

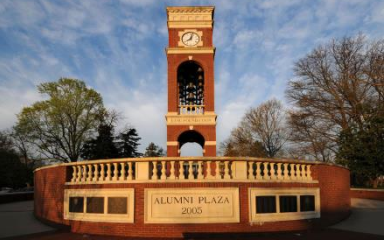


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# Designing High Impact Practices: Living-Learning Community Partnerships

TASSR 2016  
Chattanooga, TN  
Thursday, October 13, 2016

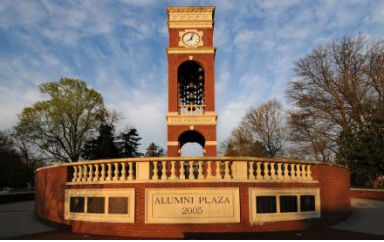


# Outline

- **Introductions**
- **Defining High Impact Practice**
- **LLCs, FYS, and SL Experiences**
- **HIPs in ETSU Housing and Residence Life**
- **Building Partnerships**
- **Questions and Answers**



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# Introductions



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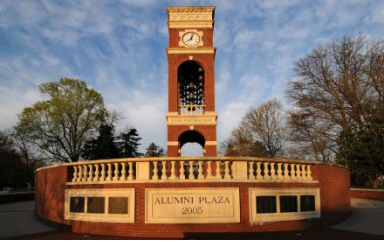


*Retention and graduate are best described as partial indicators of student success – necessary, but scarcely sufficient. The college degree is meaningful, after all, only when it represents forms of learning that are both valued by society and empowering to the individual. Twenty-first-century metrics for student success need to capture that reality. They need to address evidence about the quality of learning as well as evidence about persistence and completion.* - C. Geary Schneider, President of AAC&U

*High-Impact Educational Practices : What They Are, Who Has Access to Them, and Why They Matter (2008)*



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# Essential Learning Outcomes (ELOs)

**Connected to the goals of a liberal education, but aim to move beyond traditional definitions to place learning within the context of real-world application.**



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# Essential Learning Outcomes (ELOs)

## *The Essential Learning Outcomes*

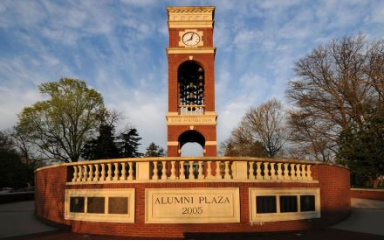


**Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:**

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# Essential Learning Outcomes (ELOs)

## ★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

---

## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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# Essential Learning Outcomes (ELOs)

## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*



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### Chart B

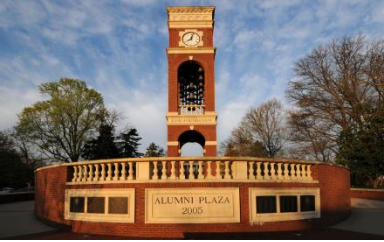
## Employer Views on Achievement of Essential Learning Outcomes:

### 2008 NATIONAL SURVEY FINDINGS

	Very Well Prepared (8-10 ratings)*	Not Well Prepared (1-5 ratings)*	Mean Rating*
Global Knowledge	18%	46%	5.7
Self-direction	23%	42%	5.9
Writing	26%	37%	6.1
Critical Thinking	22%	31%	6.3
Adaptability	24%	30%	6.3
Self-knowledge	28%	26%	6.5
Oral Communication	30%	23%	6.6
Quantitative Reasoning	32%	23%	6.7
Social Responsibility	35%	21%	6.7
Intercultural Skills	38%	19%	6.9
Ethical Judgment	38%	19%	6.9
Teamwork	39%	17%	7.0

\* ratings on 10-point scale: 10 = recent college graduates are extremely well prepared on each quality to succeed in entry-level positions or be promoted/advance within the company

*Note: These findings are taken from a survey of employers commissioned by the Association of American Colleges and Universities and conducted by Peter A. Hart Associates in November and December 2007. For a full report on the survey and its complete findings, see [www.aacu.org/leap](http://www.aacu.org/leap).*



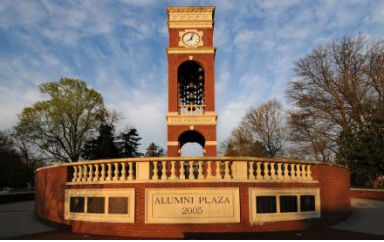
# High-Impact Educational Practices

***Teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds.***

Kuh, G.D. (2008) . *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter.*



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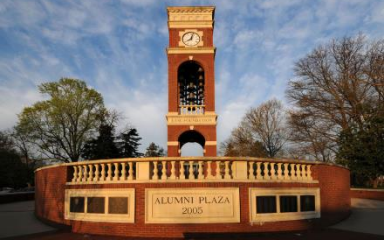


# High-Impact Educational Practices

- **First-Year Seminars and Experiences**
- **Common Intellectual Experiences**
- **Learning Communities**
- **Writing-Intensive Courses**
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- **Diversity/Global Learning**
- **Service Learning, Community-Based Learning**
- **Internships**
- **Capstone Courses and Projects**



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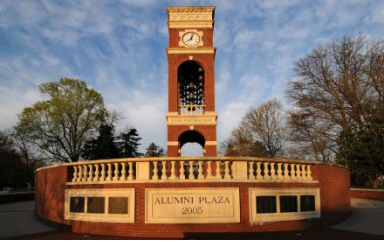


## First-Year Seminars and Experiences

*Seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest quality FYEs place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.*



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# Impact of FYS and FYE

## First-Year Seminars and Experiences

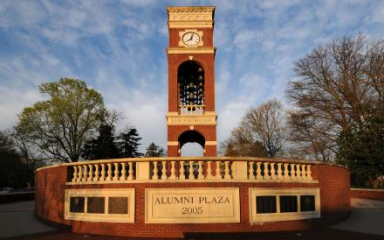
*These courses contribute to students' educational, personal, and interpersonal outcomes in a number of areas:*

- *Persistence to the second year*
- *Grade point average*
- *Satisfaction with faculty, peers, and the institution*
- *Use of campus services*
- *Interaction with faculty*
- *Development of academic, interpersonal, and communication skills*

Greenfield, G., Keup, J. and Gardner, J. (2013). *Developing and Sustaining Successful First-Year Programs: A Guide for Practitioners*



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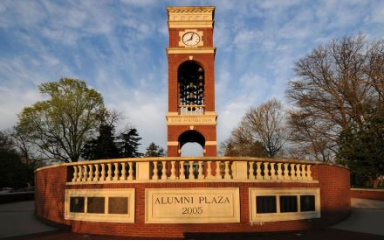


## Learning Communities

*Encourage integration of learning across courses that involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and their professors.*



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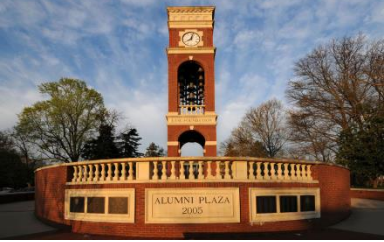


## Diversity/Global Learning

*Courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies – which may address U.S. diversity, world cultures, or both – often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.*



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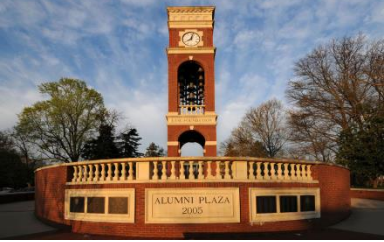
## Service Learning, Community-Based Learning

*Give students direct experience with issues they are studying in the curriculum with ongoing efforts to analyze and solve problems in the community.*



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## Service Learning, Community-Based Learning

*Can be an ideal activity to pair with other high-impact activities to lead to even greater gains for students because it is a powerful integrative tool...it focuses students on “real” world (unscripted) problems and issues, and broadens students’ thinking about what it means to be a part of a community beyond the campus.*

Brownell, J., Swaner, L. (2009). *High-Impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs*



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## Chart C

# Achieving the Goals of Liberal Education:

## CONNECTING ESSENTIAL LEARNING OUTCOMES WITH HIGH-IMPACT PRACTICES

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### FOSTERING BROAD KNOWLEDGE OF HUMAN CULTURES AND THE NATURAL WORLD

- Common intellectual experiences (exploring “big questions” in history, cultures, science, and society)
  - Undergraduate research
  - Learning communities (multiple courses linked to a “big question”)
  - Diversity, civic, and global learning
  - Capstone courses
- 

### STRENGTHENING INTELLECTUAL AND PRACTICAL SKILLS

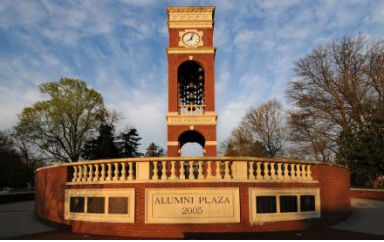
- First-year seminars and experiences
  - Writing-intensive courses (across the curriculum)
  - Skill-intensive courses (quantitative reasoning, oral communication, and information literacy across the curriculum)
  - Collaborative assignments and projects
  - Undergraduate research
  - Internships
- 

### DEEPENING PERSONAL AND SOCIAL RESPONSIBILITY

- Common intellectual experiences (exploring “big questions” in history, culture, science, and society)
  - Diversity, civic, and global learning
  - Ethics-intensive courses
  - Collaborative assignments and projects
  - Service and community-based learning
- 

### PRACTICING INTEGRATIVE AND APPLIED LEARNING

- Learning communities (multiple courses linked to a “big question”)
- Undergraduate research
- Service and community-based learning
- Internships
- Capstone projects and culminating experiences



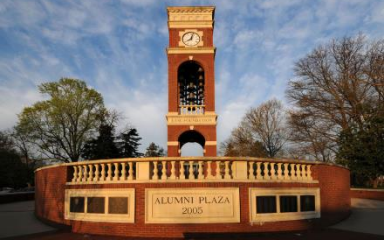
# Residential Learning Programs (or Living-Learning Programs)

*Promote interactions among students, residence hall professionals, and faculty in both formal and informal settings, which helps to build a sense of community among all participants.*

Greenfield, G., Keup, J. and Gardner, J. (2013). *Developing and Sustaining Successful First-Year Programs: A Guide for Practitioners*



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# DEEP Learning

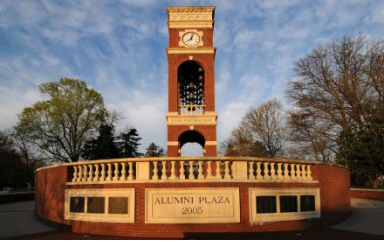
## Documenting Effective Educational Practice (DEEP)

***Institutions that foster student success offer a variety of effective models, all of which share a common characteristic: their campus residences augment, complement, and enrich students' academic experiences."***

<http://nsse.iub.edu/html/projectDEEP.cfm>



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# National Study of Living-Learning Programs

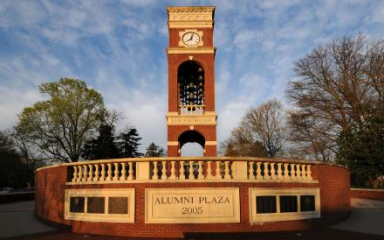
**Living-Learning Programs with the strongest outcomes for students are most likely to:**

- **Have a strong partnership and presence of both student affairs and academic affairs**
- **Are able to identify clear learning objectives and incorporate a strong academic focus throughout the program**
- **Capitalize on the context of the community in which they are housed and create opportunities for learning wherever and whenever it occurs**

Brower, A. & Inkelas, K. (2010). *Living-learning programs: One high-impact educational practice we now know a lot about.*



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# Impact of Living-Learning Programs

**Skills in the category of personal and social responsibility and such practical skills as oral communication and teamwork are likely to be fostered in residential learning communities, which reflect the positive aspects of community, and the interactional skills and behaviors promoted through participation in student affairs programs.**

Kuh, G.D., Kinzie, J., Schuh, J., Whitt, E., and associates. (2005) *Student Success in College: Creating Conditions that Matter*.



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# HIPs in ETSU Housing and Residence Life



<http://www.etsu.edu/students/housing/lrc.aspx>



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# Learning Communities and FYS



Foundations of Student Success



University Honors Scholars  
Colloquium

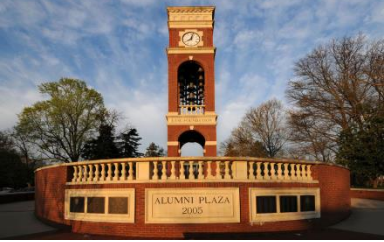


Cohort coursework and Health  
Professions Exploration



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# Alternative Spring Break Trip

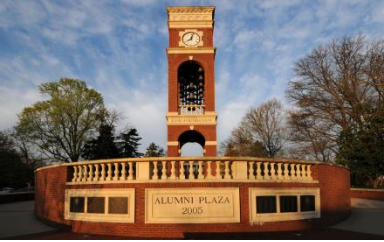
## Exploring the Civil Rights Movement: History and Today

### Participants will:

- *Gain an insight into historical policies and events that shape our modern society*
  - *Engage in service within local communities in Montgomery and Selma*
- *Develop a personal knowledge and commitment to civic duties and responsibilities*
- *Identify ways to be empowered for change on the ETSU campus and as global citizens*
- *Explore history through sightseeing and guided tours and have fun during the week!*



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# Travel Study Spring 2017

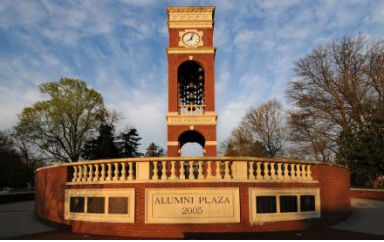
## Building a Global Perspective: Examining Education and Poverty

### Participants will:

- *Enroll in 4 credit hours of courses for spring 2017:*
  - *HDAL 2957: Special Topics: Exploring Issues of Poverty and Education with Indigenous Peoples (1 credit hour)*  
*HDAL 2340: Understanding Cultural Diversity (3 credit hours)*
- *Participate in a cultural exchange with the Eastern Band of the Cherokee Nation*
- *Engage in travel study at the Pueblo of Jemez in New Mexico during spring break (March 4-11, 2017), which will include on-site community service opportunities*
- *Explore issues of poverty, education, power, and privilege through course learning and travel study*



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# Student Participation in HIPs

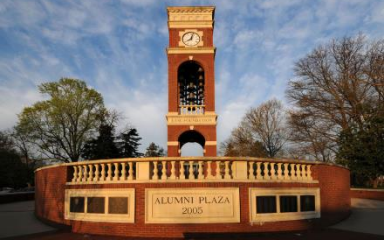
**Unfortunately, not too much has changed [since 2006] in terms of the proportions of students from various backgrounds who do them.**

**Except for service learning, where there has been a small but steady increase since 2006, the percentages of participating students are flat.**

Kuh, G.D. and O'Donnell, K. (2013) *Ensuring Quality & Taking High-Impact Practices to Scale*



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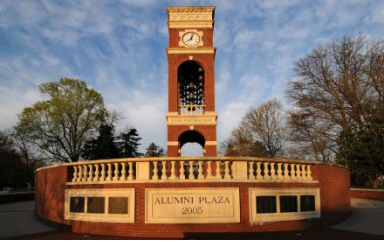


# Building Partnerships

**In order to maximize the experience of our residents, the Department of Housing & Residence Life seeks to create intentional communities within existing structures, and build stronger partnerships and collaborations across the institution as we strive for greater success for all students.**



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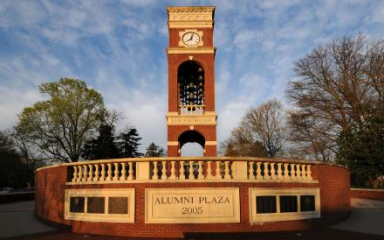


# Group Conversation

In what ways do you work with High-Impact Practices on your campus, or in what ways could you start building partnerships to discuss creating these practices?



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# Seeking Resources

## First-Year Seminars/Experiences

- The National Resource Center for the First Year Experience and Students in Transition ([www.sc.edu/fye](http://www.sc.edu/fye))

## Learning Communities

- The National Resource Center for Learning Communities ([www.evergreen.edu/washingtoncenter/](http://www.evergreen.edu/washingtoncenter/))

## Service Learning and Community-Based Learning

- Campus Compact ([www.compact.org](http://www.compact.org))
- Break Away ([www.alternativebreaks.org](http://www.alternativebreaks.org))



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# Questions?



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