning Clinicals More v

SERVICE-LEARNING

Cultivation of Well-Being

This Learning Outcome has been the most important for me during my time here. True self-care is often easy to forgo in sight of more "important" things, but I've learned that having a balance of work, relaxation,

Career Plan

Scroll down to learn more about what I plan to achieve in my career!

As a management and accounting concentration, I am looking forward to supporting non-profit organizations focusing on youth development and leadership work. I know that in non-profits the passion will always exist, however, the funds may not.

I hope to be able to share my knowledge and skills to support organizations that continue to bring resources to communities that may not have the support or structure for future generations.




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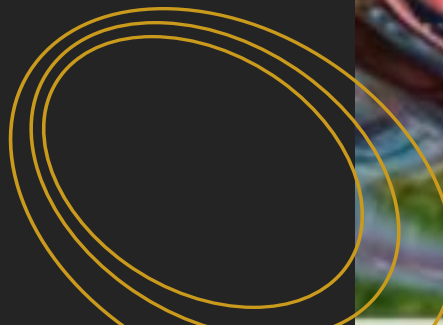
Which are appropriate for the first-year?

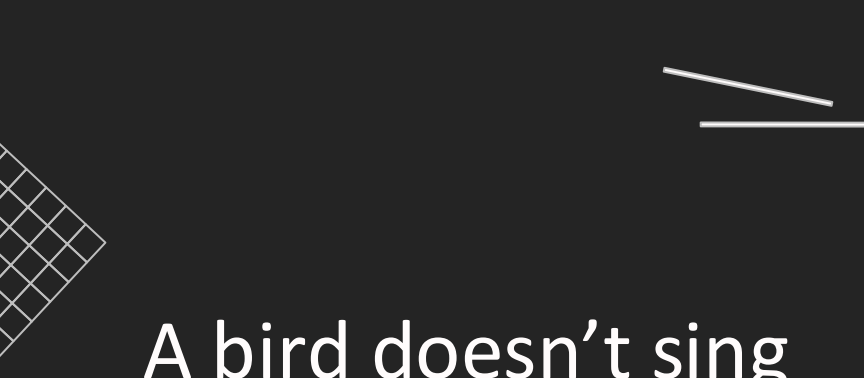
Which are appropriate for the senior/culminating year?

Which are community-based?



How will you reimagine what is possible to empower students to tell their story?





A bird doesn't sing
because it has an
answer, it sings because
it has a song.

~ Maya Angelou

