

APPENDIX

High Impact Practices and Equity-Minded Learning Pathways RFP

Resource Documents



PART 1

High-Impact Educational Practices



A Brief Overview⁹

THE FOLLOWING TEACHING AND LEARNING PRACTICES have been widely tested and have been shown to be beneficial for college students from many backgrounds.¹⁰ These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

FIRST-YEAR SEMINARS AND EXPERIENCES

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

COMMON INTELLECTUAL EXPERIENCES

The older idea of a "core" curriculum has evolved into a variety of modern forms such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

LEARNING COMMUNITIES

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning (see below).

WRITING-INTENSIVE COURSES

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

COLLABORATIVE ASSIGNMENTS AND PROJECTS

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

UNDERGRADUATE RESEARCH

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

DIVERSITY/GLOBAL LEARNING

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

SERVICE LEARNING, COMMUNITY-BASED LEARNING

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

INTERNSHIPS

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for “course credit,” students complete a project or paper that is approved by a faculty member.

CAPSTONE COURSES AND PROJECTS

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Excerpt from: *High-Impact Education Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George Kuh (AAC&U, 2008)

Figure 2

High-Impact Practices: Eight Key Elements and Examples

Performance expectations set at appropriately high levels

Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or projects—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students' precollege accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of time and effort by students over an extended period of time

Example: A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper; concluding with demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters

Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Example: A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback

Example: A student–faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students' contributions up to and through the completion of the project.

Periodic, structured opportunities to reflect and integrate learning

Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

Opportunities to discover relevance of learning through real-world applications

Example: An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence

Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member.

CAREER READINESS

For the New College Graduate

A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified seven competencies associated with career readiness for the new college graduate:

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Information Technology Application: Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Definition:
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

GOING FORWARD

Currently, NACE is developing career readiness tool kits that campus career centers can use in their work with students, and organizations that hire new college graduates can use in their efforts to identify high-potential candidates.

The tool kits, however, can inform the work and efforts of a variety of stakeholders, including higher education administrators, faculty, labor market analysts, and public policy makers.

The tool kits will be available in spring 2016. For more information, contact NACE at 610.868.1421.



The National Association of Colleges and Employers
Advancing college talent together

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission—to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships—NACE connects more than 6,700 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 2,900 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

Complete College America

Guided Pathways for Success

Whole programs of study. Students choose coherent academic majors or programs, not random, individual courses. In this way, a clear path to on-time completion is prepared for students, semester by semester, all the way to graduation day.

Informed choices and “meta majors.” Colleges use a range of information such as past performance in high school to provide recommendations to students about programs of study that match their skills and interests. With this information, students can make more informed choices among a set of initial broad academic pathways that lead to academic programs. For example, first year students would choose a “meta major” in a broad area — such as STEM, health care, or social science — and then narrow into a more specific major — such as chemistry or nursing.

Default pathways. Students remain on their chosen path unless given approval to change by an adviser. Exploration outside one’s major is still allowed and enabled as intentional investigation, replacing aimless wandering. Students stay on track for graduation — and fully understand the time and money consequences of making a change.

Guaranteed milestone courses. Degree pathways contain critical milestone courses that must be completed each semester to certify students are on track. These courses provide realistic assessments of student progress and give students early signals about their prospects for success in a given field of study. This information eliminates the problem of students putting off challenging courses until the consequences of changing majors becomes too damaging and costly.

Intrusive, just-in-time advising. Innovations in technology now allow student support to be targeted and customized to meet the needs of individual students as colleges can more effectively monitor student progress. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when they are most needed. Academic advisers can focus attention almost exclusively on students most in need of services instead of spreading themselves thinly over burdensome caseloads.

Math alignment to majors. College algebra has one purpose: calculus. For many students, algebra is a serious obstacle to college success. Instead, we should use statistics and quantitative literacy, which better align with most non-STEM programs of study.

<http://completecollege.org/the-game-changers/#clickBoxTe>



Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

PLANNING

ESSENTIAL CONDITIONS

Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college’s pathways effort:

- Strong leadership throughout the institution
- Faculty, staff, and student engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels)

PLANNING/PREPARATION

Understand where you are and prepare for change by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

EARLY OUTCOMES

Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student’s first year
- Persistence from term 1 to term 2
 - Rates of college-level course completion in students’ first academic year.

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

IMPLEMENTATION

CLARIFY THE PATHS

Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH

Keep students on track with these supports:

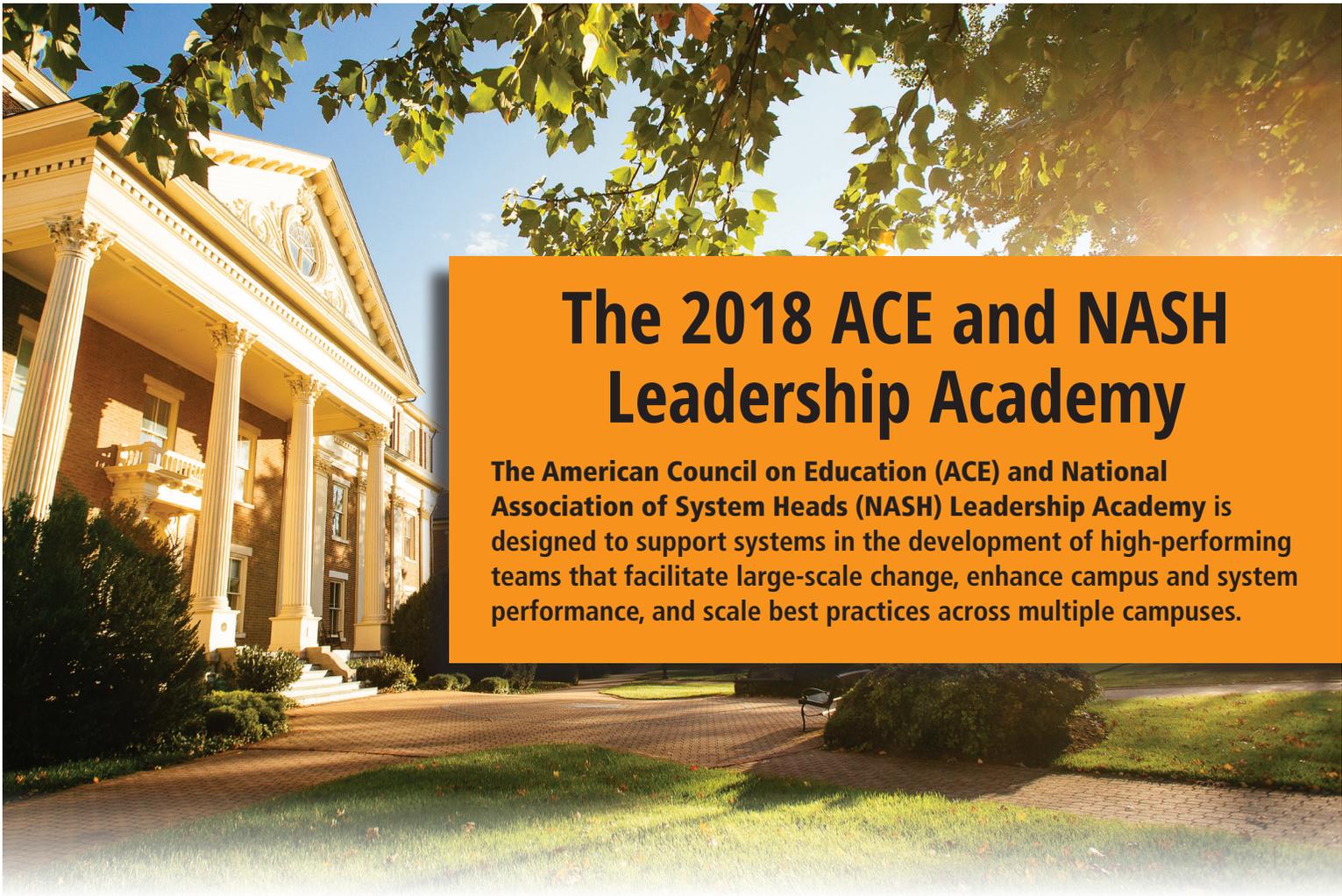
- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes

EVALUATION



The 2018 ACE and NASH Leadership Academy

The American Council on Education (ACE) and National Association of System Heads (NASH) Leadership Academy is designed to support systems in the development of high-performing teams that facilitate large-scale change, enhance campus and system performance, and scale best practices across multiple campuses.

Who Participates?

Leadership teams consist of three to five members from the system and selected campuses. We encourage a team composition based on the desired outcome of a particular project and as a representative mix of campus and system leaders.

Academy Cost

\$5,000 per team.

The 2018 Academy will be conducted over two in-person meetings:

Convening I

January 17–18, 2018
National Center for Higher Education
Washington, DC

Convening II—held in conjunction with NASH TS³

April 12, 2018
The Westin O'Hare
Chicago, IL





Association of American Colleges & Universities

Information on the 2018 Summer Institute on High Impact Practices will be available in a few months on the following link: <https://www.aacu.org/events/summer-institute>. Below is information from the 2017 Summer Institute.



Association of American Colleges & Universities

A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

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2017 Institute on High-Impact Practices and Student Success

June 24, 2017 to June 27, 2017

Boston University

About the Institute

Recognizing that equity must be intrinsic to quality, the 2017 Institute on High-Impact Practices and Student Success is designed to help campus- and system-based teams devise equitable, integrative, learning-centered pathways that deeply connect with the assets students bring to college. Teams will work with Institute faculty to define and develop approaches to learning that are highly engaging to students and that result in more equitable outcomes. Drawing on evidence-based research that demonstrates a positive relationship between student participation in high-impact practices (HIPs) and improved student outcomes, the Institute's purpose is to integrate and transform curricular and cocurricular practices to support higher levels of student success. The Institute will also connect high-impact teaching and learning practices to issues affecting campus climate and student well-being. The Institute program is ideal for institutions at various stages of work, and it addresses ambitious goals for improving both completion rates and the quality of student learning.

Participants will stay in high-rise accommodations overlooking the Charles River that will provide many amenities and services to meet the needs of participants throughout the duration of the institute program. Institute meals will be provided in the dining halls adjacent to the residence halls. Team time, built into the institute program, will allow participants to explore the surrounding areas and meet in a place of their choosing.



Home > The VALUE Institute: Learning Outcomes Assessment at its Best

The VALUE Institute: Learning Outcomes Assessment at its Best

AAC&U is working in partnership with Indiana University's Center for Postsecondary Research to establish the VALUE Institute, which will be a continuing resource for higher education institutions to document, report, and use learning outcomes evidence to improve student success in college.

The VALUE Institute will launch later in 2017 and will enable any higher education institution to utilize the VALUE rubrics approach to assessment by collecting and uploading samples of student work to a digital repository and have the work scored by certified VALUE Institute faculty scorers for external validation of institutional learning assessment.

The evidence of learning will include the ability to examine learning achievement across student population groups, e.g. first generation, gender, racial and ethnic groups, year in school, etc., as well as reveal the nationwide landscape of learning benchmarks of achievement across Essential Learning Outcomes encompassed in the Degree Qualifications Profile and AAC&U's LEAP Initiative. The VALUE Institute, in tandem with the National Survey of Student Engagement (NSSE), will create the country's most comprehensive resource for direct and indirect evidence of student learning in higher education.

AAC&U is working to develop and launch the VALUE Institute in collaboration with Indiana University's Center for Postsecondary Research, while continuing critical partnerships with the State Higher Education Executive Officers association (SHEEO), the Multi-State Collaborative to Advance Quality Student Learning (MSC), the Great Lakes Colleges Association, and the Minnesota Collaborative.

Expression of Interest in VALUE Institute Participation

Are you interested?

The VALUE Institute will launch later in 2017. If your institution/program has an interest in participating in the VALUE Institute, please fill out the linked questionnaire and we will add you to our communications list to receive follow-up information on what participation entails, costs, benefits, etc. (no obligation) so you can take time to consult with colleagues and decide whether this is right for you and your campus. - [Click here.](#)

More information about the VALUE Institute is available here. - [Click here.](#)

Do you want to know more about the VALUE approach? - [Click here.](#)

For more information, please call (202) 387-3760, or write to Rachel Golden at golden@aacu.org.