

National Institute for  
Learning Outcomes Assessment  
Making Learning Outcomes Usable & Transparent



# High-Impact Practices: What Librarians Need to Know and Do

**George D. Kuh**

**SOCHE Library Conference**

**May 11, 2016**



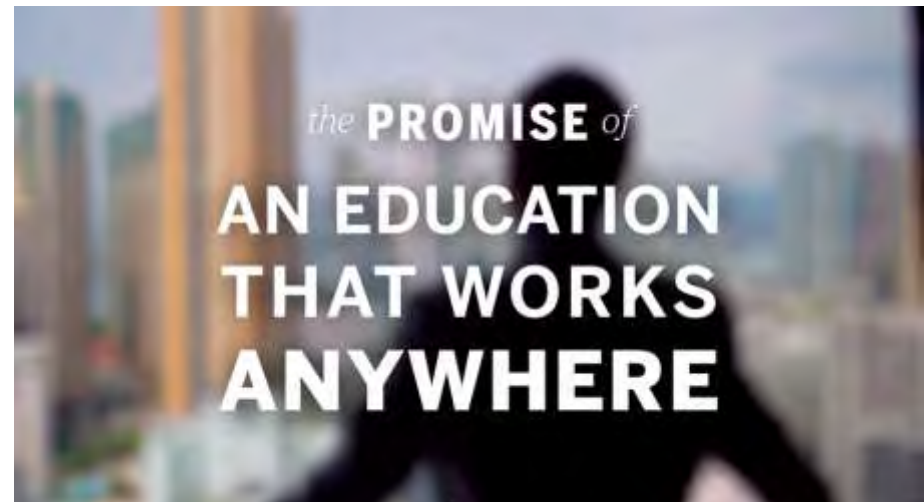
INDIANA UNIVERSITY  
Center for Postsecondary Research





**Insuring that America and its citizens thrive in the global future requires a postsecondary education that leads to high levels of learning and personal development for *ALL* students.**

# We Promise...



# Making Sure Libraries Matter



- **What do students need to know and do to benefit in desired ways from your work?**
- **What information literacy policies and practices are you currently using that are promising?**
- **What more do you need to know and do to be more effective in your work with students?**

Brown & Malenfant, 2016

# Why HIPs Are Important

- They are associated with unusually positive effects on a variety of desired outcomes
- Many of them require applied, hands-on, integrative learning
- They have *compensatory effects* for students from historically underserved populations

# The Major Tasks

Done *well*, HIPs induce students to:

- *Reflect* – think about their thinking and experiences in and out of the classroom, on and off the campus
- *Apply* – transfer and use what one has learned in different settings that present novel challenges and opportunities
- *Integrate* – connect and grasp the relevance of what they are learning from their studies, out-of-class experiences, and life beyond the institution

# Overview

- **What the world needs now**
- **How and why information literacy, student engagement and high-impact practices matter to student accomplishment**
- **Priorities to ponder**

# Today's U.S. Workforce

True or false?

**College graduates will have  
10-14 jobs in their career**

***False*** They will have 10-14  
jobs ***by age 38!***

DOL-BLS



# Today's U.S. Workforce

What percent of the entire labor force changes jobs ***ANNUALLY?***

- (a) 9% (b) 15% (c) 21%  
(d) 27% (e) 33%

e. **33+%**

# Today's U.S. Workforce

**What percent of workers have been with their company fewer than 5 years?**

- (a) 18% (b) 29% (c) 38%**  
**(d) 50% (e) 61%**

**d. 50%**

DOL-BLS

# Economy Defined by Greater Workplace Challenges and Dynamism

- College graduates will have 10-14 jobs *by age 38!*
- More than 1/3 of the entire US labor force changes jobs *ANNUALLY*.
- Half of workers have been with their company less than 5 years.
- **Every year, more than 30 million Americans are working in jobs that did not exist in the previous year.**

# The World is Demanding More

- ...more information-literate workers with *higher levels of postsecondary knowledge and proficiencies.*



# Key Capabilities Open the Door for Career Success and Earnings

“Irrespective of major field or institutional selectivity, what matters to career success is students’ development of a **broad set of cross-cutting capacities...**”

*Anthony Carnevale, Georgetown University  
Center on Education and the Workforce*

# Liberal Education & America's Promise



EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

**“A COLLABORATION AMONG EDUCATORS, STUDENTS,  
POLICYMAKERS, AND BUSINESS AND COMMUNITY LEADERS”**



*Association  
of American  
Colleges and  
Universities*

# Narrow Learning is Not Enough: The Essential Learning Outcomes



- ★ *Knowledge of Human Cultures and the Physical & Natural World*
- ★ *Intellectual and Practical Skills*
- ★ *Personal and Social Responsibility*
- ★ *“Deep” Integrative Learning*

# ***Deep, Integrative Learning***

- **Attend to the underlying meaning of information as well as content**
- **Integrate and synthesize different ideas, sources of information**
- **Discern patterns in evidence or phenomena**
- **Apply knowledge in different situations**
- **View issues and information from multiple perspectives**



# Information Literacy and Deep Learning

*Information literacy draws on a repertoire of critical inquiry skills [recognizing] different types of information have their own origin, purpose, and place; knowing how to navigate through a variety of information environments, and why you'd want to do so; and habitually evaluating, questioning, and verifying what you find.*

T.J. Wiebe, 2016, The information literacy imperative in higher education. *Liberal Education*, Vol 101/102

# Information Literacy and Deep Learning

*Information literacy involves understanding that there is no one perfect source...; being mindful about incorporating someone else's information or intellectual property into the new information that you create; knowing that a book isn't inherently a good source just because it's "a book" and that the content of a website is not necessarily subpar... ; and understanding that the format or medium...does not define its quality...*

T.J. Wiebe, 2016, The information literacy imperative in higher education. *Liberal Education*, Vol 101/102

# Information Literacy and Deep Learning

*Most important, being information literate is about acknowledging that efficiency is not always the primary goal in gathering information, and that the act of “searching” is not a subordinate, lower-order operation or activity... Indeed, an interactive and vigorous information-seeking process may be described as one that is “nonlinear, dynamic, holistic, and flowing.”*

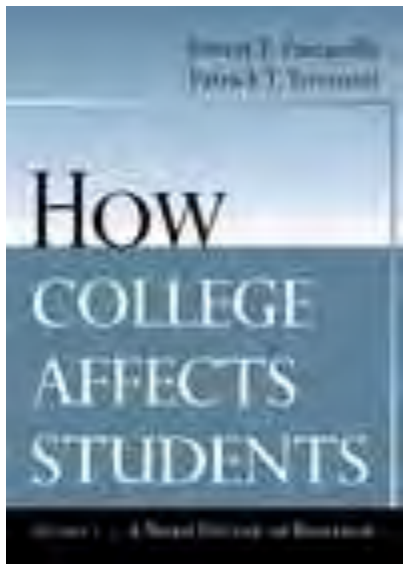
T.J. Wiebe, 2016, The information literacy imperative in higher education. *Liberal Education*, Vol 101/102

# **What the World Needs Now**

- 1. College graduates ready to hit the ground running, with the knowledge, proficiencies, and dispositions to be economically self sufficient, and socially, personally and civically responsible**
- 2. An educated citizenry prepared for a lifetime of continuous learning, reflection, and self-mediated intellectual, vocational, and personal development**

# What *Really* Matters in College?

## Student Engagement



***Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage **student engagement**.***

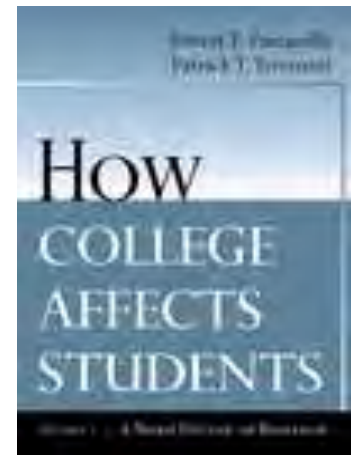
# ***It Takes a Whole Campus to Educate a Student***



# Something Else That *Really Matters* in University

The greatest impact appears to stem from students' *total level* of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are *mutually reinforcing*...

Pascarella & Terenzini, 2005, p. 647





***Grades, persistence, student satisfaction, gains across a range of desired outcomes, and engagement go hand in hand***



# It's more complicated than this...

- ***Many educational effects are “conditional”***
- ***Some are compensatory***
- ***Some have unusually positive effects – high-impact practices***



## *High-Impact Activities*

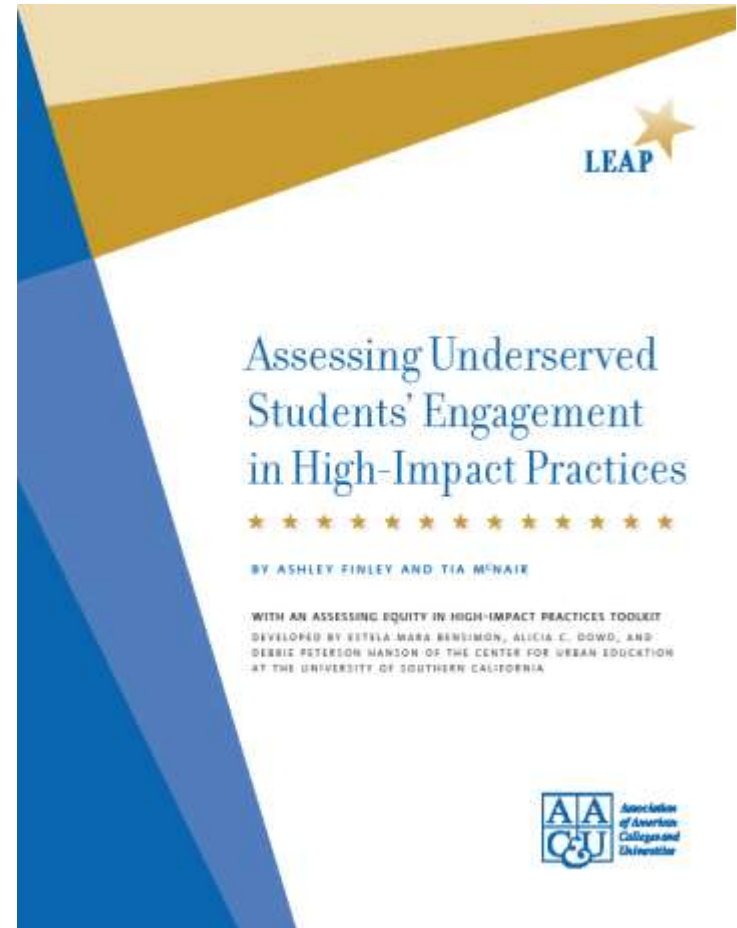


- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments and Projects**
- ★ **“Science as Science Is Done”;  
Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based  
Learning**
- ★ **Internships and Field Placements**
- ★ **Capstone Courses and Projects**

# AAC&U HIPs Resources



# AAC&U HIPs Resources





## *Essential Learning Outcome:* **Deep/Integrative Learning**

- *Integrating ideas or information from various sources*
- Included diverse perspectives in class discussions/writing
- Put together ideas from different courses
- Discussed ideas with faculty members outside of class
- Discussed ideas with others outside of class
- *Analyzing the basic elements of an idea, experience, or theory*
- ♦ *Synthesizing & organizing ideas, info., or experiences*
- ♦ *Making judgments about the value of information*
- ♦ Applying theories to practical problems or in new situations
- ♦ *Examined the strengths and weaknesses of your own views*
- ♦ Tried to better understand someone else's views
- ♦ *Learned something that changed how you understand an issue*

# *Effects of Participating in High-Impact Activities on Deep/Integrative Learning and Gains*

	Deep Learning	Gains General	Gains Personal	Gains Practical
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## **First-Year**

<b>Learning Communities</b>	+++	++	++	++
<b>Service Learning</b>	+++	++	+++	++

## **Senior**

<b>Study Abroad</b>	++	+	++	
<b>Student-Faculty Research</b>	+++	++	++	++
<b>Internship</b>	++	++	++	++
<b>Service Learning</b>	+++	++	+++	++
<b>Culminating Experience</b>	++	++	++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

# *Effects of Participating in High-Impact Activities on Student Engagement*

	Level of Academic Challenge	Active and Collab. Learning	Student-Staff Interaction	Supportive Campus Env.
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## First-Year

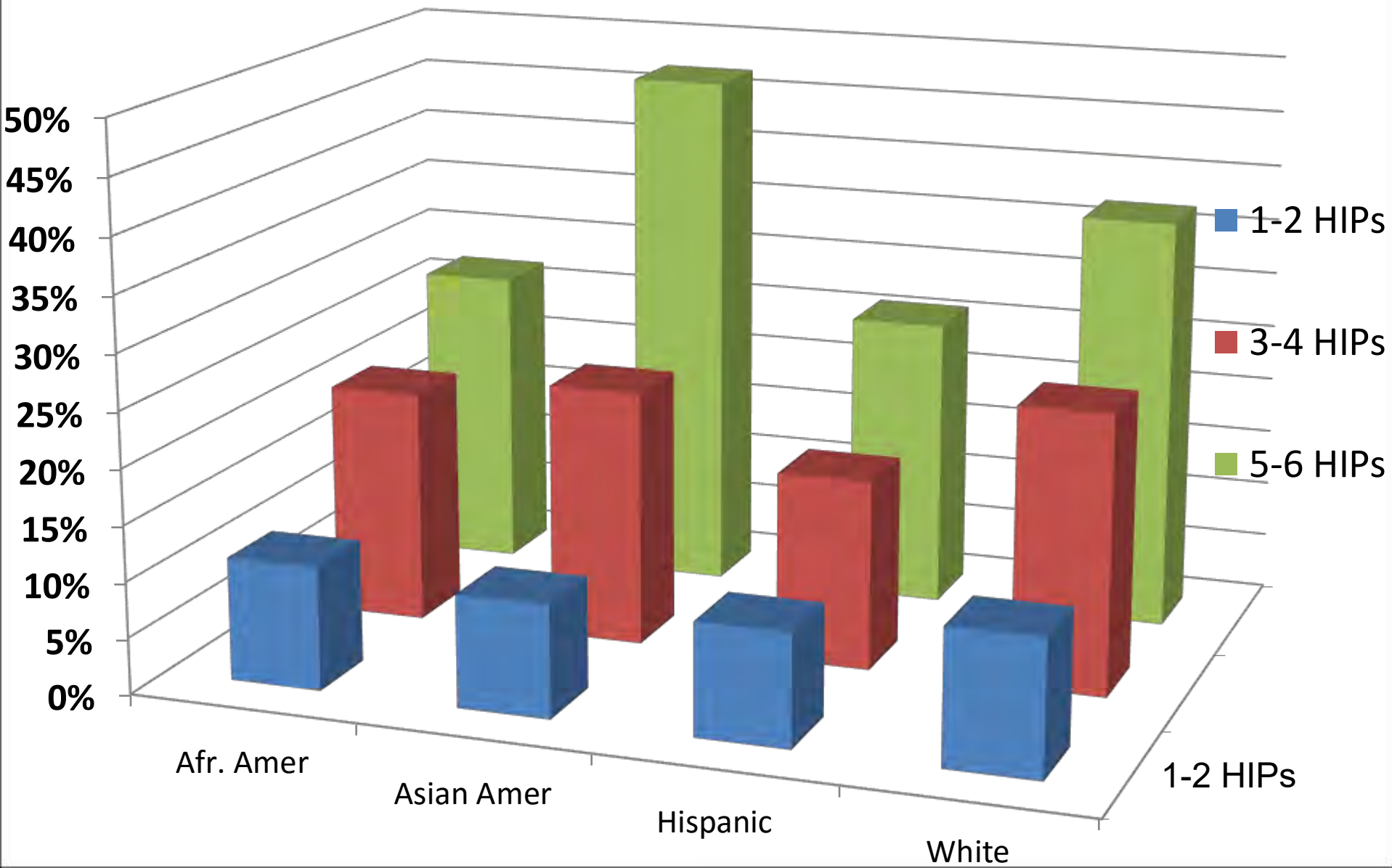
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++

## Senior

Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Internship	++	+++	+++	++
Service Learning	++	+++	+++	++
Culminating Experience	++	++	+++	++

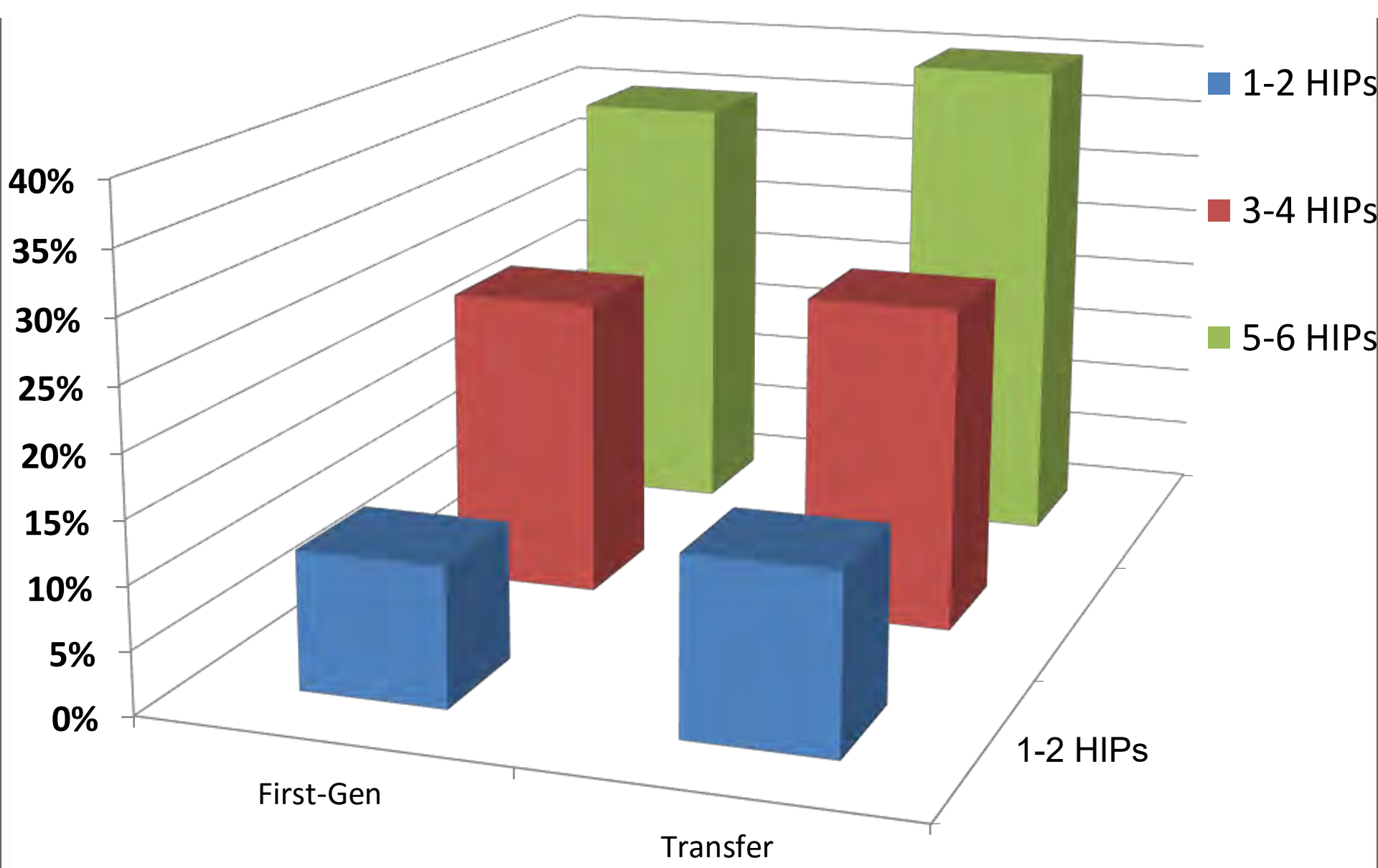
+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

# Avg % Gains for Participation in Multiple HIPs vs. No Participation (by Race)



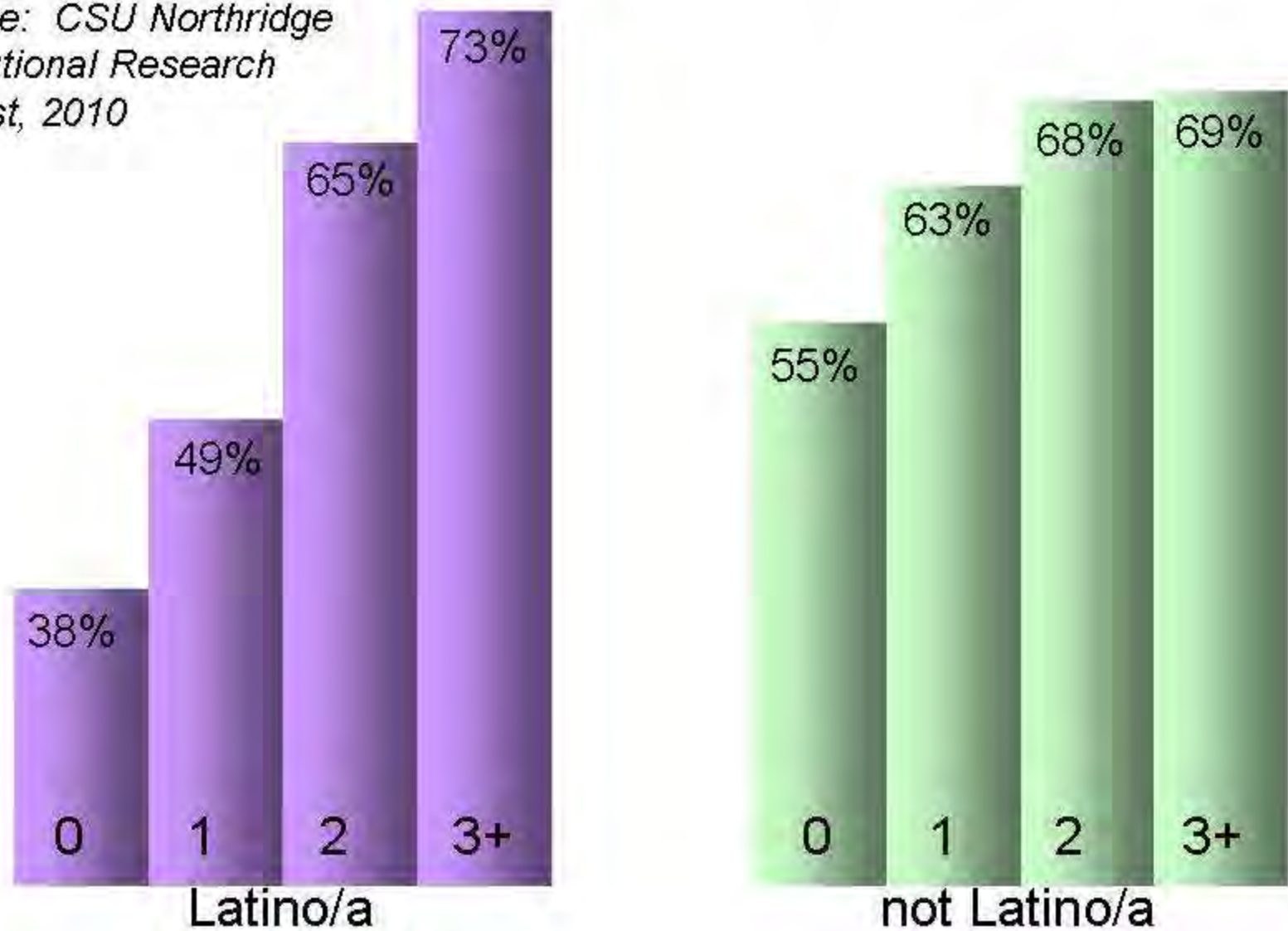


# Avg % Gains by Participation in Multiple HIPs vs. No Participation by First-Generation & Transfer Status



# Graduation Rates by Ethnicity and Participation in High-Impact Practices

Source: CSU Northridge  
Institutional Research  
August, 2010



# Employers assess the potential value of high-impact educational practices

*% saying each would help a lot/fair amount to prepare college students for success*

- 84%** Students complete a significant project before graduation that demonstrates their depth of knowledge in their major **AND** their acquisition of analytical, problem-solving, and communication skills (62% help a lot)
- 81%** Students complete an internship or community-based field project to connect classroom learning with real-world experiences (66%)
- 81%** Students develop research skills appropriate to their field and develop evidence-based analyses (57%)
- 73%** Students work through ethical issues and debates to form their own judgments (48%)

# ***High-Impact Activities*** **Increase Odds Students Will:**

- ✓ ***Invest time and effort***
- ✓ ***Interact with faculty and peers about substantive matters***
- ✓ ***Experience diversity***
- ✓ ***Get more frequent feedback***
- ✓ ***Discover relevance of learning through real-world applications***
- ✓ ***Demonstrate competence publicly***

AMERICAN  
AVIATION  
←

←  
LEARN TO  
FLY HERE!  
←



# ***High-Impact Activities*** **Increase Odds Students Will:**

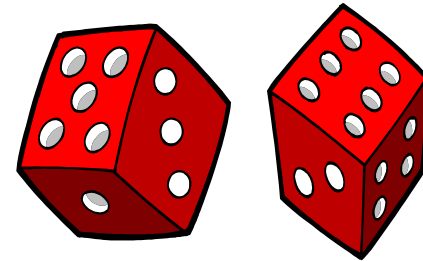
- ✓ ***Invest time and effort***
- ✓ ***Interact with staff and peers about substantive matters***
- ✓ ***Experience diversity***
- ✓ ***Get more frequent feedback***
- ✓ ***Discover relevance of learning through real-world applications***
- ✓ ***Demonstrate competence publicly***
- ✓ ***Reflect & integrate learning***

## Keep in Mind...

- ✓ **More college experiences can be or are high impact in addition to those on the AAC&U list**
- ✓ **Implementation quality matters!**
- ✓ **Implications for advising**
- ✓ **Not every librarian or faculty member has to be directly involved in a HIP**



# Creating Conditions That Matter to Student Success



***We can't leave  
serendipity to chance***



# 1. Make every interaction meaningful

**a.** *Push, challenge, help, teach students to think!*

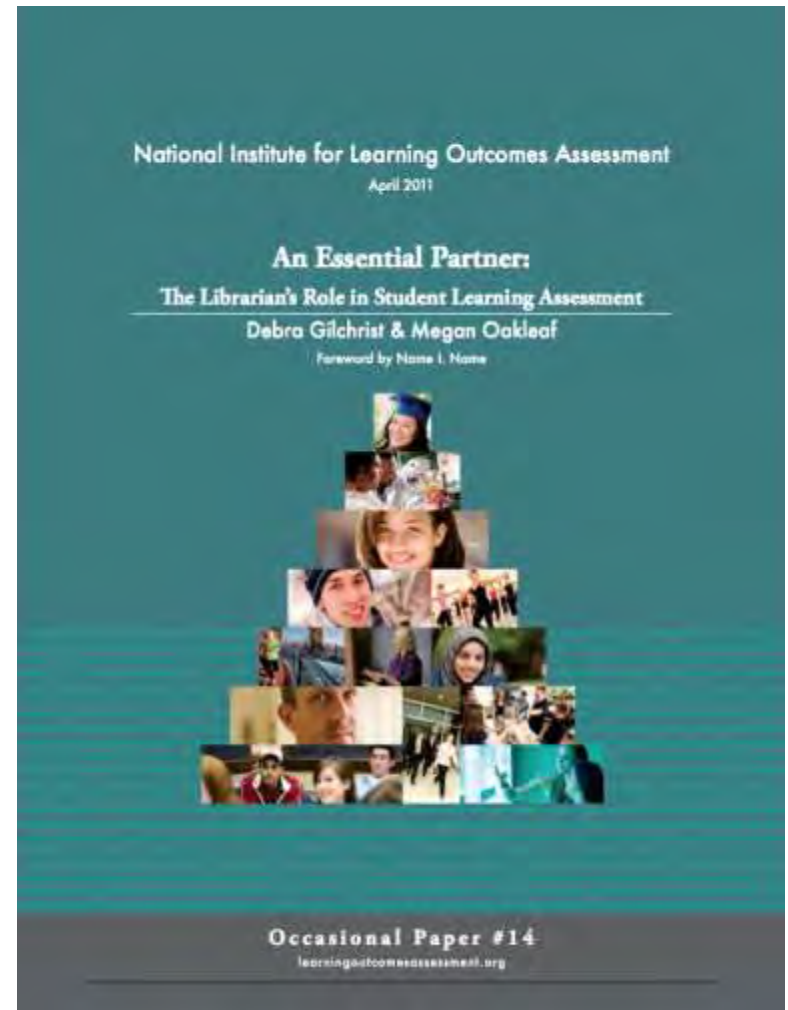


**Occasional Paper #14**

***An Essential Partner: The Librarian's Role in Student Learning Assessment***

**Debra Gilchrist & Megan Oakleaf**

Examples are provided about how librarians are systematically and intentionally creating learning outcomes, designing curriculum, assessing student achievement of learning goals, using assessment results to identify practices that impact learning, and employing those practices to positively impact student experience.



## **2. Help students along the path to success**

- a. Teach newcomers about the campus culture**
- b. Point students to programs, resources and activities that work!**
- c. Link information literacy courses with gen ed or inquiry-oriented courses (e.g., learning communities)**
- d. Advise, cajole, implore every student to do (at least) one high-quality “high-impact” activity early in their college experience and more later**

# The Major Tasks

Done *well*, HIPs induce students to:

- ***Reflect*** – think about their thinking and experiences in and out of the classroom, on and off the campus
- ***Apply*** – transfer and use what one has learned in different settings that present novel challenges and opportunities
- ***Integrate*** – connect and grasp the relevance of what they are learning from their studies, out-of-class experiences, and life beyond the institution

# Disparities in HIP Participation

## Frosh: Service Learning and LCs

- ✓ *Parity among racial/ethnic groups*
- ✓ *Fewer 1<sup>st</sup> gen students*
- ✓ *Fewer part-time students*
- ✓ *Fewer transfer students*
- ✓ *Fewer older students*

# Disparities in HIP Participation

## Seniors in All HIPs

- ✓ *Fewer 1<sup>st</sup> gen students*
- ✓ *Fewer students of color*
- ✓ *Fewer transfer students*
- ✓ *Fewer part-time students*
- ✓ *Fewer older students*

### 3. Make student work in the library something akin to a HIP



# **U of Iowa Student Employment Project**

## **“Guided Reflection on Work” (GROW)**

- **Supervisors had two structured conversations with every student employee during spring semester and coded conversations into the following categories:**
  - **How the job and academics complement each other (“How is your job fitting in with your academics?”)**
  - **Transfer between work and academics (“What are you learning here at work that is helping you in school?”)**
  - **Transfer between academics and work (“Are you learning anything in class that you can apply here at work?”)**
  - **Transfer between work and future career (“Give me a couple of examples of things that you are learning here at work that you will be using in your future profession?”)**



# U of Iowa Student Employment Project “Guided Reflection on Work” (GROW)

- **Student Employment Survey used to examine differences between pilot and non-pilot participants.**



# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<i>Outcome</i>	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
My supervisor helps me make connections between my work and my life as a student.	<b>60%</b>	<b>51%</b>	<b>3.8</b>	<b>3.3</b>
My job has helped prepare me for the world of full-time work.	<b>62%</b>	<b>51%</b>	<b>3.6</b>	<b>3.4</b>
My job has helped me improve my written communications.	<b>16%</b>	<b>21%</b>	<b>2.6</b>	<b>2.7</b>

# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<i>Outcome</i>	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
I can see connections between my job and my major/coursework.	<b>56%</b>	<b>36%</b>	<b>3.4</b>	<b>2.9</b>
My job has helped me learn about career options.	<b>30%</b>	<b>39%</b>	<b>3.2</b>	<b>3.3</b>

# Student Employment Outcomes: “Guided Reflection on Work” (GROW)

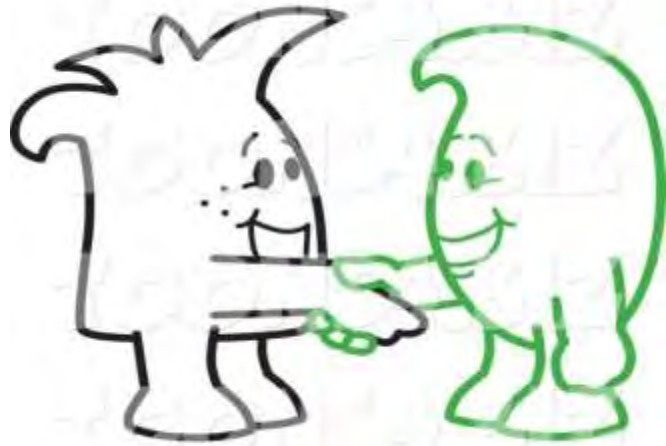
<i>Outcome</i>	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	<b>82%</b>	77%	4.1	4.0
My job has helped me use critical thinking skills	<b>70%</b>	57%	3.8	3.5

## 4. Be *positively restless*

- ❖ **Self-correcting orientation**
- ❖ **Continually question, “Are we performing as well as we can?”**
- ❖ **Confident, responsive, but never quite satisfied...**
- ❖ **“We know who we are, what we aspire to, and are committed to achieving excellence”**
- ❖ **“And to realize our aspirations we need to work together effectively”**

# Trust

***Healthy, respectful,  
developmentally powerful  
communities are based in large  
part on trust.***



# *Meaningful Collaboration and Strategic Change Move at the Speed of Trust*



# Four Priorities

- 1. Make every interaction meaningful**
- 2. Help students along the path to success – “*when will you do HIPs?*”**
- 3. Make student work in the library something akin to a HIP**
- 4. Be positively restless**



# Making Sure Libraries Matter

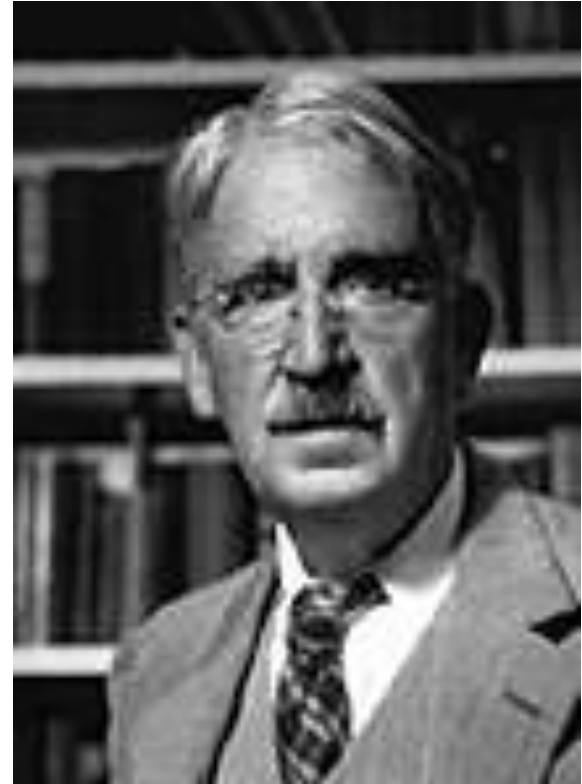


- **What do students need to know and do to benefit in desired ways from your work?**
- **What information literacy policies and practices are you currently using that are promising?**
- **What more do you need to know and do to be more effective in your work with students?**

Brown & Malenfant, 2016

**“Everything  
depends upon the  
quality of the  
experience.”**

**John Dewey,  
*Experience and  
Education***



***The things we have to learn before we do them, we learn by doing them.***

*Aristotle, Nicomachean Ethics*



**May the Force  
be with us**

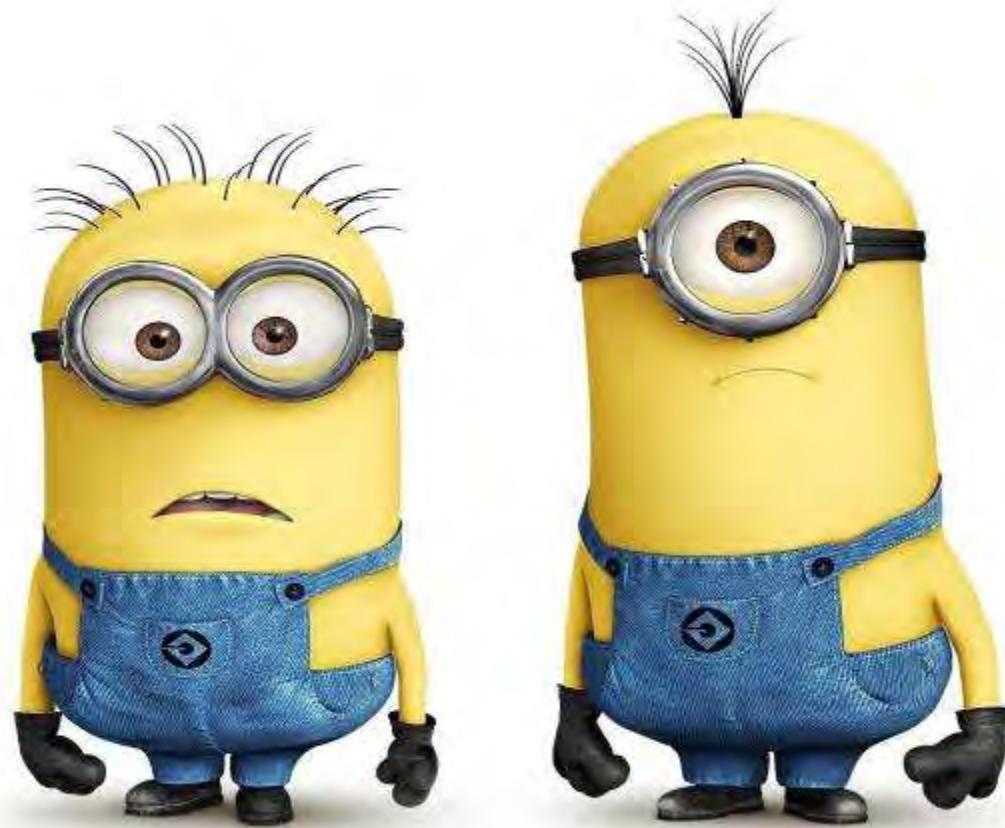


Galaxy 2,  
13.02.2011



# Questions & Discussion





*May you live in  
interesting times*