Student Success at the University of Arkansas

The mission of the University of Arkansas is to provide an internationally competitive education for undergraduate and graduate students in a wide spectrum of disciplines; contribute new knowledge, economic development, basic and applied research and creative activity; and provide service to academic/professional disciplines and society, all aimed at fulfilling its public land-grant mission to serve Arkansas and beyond as a partner, resource, and catalyst.
High-Impact Educational Practices (HIPs)

AAC&U have outlined 11 specific teaching and learning practices that they consider to be “high impact.”

- Research suggests these practices increase student persistence and engagement in college.
- Especially beneficial to historically underserved students.
- Most institutions offer many of these programs, yet they are not always offered or planned in systematic ways to maximize student learning pathways.
Common Elements of HIPs

- Effortful
- Relationship Forming
- Exposure to Diverse Perspectives
- Rich & Frequent Feedback
- Application of Learning
- Opportunities for Reflection
HIP 1: First Year Seminars

- Designed to assist students in the transition to college, academic development, and social development
- Take many forms:
  - Extended orientation
  - Academic seminars with uniform or varied topics
  - Basic study skills seminars
  - Discipline-based seminars
- Emphasis on creating community and exchanging ideas between students and the instructor
- Performance expectations should be set at an appropriately high level
- Students should spend a significant investment of time over an extended period
HIP2: Common Intellectual Experiences

- Of the common elements of HIPs, Common Intellectual Experiences usually involve at least these four:
  - Relationship Forming
  - Exposure to Diverse Perspectives
  - Application of Learning
  - Opportunities for Reflection
- Evolved from the idea of a “common core” and expanded with student goals and learning outcomes
- Common Intellectual Experiences may be a single event for a small student cohort or a large program, such as those designed for specific majors
HIP 3: Learning Communities

• Types
  • Paired or clustered courses, student cohorts, living-learning communities

• Characteristics
  • Students enrolled in 2 or more courses together
  • Courses or environment is linked to an intellectual theme
  • Analyzing reading assignments using different perspectives and disciplines

• Goals
  • Successful academic and social transitions
  • Cultural competence; openness to different viewpoints
HIP 4: Writing-Intensive Courses

• Characterized by the volume of compositions students produce, the variety of audiences for whom they write and the diversity of functions their writings serve.

• Active reflection in a writing-intensive environment helps deepen learning and increase student recall of the material learned.

• Features of writing assignments that lead to increased learning and development:
  • Engaging students in the writing process
  • Creating meaning-making with writing tasks
  • Providing clear expectations
HIP 5: Collaborative Assignments and Projects

• By working cooperatively on projects, students get to know each other, learn how to communicate and hold each other accountable, and become more vested in the outcome of the course.

• Examples of Collaborative Assignments and Projects:
  • Organized Study Groups
  • Team-Based Research Projects
  • Service Learning Assignments
  • Research with Shared Data Sets
HIP6: Undergraduate Research

• The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

• Characteristics of excellence in undergraduate research:
  • Scholarly faculty
  • Broad disciplinary participation
  • Accessible opportunities for undergraduates
  • Integration with other engaging and HIP opportunities
  • Institutional and monetary support and commitment
HIP7: Diversity/Global Learning

- Example objectives for diversity/global learning
  - Explore cultures, life experiences and worldviews
  - To improve one’s ability to work well with others
  - To foster a deeper and broader commitment to collaborate to solve global problems
  - To expand the inclusiveness of marginalized populations in public-policy setting

- Diversity and global learning programs provide students with the opportunity to learn about people with different languages, religions, politics, genders, and cultures.
- This HIP can take the form of a required core class, or as opportunities to participate in student organizations and campus events
- This experience provides tools for communication and cooperation in a world where global interaction and travel is commonplace
HIP8: ePortfolios

- Electronic or digital portfolios used to collect evidence of student learning over time
- ePortfolios can be used for student learning, assessment, professional development and employment
- ePortfolios assist students in collecting, selecting, organizing, and reflecting on their own material
- Students should understand the purpose of the portfolio and be able to feel a sense of ownership of the content
HIP9: Service Learning, Community Based Learning

• Service learning and community-based aim to motivate learning through:
  • Keeping the course work relevant and immediately applicable
  • Improve students’ sense of civic responsibility
  • Reflect on their real-world settings within a classroom environment
• Examples on engaging students in service learning and community-based learning:
  • Permit students to select based on personal interest
  • Attach to graded credit hours
  • Require students to complete projects over time
HIP10: Internships

• Internships can serve a unique purpose for each individual student
• Colleges should work to provide adequate numbers of paid internships to decrease opportunity cost for students with financial barriers
• Impactful internships typically include elements of the following:
  • Identifying clear and specific objectives and student learning outcomes
  • Abundant opportunities for students to articulate their understanding of their experiences and how those experiences have influenced their thought and values relative to being a professional in the field
  • Robust feedback on student performance
  • Regular and thorough program evaluation
HIP 11 Capstone Courses and Projects

• Capstone can include integrating general education requirements or be attached to major/discipline specific programs
• Faculty should be provided support for the mentoring and teaching often required in capstone courses or projects
• Capstones are as diverse as undergraduate programs themselves:
  • Undergraduates in public health studies might develop a tenable plan for a local health initiative
  • Undergraduates in history might produce a report about local history or biography based mainly on primary sources
  • Undergraduates in cinema might produce a short animated documentary film
  • Undergraduates in education might produce a course design with syllabus and sample assignments and assessment
  • Undergraduates in engineering might create apparatus to retrieve materials from the deepest regions of the ocean
  • Undergraduates in marketing might design an ad campaign that is also a public service
  • Undergraduates in bio-chemistry might conduct a study of the distribution of mold in a given environment and report on the impact of such distribution on those exposed to it