



The Buckeye Experience

**Opportunities to Enhance High-Impact Practices
at The Ohio State University**



THE OHIO STATE UNIVERSITY

Overview and proposal from the high-impact
practice advisory committee 2022-23
(see p.5)

Executive Summary

The High Impact Practices (HIPs) Advisory Committee (see p.6) recommends creating a coordinated university-wide HIPs student experience. The recommended approach leverages existing HIP programs, bringing the proven positive impact of HIPs to all Ohio State students, including those who benefit the most. Through enhanced branding, awareness, incentivization, and enhanced resources we will offer all students uniquely transformational experiences that accelerate student success.

Overview

The American Association of Colleges and Universities recognizes 11 educational high-impact practices (HIPs) as foundational to a 21st century liberal education. Some examples are learning communities, undergraduate research, diversity and global learning, service- or community-based learning, internships, capstone courses or projects, e-Portfolios, and others.

All students benefit from involvement in HIPs. However, research has found that participation may be especially beneficial for students from underserved backgrounds (Brownell & Swaner, 2010; Finley & McNair, 2013; Kuh, 2008). According to findings from one national study, as students from underserved backgrounds and their traditionally advantaged peers participated in more HIPs, outcome disparities between groups were minimized (Finley & McNair, 2013).

HIP Landscape at Ohio State

The Ohio State University has a rich array of experiential learning experiences that are considered HIPs based on their key characteristics. Multiple support units and colleges are promoting broader student participation in a range of HIPs. Yet, we know from our recent data collection efforts that only 60% of graduating seniors have participated in one or more of identified HIPs, and that participation varies significantly across student demographics.

Over the past 18 months a cross-institutional High-Impact Practices Advisory Committee has worked to develop collaboration, coordination, and assessment of HIP programs in both curricular and co-curricular settings, including within the new general education curriculum.

So far, the committee has

- developed a university-wide data gathering process for tracking student participation in High-Impact Practices,
- helped design a HIP Tableau dashboard that gives multi-faceted insights to the participation data,
- proposed a definition for a Board of Trustees scorecard metric on student participation in HIPs,
- developed resource documents for the Teaching and Learning Resource Center to support faculty, departments, and offices developing HIP programming,
- assisted and coordinated with the implementation process for integration of HIPs into the new General Education curriculum.

At this point, our committee believes that Ohio State is well-positioned to elevate our HIP efforts into a unified, evidence-based, intentional strategy to integrate HIPs into the core university curriculum as part of an expected and elevated student "Buckeye experience."

Intersections with Institutional Goals and Initiatives

Ohio State is poised to articulate a vision, strategy, and brand identity for aligning and connecting curricular and co-curricular high-impact practices with our institutional priorities. The documented association between student participation in HIPs with higher student persistence and excellence, higher rates of student-faculty interaction, increase in critical thinking and writing skills, greater appreciation for diversity, and higher overall student engagement is clearly aligned with our Vision, Mission, Values, and the Academic Plan.

A unified, evidence-based, intentional strategy to integrate HIPs into the core university curriculum will ensure that educators succeed in the classroom and in other learning environments, create pathways for all students to have transformational academic experiences, strengthen teaching and learning collaborations with local and global communities, elevate the importance of citizenship and service, and align and leverage academic support units in promoting the success of Ohio State faculty, staff, and students.

After its first ten years, the award-winning Second-year Transformational Experience Program (STEP) is an important gateway to high-impact practices, engaging 2850 students and 150 faculty mentors each year in transformational experiences. Our new General Education now offers another platform for broad student HIP participation in ePortfolio and Integrative Practice Themes courses. The Scarlet and Gray Advantage initiative similarly seeks to implement high-impact practices at-scale through its learning communities and a focus on internships. While these are all important drivers of students' success, the committee sees opportunities for significant operational improvements.

The Opportunity - Proposed Options

Overall, the number of students participating in high-impact practices continues to grow, but there are opportunities to further bolster the profile of-and access to-high-impact experiences at Ohio State. The committee provides the following observations and recommendations for a unified HIP approach and how they align with the Academic Plan:

- **Student expectations:** Position HIP experiences as a “university-wide pedagogical environment” that embeds HIPs curricular and co-curricular undergraduate experiences throughout our curricula and student advising processes, thereby enabling students’ agency to develop personalized pathways that fit their personal and academic goals. Ensure these opportunities are provided from the student’s first year, continually building towards graduation as an inherent part of a degree received from Ohio State.
 - **Recommendations:** Develop unified language/definitions and organizing the Buckeye Experience concept into a brand with unified language that describes the overall student experience from first to last year, embedding early and clearly ‘branded’ HIP experience with existing FYE and GE first-year expectations. Starting as early as the CommonApp with an institutional question: Which Buckeye experience(s) are you interested in exploring in your first year? This will serve to articulate pathways for all students to have transformational academic experiences.
- **Inclusive excellence:** All Buckeyes should have the opportunity to participate in several high-impact experiences. Access and affordability remain a point of concern and, hence, we should remain focused on broadening accessibility to those.
 - **Recommendations:** Determine where opportunity costs can be mitigated to target and enhance participation by underrepresented groups and other students who benefit most,

develop endowed funds for every student to get one additional HIP experience beyond the first year, and address the fully funded student challenge.

- **Brand awareness:** While faculty, staff, and students may be familiar with many of the HIP experiences, many lack awareness of what a HIP entails, what they mean for students, and the benefits to a student's education and preparedness for the future. Faculty may also be unaware of the resources offered through support offices. A unified and attractive brand will serve as an important recruitment tool, and support students as they navigate their academic journey.
 - **Recommendations:** Develop and implement a communication strategy for the Buckeye Experience that has tailored messaging and outreach activities for different audiences (students/parents, faculty, staff). This will serve to align the academic, administrative, and business processes of OAA, academic support units, and the colleges and campuses. It also helps creating pathways for all students to have transformational academic experiences.
- **Faculty incentives:** We need a holistic approach to strengthen the "supply side" by incentivizing faculty to develop HIP experiences and to grow as practitioners. This needs to consider things like faculty time, incentives, and behaviors (burden is all too often carried by women and minority faculty).
 - **Recommendations:** Address structural factors that hinder faculty engagement with HIPs (P&T criteria, tuition revenue for small courses, compensation for some of the extra work involved). This will serve to create conditions that enable faculty to innovate while placing value on the multiple ways faculty contribute to the mission of the university.
- **Student incentives:** In addition to creating a branded experience that is attractive to students, we also need a collective strategy to incentivize students to participate in a HIP experience and recognize their accomplishments.
 - **Recommendations:** Create transcribable credentials that articulate their accomplishments in terms of developed career readiness competencies. This will serve to create pathways for all students to have transformational academic experiences and prepare them for the modern workforce.
- **Enhanced coordination:** Until the formation of the High-Impact Practice Advisory Committee, cooperation across units that support these experiences has been largely ad-hoc and informal. A variety of experiences are promoted independently of one another, instead of as a collective.
 - **Recommendations:** Specific articulation of HIP coordination in existing fora (CAA, APAC, etc.) as well as formalizing this (or an equivalent) committee, to maintain university-wide coordination, promote operational excellence, and advance the university's academic priorities. We should also institutionalize data gathering and analysis, currently articulated through the HIP dashboard. This will serve to promote the use of data, analytics, and information to facilitate insights and improve strategic and evidence-based decision making.
- **Quality:** High-impact practice requires high-quality instruction. For all outcomes (learning, cognitive, persistence, degree attainment), the practitioner plays a central role, so we need to ensure that all units that provide pedagogical development work together to support the needs of high-impact practitioners.
 - **Recommendations:** Using the endorsement structure to provide clearly articulated professional development and criteria for quality high-impact practice. Provide robust assessment support to collect for example, direct measures of student learning to assess the fidelity of HIP offerings. This will serve to ensure that Ohio State instructors succeed in the classroom and in other learning environments, and cultivate a culture of continuous improvement, high performance, and academic excellence.

High-Impact Practices Advisory Committee

Members

Co-chairs:

Ola Ahlqvist, Associate Vice Provost for Academic Enrichment, **Office of Undergraduate Education**

Kristen Rupert-Davis, Associate Dean of Students, **Office of Student Life**

Members:

Aliya Beavers, Student Life, **Center for Belonging and Social Change**

Renee Bowling, PhD candidate, Higher Education and Student Affairs, **Graduate student representative**

Robert Decatur, Director of The Morrill Scholarship Program, Office of Diversity and Inclusion - **Learning Communities**

Julie Humbel-Courtney, Program Director for the University Honors Program - **ePortfolio, Learning Communities**

Fabio Leite, Psychology, Faculty member representative, Lima Campus, **Council on Academic Affairs**

Andrew Martin, Sociology, Faculty member representative, Associate Dean for Undergraduate Education, **College of Arts and Sciences**

Russell K. Marzette Jr., College of Engineering, Faculty Senator, **Council on Enrollment and Student Progress**

Kia McKinnie, Director of Academic Success Programs, Office of Undergraduate Education - **First-Year Experience, Seminars**

Mykenna Roy, Undergraduate Student Government, **Undergraduate student representative**

Julie Schultz, Program Director for the Second-year Transformational Experience Program (STEP) and Strategic Student Initiatives, Office of Student Life - **STEP, Learning Communities**

Jeannie Simmons, Director, Global Education, Office of International Affairs – **Global Education**

Sarah Steenrod, Director-Undergrad Career Services, FCOB - **Internships**

Claire Sweigart, Program Director, Office of Academic Enrichment - **Service-learning, Undergraduate Research**

References

Brownell, J. E., & Swaner, L. E. (2012). *Five high-impact practices: Research on learning outcomes, completion, and quality*. Washington, DC: Association of American Colleges and Universities.

Finley, A., & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. Washington, DC: Association of American Colleges and Universities.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges & Universities.