High-Impact Educational Practices: What Are They?

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Center for Community College Student Engagement

2015 Conference on First-Year Experience
Monday, February 9
Identifying and Promoting High-Impact Educational Practices in Community Colleges

- Student and faculty participation in promising practices
- Institutional conditions within which promising practices are implemented
- What extent are promising practices related to:
  - overall student engagement
  - to student-reported outcomes
Identifying and Promoting High-Impact Educational Practices in Community Colleges - Cont’d

- Analyzed data from four surveys
- Focus groups
- Institutes
- National Reports
- Web-based resources
Four Sources of Information

**SENSE** is administered during weeks four and five of the fall academic term in classes most likely to enroll first-time students. **SENSE** focuses on students’ experiences from the time of their decision to attend their college through the end of the first three weeks of the fall term. The survey collects data on practices that are most likely to strengthen early student engagement. Entering students are those who indicate that it is their first time at the college where the survey is administered.

**CCSSE**, administered in the spring, surveys credit students and gathers information about their overall college experience. It focuses on educational practices and student behaviors associated with higher levels of learning, persistence, and completion.

**CCFSSE** is administered in conjunction with **CCSSE** to all faculty teaching credit courses in the academic term during which the college is participating in the student survey. The faculty survey reports on instructors’ perceptions about student experiences as well as data about their teaching practices and use of professional time.

**CCIS**, the Center’s newest instrument, was developed as part of the Center’s initiative on identifying and promoting high-impact educational practices in community colleges. **CCIS** collects information about whether and how colleges implement a variety of promising practices.
First in a Three Part Series of Data Collection, Analysis, and Reporting
High-Impact Educational Practices

• Assessment and Placement
• Orientation
• Academic Goal Setting and Planning
• Registration Before Classes Begin
• Accelerated or Fast-Track Developmental Education
• First-Year Experience
• Student Success Course
• Learning Community
• Class Attendance
• Alert and Intervention
• Experiential Learning Beyond the Classroom
• Tutoring
• Supplemental Instruction
Structured Group Learning Experiences

Practices that ensure students are successful in the early weeks and then through the first year of college:

• Orientation
• Accelerated or Fast-track Developmental Education
• First-year Experience
• Student Success Course
• Learning Community
Colleges that Have SGLEs

Among responding colleges, the percentage that have any kind of such a program

- **Orientation**: 97% (475 of 489)
- **Accelerated or fast-track developmental education**: 59% (283 of 476)
- **First-year experience**: 59% (311 of 523)
- **Student success course**: 84% (402 of 481)
- **Learning community**: 54% (274 of 505)

Source: 2012 CCIS data. US colleges only.
Components of Structured Group Learning Experiences: Orientation

Among 286 colleges reporting they have one or more programs

- Information about and/or use of the college’s personal/social support services: 88%
- Information about and/or use of the college’s academic support network: 86%
- Use of information resources (e.g., library, finding and evaluating sources): 63%
- Time-management skills: 53%
- Tutoring: 51%

Source: 2012 CCIS data.
Components of Structured Group Learning Experiences: Accelerated or Fast-Track Developmental Education

Among 120 colleges reporting they have one or more programs

- Tutoring: 73%
- Study Skills: 55%
- Basic technology skills (e.g., using the Internet, word processing): 51%
- Information about and/or use of the college's academic support network: 46%
- Test-taking skills: 46%

Source: 2012 CCIS data.
Components of Structured Group Learning Experiences: First-Year Experience

Among 166 colleges reporting they have one or more programs

- Time-management skills: 93%
- Study skills: 89%
- Use of information resources (e.g., library, finding and evaluating resources): 89%
- Information about and/or use of the college's academic support network: 88%
- Information about and/or use of the college's personal/social support services: 87%

Source: 2012 CCIS data.
Components of Structured Group Learning Experiences: Student Success Course

Among 238 colleges reporting they have one or more courses

- Time-management skills: 96%
- Study skills: 95%
- Note-taking skills: 92%
- Test-taking skills: 91%
- Use of information resources (e.g., library, finding and evaluating resources): 88%

Source: 2012 CCIS data.
Components of Structured Group Learning Experiences: Learning Community

Among 160 colleges reporting they have one or more programs

- Study/assignments focused on a common theme: 75%
- Use of information resources (e.g., library, finding and evaluating resources): 68%
- Common reading(s): 68%
- Information about and/or use of the college’s academic support network: 65%
- Study skills: 65%

Source: 2012 CCIS data.
### Components of Structured Group Learning Experiences

| Study Skills                      | • First-Year Experience  
|                                 | • Accelerated or Fast-Track Developmental Education  
|                                 | • Student Success Course  |
| Tutoring                         | • Orientation  
|                                 | • Accelerated or Fast-Track Developmental Education  |
| Time-Management                  | • Orientation  
|                                 | • First-Year Experience  
|                                 | • Student Success Course  |
| Information about and/or use of college’s academic support network | • Orientation  
|                                 | • Accelerated or Fast-Track Developmental Education  
|                                 | • First-Year Experience  
|                                 | • Learning Community  |
| Use of information resources (e.g., library, finding and evaluating sources) | • Orientation  
|                                 | • First-Year Experience  
|                                 | • Student Success Course  
|                                 | • Learning Community  |
| Information about and/or use of the college’s personal/social support services | • Orientation  
|                                 | • First-Year Experience  |
Small-scale success does not solve big-scale problems…
Design, Scale, Implementation, and Intensity

- **Design** practices and programs for high impact.
- **Implement** with purpose and include evaluation.
- Engineer programs for **scale**, and require them for all students who can benefit from them.
- Boost **intensity** by weaving multiple high-impact practices together.
I Have a Goal!

On the SENSE survey, entering students say…

80%
want to obtain an associate degree.

75%
want to transfer to a four-year institution.

58%
want to complete a certificate program.

Source: SENSE 2013
How Long Will It Take Me to Reach My Goal?

Based on my academic goals at this college, I believe it will take me about 1-2 years to reach them...

52%

Source: 2013 SENSE Promising Practices data
Reality Check…

Only 54%

…earn a certificate, a degree, or are still enrolled six years later.

Nearly half of all community college students entering in the fall term drop out before the second fall term begins.


SENSE Promising Practice Items

- Entering students and class attendance

All Instructors Explain Class Attendance Policy

- 24% YES
- 76% NO

Class Attendance In The First Three Weeks

- 26% Not Skipped
- 74% Skipped

Source: 2013 SENSE data and 2013 SENSE Promising Practices data
What students say about skipping class
CCSSE and CCFSE
CCSSE Promising Practice Items

During my first term at this college

Students Say…

Orientation
(first term & prior to beginning of classes) 63%

First-Year Experience 23%

Student Success Course 18%

Source: 2014 CCSSE Promising Practices data
CCFSSE Promising Practice Items combined with Student responses

11%

of CCSSE respondents reported that they registered for class after the first class session has started

59%

of faculty responders say that at least one student registered late for a class

Students are not always well-informed
CCIS, CCSSE, CCFSSE
## CCIS, CCSSE, CCFSSE Promising Practices

<table>
<thead>
<tr>
<th>Promising Practice</th>
<th>Colleges That Report Having It</th>
<th>Students Who Report Doing It</th>
<th>Full-Time Faculty Who Teach or Facilitate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>97%</td>
<td>60%</td>
<td>15%</td>
</tr>
<tr>
<td>Student Success Course</td>
<td>84%</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>First-Year Experience</td>
<td>61%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Learning Community</td>
<td>54%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Accelerated Developmental Education</td>
<td>68%</td>
<td>21%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Sources: 2012 CCIS data, 2012 CCSSE data, 2012 CCFSSE data
Supplemental Instruction

- Students who use it: 20%
- Faculty who make it available: 91%
- Colleges that offer it: 61%

Source: 2012 CCSSE data, CCFSEE 2012 data, CCIS 2012 data
A Student Speaks about SI
Second in a Three Part Series of Data Collection, Analysis, and Reporting

A Matter of Degrees

Engaging Practices

Engaging Students

High-Impact Practices for Community College Student Engagement

CENTER FOR COMMUNITY COLLEGE STUDENT ENGAGEMENT
CCSSE Benchmarks

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student Faculty Interaction
- Support for Learners
SENSE Benchmarks

✓ Early Connections
✓ High Expectations and Aspirations
✓ Clear Academic Plan and Pathway
✓ Effective Track to College Readiness
✓ Engaged Learning
✓ Academic and Social Support Network
2014 CCSSE Benchmark Scores by Orientation

<table>
<thead>
<tr>
<th>Category</th>
<th>Participated in Orientation</th>
<th>Did Not Participate in Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>51.7</td>
<td>46.9</td>
</tr>
<tr>
<td>Student Effort</td>
<td>52.1</td>
<td>46.1</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>52.0</td>
<td>46.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>52.0</td>
<td>46.5</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>52.9</td>
<td>44.6</td>
</tr>
</tbody>
</table>

Sources: 2014 CCSSE data
Views of Orientation
2014 CCSSE Benchmark Scores by First Year Experience Program

<table>
<thead>
<tr>
<th>Category</th>
<th>Participated in First Year Experience</th>
<th>Did not participate in First Year Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>54.3</td>
<td>48.0</td>
</tr>
<tr>
<td>Student Effort</td>
<td>54.3</td>
<td>47.8</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>53.1</td>
<td>48.8</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>55.1</td>
<td>47.7</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>56.5</td>
<td>46.9</td>
</tr>
</tbody>
</table>

Sources: 2014 CCSSE data
2014 CCSSE Benchmark Scores by Learning Community

<table>
<thead>
<tr>
<th>Category</th>
<th>Participated in Learning Community</th>
<th>Did not Participate in Learning Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>59.0</td>
<td>48.4</td>
</tr>
<tr>
<td>Student Effort</td>
<td>56.9</td>
<td>48.6</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>54.4</td>
<td>49.4</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>58.0</td>
<td>48.6</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>58.9</td>
<td>48.3</td>
</tr>
</tbody>
</table>

Sources: 2014 CCSSE data
2014 CCSSE Benchmark Scores by Student Success Course

- Active and Collaborative Learning: 54.5 vs. 48.2
- Student Effort: 55.6 vs. 47.8
- Academic Challenge: 53.3 vs. 49.0
- Student-Faculty Interaction: 55.5 vs. 47.9
- Support for Learners: 57.3 vs. 47.2

Sources: 2014 CCSSE data
### 2014 CCSSE Benchmark Scores by Accelerated Developmental Education

<table>
<thead>
<tr>
<th>Category</th>
<th>Participated in Accelerated Developmental Course</th>
<th>Did Not Participate in Accelerated Developmental Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>55.2</td>
<td>47.5</td>
</tr>
<tr>
<td>Student Effort</td>
<td>55.6</td>
<td>47.9</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>53.7</td>
<td>48.5</td>
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<td>Student-Faculty Interaction</td>
<td>56.0</td>
<td>47.3</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>56.1</td>
<td>47.5</td>
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Sources: 2014 CCSSE data
Higher Engagement = Higher Graduation Rates

3 of the 5 CCSSE Benchmarks:

- Active and Collaborative Learning
- Student-Faculty Interaction
- Support for Learners

“correlated to a statistically significant degree with IPEDS graduation rates.”

Derek Price & Esau Tovar, 2014
Third in a Three Part Series of Data Collection, Analysis, and Reporting
Positive Relationships Between High-Impact Practices and Student Outcomes…

- Completion of at least one developmental education course with grade of C or better
- Completion of at least one gatekeeper course with a grade of C or better
- Persistence (fall-to-spring and fall-to-fall)
Completion of at Least One Developmental Education Course With a Grade of C or Better

STUDENT SUCCESS COURSE

OUTCOMES

SENSE developmental students

who reported participating in | were | to successfully complete | N=2,834 | p<0.0001
---|---|---|---|---
a student success course | 1.40 times more likely | a developmental math course |
a student success course | 4.49 times more likely | a developmental English course |

than were students who did not report participating in a student success course.

Source: SENSE-linked student record data (entering students)
Completion of at Least One Gatekeeper Course With a Grade of C or Better

FIRST-YEAR EXPERIENCE

OUTCOMES

SENSE developmental students

who reported participating in a first-year experience were 1.52 times more likely to successfully complete a gatekeeper English course than were students who did not report participating in a first-year experience.

Source: SENSE-linked student record data (entering students)
First-Generation College Student Achievement and the First-Year Seminar: A Quasi-Experimental Design

- Data from 266 first-generation students in an FYS and used a quasi-experimental design incorporating hierarchical propensity score matching techniques to form quasi-control groups.
- The results show the seminar had a significant positive effect on achievement (an overall GPA difference of 0.71 points) and persistence (an overall 17% difference).

Journal of The First-Year Experience & Students in Transition, (Vaughan, Angela; Parra, Janessa; Lalonde, Trent) Volume 26, Number 2, Fall 2014, pp. 51-67(17)
Persistence (Fall-to-Spring and Fall-to-Fall)

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSSE non-developmental students</td>
<td></td>
</tr>
<tr>
<td>who reported participating in</td>
<td>were</td>
</tr>
<tr>
<td>any orientation</td>
<td><strong>1.30 times</strong> more likely</td>
</tr>
<tr>
<td>any orientation</td>
<td><strong>1.24 times</strong> more likely</td>
</tr>
</tbody>
</table>

than were students who did not report participating in any orientation.

Source: CCSSE-linked student record data
### Key Design Features of Pathways

- Aligning Levels of Learning
- Coalescing Arts and Sciences With Career and Technical Education
- Integrating Student Learning and Support
- Connecting Classroom Learning to Applied Learning
- Merging Curricular and Co-Curricular Learning
- Bridging the For-Credit versus Non-Credit Gap

*Donna Dare, Kay McClenny and Susan Thomason, 2013.* - “Premises and Promise: Developing New Pathways for Community College Students.”
It’s Not Just About Having a list of High-Impact Practices…

The effectiveness of educational practice depends on:

- A Strong Start
- Clear, coherent pathways
- Integrated support
- High expectations
- Intensive and Inescapable student engagement
- Design for Scale
- Professional Development
If nothing changes, Nothing changes

What one thing are you personally committed to do this year to improve first-year student engagement?

Write down one “I want”
Write down one “I will”
Questions?

Today’s presentation is posted on the Center’s website:

http://www.ccsse.org/center/resources/presentations.cfm