

High-Impact Practices (HIPs) at The University of Scranton Current Participation and Tracking Activities¹

Introduction

Research conducted by George Kuh (2008) through the Association of American Colleges and Universities (AAC&U) identified a set of widely used teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. Students who engage these “high 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 benefits (Brownell and Swaner, 2009). For the greatest benefit Gonyea, Kinzie, Kuh, and Laird (2008) recommend that all students in higher education participate in at least two high impact practices, one in their first year and another in their academic major.

to student success and deep learning. The 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 Assessment
The University's Engaged, Integrated, Global Strategic Plan guides us 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 metrics.

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

Current University Practices & Participation in Each HP Category

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

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

Upperclass Participation by Type of RE Experience:

Writing-Intensive Courses

As part of the General Education curriculum, students are required to complete two courses designated as Writing-Intensive Requirement (W). Enrollment in Writing-Intensive courses is captured in the Banner system and provided by the Office of Registrar and Academic Services. Certain elements of the first year seminar include introductory writing through Edgewise Perfecta. Undergraduate student participation, by year:

Collaborative Assignments & Projects

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

Undergraduate Research

As part of this high impact practice, we consider both research experience and research exposure to be important¹. The University offers several formal experience opportunities for undergraduate research through the Office of Research & Sponsored Programs: the 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 PFSR program is offered on a non-credit basis, a2c -6896 1

students receive transcript recognition for their participation. The Banner system captures data for research experiences registered under the FSRP program. The PFSR awards are competitive and provide support for exceptional students and their faculty mentors. Students who participate in FSRP and PFSR are strongly encouraged to present their research at the 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. For example, research is an important part of the Honors and SJLA programs, and other programs like Royal Scholars program includes research experiences in STEM fields.

Faculty Sponsored Research Programs (FSRP) Participants

Academic Year	Student Participants
2013-14	61
2014	

President's Fellowship for Summer Research (PFSR) Participants:

Student Scholar Celebration



Provost's Assessment Scholars Program Participants: 10

In addition to research experiences, research exposure is tracked by student enrollment in research-focused undergraduate and graduate courses 11

Diversity/Global Learning

In addition to global course offerings 12 the most common global experience is study abroad.

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Service Learning, Community-Based Learning

In 2016, the Provost charged a committee to recommend steps to continue strategic plan goal regarding the formation of a coordinated approach to community based learning. One of the recommendations from this committee is the use of the term “community-based learning (CBL)” in place of service learning across the University, to better differentiate it from the many types of University service activities that do not have a curricular component. In the spring of 2017, Strate

Capstone Courses and Projects
A survey

Appendix 1: High-Impact Educational Practices Descriptions¹⁷

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 high-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. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular 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.

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-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 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 reoiffexiffe (r)11c Tobnb20.8 (u)xs ans n

High Impact Practices: Undergraduate Participation Rates

Participation Rates by HIP category

	20132014 Graduates		20142015 Graduates		20152016 Graduates		20162017 Graduates		20172018 Graduates	
	# Students	Participation Rate	# Students	Participation Rate	# Students	Participation Rate	# Students	Participation Rate	# Students	Participation Rate
*Honors program	91	10.67%	101	10.61%	107	11.76%	107	12.57%	89	9.88%
*Internships (for credit)	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 Research/Creative Projects	246	28.84%	303	31.83%	284	31.21%	304	35.72%	334	37.07%
*Study abroad	177	20.75%	213	22.37%	186	20.44%	204	23.97%	215	23.86%
Writing Intensive 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

	20132014 Graduates		20142015 Graduates		20152016 Graduates		20162017 Graduates		20172018 Graduates	
	# Students	Participation Rate	# Students	Participation Rate	# Students	Participation Rate	# Students	Participation Rate	# Students	Participation Rate
80-109	91	10.67%	101	10.61%	107	11.76%	107	12.57%	89	9.88%
110-139	224	26.26%	248	26.05%	230	25.27%	196	23.03%	202	22.42%
140-169	291	34.11%	326	34.24%	335	36.81%	315	37.02%	377	41.84%
170-199	246	28.84%	303	31.83%	284	31.21%	304	35.72%	334	37.07%
200-229	177	20.75%	213	22.37%	186	20.44%	204	23.97%	215	23.86%
230-259	848	99.41%	937	98.42%	895	98.35%	831	97.65%	889	98.67%
260-289	277	32.47%	462	48.53%	760	83.52%	761	89.42%	831	92.23%

References

Brownell, J.E. and Swaner, L.E. (Spring 2009). High impact practices: applying the learning outcomes literature to the development of successful campus programs. *Peer Review*, 26-30.

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