

# STUDENT PERCEPTION OF HIGH IMPACT PRACTICES AND RELATED LEARNING OUTCOMES

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UNIVERSITY  
*of* GUELPH

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

**\*\*\*HIPs that facilitate Experiential Learning "EL Types"**

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

# 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

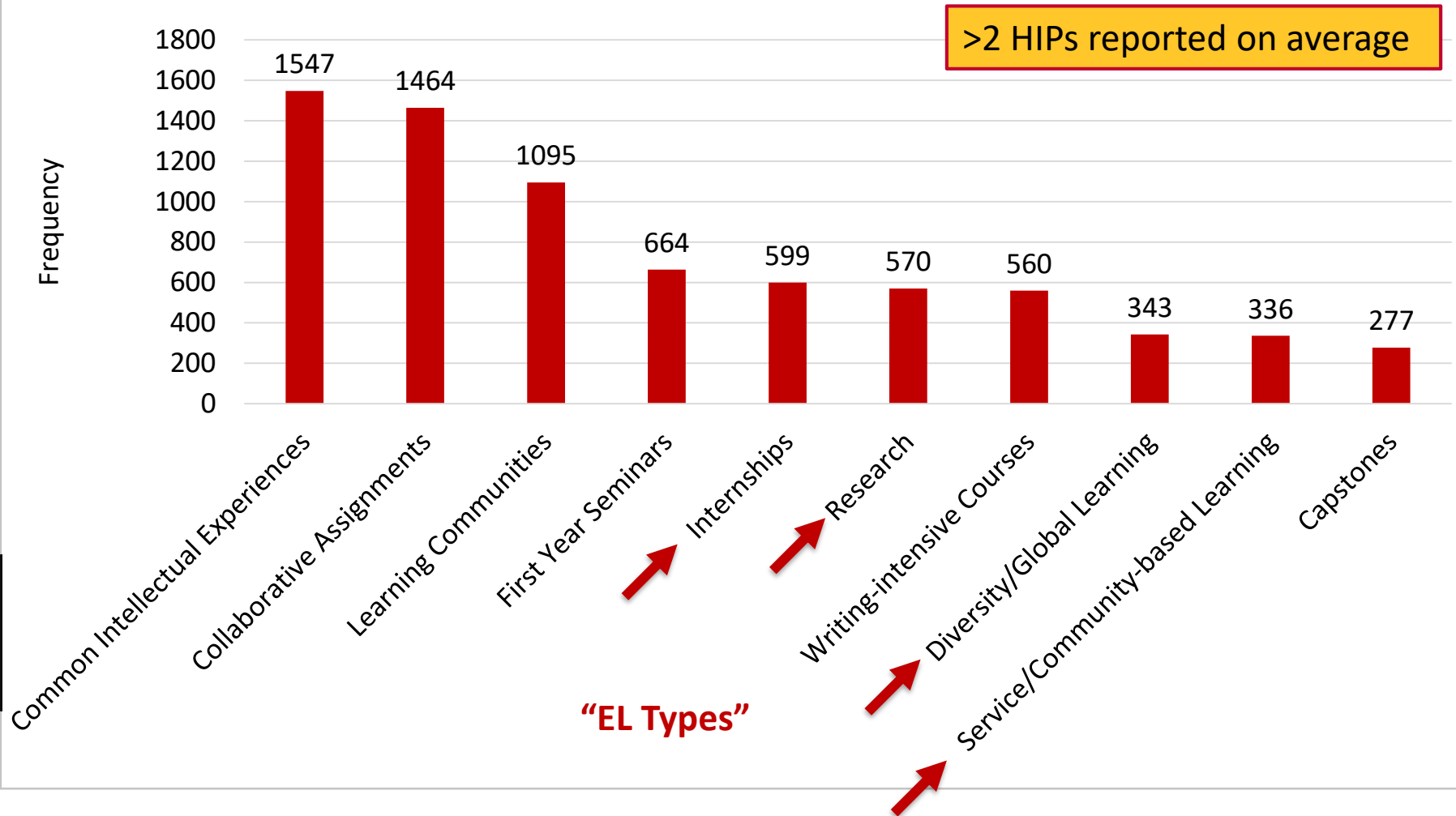
# WHO RESPONDED TO THE SURVEY?

- 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)



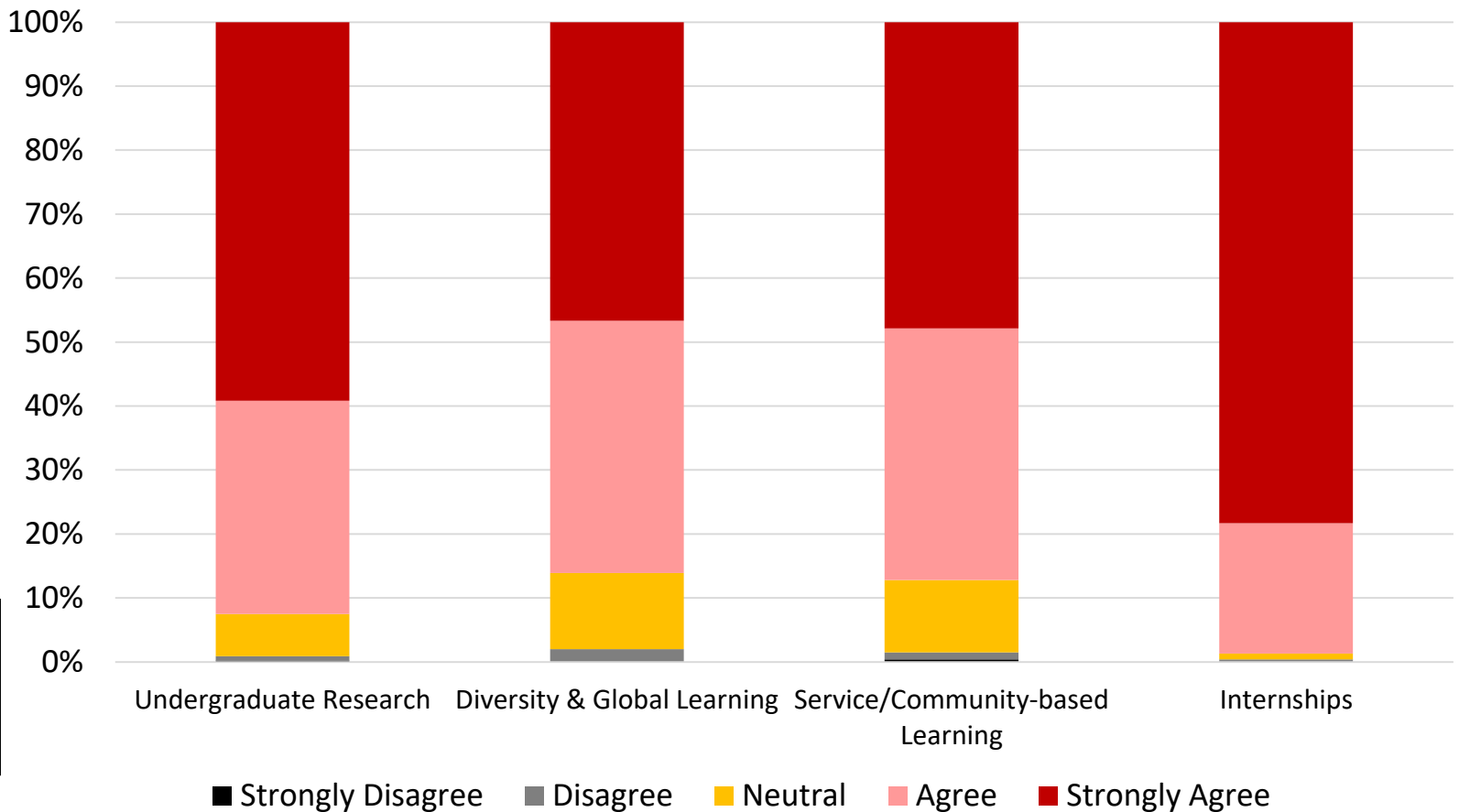
# WHAT HIPs ARE STUDENTS REPORTING?

Prevalence of HIPs Reported by Students



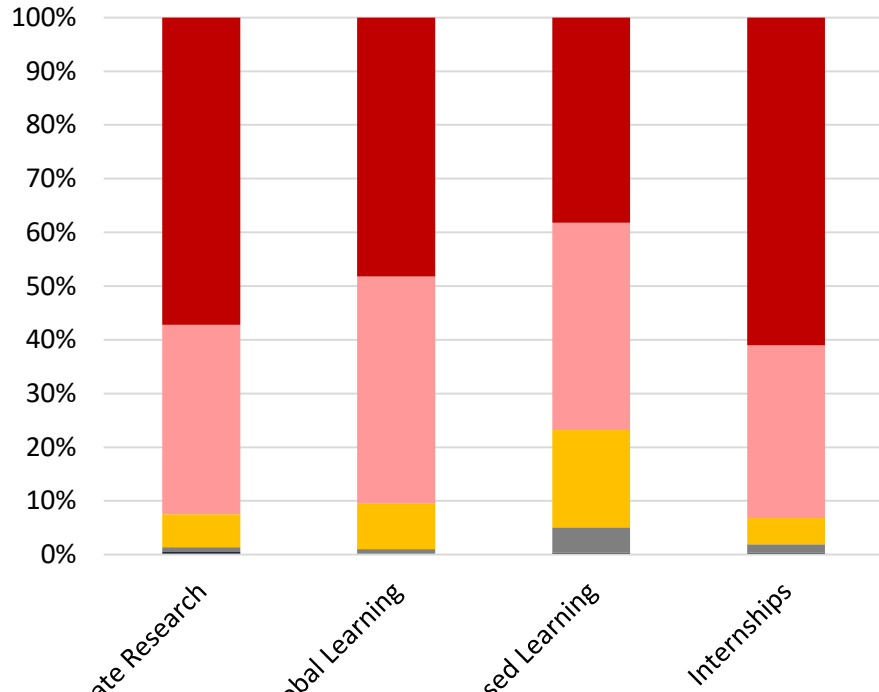
# DO STUDENTS AGREE THAT HIPs CONTRIBUTED TOWARDS THE DEVELOPMENT OF THE FIVE LOs?

## Professional & Ethical Behaviour

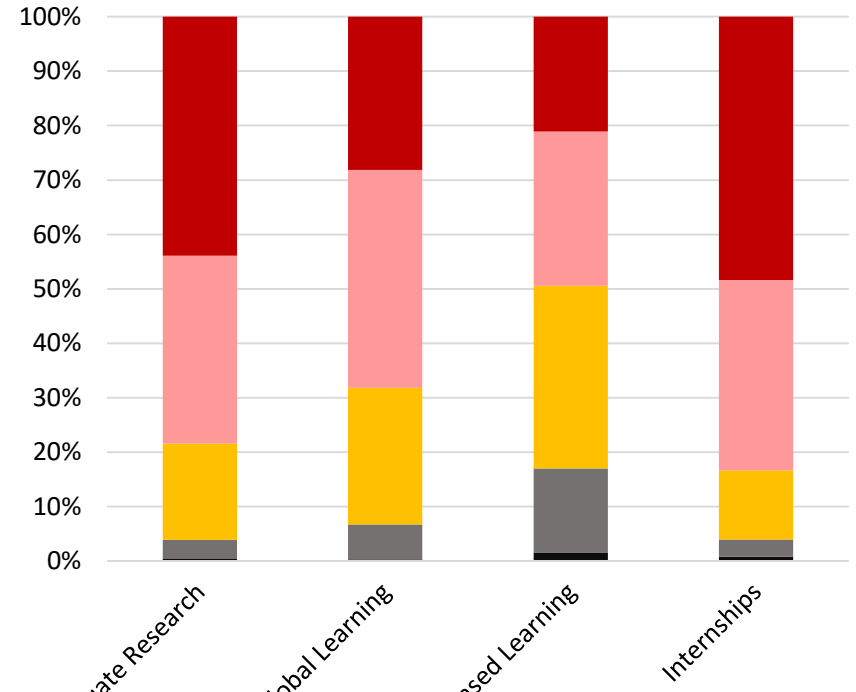


# DO STUDENTS AGREE THAT HIPs CONTRIBUTED TOWARDS THE DEVELOPMENT OF THE FIVE LOs?

## Critical/Creative Thinking



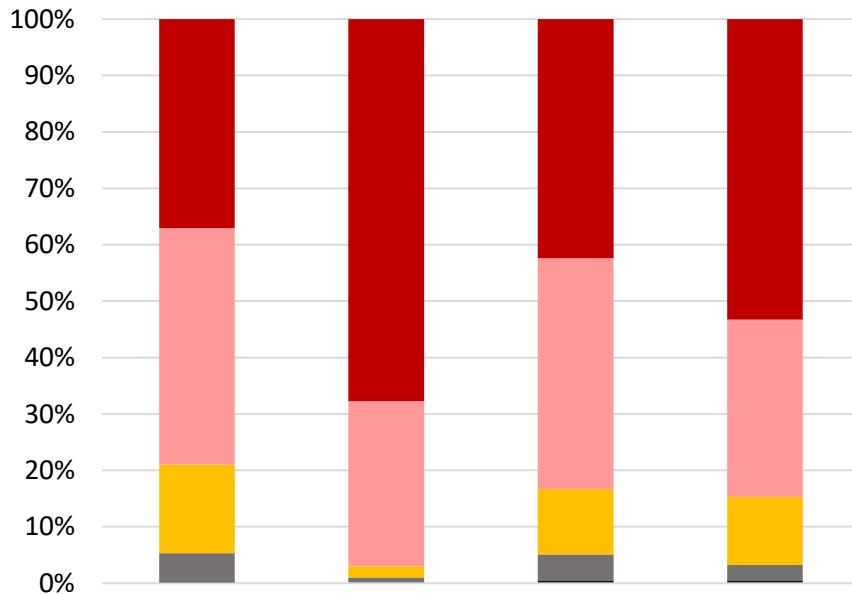
## Literacy



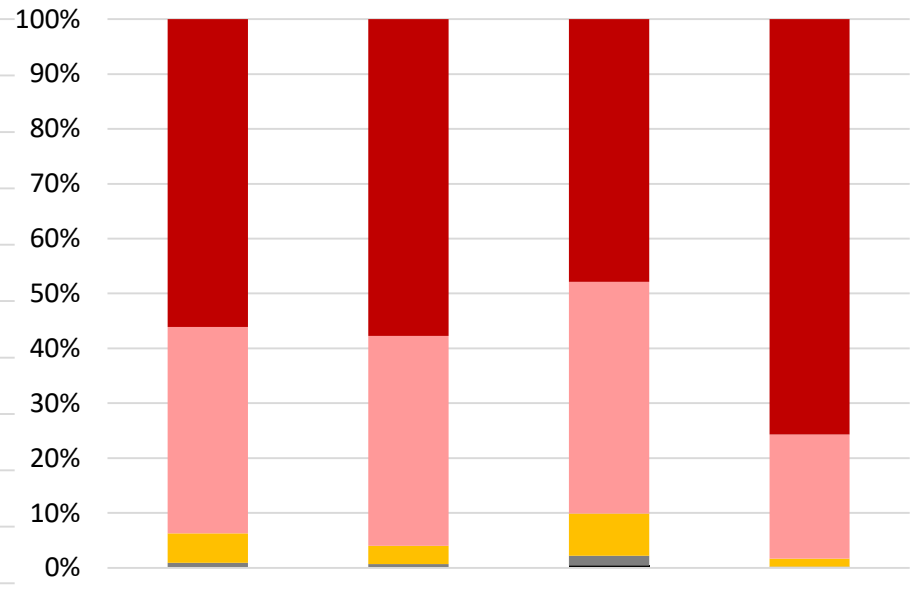
Strongly Disagree
  Disagree
  Neutral
  Agree
  Strongly Agree

# DO STUDENTS AGREE THAT HIPs CONTRIBUTED TOWARDS THE DEVELOPMENT OF THE FIVE LOs?

## Global Understanding



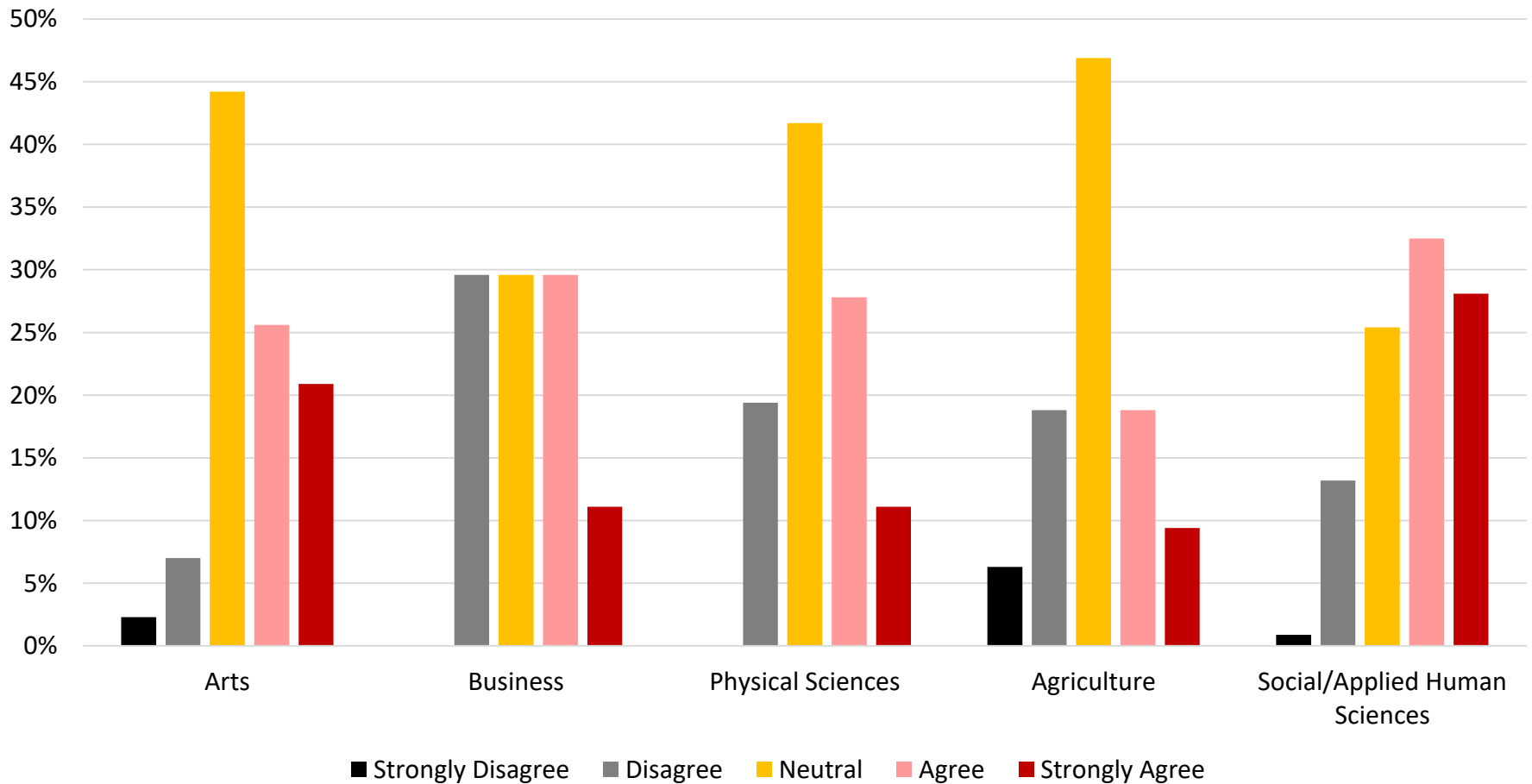
## Communicating



Strongly Disagree
  Disagree
  Neutral
  Agree
  Strongly Agree

# DO WE SEE DIFFERENCES ACROSS DISCIPLINES ON HOW STUDENTS RATED THE LOS?

## Literacy and Service/Community-based Learning



# 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

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The logo of the University of Guelph, featuring the text "UNIVERSITY of GUELPH" in a serif font, with "UNIVERSITY" and "GUELPH" in all caps and "of" in lowercase script. The logo is white on a black rectangular background.

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