

Students Taking the Wheel



Opting into High Impact Educational Experiences Outside of Class

4Cast 2015: Who is in Control?

Students as Creators, Collaborators, and "Consumers" of their Education

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High Impact Educational Experiences



Learning within class:

- Writing-Intensive courses
- Active and collaborative learning
- Academic cohort experiences

Learning outside the curriculum ...

- Student employment
- Peer mentoring
- Leadership development

Learning beyond class:

- Capstone projects and experiences
- Community-based service learning
- Diversity / Global learning
- Internships, field-based learning
- Undergraduate research

Kuh, G. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: American Association of Colleges and Universities.

High Impact Educational Experiences



Learning experiences that typically ...

- Depend on knowledge and abilities that students are developing in their courses
- Challenge students to integrate, extend, or deepen their knowledge beyond the setting in which they first encountered it
- Incorporate substantive engagement with people who don't share the student's knowledge, background, or experiences
- Have demonstrated positive effects on student engagement, persistence, and success in higher education

Learning beyond class:

- Capstone projects and experiences
- Community-based service learning
- Diversity / Global learning
- Internships, field-based learning
- Undergraduate research

Kuh, G., O'Donnell, K., & Reed, S. (2013). *Ensuring Quality & Taking High-Impact Practices to Scale*. Washington, DC: American Association of Colleges and Universities.

Capstone course or integrative senior project

Community-based service learning for academic credit

International or cross-cultural academic experience

Internship, practicum or field-based learning experience

Research with a professor outside of course requirements



Historically, little common university tracking of student participation

Starting in Fall 2013:

Student Participation

- *Senior Exit Survey*
Consistent with senior responses to SERU survey (Student Experience in the Research University)

Department Participation

- *High Impact Census*

Internship, practicum or field-based learning experience

61%

Capstone course or integrative senior project

43%

Community-based service learning for academic credit

27%

Research with a professor outside of course requirements

27%

International or cross-cultural academic experience

24%

0 20 40 60 80 100

 % of graduating seniors who report participating

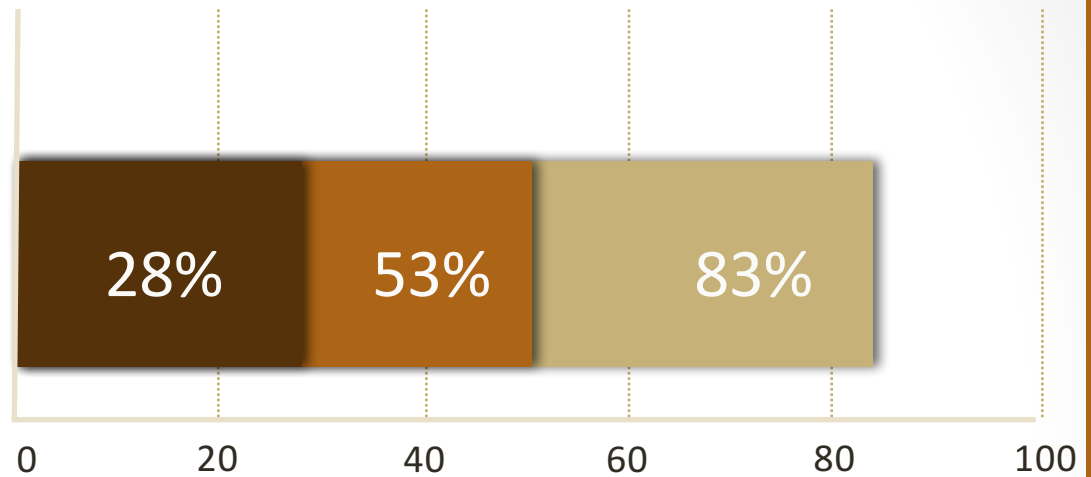
Internship, practicum or field-based learning experience

Capstone course or integrative senior project

Community-based service learning for academic credit

Research with a professor outside of course requirements

International or cross-cultural academic experience



% of students who report participating in:

- at least 1
- 2 or more
- 3 or more

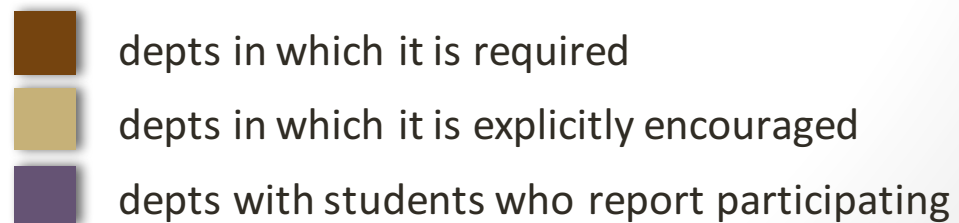
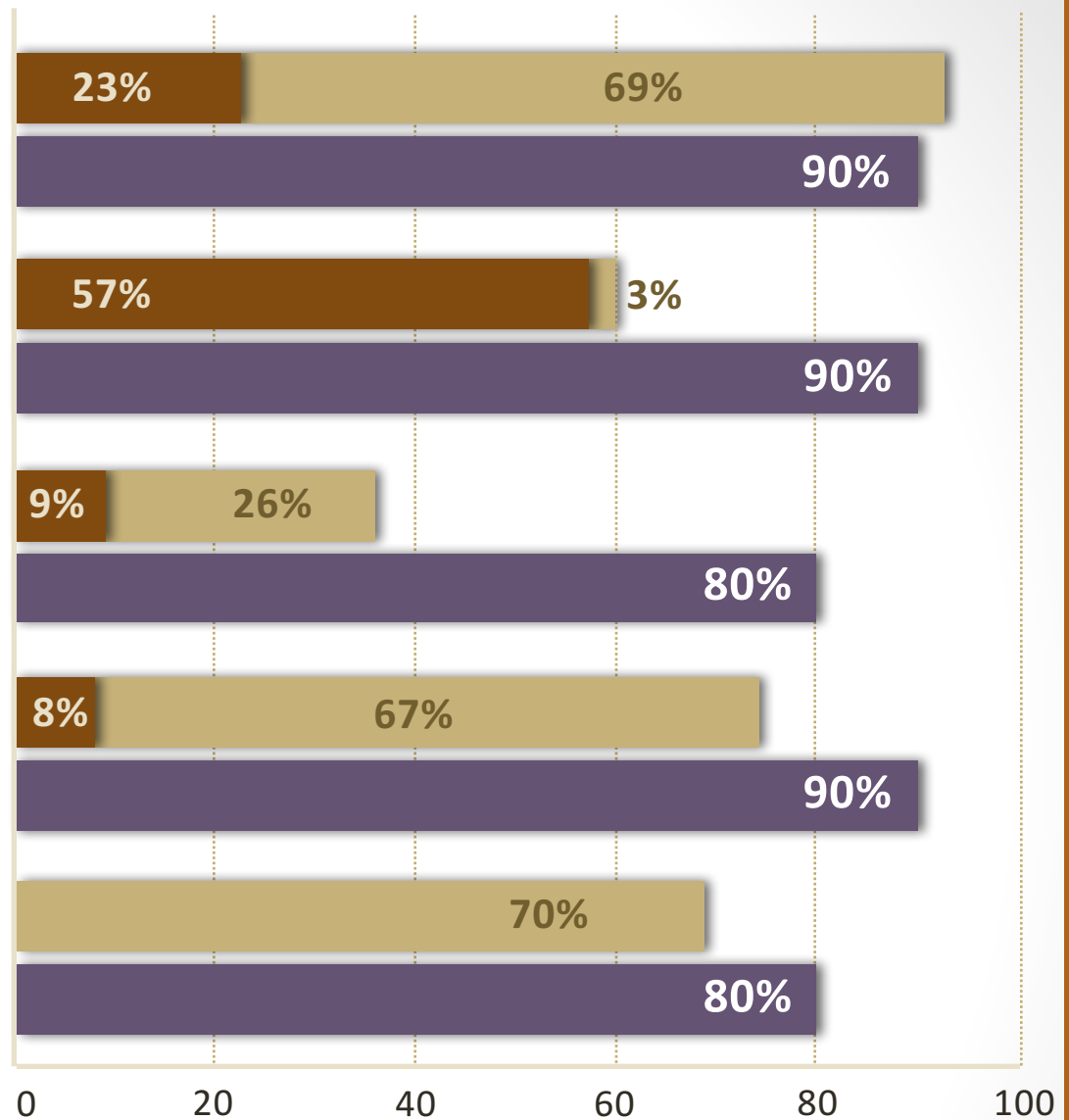
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Opting into High Impact Educational Experiences Outside of Class

- Many students seek out and participate in these experiences even when they are **not required** for graduation.
- Students who take part in these experiences are not the exception. The **majority of UI students** (> 4 out of 5) are taking part in at least one of these experiences; more than half are taking part in two or more.
- In **almost all majors**, at least some students are taking part in these experiences at some point during their time as undergraduates.
- For those who don't opt in, is it an active decision not to take part, or are they encountering **obstacles to participation?**