

Research Findings for Deepening Learning

An Ode to High Impact Practices

AAC&U Institute on General Education

June 2009

“We’re in a nicotine delivery business...”



We're in a high impact practice delivery business...

GENERAL EDUCATION REQUIREMENTS				
Freshman (100 level)	ZINT 101 First Year Seminar			
	Science	Social Science	Humanities	English
	Science Introduction* (2 courses) Mathematics	MMET 101 Social Issues** -or- BBAD 115 Perspectives of Business and Society*** Social Science Introduction	Humanities Introduction Global Studies	AENG 180 College English
Sophomore (200 level)	Quantitative, Literacy	Human Condition	AAMR 201 Readings in Humanities	
		U.S. Cultures World Cultures		
Junior / Senior (300 / 400 level)	Values, Ethics, Aesthetics, and Society			
	ZSRS 400 level Senior Seminar			
Writing Intensive Requirement: Four writing intensive courses required. Two lower level writing intensive courses (100/200) and Two upper level writing courses: One in major and Senior Seminar (ZSRS)				

Wabash National Study

- 49 institutions
- More than 17,000 students to date
- Longitudinal
- Purpose - identify high impact practices that promote liberal education

What practices promote growth on multiple outcomes?



High impact practices

1. Good Teaching
2. Academic Challenge
3. Diversity Experiences
4. NSSE Deep Learning

	<i>Good Teaching</i>	<i>Academic Challenge</i>	<i>Diversity Experiences</i>	<i>NSSE Deep Learning</i>
Critical Thinking	✓			
Contribution to Science				✓
Contribution to the Arts			✓	✓
Political/Social Involvement		✓	✓	✓
Leadership	✓	✓		✓
Academic Motivation	✓	✓	✗	✓
Well-Being	✓	✓	✗	✓
Literacy	✓	✓	✓	✓
Diversity/Challenge	✓	✓	✓	✓
Moral Reasoning	✓	✓	✓	✓
Need for Cognition	✓	✓	✓	✓
Universality/Diversity	✓	✓	✓	✓

High impact practices

- **Good Teaching and High-Quality Interactions with “Faculty”**
 - Faculty interest in teaching and student development
 - Out-of-class student/faculty interactions
 - Organization, preparation, clarity, prompt feedback
- **Academic Challenge and High Expectations**
 - Hard work, challenging assignments and interactions
- **Diversity Experiences**
 - Meaningful interactions
- **NSSE Deep Learning**
 - Synthesis, judgment, integration, and reflection

Additional Findings

	<i>Credit Hrs</i>	<i>GPA</i>
Good Teaching	✓	✓
Academic Challenge	✓	✓
Diversity Experiences	✓	
NSSE Deep Learning	✓	✓

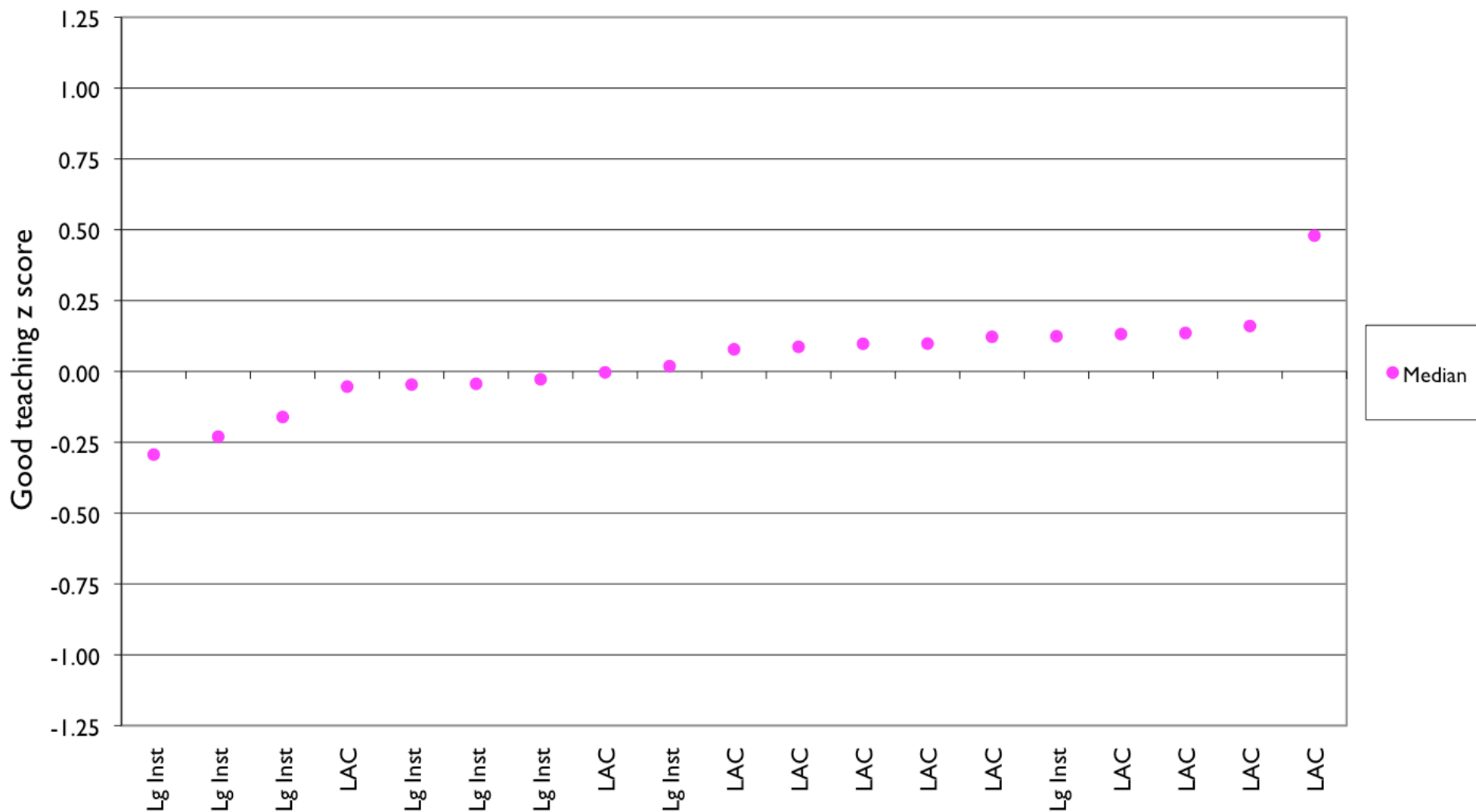
Potent Question

- In a typical 7-day week, how many hours do you spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?
- Predicts
 - Growth on virtually all outcomes
 - GPA
 - Credits completed

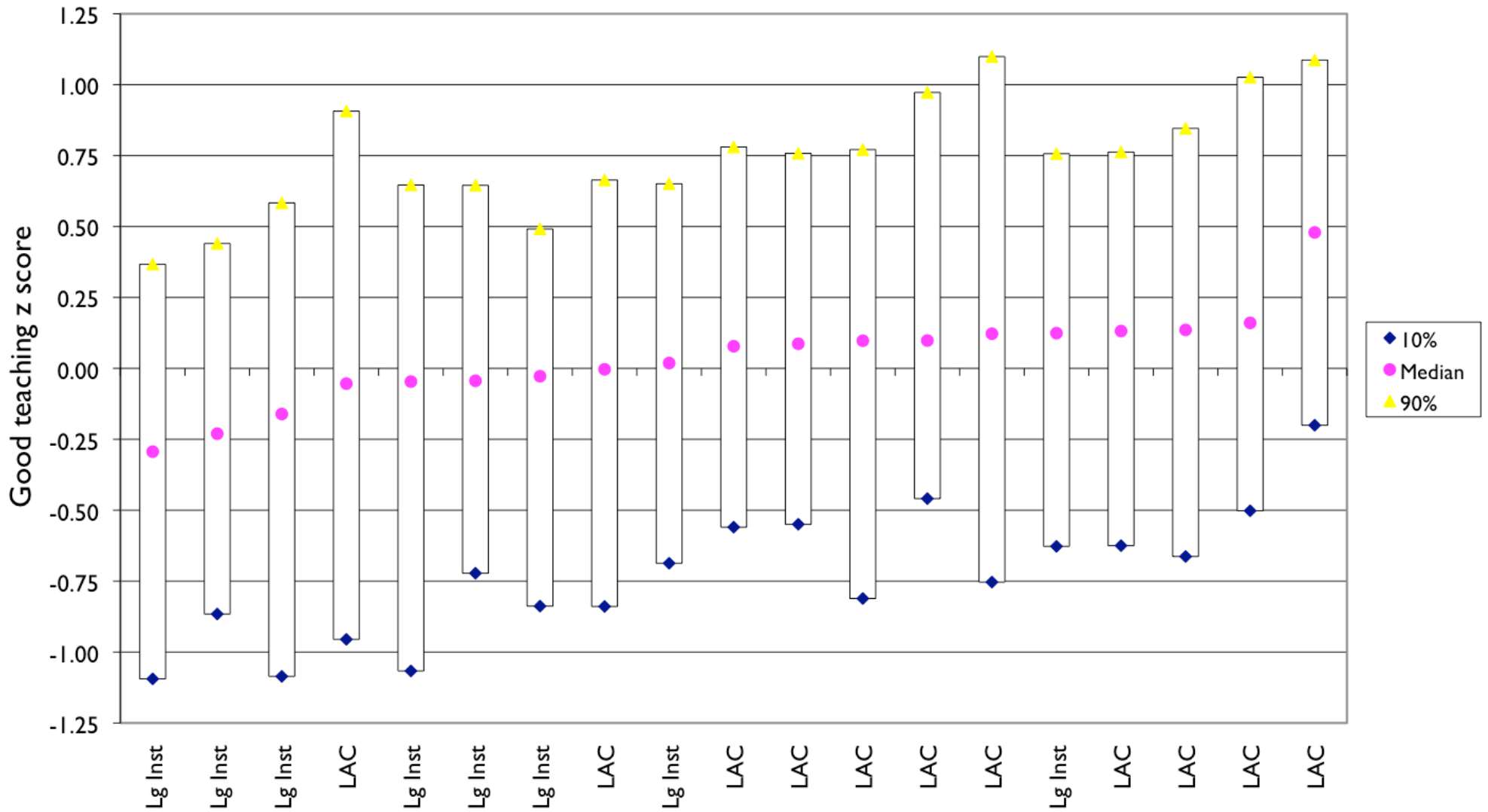
First challenge

- Our urge to rank and compare leads us to
 - Miss variability on our campuses
 - Compare ourselves to peers, not standards

Good Teaching and High Quality Interactions with Faculty



Good Teaching and High Quality Interactions with Faculty



High Levels

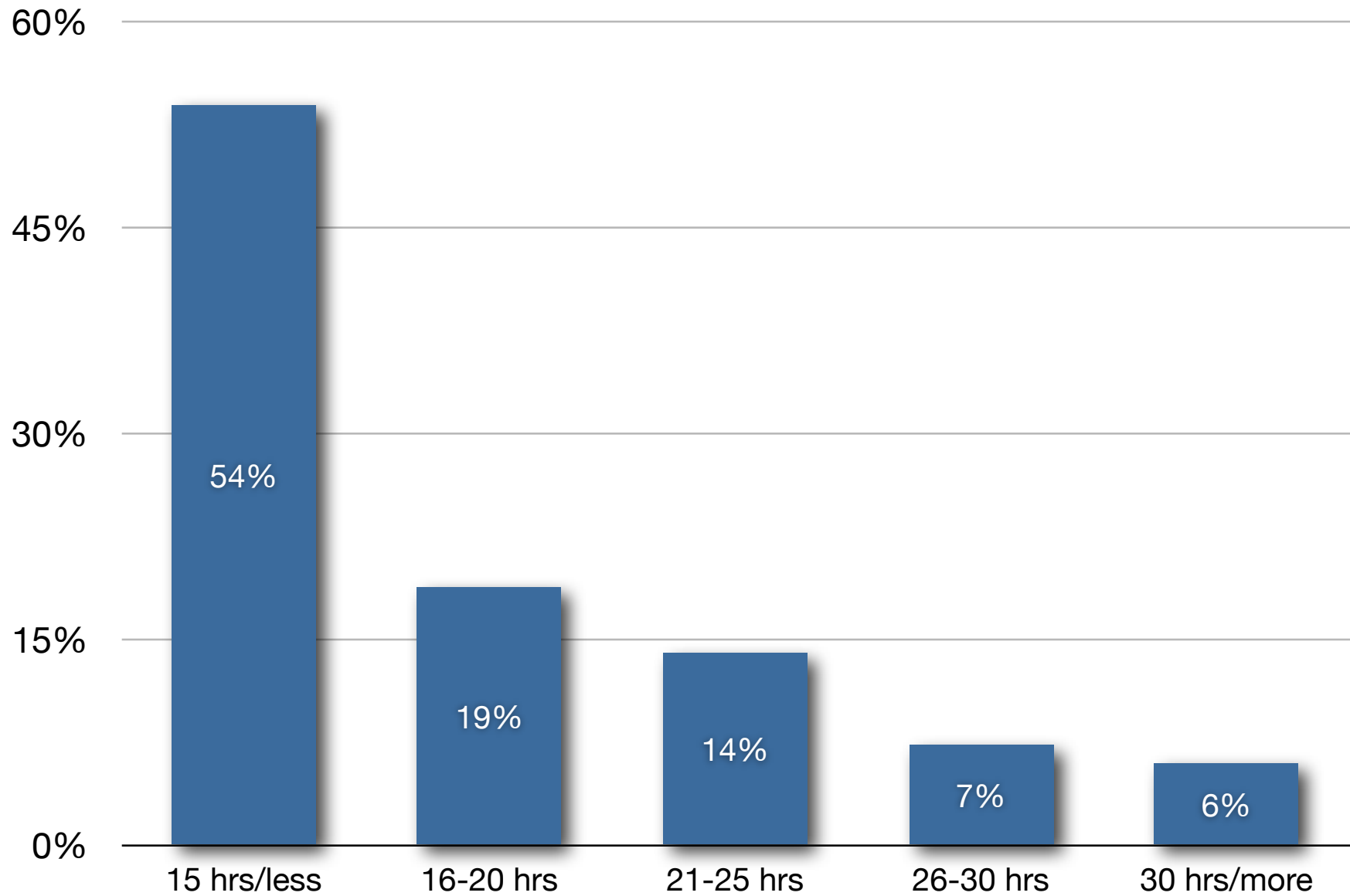
NSSE Deep Learning 39%

Good Teaching 23%

Academic Challenge 19%

Diversity Experiences 5%

Hrs/week preparing for class



Changes over the first year of college

<i>Increase</i>	<i>No Change</i>	<i>Decline</i>
Critical Thinking	Leadership	Contribution to Science
Moral Reasoning	Well-Being	Contribution to the Arts
(Binge Drinking)	Literacy	Political/Social Involvement
	Need for Cognition	Academic Motivation
	Univ/Diversity	Openness to Diversity

Second challenge

- **Invisibility**
 - “Unreliable witness of my own existence”

How often did your faculty

- Give clear explanations?
- Make good use of examples and illustrations to explain difficult points?
- Effectively review and summarize the material?
- Interpret abstract ideas and theories clearly?
- Give assignments that helped in learning the course material?
- Present material in a well-organized way?
- Come to class well prepared?
- Use class time effectively?
- Clearly explain course goals and requirements?
- Have a good command of what they were teaching?

High impact practices

- **Are readily assessed**
 - But you need to talk with and listen to your students
- **Are just as important to assess as outcomes**
 - Have impact across a wide range of outcomes and college growth
- <http://www.wabashnationalstudy.org/wns/research.html>