

## High Impact Practices Working Group Charge 2015-16

National data shows that students who engage more deeply in their learning are more likely to complete college and achieve the learning necessary to participate in a 21<sup>st</sup> century democratic society (AAC&U, 2013). Following this, the Strategic Oversight Committee on Student Success (SOCSS) including the provost, vice president of student affairs, and deans of the college of arts and sciences, school of business, and school of engineering identified a group of faculty and administrators to attend the Association of American Colleges and Universities (AAC&U) Institute on High-Impact Practices (HIPs) and Student Success in June 2015. The key takeaways from this experience include the following:

**The importance of ensuring quality high impact practices.** AAC&U recommends a) establishing criteria to describe experiences that qualify as high impact educational practices rather than just assuming that those that have been dubbed as such actually produce the expected outcomes and b) regularly assessing the learning and student success outcomes associated with the practices we identify as high impact on our own campus.

**The importance of equitable student participation in high impact practices.** AAC&U recommends understanding which students are participating in HIPs, which students are not participating, and why. This analysis will help us to understand any barriers to participation such as cost, time, academic requirements, or others that may limit certain students' participation.

**The importance of removing barriers to participation in high impact practices.** If there are cost, time, or other barriers to student participation, it will be important to find ways to remove those barriers. One opportunity we identified is embedding high impact practices in the core curriculum as a way to ensure that all students have the opportunity to participate in at least one or two HIPs during their undergraduate career.

Based on this information, SOCSS is charging the below group with the following tasks to take action on the three items identified above:

- a. Acquire a knowledge base about engaged learning practices, specifically, high impact practices as defined by AAC&U, and how they impact student retention and success.
- b. Define and establish the criteria or elements of quality HIPs.
- c. Identify which practices are currently meeting these criteria and/or have the elements.
- d. Review data to determine the impact of programs at USD with and without these elements on student learning and success.
- e. Revisit and redefine the criteria or elements of quality HIPs.
- f. Develop and agree on learning outcomes to measure student learning and success with respect to HIP participation.
- g. Articulate when assessment of both learning and student success outcomes will take place.
  
- h. Identify which students are participating in HIPs and which students are not participating by analyzing current participation data.
- i. For those HIPs that are not collecting participation data, establish systems to collect this information going forward.
- j. Look at demographic data and conduct focus groups to identify barriers to participation

for any groups who are not participating at the proportion represented in the undergraduate population.

- k. Explore ways to embed HIPs into the core by sharing the criteria established in a. through e. with appropriate core area task forces.
- l. Identify methods for utilizing core curriculum assessment to include assessment of HIP participation outcomes as well.
- m. Analyze data from the Sustainability living-learning community and integrated capstone pilots completed in 2014-15 to understand the outcome of the pilot as well as the additional time and effort faculty invested to complete the pilot.
- n. Using strategies and lessons learned from the Sustainability pilot projects, pilot the English 121 course in the Social Justice living learning community (LLC) as a potential strategy for making USD LLCs a quality high impact practice.

SOCSS identified the following people who possess the critical expertise to carry out this charge.

- 1. Sonia Zarate, PhD, Director, Undergraduate Research\*
- 2. Margaret Leary, Assistant Vice President for Strategic Initiatives and Programs\*
- 3. Ashley Barton, PhD, Director, Black Student Resource Center
- 4. Jonathan Bowman, PhD, Associate Dean, College of Arts and Sciences
- 5. Mark Ceder, Assistant Director, Outdoor Adventures
- 6. Kira Espiritu, Director, International Studies Abroad
- 7. Ryan Jumamil, Director, Student Support Services
- 8. Anne Koenig, PhD, Associate Professor
- 9. Michael Lovette-Colyer, PhD, Assistant Vice President, University Ministry
- 10. Marcelle Maese-Cohen, PhD, Assistant Professor\*
- 11. Merrick Marino, Assistant Dean, Center for Student Success
- 12. Kristin Moran, PhD, Professor
- 13. Tess Nunn Eves, Living Learning Community Coordinator
- 14. Jessica Patterson, PhD, Assistant Professor\*
- 15. Maria Silva, Mulvaney Center for Community, Awareness, and Social Action

\*attended the AAC&U Institute on High-Impact Practices and Student Success in June 2015.

## References

Association of American Colleges and Universities. (2013). *Ensuring Quality & Taking High-Impact Practices to Scale*. Washington, DC: Association of American Colleges and Universities.