Scaling Up High Impact Practices Without Compromising Quality

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Contact us with questions or requests for information!

Overview

- Institutional Context
- 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

Institutional Context

Indiana University-Purdue University Indianapolis
(IUPUI)

- **Recognized for Learning Communities & the First Year Experience (U.S. News)**
- **For 13 consecutive years, U.S. News has highlighted IUPUI for offering programs that help ensure a positive collegiate experience for new freshman and undergraduates**
- **Large Urban Public Research University**
- **Student population of about 30,000 students**
- **First-Time cohort just over 3,700 and New External Transfers just over 1,200 each year**
- **Over 250 degree programs from both Indiana & Purdue Universities, guided by the Principles of Undergraduate Learning**
- **Approximately 40% undergraduates are Federal Pell Recipients and 35% are First Generation College Students**
- **About 50% of First-Year students commute to campus**

High-Impact Practices and the College Experience

"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—<u>when done well</u>—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

LEAP

AAC&U Association of American Colleges and Universities

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); Hansen & Schmidt (in press; *Journal of The First-Year Experience and Students in Transition*); NSSE, (2007); Kuh (2008)

RISE at IUPUI

Mission

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.

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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 To the IUPUI Challenge

R - Research

"*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.

RISE

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.

E – Experiential Learning

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
- Allows students opportunities to reflect on personal growth and development

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

Challenges and Opportunities

- Evaluation and Assessment

- Fidelity

- Credit Bearing Courses

- Professional Development for Faculty

New Directions

Focus on the "experiences"

RISE (move away from the acronym)

Curricular and Co-Curricular (recognized)

Student incentives: leadership opportunities

New Directions

Faculty Incentives and Rewards

ePortfolio

Student Rewards and Recognition

 RISE Scholar
Requirements: standard requirements (2 RISE categories)
Awards: recognition at graduation, cord

RISE Scholar with Honorable Mention

Requirements: 3+ RISE categories
Awards: recognition at graduation, 2 cords, certificate

RISE Scholar with Distinction
Requirements: all 4 RISE categories, 3.0 GPA, leadership distinction with a RISE category focus, presentation

Student Recognition Cont'd

- Comprehensive Student Record
  REAL - Record of Experiential and
  Applied Learning

Lumina funded project – spearheaded by AACRAO (American Association of College Registrars and Admissions Officers) and NASPA (Student Affairs Administrators in Higher Education)

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REAL-Graphic

REAL-Graphic

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

Taxonomies: https://rise.iupui.edu/taxonomies

Themed Learning Communities High Impact Practice Taxonomy

Attributes of TLC	High Impact TLC	Higher Impact TLC	Highest Impact TLC
Interdisciplinary theme shapes each TLC course's design.	The TLC instructors develop one student learning outcome included in all of the TLC courses. The theme is identified and referenced in all of the TLC courses. Exploration of the theme occurs through the course content of all of the courses for some portion of the course.	The TLC instructors develop one student learning outcome included in all of the TLC courses related to the theme. The theme is identified and referenced in all of the TLC courses. Application of course concepts to theme from the disciplinary lens occurs for some portion of each course.	The TLC instructors develop one or two student learning outcomes included in all TLC courses central to the theme. Each course examines the theme through the course content, with students applying course concepts to the theme through complex, real-world problems. Exploration of the theme is central to the course structure, and persists throughout the semester in each course.
Integration of course content in each TLC course is intentional; course design encourages integrative thinking in students.	Each instructor has a basic understanding of the main concepts taught in each course. Connections to other TLC course concepts are made for some portion of each course.	Each instructor has a basic understanding of the others' course content. TLC instructors encourage students to make connections between concepts taught in TLC courses. Integration of content and support for integrative thinking occurs for some portion of each course.	Each instructor has a clear understanding of the others' course content and intentionally connects concepts from the other courses. Course studies reflect the complexity of the world and students are encouraged to make connections from each course when solving problems. Integration of content and support for integrative thinking is central to the course structure, and persists throughout the semester in each course.
Co-curricular activities enhance academic content, integrative thinking, and interdisciplinary theme.	The TLC instructors plan one or more co-curricular activities. One or more instructors are involved in the implementation of the activity. The activity connects to the theme and content from one or more of the TLC courses. Through the activities students are exposed to differing viewpoints.	The TLC instructors plan one or more co-curricular activities in support of the TLC theme. One or more instructors are involved in the implementation of the activities and contribute in a meaningful way to student understanding of the course content in the context of the activity. Through the activities students are exposed to differing viewpoints, ways of knowing, and life experiences.	The TLC instructors plan co-curricular activities in support of the TLC theme that involve complex real-world application of academic content from each course. All instructional team members are involved in the implementation of the activities and contribute in meaningful ways to students' understanding of real-world problems from multiple disciplinary lenses. The activities provide students with opportunities to engage with differing viewpoints, ways of knowing, and life experiences.
Active learning strategies are central to each TLC course.	Each instructor uses meaningful questions and contexts, connected to real-life scenarios, to engage students in learning. Students work collaboratively for some portion of each course.	Each instructor uses meaningful questions and real-life scenarios to engage students in learning. Students work collaboratively in one or more course projects to construct new understanding through meaningful interactions with peers. During collaborative projects instructors play the role of facilitator or coach.	Each instructor uses meaningful real-life contexts or complex questions to immerse students in learning. Students frequently work collaboratively to create new understanding through the navigation of complex problems. Instructors frequently play the roles of designer of learning environments, facilitator or coach, and co-learners with other instructors and students. Learning activities are planned and coordinated across all of the TLC courses.
Faculty collaboration fosters integrative approach, exploration of theme, co-curricular experiences, and student development.	Each TLC instructor commits to regular communication before, during, and after the semester regarding the coordination of the TLC and student performance in their courses. All TLC instructors commit to one or more joint appearance during the semester, engaging with each other and with students, in or out of the classroom.	Each TLC instructor commits to regular communication before, during, and after the semester regarding the coordination of the TLC and student performance in their courses. TLC instructors commit to one or more joint appearance during the semester, engaging with each other and with students, in or out of the classroom. Each instructor actively engages in planning and implementing the TLC.	Comprehensive faculty collaboration and communication before, during, and after the semester shapes a unified student experience across all TLC courses, and concerns about student performance are discussed early and frequently with input and follow-up from each instructor. TLC instructors commit to multiple joint appearances during the semester, engaging with each other and with students, in or out of the classroom. Each instructor actively engages in planning and implementing the TLC.

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

Taxonomy Community of Practice- Outcomes

- Completion of a new or revised course or HIP educational experience, implementation, and assessment plan

- Increased understanding of and application of taxonomies as guides for course design/revision

- Dissemination and communication of the best practices developed/discovered to respective campus units and programs

- Recommendations for revising the taxonomies which were created to be living documents that will be updated from time to time

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).

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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)

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High Impact Practices

First-Year Students
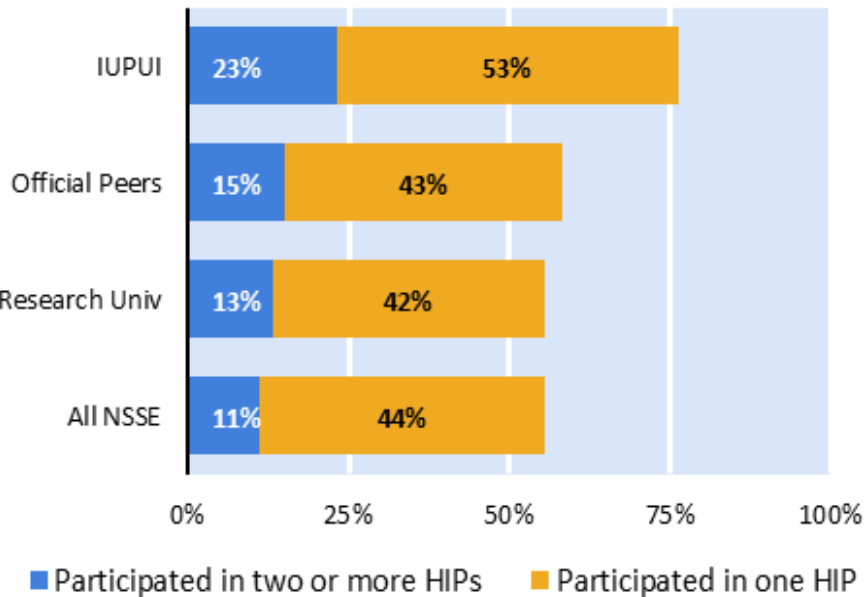
Seniors
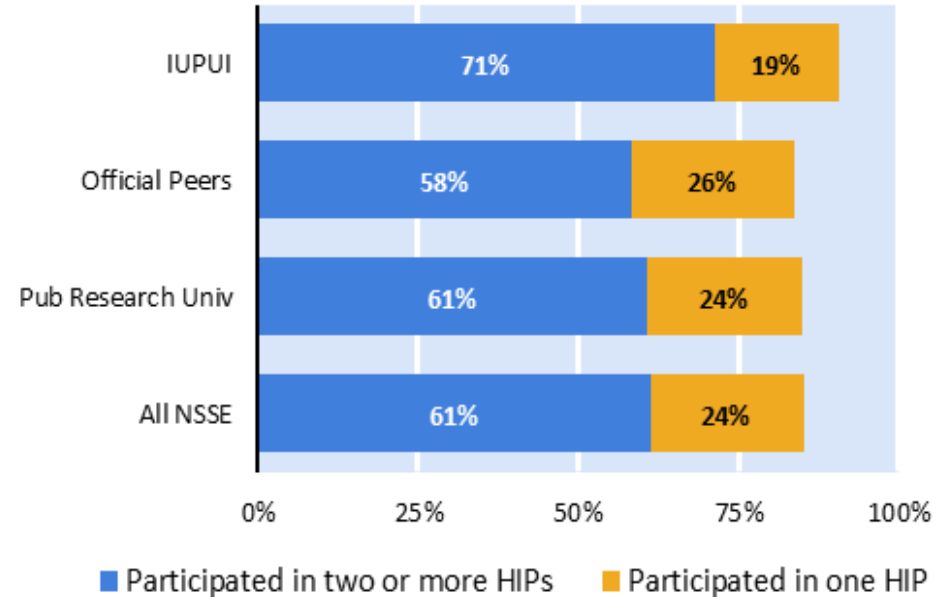
- IUPUI students significantly more likely to participate in learning communities, service learning, internships or field experience, and capstones.
- IUPUI students less likely to participate in study abroad.
- Similar levels of participation in undergraduate research.

HIPs – Higher Order Learning FY Students

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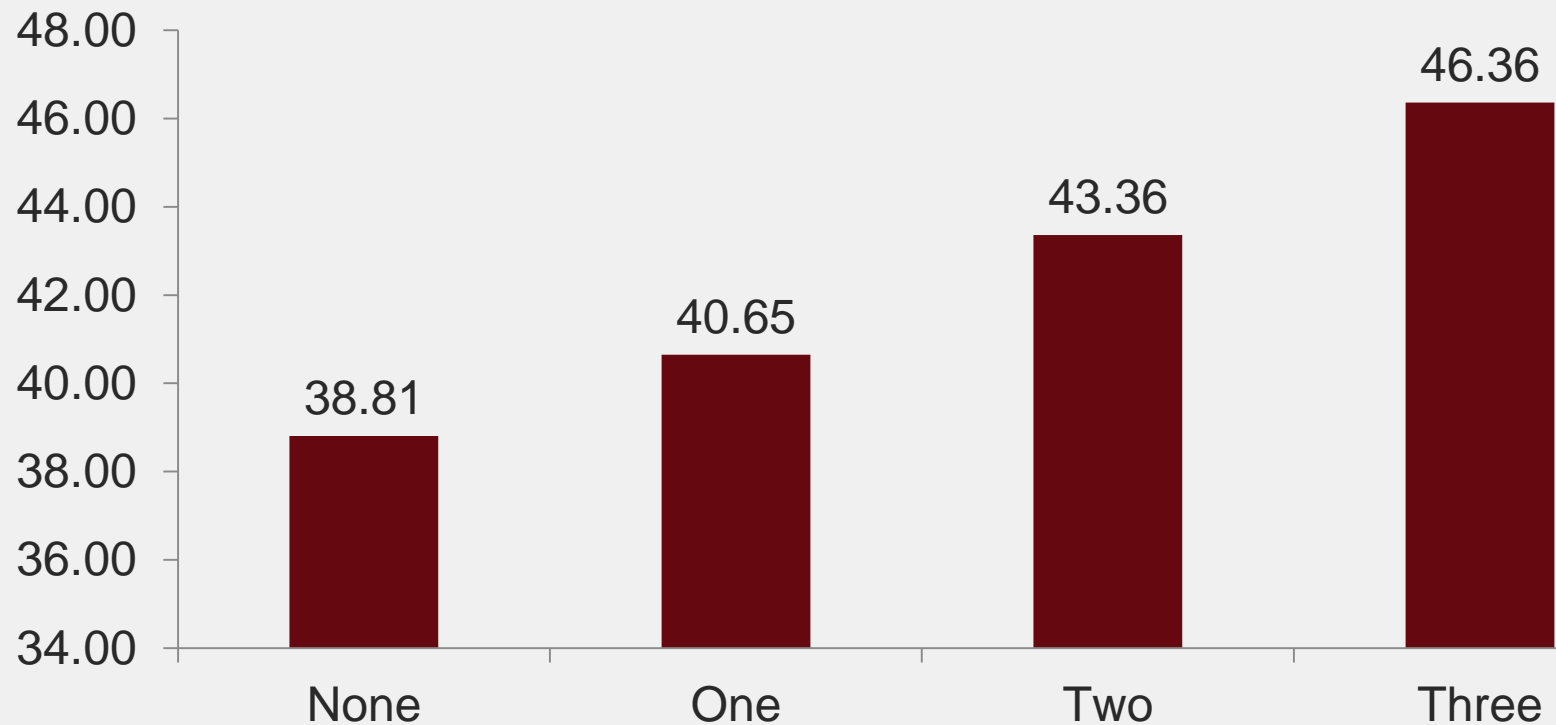
Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the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

HIPs – Discussions with Diverse Others FY Students

Means Discussions with Diverse Others
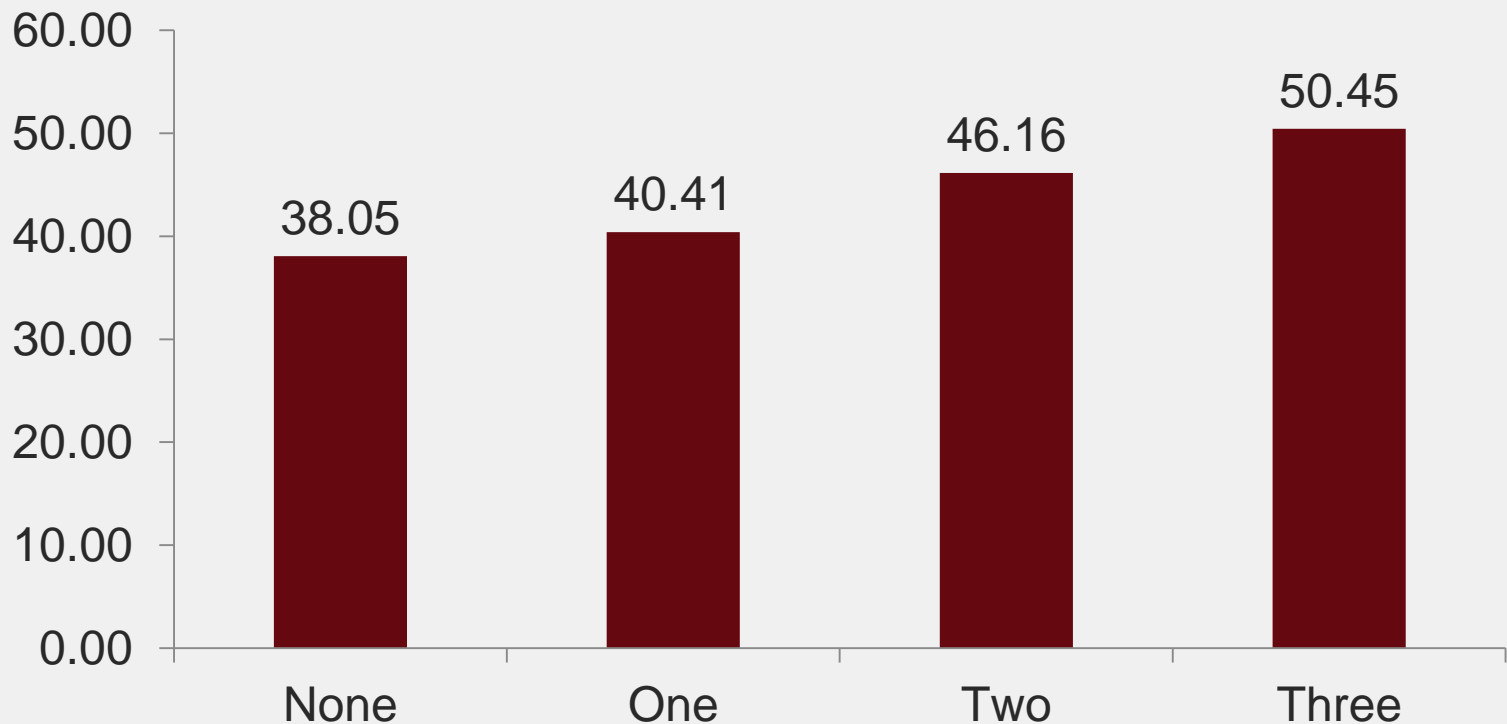
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HIPs – Higher Order Learning Senior Students

Means Higher-Order Learning Scores
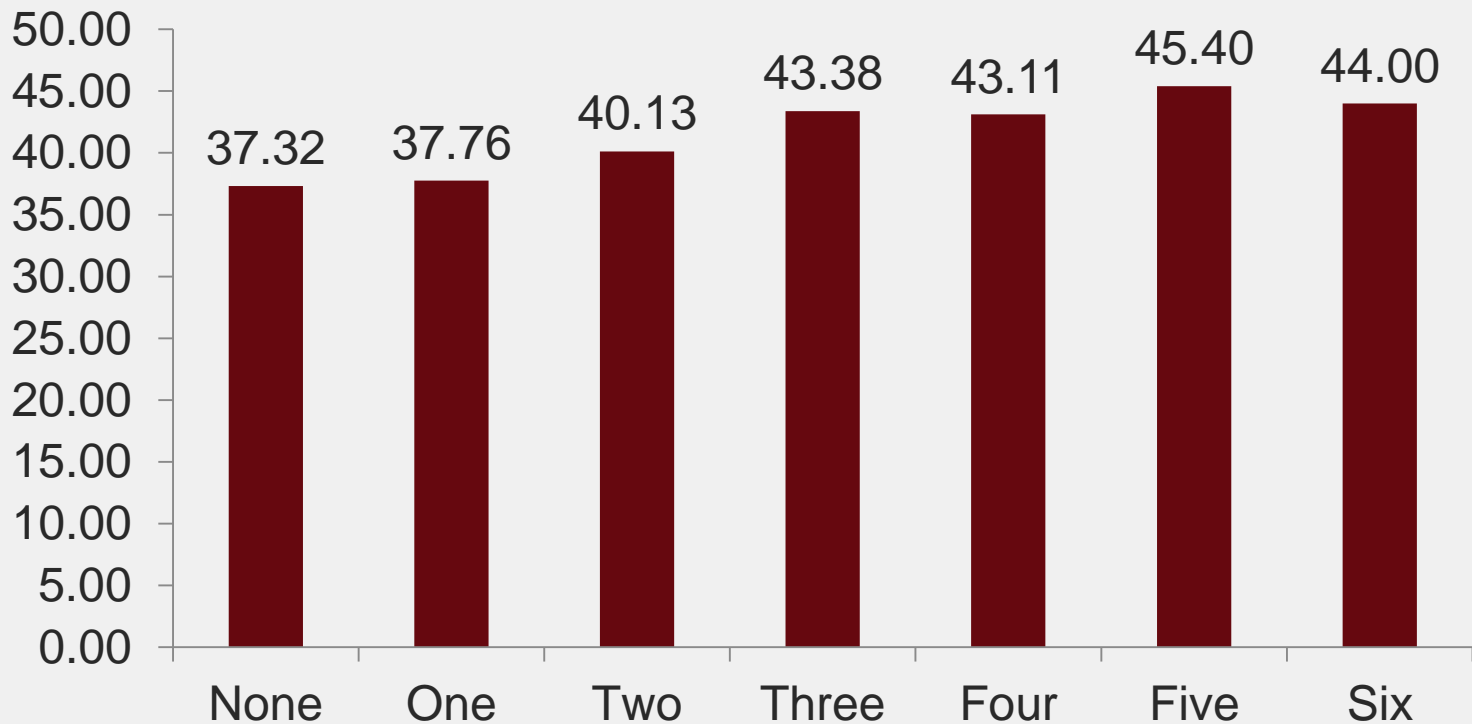
Bar chart showing Means Higher-Order Learning Scores by number of HIPs:
- None: 37.32
- One: 37.76
- Two: 40.13
- Three: 43.38
- Four: 43.11
- Five: 45.40
- Six: 44.00

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.

HIPs – Discussions with Diverse Others Senior Students

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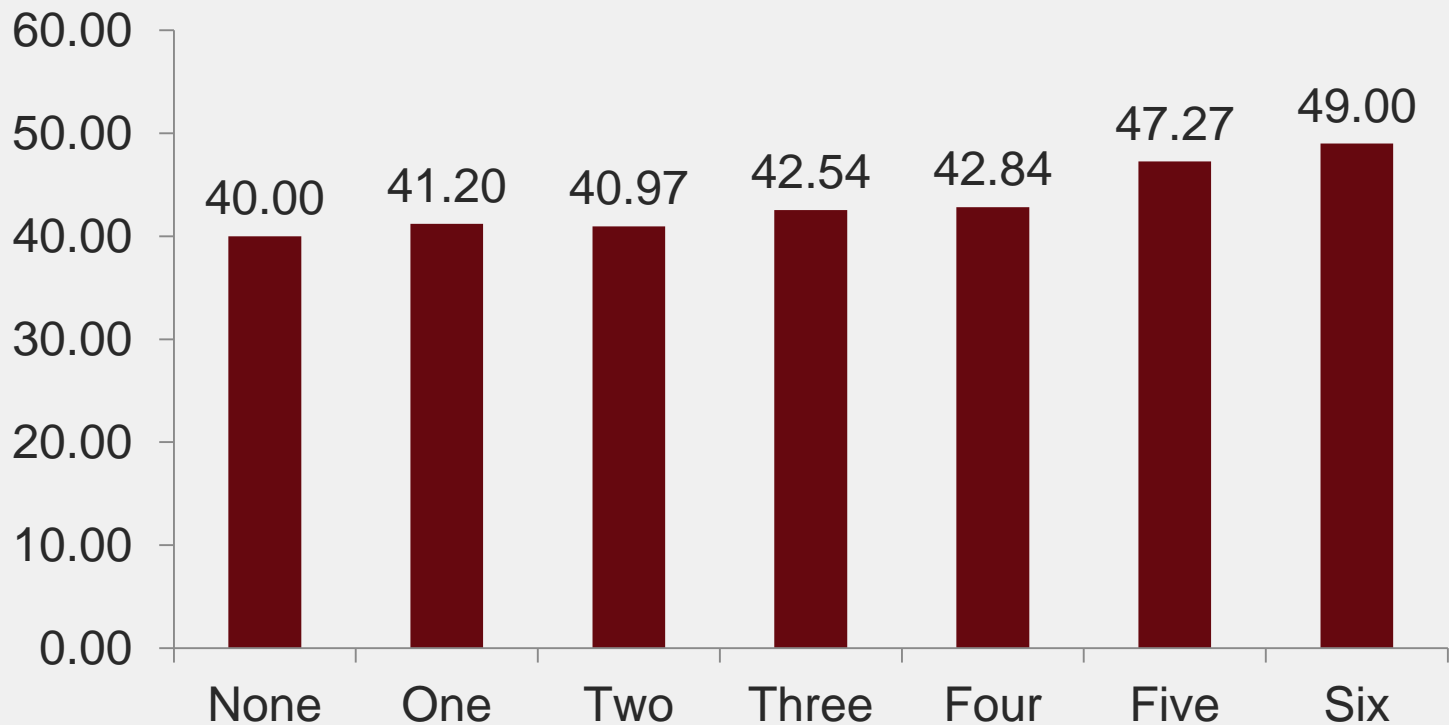
Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the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

RISE Course Tags and One-Year Retention

**One-Year Retention for all Students in a Course Tagged as RISE
IUPUI Retention Rate for 2014 All Students Retained or
Graduated One Year Later 81%**
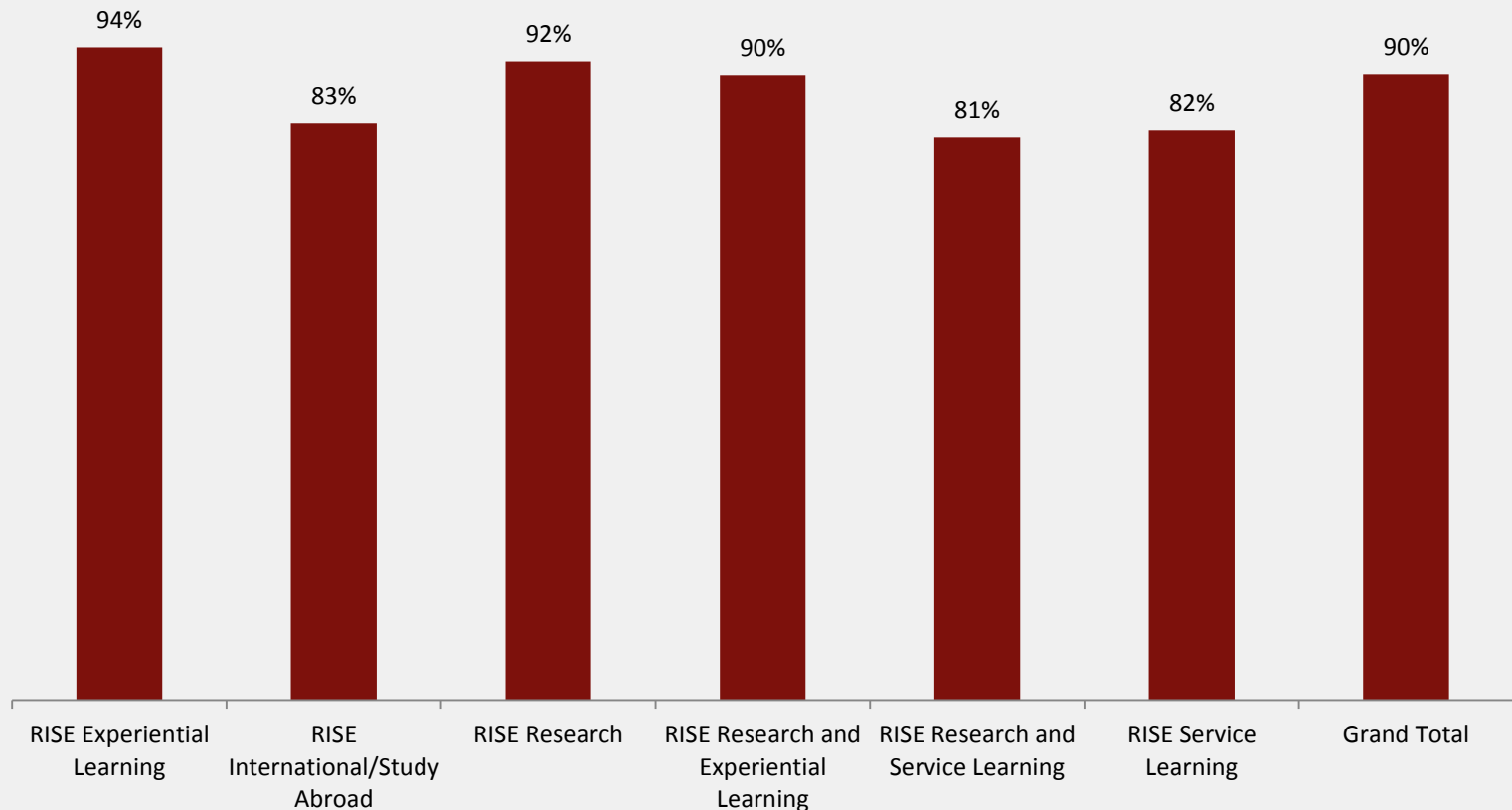
RISE Experiential Learning	RISE International/Study Abroad	RISE Research	RISE Research and Experiential Learning	RISE Research and Service Learning	RISE Service Learning	Grand Total
94%	83%	92%	90%	81%	82%	90%

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.

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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. Oftentimes, 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 guess it helped me clarify that what I'm majoring in is what I do want to do."

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

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Faculty Engagement in High Impact Practices

Percentage and number of faculty who have done the following in the past two years:	Tenure-track Faculty	Lecturer	Part-time Faculty
Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course	37.7% 81	36.6%* 34	14.7%*** 21
Include a study abroad/international travel experience as part of a course	8.4% 18	10.8% 10	1.4%* 2
Require an undergraduate research project as part of your course	55.9% 119	39.8% 37	21.0%*** 30
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	4.7% 10	30.1%* 28	11.9%*** 17
Mentor an undergraduate student on a research project	59.3% 127	36.6% 34	15.4%*** 22
Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	44.6% 95	33.3% 31	4.9%*** 7
Require students to participate in a community-based project (service-learning) as part of a course	23.3% 50	32.3% 30	19.6% 28
Provide periodic and structured opportunities for reflection	53.1% 113	57.0% 53	44.1% 63
Advise a student organization or group	31.3% 67	49.5%* 46	13.4%*** 19

***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%

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HIPs in the First Year: Themed Learning Communities and Service Learning

Themed Learning Communities (TLCs) at IUPUI

Essential elements of TLCs:

- Offered in first fall semester for First-Year students
- Cohort of 25 students
- 3 or more linked courses
- Instructional team (faculty member, advisor, peer mentor)
- All TLCs have an embedded First-Year Seminar
- Interdisciplinary theme & connections
- Learning beyond the classroom

TLCs at IUPUI

- 40 sections serving just under 1,000 students
- Program offerings in Liberal Arts, Engineering & Technology, Science, Nursing, Art, Social Work, Education, Business, Physical Education, Public & Environmental Affairs & University College.

Theme examples:
"Serving Others through Engineering Design"
"Like a Girl - Gender, Language, and Power"
"Changing Perceptions from the Inside Out"
"Baby I Was Born This Way"
"Dangerous Minds, Dangerous Policies"
"Philanthropy is Not Just for Millionaires"
"Exploring Majors, Careers, the Real World and YOU!"
"Molecules to Medicines"

More information available at http://tlc.iupui.edu/

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Service Learning at IUPUI

Service learning is defined as a "course-based, credit bearing educational experience in which students (a) participate in an **organized service activity** that meets identified community needs, and (b) **reflect on the service activity** in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility" (Bringle & Hatcher, 2009, p. 38).

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.

48

TLC Impact on First Year GPA: ANCOVA Results

	N	Avg. Cumulative GPA	Adjusted Cumulative GPA
TLC	859	2.72	**2.76**
Non-Participants	2212	2.72	**2.70**
Overall	3070	2.72	

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.

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Engagement Indicator (EI): Reflective and Integrative Learning (TLC N= 200 and Not TLC N=576)

Mean Scores

Legend: TLC, Not TLC, Official Peers, Public Research Univ.

Bar values: 38.4 (TLC), 36.1 (Not TLC), 35.9 (Official Peers), 35.1 (Public Research Univ.)
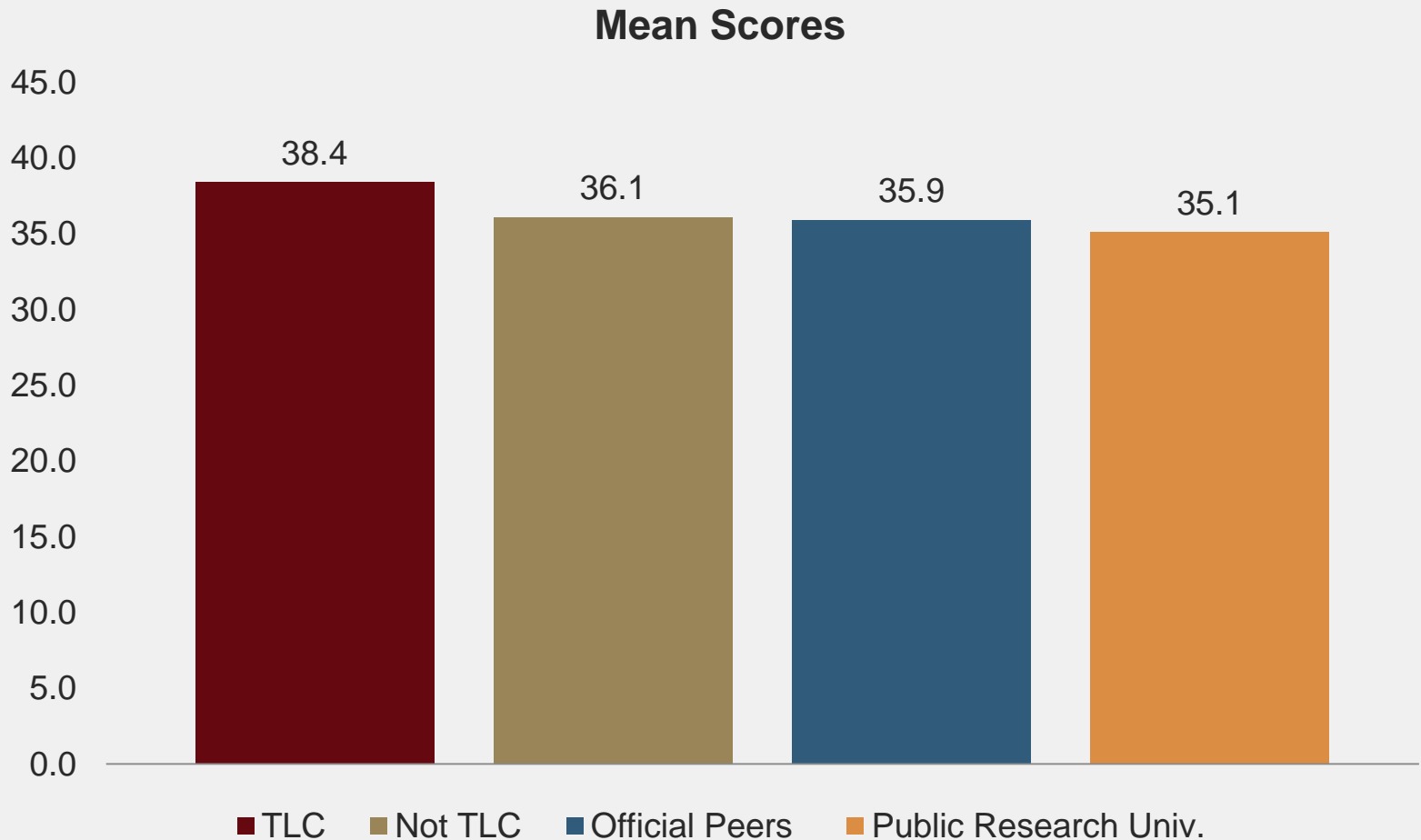
TLCs with Service Learning

Number of Student Participants

Bar chart showing Number of Student Participants. Fall 2014: TLC = 591, TLC Service Learning = 293. Fall 2015: TLC = 591, TLC Service Learning = 278.

Legend: TLC, TLC Service Learning

One-Year Retention Rates

2015 Fall-Fall Retention Rates
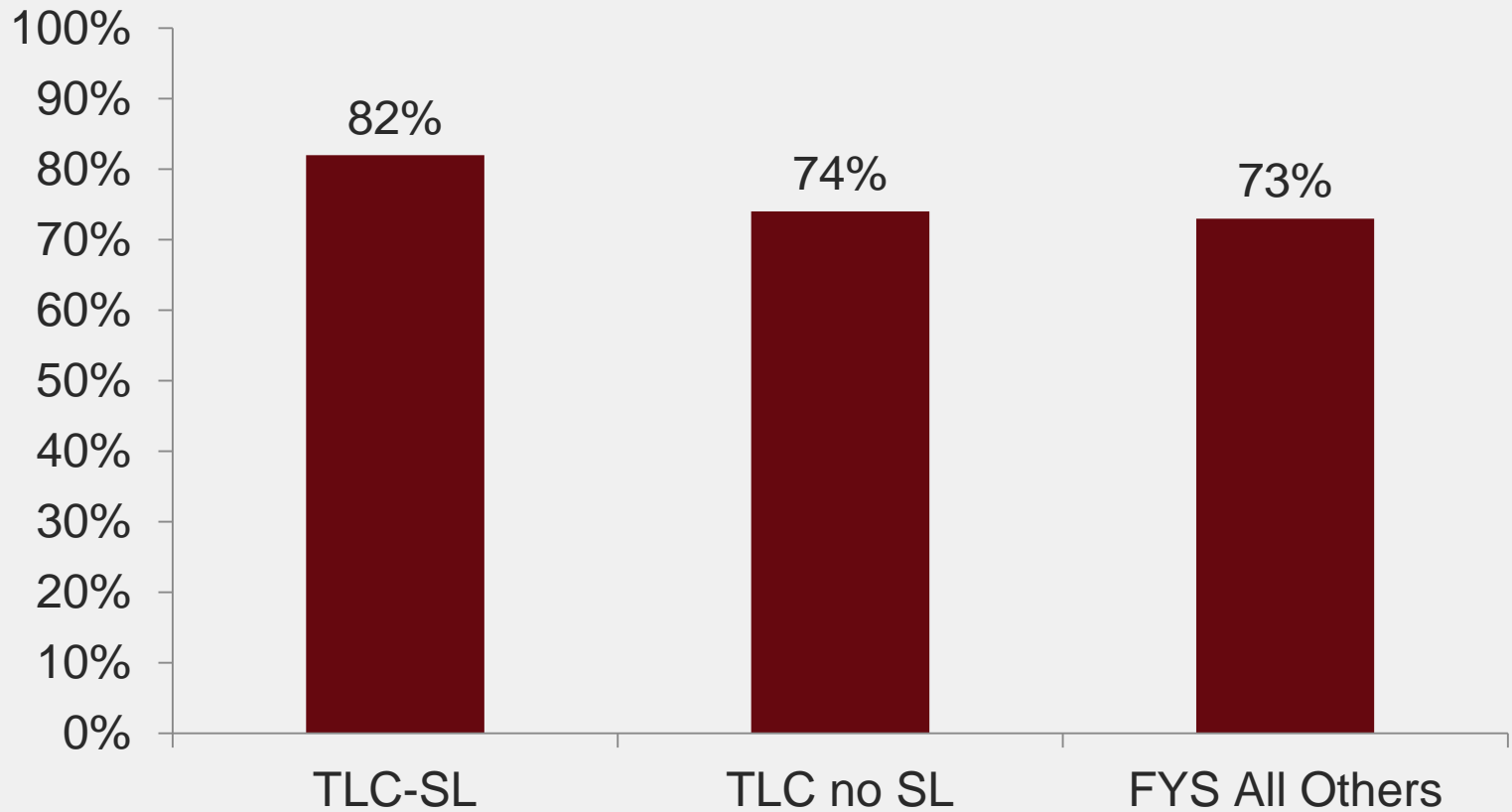
"While improved retention is a welcome consequence of learning-community work, it has never been its aim.

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).

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TLC-Service Learning Impact on First-Year GPA: ANCOVA Results

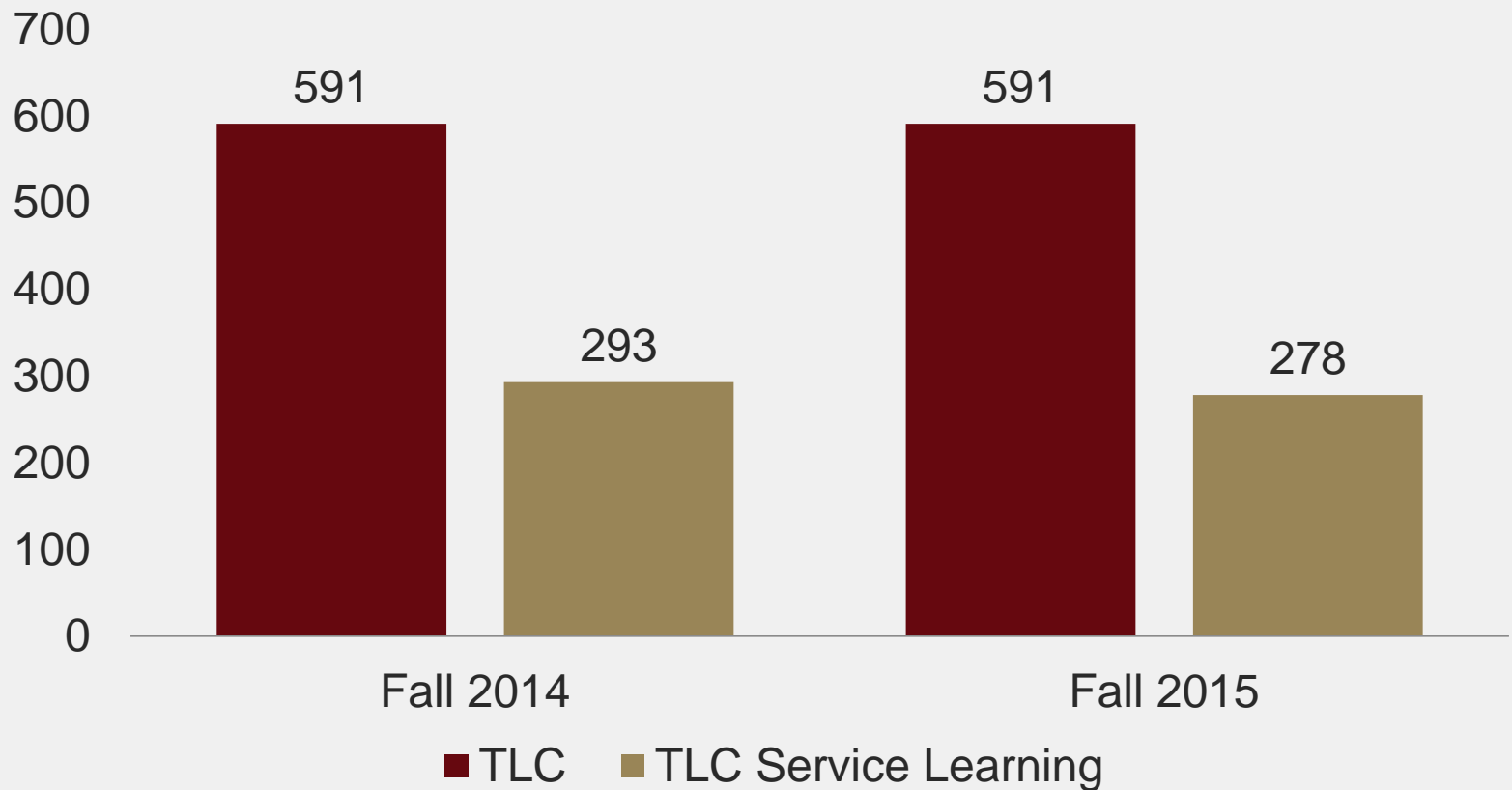|	N	Avg. Cumulative GPA	Adjusted Cumulative GPA
TLC-Service Learning	286	2.81	**2.83**
TLC Not Service Learning	584	2.65	**2.64**
Overall	870	2.70	

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), registration date (proxy for commitment and motivation) and gender. Missing cases excluded.

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TLC-Service Learning: Integrative Learning
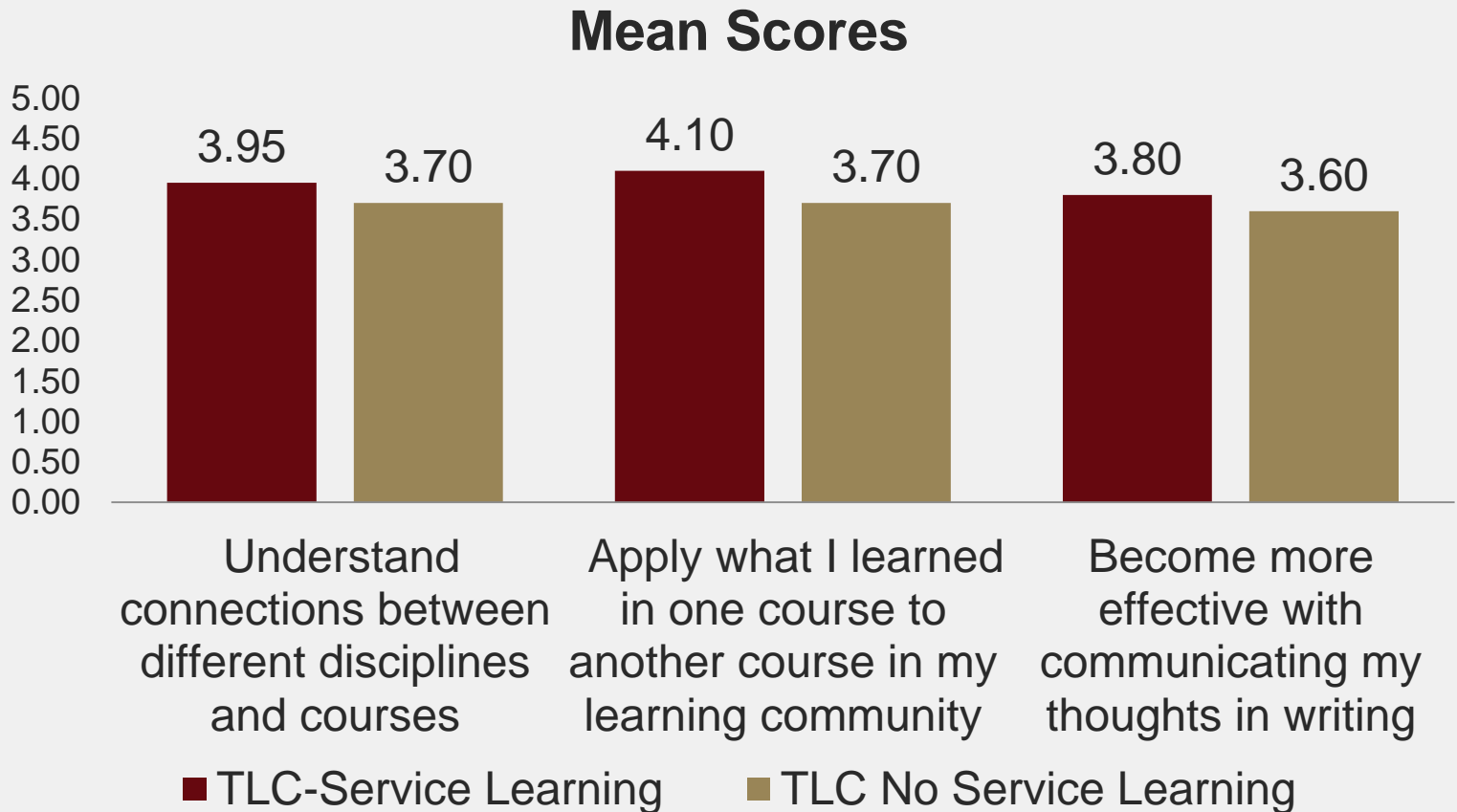
Mean Scores

TLC-Service Learning ■   **TLC No Service Learning** ■

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

Bar chart showing Mean Scores. Y-axis from 0.00 to 5.00 in 0.50 increments.

- **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

Legend: ■ TLC-Service Learning   ■ TLC No Service Learning

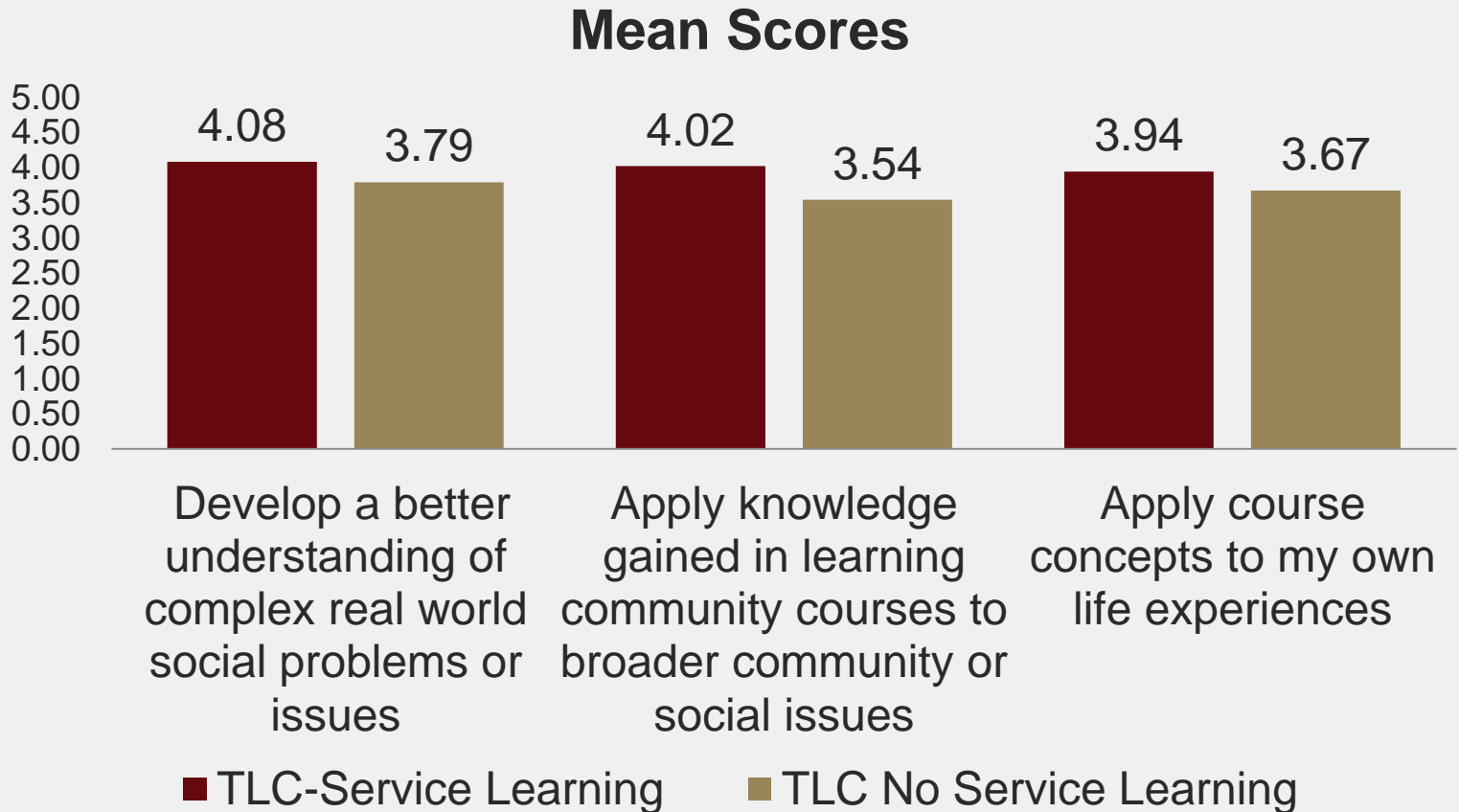Note 1: All items significantly different based on independent samples t-test results.
TLC-SL N=476, TLC No SL N=216

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"

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Underserved Students Participation and Outcomes: TLCs

Student Characteristic	TLC Participants			Nonparticipants		
	N	One-Year Retention (any IU)	FY GPA	N	One-Year Retention (any IU)	FY GPA
African American	94	**76%**	**2.55**	213	**58%**	**2.14**
Latino(a)/Hispanic	74	74%	2.65	179	74%	2.58
Afr. American, Latino,(a) Two or More Races	209	**73%**	**2.55**	494	**65%**	**2.40**
First Generation	340	74%	2.59	858	69%	2.56
Received Federal Pell Grant (proxy for low income)	435	**72%**	**2.63**	1077	**67%**	**2.49**
Twenty First Century Scholars State Aid	246	**75%**	2.61	473	**70%**	2.50

Bolded items significantly different based on independent samples t-test or chi-square results.

Underserved Students Participation and Outcomes: TLC Service Learning

Student Characteristic	TLC Service Learning Participants			TLC Participants (No Service Learning)		
	N	One-Year Retention	FY GPA	N	One-Year Retention	FY GPA
African American	26	**73%**	2.50	70	**69%**	2.49
Latino(a)/Hispanic	33	70%	2.62	43	73%	2.68
Afr. American, Latino, Two or More Races	70	**74%**	2.57	148	**69%**	2.51
First Generation	117	71%	2.61	228	72%	2.56
Received Federal Pell Grant (proxy for low income)	139	71%	**2.72**	311	70%	**2.57**

Bolded items significantly different based on independent samples t-test or chi-square results.

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.

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RISE Course Tags Totals by Student

	E		I		R		R &E		R &S		S		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Other	282	6%	40	6%	23	3%	1	5%	3	6%	59	2%	408
Native to IU Undergraduates	2963	58%	366	53%	374	57%	15	75%	23	48%	1643	69%	5384
Undergraduate Transfers	1837	36%	225	33%	262	40%	4	20%	21	44%	671	28%	3020
Graduate Degree-Seeking Students	2	0%	54	8%	1	0%		0%	1	2%		0%	58
Grand Total	**5084**	**100%**	**685**	**100%**	**660**	**100%**	**20**	**100%**	**48**	**100%**	**2373**	**100%**	**8870**

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.

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RISE Student Questionnaire Fall 2014

RISE Student Questionnaire

Designed collaboratively between IRDS, 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"

284 full responses (314 partial)

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Type of Course (self-identified)

	Number	%
Guided independent research projects (R)	33	11.6
Study Abroad (I)	8	2.8
Service Learning (civic engagement) (S)	110	38.7
Internship, field work, practicum, capstone (E)	73	25.7
Community based learning combined with Research Project (S+R)	32	11.3
Study Abroad combined with Service Learning (I+S)	1	0.4
Other (?)	27	9.5

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HIP Characteristics

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

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

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HIP Help

Please indicate how much your RISE experience in this course helped you in the following areas:	R	S	E	S+R	?
Gain a sense of clarity about my career goals	3.42	3.51	4.14	3.55	2.78
Feel a sense of purpose in pursuing my degree	3.63	3.67	4.26	3.71	3.11
Decide on a future career or major	3.16	3.09	3.93	3.13	2.59
Gain technical skills related to my chosen/ intended career or major	3.74	3.05	4.16	3.48	3.07

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

NSSE HIP Dashboard

[NSSE Tableau Dashboard (IUPUI Data Link)](#)

Discussion and Questions!