

# *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	✓	✓

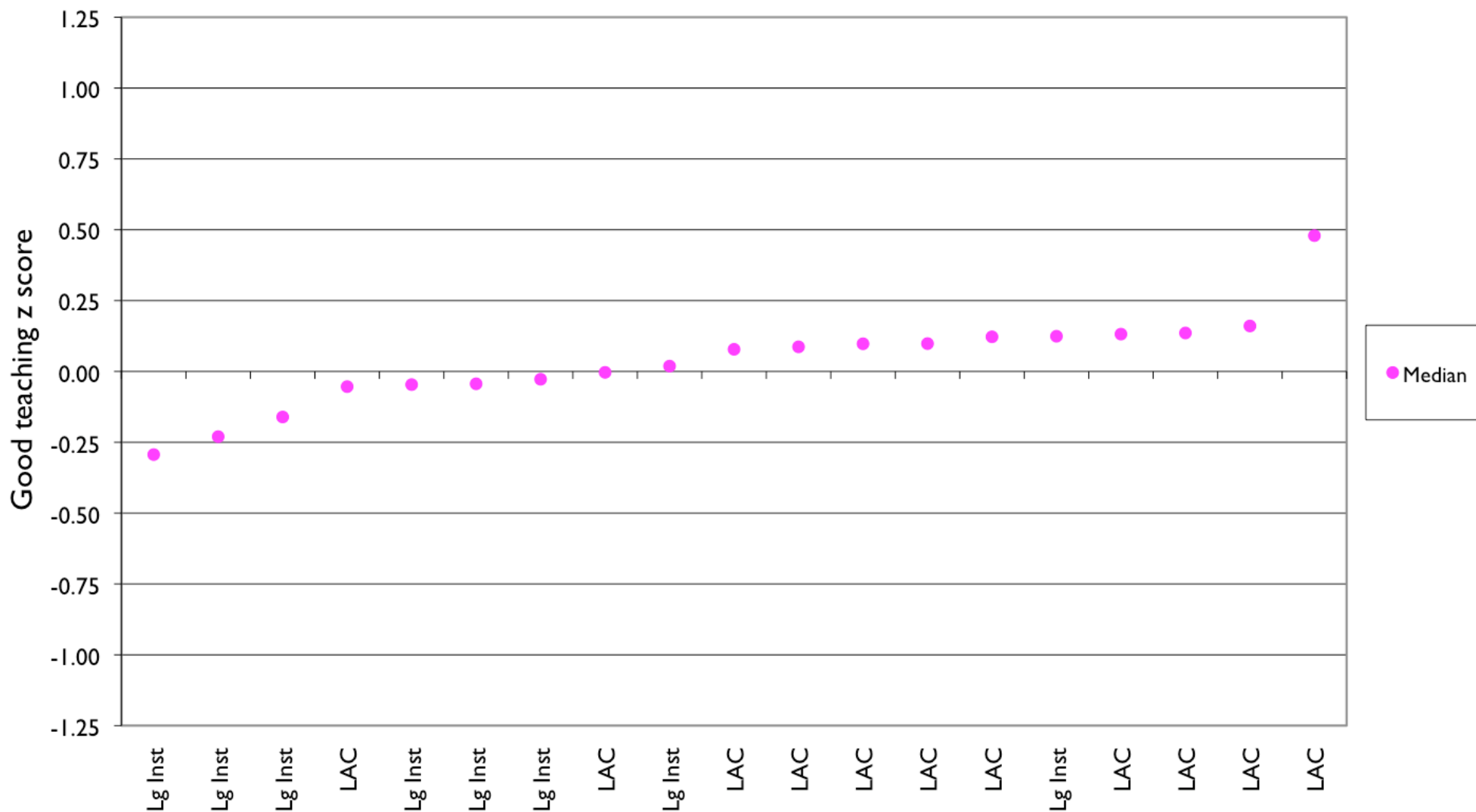
## *Potent Question*

- 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

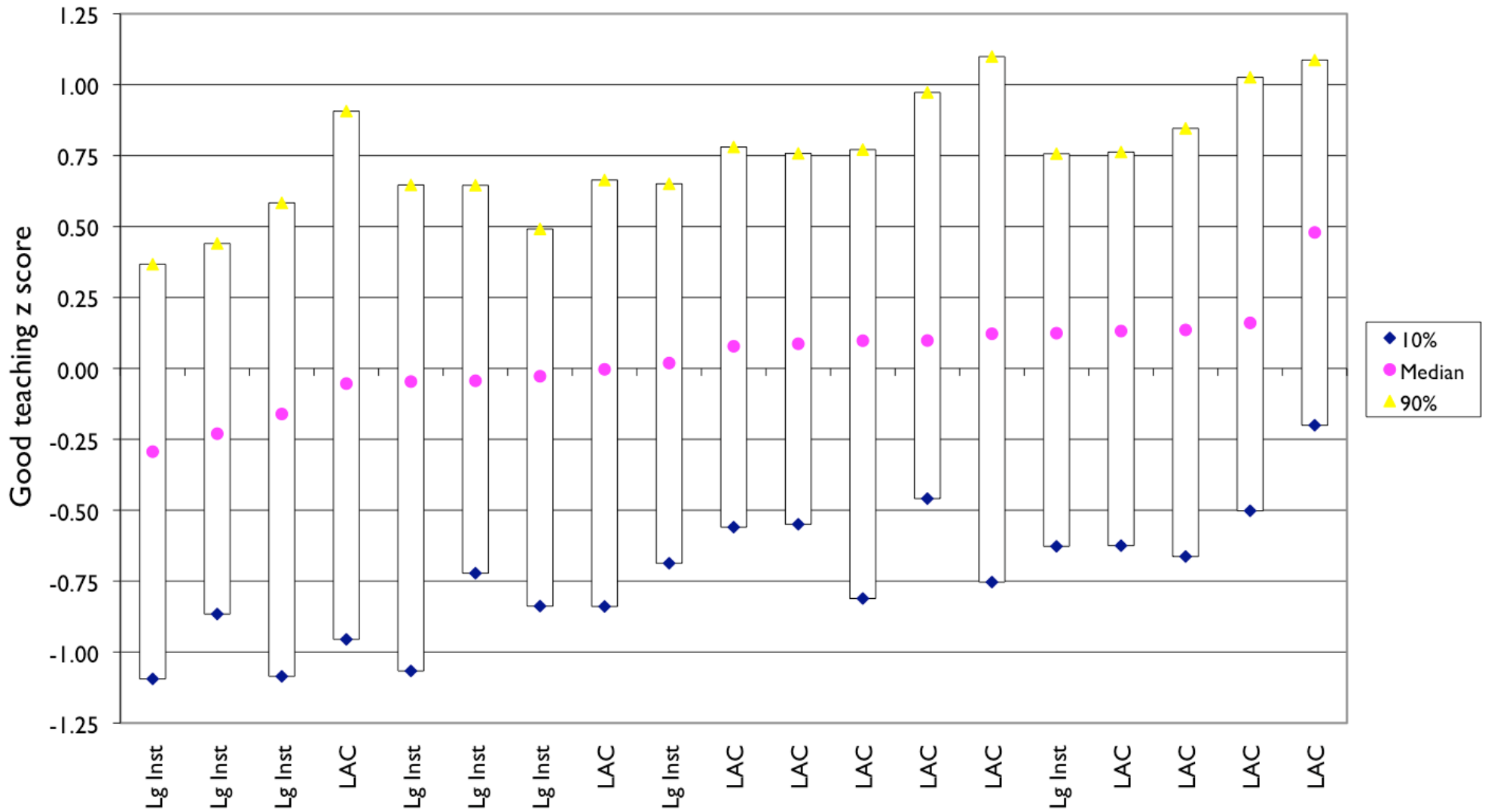
## *First challenge*

- 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*

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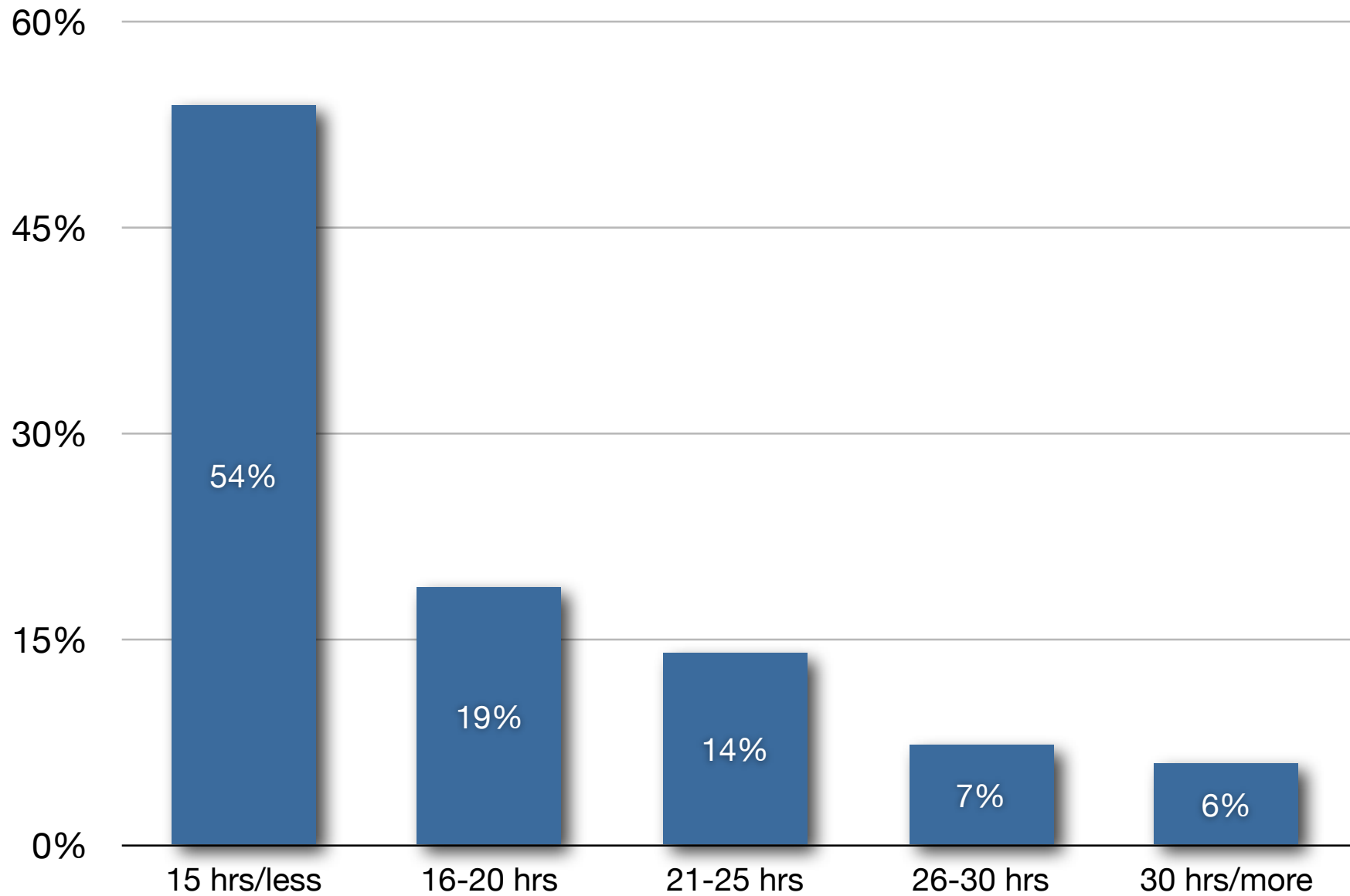
NSSE Deep Learning 39%

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>