Assessing High-Impact Practices and RISE Experiences

Indiana Association for Institutional Research (INAIR) Annual Conference
Indianapolis, IN
April 7, 2016
Contact us with questions or requests for information!
Overview

• Theoretical Framework for Implementing High-Impact Practices Well
• What HIPs and RISE look like at IUPUI
• Assessment Methods
• Assessment Findings
• Implications
• Discussion

Presentation also found at http://irds.iupui.edu
“when I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer:

…make it possible for every student to participate in at least two high-impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning.”

George D. Kuh (2008)
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
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

RISE at IUPUI
Principles of Undergraduate Learning

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

- Research (CRL)
- International Experience (OIA)
- Service Learning (CSL)
- Experiential Learning (CTL)
RISE To the IUPUI Challenge

THE WORLD IS YOUR CLASSROOM.
"RISE engages students in transformative experiences that will help prepare them to meet the challenges within a complex global society."

Research
As a premier urban research campus, IUPUI is a place where students can become involved in projects that range from fuel-cell technology and biomedical engineering to the impact of homelessness on our society and combating identity theft. There are numerous opportunities to conduct research that leads to new knowledge.
I - International Experiences
S - Service Learning

**International**
Employers are increasingly looking for graduates with competencies related to different cultures and languages. IUPUI is rapidly expanding the opportunities for students to study abroad, participate in collaborative programs with one of our partner institutions in other countries, and learn from international students on campus.

**Service Learning**
Through service activities such as working with children, conducting research for a nonprofit organization, developing a democracy project, or providing medical care to indigent populations, students can learn civic responsibility and engage with different aspects of the global community they might not otherwise encounter.
Experiential Learning

Real work experiences such as internships, student teaching, and clinical placements provide students with involvement in professional settings and practical experience that better prepare them for the workforce. In the heart of downtown Indianapolis, IUPUI provides access to top companies, government offices, and nonprofit organizations.

Your RISE Experience

RISE courses are available in each semester. Students can work with their advisor to select the course that best suits their interests and major.
Community Engagement
RISE Goals For Students

• Challenges Students to Participate in at Least Two High Impact Practices
• Engages Students More Deeply in Their Learning
• Promotes Application of Knowledge through guided reflection
• Helps Students Further Clarify and Commit to Their Career Goals
RISE Goals For Faculty

• Engages Faculty More Deeply in Using High Impact Practices
• Asks Faculty/Departments to Tag Courses
• Facilitates Ability to Conduct Institutional Research on High Impact Teaching Strategies, Particularly at the Student Level to Understand Success and for Whom
RISE – Potential to Create Meaningful Change

I celebrate teaching that enables transgressions—a movement against and beyond boundaries. It is that movement that makes education the practice of freedom. (hooks 1994)
RISE as Transformative

Re-launching RISE as a Transformative Initiative with attention to:

- Engaging all educational agents and students
- Integrating inclusive excellence and equity
- Creating better communication and greater visibility for program
Challenges and Opportunities

• Evaluation and Assessment

• Course Tagging

• Credit Bearing Courses

• Professional Development for Faculty
Challenges and Opportunities

- Equity and Inclusion
- Value to All Stakeholders
- Quality Monitoring and Built In Accountability
New Directions

Focus on the “experiences”

Curricular and Co-Curricular

Student incentives: leadership opportunities
New Directions

Faculty Incentives and Rewards

ePortfolio (ePDP-Taskstream)
Main Focus - Challenges to RISE Assessment

• Course Tags not accurate indicators of actual participation in RISE.

• Lack of fidelity of RISE implementation and course tagging system.
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

• IUPUI
  • Guide for Course Design and Tracking Course Revision/Enhancement
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)
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).
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)
RISE Course Tags Totals by Student Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>I</th>
<th>R</th>
<th>R &amp;E</th>
<th>R &amp;S</th>
<th>S</th>
<th>Total N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Other</td>
<td>282</td>
<td>6%</td>
<td>40</td>
<td>6%</td>
<td>23</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>Native to IU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduates</td>
<td>2963</td>
<td>58%</td>
<td>366</td>
<td>53%</td>
<td>374</td>
<td>57%</td>
<td>15</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>1837</td>
<td>36%</td>
<td>225</td>
<td>33%</td>
<td>262</td>
<td>40%</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Degree-</td>
<td>2</td>
<td>0%</td>
<td>54</td>
<td>8%</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Seeking Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>5084</td>
<td>100%</td>
<td>685</td>
<td>100%</td>
<td>660</td>
<td>100%</td>
<td>20</td>
</tr>
</tbody>
</table>

Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.
RISE Course Tags and One-Year Retention

One-Year Retention for all Students in a Course Tagged as RISE

- RISE Experiential Learning: 94%
- RISE International/Study Abroad: 83%
- RISE Research: 92%
- RISE Research and Experiential Learning: 90%
- RISE Research and Service Learning: 81%
- RISE Service Learning: 82%
- Grand Total: 90%

Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.
Designed collaboratively between IRDS (formerly OSDAE), Jennifer Thorington-Springer, RISE committee, and other offices on campus.

Gain understanding of students’ experiences in RISE courses.

Sent at the end of Fall 2014 semester.

All students in courses tagged “R”, “I”, “S”, “E”
  - Also multiple tags
  - From registrar

284 full responses (314 partial)
## Type of Course (self-identified)

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided independent research projects (R)</td>
<td>33</td>
<td>11.6</td>
</tr>
<tr>
<td>Study Abroad (I)</td>
<td>8</td>
<td>2.8</td>
</tr>
<tr>
<td>Service Learning (civic engagement) (S)</td>
<td>110</td>
<td>38.7</td>
</tr>
<tr>
<td>Internship, field work, practicum, capstone (E)</td>
<td>73</td>
<td>25.7</td>
</tr>
<tr>
<td>Community based learning combined with Research Project (S+R)</td>
<td>32</td>
<td>11.3</td>
</tr>
<tr>
<td>Study Abroad combined with Service Learning (I+S)</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Other (?)</td>
<td>27</td>
<td>9.5</td>
</tr>
</tbody>
</table>
## HIP Characteristics

<table>
<thead>
<tr>
<th>In this course, how often did you:</th>
<th>R</th>
<th>S</th>
<th>E</th>
<th>S+R</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spend a great deal of time on a project or assignment</td>
<td>3.15</td>
<td>2.68</td>
<td>3.07</td>
<td>3.19</td>
<td>2.70</td>
</tr>
<tr>
<td>Felt personally invested in a project or assignment</td>
<td>3.33</td>
<td>2.93</td>
<td>3.48</td>
<td>3.19</td>
<td>2.77</td>
</tr>
<tr>
<td>Engage in structured opportunities for reflection on your experience</td>
<td>2.73</td>
<td>3.13</td>
<td>3.32</td>
<td>2.97</td>
<td>2.58</td>
</tr>
</tbody>
</table>

4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often
## HIP Help

Please indicate how much your RISE experience in this course helped you in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>R</th>
<th>S</th>
<th>E</th>
<th>S+R</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain a sense of clarity about my career goals</td>
<td>3.42</td>
<td>3.51</td>
<td>4.14</td>
<td>3.55</td>
<td>2.78</td>
</tr>
<tr>
<td>Feel a sense of purpose in pursuing my degree</td>
<td>3.63</td>
<td>3.67</td>
<td>4.26</td>
<td>3.71</td>
<td>3.11</td>
</tr>
<tr>
<td>Decide on a future career or major</td>
<td>3.16</td>
<td>3.09</td>
<td>3.93</td>
<td>3.13</td>
<td>2.59</td>
</tr>
<tr>
<td>Gain technical skills related to my chosen/ intended career or major</td>
<td>3.74</td>
<td>3.05</td>
<td>4.16</td>
<td>3.48</td>
<td>3.07</td>
</tr>
</tbody>
</table>

5-point scale: 1=Very little, 2=Little, 3=Some, 4=Much, 5=Very Much
NSSE HIP Dashboard

NSSE Tableau Dashboard (IUPUI Data Link)
HIPs – Higher Order Learning FY Students

Means Higher-Order Learning Scores

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>38.81</td>
<td>40.65</td>
<td>43.36</td>
<td>46.36</td>
</tr>
</tbody>
</table>

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
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Means Discussions with Diverse Peers

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
Qualitative Results: Understanding Students’ Voices and Perspectives
**Team Work**

“By participating in group activities and presentations, the RISE experience contributed to my learning by helping me collaborate with other group members in coming up with solutions to problems in class as well as on projects.”

“Learning to work with my peers and I learned patience.”

“Taught me to work in a group and delegate work based on group members' strengths and weaknesses.”
Hands-On Experiences

“The course put me in a hands-on situation working with a real nonprofit organization. This allowed me to experience the issues firsthand and provide relevant recommendations accordingly.”

“I liked the fact that I was able to experience real applications of what I am learning at IUPUI. Often times, students lose sight of the application of the academics and it’s important to maintain perspective.”

“Really applying class concepts, not regurgitating information for an exam.”
Sense of Purpose/Commitment to Major

“The RISE class itself helped me to understand my purpose in life. I am a social work major student and it related so well to my passion of helping others.”

“I completed a project that directly impacted me in my current career that contained applications from the course.”

“I guess it helped me clarify that what I'm majoring in is what I do want to do.”
## Faculty Engagement in High Impact Practices

### Percentage and number of faculty who have done the following in the past two years:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tenure-track Faculty</th>
<th>Lecturer</th>
<th>Part-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course</td>
<td>37.7% 81</td>
<td>36.6% 34</td>
<td>14.7% 21</td>
</tr>
<tr>
<td>Include a study abroad/international travel experience as part of a course</td>
<td>8.4% 18</td>
<td>10.8% 10</td>
<td>1.4% 2</td>
</tr>
<tr>
<td>Require an undergraduate research project as part of your course</td>
<td>55.9% 119</td>
<td>39.8% 37</td>
<td>21.0% 30</td>
</tr>
<tr>
<td>Teach as part of a Themed Learning Community for first-year students or some other formal program where groups of students take two or more classes together</td>
<td>4.7% 10</td>
<td>30.1% 28</td>
<td>11.9% 17</td>
</tr>
<tr>
<td>Mentor an undergraduate student on a research project</td>
<td>59.3% 127</td>
<td>36.6% 34</td>
<td>15.4% 22</td>
</tr>
<tr>
<td>Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td>
<td>44.6% 95</td>
<td>33.3% 31</td>
<td>4.9% 7</td>
</tr>
<tr>
<td>Require students to participate in a community-based project (service-learning) as part of a course</td>
<td>23.3% 50</td>
<td>32.3% 30</td>
<td>19.6% 28</td>
</tr>
<tr>
<td>Provide periodic and structured opportunities for reflection</td>
<td>53.1% 113</td>
<td>57.0% 53</td>
<td>44.1% 63</td>
</tr>
<tr>
<td>Advise a student organization or group</td>
<td>31.3% 67</td>
<td>49.5% 46</td>
<td>13.4% 19</td>
</tr>
</tbody>
</table>

***p<.001; **p<.01; *p<.05, group compared to tenure-track faculty. Not all faculty responded to all the items.

Respondents: 300 Tenure Track Faculty, 103 Lecturers, 208 Part-Time Faculty 815 total respondents, response rate = 43%
HIPs in the First Year: Themed Learning Communities and Service Learning
### 2014 TLC Impact on First Year GPA: ANCOVA Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Avg. Cumulative GPA</th>
<th>Adjusted Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC</td>
<td>859</td>
<td>2.72</td>
<td>2.76</td>
</tr>
<tr>
<td>Non-Participants</td>
<td>2212</td>
<td>2.72</td>
<td>2.70</td>
</tr>
<tr>
<td>Overall</td>
<td>3070</td>
<td>2.72</td>
<td></td>
</tr>
</tbody>
</table>

**Note 1:** Bolded items are significantly different based on ANCOVA Results ($p < .05$). Covariates included the following: H.S. GPA, SAT score, income level (received a Federal Pell Grant or not) and Enrollment Date (proxy for motivation and commitment). Missing cases excluded.
Indianapolis Only 2011 First-Time, Full-Time Cohort University College Students Only

Four-Year Graduation Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
<th>Nonparticipants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Bridge</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Themed Learning Community (TLCs)</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Summer Bridge - TLCs</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>First-Year Seminars</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>
“While improved retention is a welcome consequence of learning-community work, it has never been its aim. In the push to improve student retention, it is easy to overlook what research tells us: Students persist in their studies if the learning they experience is meaningful, deeply engaging, and relevant to their lives” (Lardner & Malnarich, 2008).
Engagement Indicator (EI): Reflective and Integrative Learning (TLC N= 200 and Not TLC N=576)

Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>TLC</th>
<th>Not TLC</th>
<th>Official Peers</th>
<th>Public Research Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>38.4</td>
<td>36.1</td>
<td>35.9</td>
<td>35.1</td>
</tr>
</tbody>
</table>

Comparison of mean scores between TLC and Not TLC groups, along with comparison with Official Peers and Public Research Universities.
TLCs with Service Learning

Number of Student Participants

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC</td>
<td>591</td>
<td>591</td>
</tr>
<tr>
<td>TLC Service Learning</td>
<td>293</td>
<td>278</td>
</tr>
</tbody>
</table>
## 2014 TLC-Service Learning Impact on First-Year GPA: ANCOVA Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Avg Cumulative GPA</th>
<th>Adjusted Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC-Service Learning</td>
<td>286</td>
<td>2.81</td>
<td>2.83</td>
</tr>
<tr>
<td>TLC Not Service</td>
<td>584</td>
<td>2.65</td>
<td>2.64</td>
</tr>
<tr>
<td>Overall</td>
<td>870</td>
<td>2.70</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: Bolded items are significantly different based on ANCOVA Results ($p < .05$). Covariates included the following: H.S. GPA, SAT score, income level (received a Federal Pell Grant or not) and gender. Missing cases excluded.
TLC-Service Learning: Integrative Learning

Mean Scores

- Understand connections between different disciplines and courses: 3.95 (TLC-SL) vs. 3.70 (TLC No SL)
- Apply what I learned in one course to another course in my learning community: 4.10 (TLC-SL) vs. 3.70 (TLC No SL)
- Become more effective with communicating my thoughts in writing: 3.80 (TLC-SL) vs. 3.60 (TLC No SL)

Note 1: All items significantly different based on independent samples t-test results. TLC-SL N=476, TLC No SL N=216

Note 2: Responses based on a 5 point Likert-Type scale where 1 = “Very Little”, 2 = “Little”, 3 = “Some”, 4 = “Much”, and 5 = “Very Much”
TLC-Service Learning: Civic Engagement Outcomes

Mean Scores

- Develop a better understanding of complex real world social problems or issues
  - TLC-Service Learning: 4.08
  - TLC No Service Learning: 3.79

- Apply knowledge gained in learning community courses to broader community or social issues
  - TLC-Service Learning: 4.02
  - TLC No Service Learning: 3.54

- Apply course concepts to my own life experiences
  - TLC-Service Learning: 3.94
  - TLC No Service Learning: 3.67

Note 1: All items significantly different based on independent samples t-test results. TLC-SL N=476, TLC No SL N=216

Note 2: Responses based on a 5 point Likert-Type scale where
1 = “Very Little”, 2 = “Little”, 3 = “Some”, 4 = “Much”, and 5 = “Very Much”
# Underserved Students Participation and Outcomes: TLCs

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>TLC Participants</th>
<th>Nonparticipants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>One-Year Retention (any IU)</td>
</tr>
<tr>
<td>African American</td>
<td>94</td>
<td>76%</td>
</tr>
<tr>
<td>Latino(a)/Hispanic</td>
<td>74</td>
<td>74%</td>
</tr>
<tr>
<td>Afr. American, Latino,(a) Two or More Races</td>
<td>209</td>
<td>73%</td>
</tr>
<tr>
<td>First Generation</td>
<td>340</td>
<td>74%</td>
</tr>
<tr>
<td>Received Federal Pell Grant (proxy for low income)</td>
<td>435</td>
<td>72%</td>
</tr>
<tr>
<td>Twenty First Century Scholars State Aid</td>
<td>246</td>
<td>75%</td>
</tr>
</tbody>
</table>

Bolded items significantly different based on independent samples t-test or chi-square results.
Underserved Students Participation and Outcomes: TLC Service Learning

<table>
<thead>
<tr>
<th>Student Characteristic</th>
<th>TLC Service Learning Participants</th>
<th>TLC Participants (No Service Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>One-Year Retention</td>
</tr>
<tr>
<td>African American</td>
<td>26</td>
<td>73%</td>
</tr>
<tr>
<td>Latino(a)/Hispanic</td>
<td>33</td>
<td>70%</td>
</tr>
<tr>
<td>Afr. American, Latino, Two or More Races</td>
<td>70</td>
<td>74%</td>
</tr>
<tr>
<td>First Generation</td>
<td>117</td>
<td>71%</td>
</tr>
<tr>
<td>Received Federal Pell Grant (proxy for low income)</td>
<td>139</td>
<td>71%</td>
</tr>
</tbody>
</table>

Bolded items significantly different based on independent samples t-test or chi-square results.
The Synergy Of Two High Impact Practices – TLC and Service Learning

TLCs

• Fosters sense of community belonging
• Involve students with “big questions” that matter beyond the classroom.
• Explore a common topic through the lenses of different disciplines
• Integration of learning experiences
• Engaging pedagogies
• Co-curricular experiences
• Campus engagement

Service Learning

• Opportunities to analyze and solve problems in the community.
• Critical structured reflection
• Meaningful experiences with diverse peers and community members
• Sense of purpose and broadened perspectives
• Hands-on, real world applications of learning
• Model the idea that giving something back to the community is an important college outcome.
• Working with community partners is good preparation for citizenship, work, and life.
Lessons Learned From Local Assessment and National Literature

HIPs

- High Impact Practices have differential impacts.
- Underserved and underrepresented students benefit from HIPs. So reach out and encourage participation.
- Important to design internally valid studies that employ comparison groups.
- Important to clearly describe HIPs (activities, instructional strategies, assignments, intended outcomes).
- Critical that HIPs are done well and with fidelity.
- Lack of studies that investigate direct measures of learning.
Discussion and Questions!?