

High Impact Practices



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Oakland University



What are High Impact Practices?

Do you think you have been involved with any?

Reflection on them

- Discussion

Agenda

Welcome

Learning Outcomes

What are High Impact Practices

Connection to AAC&U and LEAP

Why is Oakland Committed to High Impact Practices- What
the Research Says

Deeper Look at High Impact Practices

Activity

High Impact Practice Grant

Helping you Develop and Write your Grant

Retention Conference + Teaching and Learning Conference

Learning Outcomes

At the end of this session, participants will be able to:

- List and describe the 10 High Impact Practices
- Describe why High Impact Practices are important
- Create ideas for implementing high impact practices into a course or program
- Be able to locate resources and supports to develop and implement high impact practices
- Be able to complete a grant to apply for funds to implement high impact practices
- “Spread the word and excitement” about OUs commitment to high impact practices
- Consider submitting proposals and/or attending the Retention Conference (February) and the Teaching and Learning Conference (May)

High-Impact Practices (HIPs)

- High-Impact Practices (HIPs) are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds.
- Through intentional program design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations.



Association of American Colleges and Universities

LEAP ★

Mission Statement

- The mission of the Association of American Colleges and Universities (AAC&U) is to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education.

(Approved by the Board of Directors of the Association of American Colleges and Universities, 2012)

- www.aacu.org

Liberal Education and America's Promise (LEAP)

- LEAP embraces a 21st-Century Definition of Liberal Education and promotes:
- Essential Learning Outcomes—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century
- High-Impact Educational Practices—that help students achieve essential learning outcomes
- Authentic Assessments—probing whether students can apply their learning to complex problems and real-world challenges
- Inclusive Excellence—to ensure that every student gets the benefits of an engaged and practical liberal education.
- <http://www.aacu.org/leap/index.cfm>

Chart C

Achieving the Goals of Liberal Education:

CONNECTING ESSENTIAL LEARNING OUTCOMES WITH HIGH-IMPACT PRACTICES

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

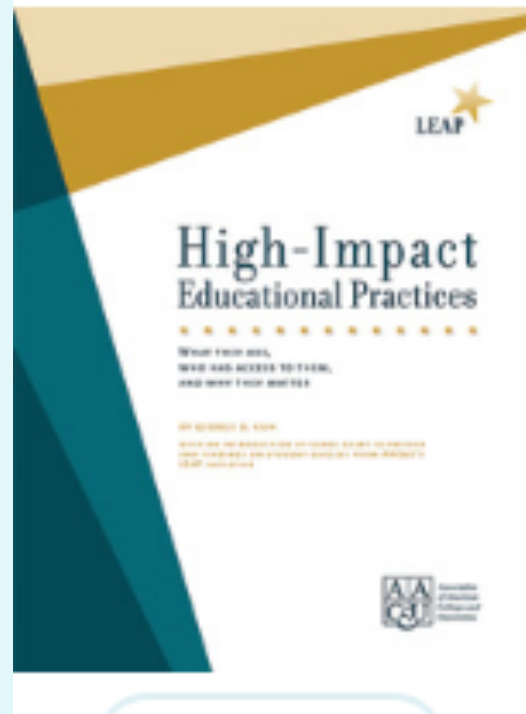
- Learning communities (multiple courses linked to a “big question”)
- Undergraduate research
- Service and community-based learning
- Internships
- Capstone projects and culminating experiences

Why Oakland is committed to implementing High Impact Practices

- Supported and researched by AAC&U
- Committed to excellence in Teaching and Learning
- Research demonstrates that HIP
 - Increase retention
 - Support student learning
 - Support student success
 - Support student/faculty engagement
 - Support non-traditional, underrepresented and minority students

Kuh, George (2006) High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, AAC&U

- <http://leap.aacu.org/toolkit/high-impact-practices/2011/high-impact-educational-practices-what-they-are-who-has-access-to-them-and-why-they-matter>



High-Impact Educational Practices

1. First-Year Seminars
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Community-Based Learning
9. Internships
10. Capstone Courses and Projects

Activity

- Please describe what each High Impact Practice means and what it does or could look like in a class or program

Components of Successful High-Impact Practices

Within each high-impact practice, our research identified components for success. While not exhaustive, the suggestions below detail some best practices for implementing high-impact activities.

WITHIN FIRST-YEAR SEMINARS

- Establish seminar goals before designing a program, and choose the seminar format that fits those goals.
- Use instructional teams whenever possible; for example, build a resource team that includes faculty, advisers, librarians, and technology professionals.
- Use engaging pedagogies that are active and collaborative in nature, including group work, interactive lectures, experiential learning, and problem-based learning.
- Help students see that the skills they need to succeed in the seminar are skills they will use throughout college and after graduation.

WITHIN LEARNING COMMUNITIES

- Be intentional in linking courses.
- Support students in traditional gateway courses and “weed-out” courses that have high rates of failure.
- Consider tying an extended orientation or integrative seminar to the learning community.
- Use instructional teams, such as the one described for first-year seminars above.
- Invest in faculty development to ensure that courses are fully integrated, with coordinated materials, assignments, out-of-class trips, and grading rubrics.
- Use engaging pedagogies.

WITHIN UNDERGRADUATE RESEARCH PROGRAMS

- Encourage faculty to provide mentoring, rather than just program oversight, and attend to the quality of the mentoring relationship (balancing challenge with support).
- Provide opportunities for “real-life” applications, whether through publication, presentations, or project implementation.
- Offer intentionally designed curricula that enhance students’ research skills and build those skills over time, including prior to intensive undergraduate research experiences.

WITHIN SERVICE-LEARNING PROGRAMS

- Create opportunities for structured reflection.
- Ensure that faculty connect classroom material with the service experience.
- Require enough service hours to make the experience significant.
- Focus on the quality of the service, ensuring that students have direct contact with clients.
- Oversee activities at the service site.

Source: Adapted from Brownell and Swaner 2009

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to 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 with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and 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.

Diversity/Global Learning

Many colleges and universities now emphasize 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. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

What the research says:

Brownell, J. & Swaner, L (2010) Five High-Impact Practices: Effects, Impact, and Research Challenges, AAC&U

Swaner, L & Brownell, J. (2008) Outcomes of High Impact Practices for Underserved Students: A Review of the Literature , AAC&U (Draft)

Brownell, J. & Swaner, L (2010) Five High-Impact Practices: Effects, Impact, and Research Challenges, AAC&U

- <http://leap.aacu.org/toolkit/high-impact-practices/2010/five-hips>



Swaner, L & Rowenell, J. (2008) Outcomes of High Impact Practices for Underserved Students: A Review of the Literature , AAC&U (Draft)

- This literature review examines the known outcomes of five high-impact practices –
 - learning communities,
 - service-learning,
 - undergraduate research,
 - first-year seminars,
 - capstone courses and projects
- There is evidence that these practices can lead to a range of positive outcomes (academic, personal, and civic) for the general population of college students as well as underserved students (providing an overview of these outcomes).
- The strength of evidence for these outcomes, however, is weakened by the limitations of existing research. In addition, little is known regarding moderating variables for each of these practices and their impact on student outcomes.
- Future research efforts, by seeking to mitigate these limitations, can provide insight into the potential benefits of high-impact practices for the educational experiences of underserved students.

Figure 1

Impact of Educationally Purposeful Activities on First Academic Year GPA by Precollege Achievement Level

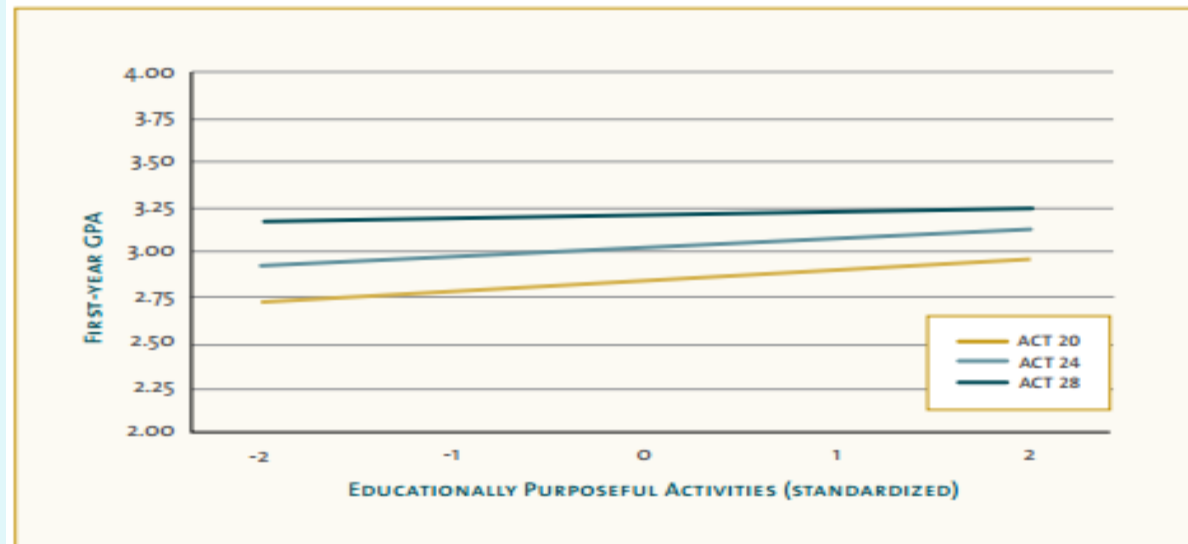


Figure 2

Impact of Educationally Purposeful Activities on First Academic Year GPA by Race/Ethnicity

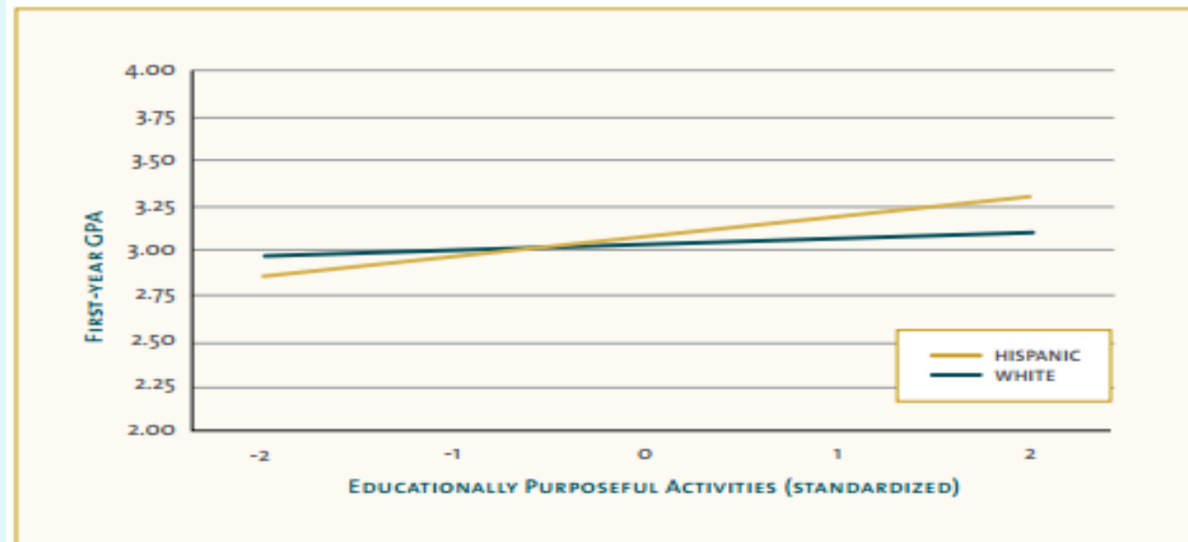


Table 1

High-Impact Practices: What the Research Shows

FIRST-YEAR SEMINARS

General Effects	Impact on Underserved Students	Moderating Variables	Research Issues
<ul style="list-style-type: none"> • Higher persistence rates • Higher graduation rates • Short-term positive effect on grade point average • Gains in commitment to social justice/multicultural awareness • Greater academic and campus engagement • Greater faculty and peer interaction 	<ul style="list-style-type: none"> • Some evidence for short-term increase in grades and persistence rates 	<ul style="list-style-type: none"> • First-year seminar type • Course content • Contact hours 	<ul style="list-style-type: none"> • Predominance of single-institution studies • Variability of first-year seminar formulation/type • Lack of comparison group data • Short-term nature of most research • Outcomes limited to persistence and grades • Examination of outcomes for specific populations rare

CAPSTONE COURSES & PROJECTS

General Effects	Impact on Underserved Students	Moderating Variables	Research Issues
<ul style="list-style-type: none"> • Limited evidence for applying and integrating knowledge 	<ul style="list-style-type: none"> • Not found 	<ul style="list-style-type: none"> • Time invested • Completion of final product/project • Relationships with faculty/peers 	<ul style="list-style-type: none"> • Lack of empirical studies on outcomes (for any population) • Impact of mediating variables unknown

LEARNING COMMUNITIES

General Effects	Impact on Underserved Students	Moderating Variables	Research Issues
<ul style="list-style-type: none"> • Higher grades • Higher persistence rates • Ease of college transition • Higher levels of academic engagement • Greater interaction with faculty and peers • Perception of campus as more supportive • Self-report of critical thinking gains • Gains for intellectual development • Higher levels of integrative thinking • Gains in writing and reading skills • Greater appreciation for and engagement with diversity/different viewpoints • Higher rate of civic engagement 	<ul style="list-style-type: none"> • Higher grades • Higher persistence rates • Ease of college transition • Greater interaction with faculty and peers • Helps build identity as learner/ recognize academic potential • Sense of belonging • Gains for intellectual development 	<ul style="list-style-type: none"> • Variability of learning community formulation/type (residential, nonresidential, linked courses, etc.) • Degree of student and faculty interaction • Classroom environment (positive, negative, mixed) 	<ul style="list-style-type: none"> • Predominance of single-institution studies • Variability of learning community formulation/type • Lack of specificity about learning community elements to make comparisons between formulations • Lack of comparison group data across learning community types • Short-term nature of most research • Reliance on self-reported data • Examination of outcomes for specific populations rare

SERVICE LEARNING

General Effects	Impact on Underserved Students	Moderating Variables	Research Issues
<ul style="list-style-type: none"> • Higher grades • Higher persistence rates • Academic gains (including application of course learning) • Higher levels of academic engagement • Increases in critical thinking and writing skills • Greater interaction with faculty • Greater levels of civic behavior, social responsibility, understanding of social justice, and sense of self-efficacy • Gains in moral reasoning • Greater tolerance and reduced stereotyping • Greater commitment to service-oriented career 	<ul style="list-style-type: none"> • Increased retention rates • Better academic performance (grades) • Positive changes in civic attitudes • Negative experiences/ isolation due to orientation of service experience 	<ul style="list-style-type: none"> • Characteristics of service experience (type, hours, contact, supervision) • Characteristics of learning experience (reflection, faculty connection of material with service experience) 	<ul style="list-style-type: none"> • Self-selection bias • Short-term nature of most research • Lack of involvement in service-learning experiences by underserved students • Lack of research on experiences of underserved students

UNDERGRADUATE RESEARCH

General Effects	Impact on Underserved Students	Moderating Variables	Research Issues
<ul style="list-style-type: none"> • Higher rate of persistence • Higher rate of graduate school enrollment • Improvement in research skills • Increased interaction with faculty and peers • Gains in problem solving and critical thinking • Greater satisfaction with educational experience 	<ul style="list-style-type: none"> • Higher rate of persistence • Higher rate of graduate school enrollment • Findings mostly limited to studies of undergraduate research opportunity program/summer research opportunity program students 	<ul style="list-style-type: none"> • Role of faculty mentor • Quality of mentoring relationship 	<ul style="list-style-type: none"> • Lack of empirical studies (vs. program descriptions) • Selection bias (promising students often selected for undergraduate research opportunities) • Unknown impact of mediating variables • Lack of research on outcomes beyond retention and graduate school enrollment

Table 2. High Impact Practices: Outcomes, Variables, and Research Issues

HIGH IMPACT PRACTICE	General Outcomes	Outcomes for Underserved Students	Moderating Variables	Research Issues
Learning Communities	<ul style="list-style-type: none"> • Higher grades • Higher persistence rates • Ease college transition • Higher levels of academic engagement • Greater interaction with faculty and peers • Perception of campus as more supportive • Self-report of critical thinking gains • Gains for intellectual development • Higher levels of integrative thinking • Gains in writing and reading • Greater appreciation for diversity/different viewpoints • Higher rate of civic engagement 	<ul style="list-style-type: none"> • Higher grades • Higher persistence rates • Ease college transition • Greater interaction with faculty and peers • Helps build identity as learner/recognize academic potential • Sense of belonging • Gains for intellectual development 	<ul style="list-style-type: none"> • Variability of LC formulation/type (residential, non-residential, linked courses, etc.) • Degree of student and faculty interaction • Classroom environment (positive, negative, mixed) 	<ul style="list-style-type: none"> • Predominance of single-institution studies • Variability of LC formulation/type • Lack of comparison group data across LC type • Short-term nature of most research • Reliance on self-report data • Examination of outcomes for specific populations rare
Service-Learning	<ul style="list-style-type: none"> • Higher grades • Higher persistence rates • Academic gains (including applying course learning) • Higher levels of academic engagement • Increases in critical thinking and writing skills • Greater interaction with faculty • Greater levels of civic behavior, social responsibility, social justice, and sense of self-efficacy • Gains in moral reasoning • Greater tolerance and reduced stereotyping • Greater commitment to service-oriented career 	<ul style="list-style-type: none"> • Increased retention rates • Better academic performance (grades) • Positive changes in civic attitudes • Negative experiences/isolation due to orientation of service experience 	<ul style="list-style-type: none"> • Characteristics of service experience (type, hours, contact, supervision) • Characteristics of learning experience (reflection, faculty connection of material with service experience) 	<ul style="list-style-type: none"> • Self-selection bias • Short-term nature of most research • Lack of involvement in service-learning experiences by underserved students • Lack of research on experiences of underserved students

High Impact Practice	General Outcomes	Outcomes for Underserved Students	Moderating Variables	Research Issues
Undergraduate Research	<ul style="list-style-type: none"> Higher rate of persistence Higher rate of graduate school enrollment Improvement in research skills Increased interaction with faculty and peers Gains in problem-solving and critical thinking Greater satisfaction with educational experience 	<ul style="list-style-type: none"> Higher rate of persistence Higher rate of graduate school enrollment Findings mostly limited to studies of UROP/SROP students 	<ul style="list-style-type: none"> Role of faculty mentor Quality of mentoring relationship 	<ul style="list-style-type: none"> Lack of empirical studies (vs. program descriptions) Selection bias (promising students often selected for UR opportunities) Impact of mediating variables unknown Lack of research on outcomes beyond retention and graduate school enrollment
First-Year Seminars	<ul style="list-style-type: none"> Higher rate of persistence Higher graduation rate Short-term positive effect on grade point average Gains in commitment to social justice/multicultural awareness Greater academic and campus engagement Greater faculty and peer interaction 	<ul style="list-style-type: none"> Some evidence for short-term increase in grades and persistence rates 	<ul style="list-style-type: none"> FYS type Course content Contact hours 	<ul style="list-style-type: none"> Predominance of single-institution studies Variability of FYS formulation/type Lack of comparison group data Short-term nature of most research Outcomes limited to persistence and grades Examination of outcomes for specific populations rare
Capstone Courses & Projects	<ul style="list-style-type: none"> Limited evidence for applying and integrating knowledge 	<ul style="list-style-type: none"> Not found 	<ul style="list-style-type: none"> Not found 	<ul style="list-style-type: none"> Lack of empirical studies on outcomes (for any population) Impact of mediating variables unknown

Activity

- Select a High Impact Practice that you would be interested in developing or expanding to use in your course or program
- Connect with someone else to discuss
- What would you need to do to make this happen?
- What do you think the advantages would be?
- What would the challenges be?

High Impact Grant

- The office of the Senior Associate Provost is pleased to announce grants that will allow faculty to integrate high impact activities into their undergraduate courses.
- High impact practices include: student/faculty research, learning communities, service learning, study abroad (short or long-term), internships, and senior culminating experiences.

Proposal for High Impact Practice (HIP) Teaching Grants

- Awards are designed to provide faculty with the resources to implement high impact practices into the section(s) of courses they are teaching or to allow a department the opportunity to redesign entire courses.
- Proposals for new courses or significant course redesign should be based on high impact practices that involve new and innovative ways of engaging students.
- It is expected that the project will be developed, implemented, and assessed within the next calendar year.
- During this period, applicants may not be working on any other funded project similar to the proposed project (though e-LIS, CETL, or department).

Funding Opportunities

- **Grants will be determined based on levels of involvement:**
- **Grants up to \$3000 will be available to individual faculty;**
- **\$5000 for a collaboration between two or more faculty**
- **Grants up to \$7500 will be available to departments that want to redesign all sections of a course or courses**
- Funds are to enhance existing courses or develop new courses that engage students and should not be used to advantage individual faculty or students (e.g., study abroad scholarships.)
- Faculty may use funds for development compensation(not release time) and/or for items such as student labor directly related to development, curricular materials, etc.
- The purchase of related equipment should be for resources needed to carry out the development or implementation of new practices in the course(s).
- Student wages are not intended as compensation for instruction.

Eligibility

- Tenure-track, tenured faculty, and full-time teaching instructors (i.e., special instructors, full-time adjunct and visiting professors)
- department chairs/program directors may apply for the grant.
- Part-time faculty may serve as collaborators on a grant. Each application must be supported (signature on cover sheet) by the applicant's chair/program director.
- Two or more faculty working collaboratively may submit a proposal for a single grant.

Project Requirements

- Proposal as outlined
- Cover page with signature of chair/director
- Proposal 3-5 pages
- Proposal Due Date is January 15, 2014
- Redesign planning and development – Spring and Summer 2014
- Course implementation – Fall 2014 or Winter 2015
- Final report – submitted within one semester of course implementation
- Includes:
 - Summary of project
 - Examples of High Impact Practices used
 - Results of course assessment
 - Analysis and discussion of assessment
 - Follow-up
- Dissemination of Results – you will be expected to present the results at the next possible OU Retention Conference and are encouraged to also present or publish elsewhere.

Project Proposal

- Proposal should be three to five pages, double –spaced and should address:
- Description of the need for the design or redesign.
- Description of the project – How does the introduction of high impact practices address the need in item 1? In what way does the new design differ from existing practice.
- High Impact Practices – Explain how HIPs will be integrated into the course.
- Impact on learning – Describe how you expect this project to improve student engagement and student success.
- Assessment – include a proposed assessment plan. Multiple methods of assessment are encouraged.
- Budget- detailed outline of how funds will be used
- Timeline – Include the proposed timeline for the project from preparation and planning to final report. Please include the percentage of the faculty participants' time that will be devoted to the project.

Application Procedure

- The applicant must sign the proposal cover sheet and give relevant contact information, obtain signatures of the department chair/director. The proposal should be submitted electronically to cetl@oakland.edu. Applicant name(s) should not appear on any page of the proposal other than the cover sheet.

Criterion for Evaluation

- (20 points) Problem/need statement – Degree to which the redesign and development address a significant learning issue and likelihood of success
- (30 points) Use of high impact practices – Degree to which practices are innovative and pedagogically sound; degree to which high impact practices are integrated into the course/section
- (20 points) Potential impact – Potential for enhancing student engagement, meeting learning outcomes, and leading to student success
- (15 points) Assessment – Appropriateness of planned assessment processes
- (15 points) Time commitment – Clear evidence that significant effort will be devoted to planning the course redesign, implementing the course, and assessing the outcome of the redesign on student learning + Detailed Budget of how funds will be spent

Deadline for Submission

- 5:00 pm on January 15th, 2014.



Questions and Answers about Grant

Activity

- Discuss with partner(s) about the possibility of applying for a grant

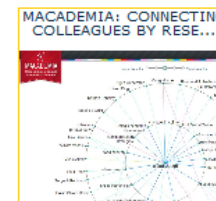
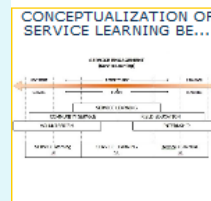
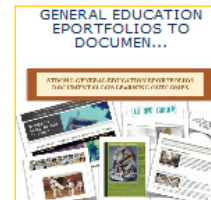
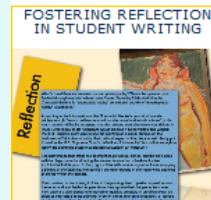
Resource Links and Supports

- American Association of Colleges and Universities-
www.aacu.org
- LEAP- Liberal Education and America's Promise
 - <http://www.aacu.org/leap/index.cfm>
- Examples of campuses that have implemented High Impact Practices
 - <http://leap.aacu.org/toolkit/high-impact-practices/campus-examples>

Tool Kit- High Impact Practices

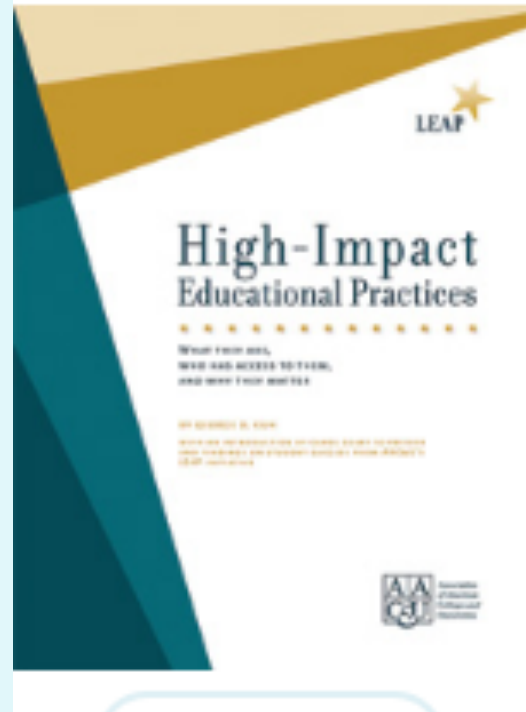
- <http://leap.aacu.org/toolkit/high-impact-practices>
- Samples of programs
- Information, research and data
- Materials for faculty

VISIT THE LIBRARY



Kuh, George (2006) High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, AAC&U

- <http://leap.aacu.org/toolkit/high-impact-practices/2011/high-impact-educational-practices-what-they-are-who-has-access-to-them-and-why-they-matter>



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Swaner, L & Rowenell, J. (2008) Outcomes of High Impact Practices for Underserved Students: A Review of the Literature , AAC&U (Draft)



SAVE THE DATE

Michigan Student Success Conference Hosted by Oakland University

High-Impact Practices

Creating a Culture of Completion

February 5 - 6, 2014

*Keynote speaker: Dr. George D. Kuh,
founding director of the Center for Postsecondary Research*

Second Annual Michigan Student Success Conference, featuring a variety of panel and individual presentations that focus on research, programs and services shown to improve student completion rates.



Troy Marriott | 200 W. Big Beaver Road | Troy, Michigan 48084

oakland.edu/studentsuccess

Retention Conference-

<http://www.oakland.edu/studentssuccess> or at www.oakland.edu/cetl click on conferences

Student Retention

Submit a Proposal
Contact Us

2014 Call for Proposals

2014 Tentative Schedule

Keynote Speakers

Registration

Supporting Universities

Retention Resources

2013 Conference

HIGH-IMPACT PRACTICES: CREATING A CULTURE OF COMPLETION

February 5 – 6, 2014



Hosted by Oakland University
February 5-6, 2014
Troy Marriott, Troy MI

Student success has been a salient topic at institutions of higher education for decades. How success is measured by various stake holders will have lasting impact on the face of higher education. More importantly the work done in this realm is essential to the students served and broader social contexts of today's society. The relevance of higher education may well be measured by improvements in the areas of persistence and graduation rates; therefore there is an urgent call to action. This conference will pull together faculty, student affairs personnel, and administrators in Michigan to explore and examine practices for improving student persistence and retention in our educational institutions.

The conference features a keynote presentation by George Kuh and a variety of panel and individual presentations that focus on research, programs, and services shown to improve student completion rates. The conference will explore the university as a community and how working towards common goals, can foster student retention.

The Eighth Annual Conference on Teaching and Learning

Empowering Students to Learn

Wednesday, May 14 - Thursday, May 15, 2014

Oakland University in Rochester, MI

The *Learning Paradigm* (Tagg) shifts the teaching mission from “instruction” toward the goal of “successful learning for every student.”

Empowering Students to Learn will help us move from teacher-focused instruction to student-focused learning.

Keynote Speakers

John Tagg

author of *The Learning Paradigm*

Stephen Carroll

creator of a six-step strategy
to promote effective,
self-directed learners

How and what
do students
learn?



How can
we assess
learning?

What pedagogies
empower student learning?

Along with interactive workshops, oral and poster presentations, we encourage participant collaboration and involvement in small-group and round-table discussions.

Visit oakland.edu/cetl/empower for more
conference information and the call for proposals.

Teaching and Learning Conference

www.oakland.edu/cetl/empower



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Empowering Students to Learn

The Eighth Annual Conference on Teaching and Learning

Wednesday May 14th – Thursday May 15th
Oakland University in Rochester, Michigan
Co-Sponsored by Oakland University and the University of Windsor

The Learning Paradigm (Tagg) shifts the teaching mission from “instruction” toward the goal of “successful student learning for every student.” And indeed, one primary mission of higher education is to educate and empower students for a variety of contexts including professional, personal, educational, and civic. But how do we know we are achieving that goal? How do we know college isn’t just a “hoop for jumping through” (to quote Tagg) but a meaningful, engaging experience? Empowering Students to Learn will help us move from teacher-focused instruction to student-focused learning.

[See the flyer.](#)



Wrap-Up and Debrief

Are you now able to:

- List and describe the 10 High Impact Practices
- Describe why High Impact Practices are important
- Create ideas for implementing high impact practices into a course or program
- Be able to locate resources and supports to develop and implement high impact practices
- Be able to complete a grant to apply for funds to implement high impact practices
- “Spread the word and excitement” about OUs commitment to high impact practices
- Consider submitting proposals and/or attending the Retention Conference (February) and the Teaching and Learning Conference (May)

References

Brownell, J. & Swaner, L (2010) Five High-Impact Practices: Effects, Impact, and Research Challenges, AAC&U

Kuh, George (2008) High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, AAC&U

Swaner, L & Rowenell, J. (2008) Outcomes of High Impact Practices for Underserved Students: A Review of the Literature , AAC&U (Draft)