High-Impact Practices (HIPs) at The University of Scranton Current Paticipation and Tracking Activities

Introduction

Research conducted by George K(2008) through the Association of American Colleges and Universities (AAC&U) identified a set of widted teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved studies. Students who engage the eight impact practices," or HIPs tend to have increases in "deep approaches to learning, which encompass integrating ideas and diverse perspectives, discussing ideas with faculty and peers outside of class, analyzing and synthesizing ideas," to name a few bene (Esrownell and Swaner, 2009). Foreatest benefit Gonyea, Kinzie, Kuh, and Laird (2008) recommend that all students in higher education participate in at least two highmpact practices, one in their first year and another in their academic major.

to student success and deep learning report is not advocating increases in HIPs offerings, but rather seeks to celebrate our current achievements and create a baseline of information discussion and reporting

In addition to the fundamental value they offer students, our planning and assessment strategies depend in several ways upon tracking HIP offerings:

x Planning and Institutional AssessmentThe University's Engaged, Integrated, Global Strategic Plan guidess in setting appropriate goals for students' participation in several HIPs, understanding the quality and impact of those experiences and inviting students to reflect on their learning experiences. The planning and institutional effectiveness process tracks the progress of these initiatives through annual planning updates and the gathering of key metricsr st4]TJ -0u3 (ffe4 (nu)16 (m)11 (()]T4 (e)2 (g)2 (H)4 (I)3 (P)8 (o)-2 (f)87]) 60rale

in service learning/community based learningwith KSOM and CAS offering some service learning courses. CAS students are the majority of participantswith feature tresearch, while KSOM students actively participate ininternships. The departments within the division of Student Formation and Campus Life also offer opportunities for student participation in, littles particular, living/learning communities internships and service

CurrentUniversity Practices & Participation ithin Each HPCategory

Drawing more deeply, he following section details the types of programs, and, where available,

The Office of Residence Life coordinates idential learning communities (RLCs) collaboration with faculty and others There are two types of residential learning communities in learning communities (LLCs) and themed communities (TCs)

Upperclass Participation by Type of R⊞3perience:
Writing-IntensiveCourses As part of the General Education curriculum, students are required to complete two courses designated as Writingntensive Requirement (W). Enrollment in Writingensive courses is captured in the Banner system provided by the Office of Registrar and Academic Services Certain elements of the first year seminar include introductory writing through quentia Perfecta Undergraduate student participation, by year:
Collaborative Assignments & Projects
Collaborative assignments and projects occur in many coarses rograms These experiences

Collaborative assignments and projects occur in many coarses programs These experiences are also frequently part of other HIP offerings

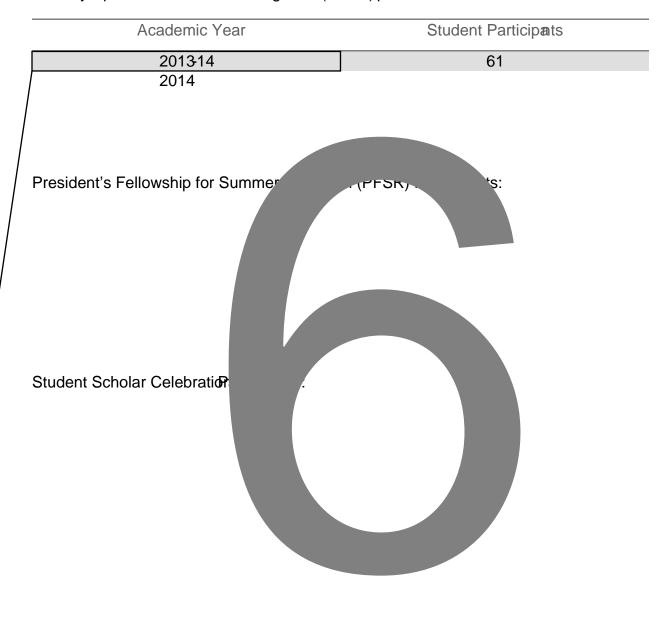
Undergraduate Research

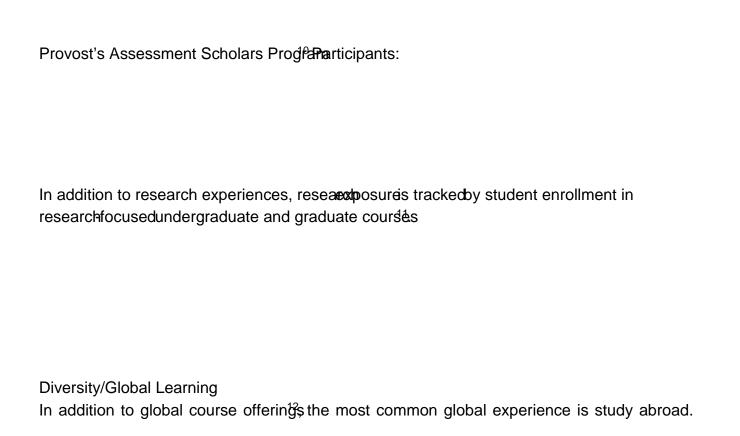
As part of this high impact practice, we consider both research experiences search exposure to be important The University offers severaformal experience opportunities for undergraduate research through the Office of Research & Sponsored Program Faculty Student Research Program (FSRP), President's Fellowship for Summer Research (PFSR), and the Student Scholars Celebration Participation in FSRP is open to all undergraduates and graduate students in good academic standing. Although the Program is offered on a nonedit basis, a2c -6896 1

students receive transcript recognition for their participation because and provide support for exceptional students and their faculty mentors. Students who participate in FSRP and PFSR are strongly encouraged to present their reaeathch annual Student Scholarship Celebration; this event is also open to other student research projects.

In addition to these formal activities, a wide variety of other research experiences are available to students through direct work with faculty. Fexample, research is an important pafttbe Honors and SJLA programs, autibler programs like Royascholars program includes research experiences in STEM fields.

Faculty Sponsored Research Programs (FESRFF)ipants





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Service Learning, Community ased Learning

In 20,160e then demonstrate of more multiple to recommend steps to contridestrategic plan goal regarding the formation of a coordinated approach to community based learning. of the recommendations from this committee tise use of the term "community based learning"

Capstone Courses and Projects A survey

Appendix 1: High-Impact Educational Practice Sescriptions 37

First-Year Seminars and Experiences

Many schools now build into the curriculum firestar seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highesty first-year experiences place a strong emphasis on critical inquiry, frequent writifogmation literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cuttinge 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/orequired participation in a learning community. These programs often combine broad themese.g., technology and society, global interdependence that a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for leaing 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 the ersport. 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.

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

their courses to connect key concepts and questions with students and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting dge 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 have address U.S. diversity, worlduttures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human reoiffexiffe (r)11c Tobnb20.8 (u)xs ans n

HighImpactPractices: Undergraduate ParticipatiRates

Participation Rates by HIP category

	20132014Graduates		20142015 Graduates		201 5 2016 Graduates		20162017 Graduates		20172018 Graduates	
	#	Participation	#	Participation	#	Participation	#	Participation	#	Participation
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
*Honorsprogram	91	10.67%	101	10.61%	107	11.76%	107	12.57%	89	9.88%
*Internships (for credft)	224	26.26%	248	26.05%	230	25.27%	196	23.03%	202	22.42%
*Service Learning	291	34.11%	326	34.24%	335	36.81%	315	37.02%	377	41.84%
*Undergraduate	246	28.84%	303	31.83%	284	31.21%	304	35.72%	334	37.07%
Research/Creativerojects										
*Study abroard	177	20.75%	213	22.37%	186	20.44%	204	23.97%	215	23.86%
WritingIntensive Courses	848	99.41%	937	98.42%	895	98.35%	831	97.65%	889	98.67%
First Year Seminar	277	32.47%	462	48.53%	760	83.52%	761	89.42%	831	92.23%

Participation Rates by HIP count

2013201	20132014 Graduates		15 Graduates	20152016 Graduates	20162017 Graduates	20172018 Graduates	
#	# Participation	#	Participation	# 8-80 TOIN97.(2)31F1612T18	ETM16: (90T;4150T 9E.19/16C-10E0T 9E.19/16	OMETOE #4501 E 7283 1.680 E 0 T 9 E 3	
dents	ts Rate	Students	Rate	Students			

References

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