STUDENT PERCEPTION OF HIGH IMPACT PRACTICES AND RELATED LEARNING OUTCOMES

Natasha Cook, M.Sc., Kerry Ritchie, Ph.D., Sofie Lachapelle, Ph.D., and Karen Menard, Ph.D.

Improve Life.

2018 Learning Outcomes and Experiential Learning Symposium
Presentation Learning Outcomes

• Think about learning outcomes in the context of high impact practices in particular, HIPs that facilitate experiential learning.

• Learn how the student perspective of HIPs can be useful for academic units as well as broader institutional planning.
COLLECTING A BASELINE FOR STUDENT PERCEPTION OF HIPS

• Winter 2017 Survey

Who: Joint initiative among various offices
  • AVP Academic
  • Institutional Analysis and Research
  • Open Learning & Educational Support
  • 5 colleges (Associate Dean Academics, Curriculum managers)

What: Understanding high impact practices at Guelph from the student perspective

Why: Discovering new tools to enhance retention and student success and establish a baseline on high impact practice engagement
UofG’s institutional learning outcomes

1. Critical and Creative Thinking
2. Literacy
3. Global Understanding
4. Communicating
5. Professional and Ethical Behaviour
**HIGH IMPACT PRACTICES (HIPs)**

The 10 High Impact Practices (Kuh 2008):

- First Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Collaborative Assignments & Projects
- Writing-Intensive Courses
- Capstone Projects & Courses
- Undergraduate Research
- Diversity & Global Learning
- Service/Community-based Learning
- Internships

- Experiential learning: student is directly involved in the learning experience, “learning by doing”
- HIPs can drive experiential learning opportunities

***HIPs that facilitate Experiential Learning "EL Types"***
HIP SURVEY QUESTION FORMAT

What? • What HIPs are students participating in?

Where? • Where do students experience HIPs?

How? • How effective was the educational experience (in relation to the LOs)?
2017 HIP RESULTS

Student self-report measures of engagement in HIPs
Who responded to the survey?

- Response rate: 27% (n=3,183)
- Multiple disciplines
  - Arts, Social Science, Engineering, Physical Sciences, Business, Agriculture
- Response biases:
  - gender, GPA
  - High proportion of females
  - Students with a higher cumulative GPA
- 63% consented to link to student information (e.g., GPA)
What HIPs are students reporting?

Prevalence of HIPs Reported by Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Intellectual Experiences</td>
<td>1547</td>
</tr>
<tr>
<td>Collaborative Assignments</td>
<td>1464</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>1095</td>
</tr>
<tr>
<td>First Year Seminars</td>
<td>664</td>
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<tr>
<td>Internships</td>
<td>599</td>
</tr>
<tr>
<td>Research</td>
<td>570</td>
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<tr>
<td>Writing-intensive Courses</td>
<td>560</td>
</tr>
<tr>
<td>Diversity/Global Learning</td>
<td>343</td>
</tr>
<tr>
<td>Service/Community-based Learning</td>
<td>336</td>
</tr>
<tr>
<td>Capstones</td>
<td>277</td>
</tr>
</tbody>
</table>

>2 HIPs reported on average

“EL Types”
Do students agree that HIPs contributed towards the development of the five LOs?

Professional & Ethical Behaviour

- Undergraduate Research
- Diversity & Global Learning
- Service/Community-based Learning
- Internships

Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree

- Undergraduate Research
- Diversity & Global Learning
- Service/Community-based Learning
- Internships
DO STUDENTS AGREE THAT HIPs CONTRIBUTED TOWARDS THE DEVELOPMENT OF THE FIVE LOs?

**Critical/Creative Thinking**

- Undergraduate Research: Strongly Agree (90%)
- Diversity & Global Learning: Agree (60%)
- Service/Community-based Learning: Neutral (30%)
- Internships: Disagree (10%)

**Literacy**

- Undergraduate Research: Strongly Agree (80%)
- Diversity & Global Learning: Agree (50%)
- Service/Community-based Learning: Neutral (20%)
- Internships: Disagree (10%)
DO STUDENTS AGREE THAT HIPs CONTRIBUTED TOWARDS THE DEVELOPMENT OF THE FIVE LOs?

**Global Understanding**

- Undergraduate Research: 90% Strongly Agree, 10% Agree
- Diversity & Global Learning: 90% Strongly Agree, 10% Agree
- Service/Community-based Learning: 80% Strongly Agree, 20% Agree
- Internships: 70% Strongly Agree, 30% Agree

**Communicating**

- Undergraduate Research: 90% Strongly Agree, 10% Agree
- Diversity & Global Learning: 80% Strongly Agree, 20% Agree
- Service/Community-based Learning: 70% Strongly Agree, 30% Agree
- Internships: 60% Strongly Agree, 40% Agree
Do we see differences across disciplines on how students rated the LOs?

Literacy and Service/Community-based Learning

- Arts
- Business
- Physical Sciences
- Agriculture
- Social/Applied Human Sciences

Options:
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
HIPs Qualitative Data: What were some of the benefits students reported?

- **Service/Community-based Learning**
  - Teamwork
- **Diversity/Global Learning**
  - Independence
  - Language skills and understanding language differences
  - Networking both personal and professional
  - Leadership and mentorship
- **Undergraduate Research**
  - Learned how to do Research Ethics Board Submissions
  - Understanding the working world
  - Introductory experience in research fields
  - Holistic Maturity
  - Practice of practical skills
HIPs Qualitative Data: What were some of
the benefits students reported?

- Internships (several additional outcomes added!)
  - Resume building
  - Teaching
  - Technical skills (coding, data management, lab)
  - Employability skills, time management, organization, attention to detail
  - Multi-tasking
  - Leadership
  - Application of course info to hands-on experiences
Do HIPs Have an Impact on Student Outcomes?

Learning outcomes
Q: Does students’ perception of HIPs in relation to the five learning outcomes have an effect on GPA?

High Impact Practice Design Principles
Q: Does students’ perception of the design principles (e.g., student-faculty contact, frequent feedback, etc.) of HIPs have an effect on GPA?

There was no effect on W17 GPA whether students agreed that the learning outcomes or design principles were incorporated in the HIP experience.
**Implications of Student-Perspective Data**

- **Quality Assurance Process & Academic Development**
  - Engage programs on student perception of specific HIPs and related LOs within their curriculum
  - Allows programs to identify gaps and areas for improvements
- **Institutional Planning**
  - Contributes to broader academic planning initiatives e.g., Teaching and Learning Plan
- **HIPs in the Canadian context**
  - Provides a baseline and contributes to research on HIPs in the context of a Canadian comprehensive university
What’s next with the HIPS project

- HIPs project - a rich set of data still being analyzed

- University-wide conversations continue on
  - The value of student perception of HIPs and related Learning Outcomes
  - What HIPs look like and should look like at UofG
  - The value of broad institutional projects and wider collaboration around teaching and learning
CONTACT INFORMATION

Natasha Cook
Research Associate, Institutional Analysis and Research
University of Guelph
ncook@uoguelph.ca

Karen Menard
AVP, Institutional Analysis and Research
University of Guelph
kmenard@uoguelph.ca

Sofie Lachapelle
Professor, College of Arts
University of Guelph
slachap@uoguelph.ca