The need to create powerful learning experiences so more students can succeed in college has never been greater.

Key Design Principles:
1. A Strong Start
2. Clearly Marked Pathways
3. Integrated Support
4. High Expectations and High Support
5. Intensive Student Engagement

Focus on Student Engagement in Effective Educational Practice
Student engagement in a variety of intentionally designed educationally-purposeful activities is necessary to achieve desirable learning outcomes. However, such engagement does not happen by accident. Educational practices must be aligned to guide students toward the intended outcomes, academic and student affairs educators must work collaboratively to optimize the learning environment, and data must be used to inform policy and practice.

Student engagement = the time and energy students devote to educationally purposeful activities — practices shown to be related to desired educational outcomes.

According to the National Survey of Student Engagement (NSSE) and CCSSE, student engagement is:
- What students do -- time and energy devoted to educationally purposeful activities
- What institutions do -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward the right activities

High-Impact Practices. Growing evidence that “high-impact practices” provide substantial educational benefits to students. AAC&U (2007) identified 10 promising “high-impact” activities, including: first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments & projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstones.

Outcomes and Benefits of HIPs: HIPs provide substantial educational benefits to students, however, not all students participate (Kuh, 2008; National Survey of Student Engagement, 2007). HIPs are positively associated with:

- Persistence and GPA
- “Deep approaches to learning”
- Higher rates of student-faculty interaction
- Increases in critical thinking, writing skills,
- Greater appreciation for diversity
- Higher student engagement overall, and “compensatory effects”

High Impact Pedagogical Practices: To increase retention, persistence and student success (GPA, essential learning outcomes), institutions can focus on increasing engagement in these educationally purposeful activities:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment
- Worked with other students on projects during class
- Worked with classmates outside of class on assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of course
- Talked about career plans with a faculty or advisor
- Discussed ideas from readings/classes with faculty outside class
- Received prompt feedback on academic performance
- Worked harder than you thought
- Worked with faculty on activities outside coursework (committees, student life, etc.)
- Discussed ideas from readings/classes with others
- Time spent studying, preparing academic work
- Had serious conversations with students of different race/ethnicity & those who differ from you (religious beliefs, political opinions, or personal values)

Historically underrepresented students (First-generation, low entering board scores, racial-ethnic groups, transfer students) benefit substantially from HIPs, yet not all take part.
Fostering the Magic of HIPs to Enhance Student Learning. What can you do in your course/unit to:

1. Enhance time on purposeful tasks?
2. Add meaningful interaction between fac-student & among students?
3. Increase interaction with diverse individuals & approaches (challenge students ways of thinking)?
4. Increase frequency of feedback?
5. Add a real world, application experience?
6. Increase students' reflections on their learning?

Recommendations:

• Be intentional about structuring HIPs and assess outcomes
• Introduce HIPs early and often -- get experience on students radar and debunk myths
• Embed HIPs into Curriculum, Requirements, Advising,
• Expose students to “mini-HIPs” (short term study abroad, research in a course)
• Encourage a robust partnership between academic & student affairs to foster a range of HIPs

✔ Checklist for Educationally Effective Practice

<table>
<thead>
<tr>
<th>At the beginning of each week of class in the term, consider to what extent will students ...</th>
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<tbody>
<tr>
<td>□ Ask questions or contribute to class discussion</td>
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<tr>
<td>□ Connect what they read, or prepared in advance, to course content</td>
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<tr>
<td>□ Work with other students on project and assignments during class</td>
</tr>
<tr>
<td>□ Work with other students on projects or assignments outside of class</td>
</tr>
<tr>
<td>□ Receive prompt written or oral feedback on academic performance</td>
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<tr>
<td>□ Have serious conversations with students of different race, ethnicity, or with different views in terms of religious beliefs, political opinion, or personal values</td>
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<tr>
<td>□ Apply learning to real-world problem, or experience</td>
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<td>□ Integrate ideas and reflect on how and what they are learning</td>
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<tr>
<td>□ Dedicate purposeful time to preparing for class, studying</td>
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<tr>
<td>□ Discuss ideas from readings, classes with faculty outside of class or with peers, family, co-workers</td>
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<tr>
<td>□ Participate in campus event, speaker, activity related to course</td>
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<td>□ Engage different mental activities – analyze, synthesize, make judgments, apply, create</td>
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<td>□ Connect with a learning support service or resource</td>
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<td>□ Have a substantive interaction with a faculty member, advisor, adult on campus</td>
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<tr>
<td>□ Experience (or be introduced to) a high-impact practice (undergrad research, service-learning, study abroad, internships)</td>
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Resources: