

# High Impact Practices: Implications for Transfer Students' Intellectual & Interpersonal Development



National Institute for the Study of Transfer Students



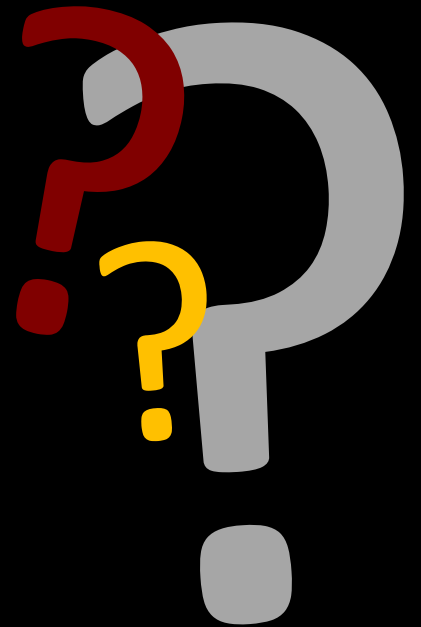
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# Overview

- Research questions
- High-impact practices (Kuh, 2008)
- Data source
- Results
- Discussion

# Research Question One:

Do **transfer** students participate in **high-impact practices** in similar rates as non-transfer students?



# Research Question Two:

What are the benefits of participation in high impact practices for **students' development**?

This study explored development of students'

- diversity awareness & appreciation skills

- academic skills development

- interpersonal skills & self-awareness skills

- development of research skills



# High-Impact Practices

- First-year seminars
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative learning
- Undergraduate research
- Diversity/global learning
- Service learning
- Internships
- Capstone courses and projects



# High-Impact Practices

## Why effective?



- Require considerable time and effort
- Deepen students' investment in activity and in college
- Increase student-faculty contact over substantive matters, over an extended period of time

# High-Impact Practices

## Why effective?

- Foster peer collaboration in academic and social contexts
- Increase diversity experiences
- Challenge students to develop new ways of thinking and responding to novel experiences



# High-Impact Practices

## Why effective?

- Encourage frequent feedback from faculty, peers, or supervisors
- Frequent feedback encourages students to build friendly, supportive relationships with faculty and staff



# High-Impact Practices

## Why effective?

- Students understand how learning works in a variety of contexts—on and off campus
- Students are presented with opportunities that synthesize their academic career



# High-Impact Practices

## Why effective?

- Present life-changing opportunities
- Increase opportunities to connect to the greater world
- Help students to acquire the intellectual tools to better society



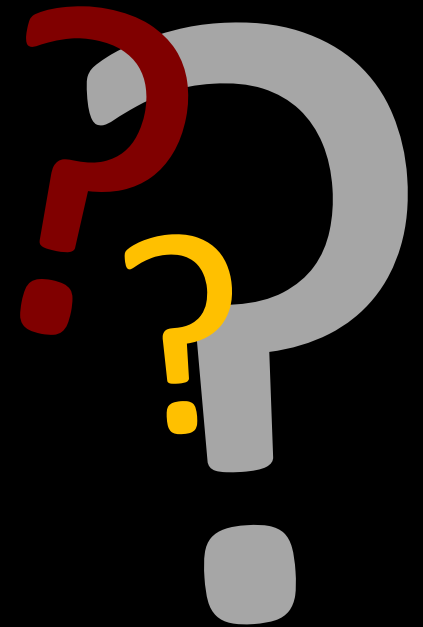
## Compensatory Effects



- Students with lower ACT scores who are engaged in HIPs make up ground in their GPA
- African American students who were increasingly engaged in HIPs had higher retention surpassing White students
- Hispanic students who were increasingly engaged in HIPs had higher GPA than White students

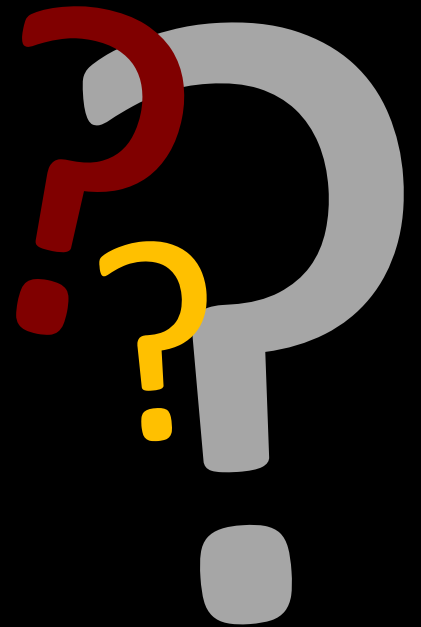
# Discussion:

Why do you think **high-impact practices** are particularly effective for **undergraduate college students**?



# Research Question One:

Do **transfer** students participate in **high-impact practices** in similar rates as non-transfer students?



# Discussion:

In what HIPs do you think **transfer students** are less likely to participate compared to their peers?

What HIPs are provided or marketed to **transfer students** on your campuses?



Transfer students less likely to

- Participate in learning communities and in service learning as FY students
- Conduct research with faculty, study abroad, participate in service learning, complete an internship, and enroll in a capstone course as seniors



# SERU SURVEY

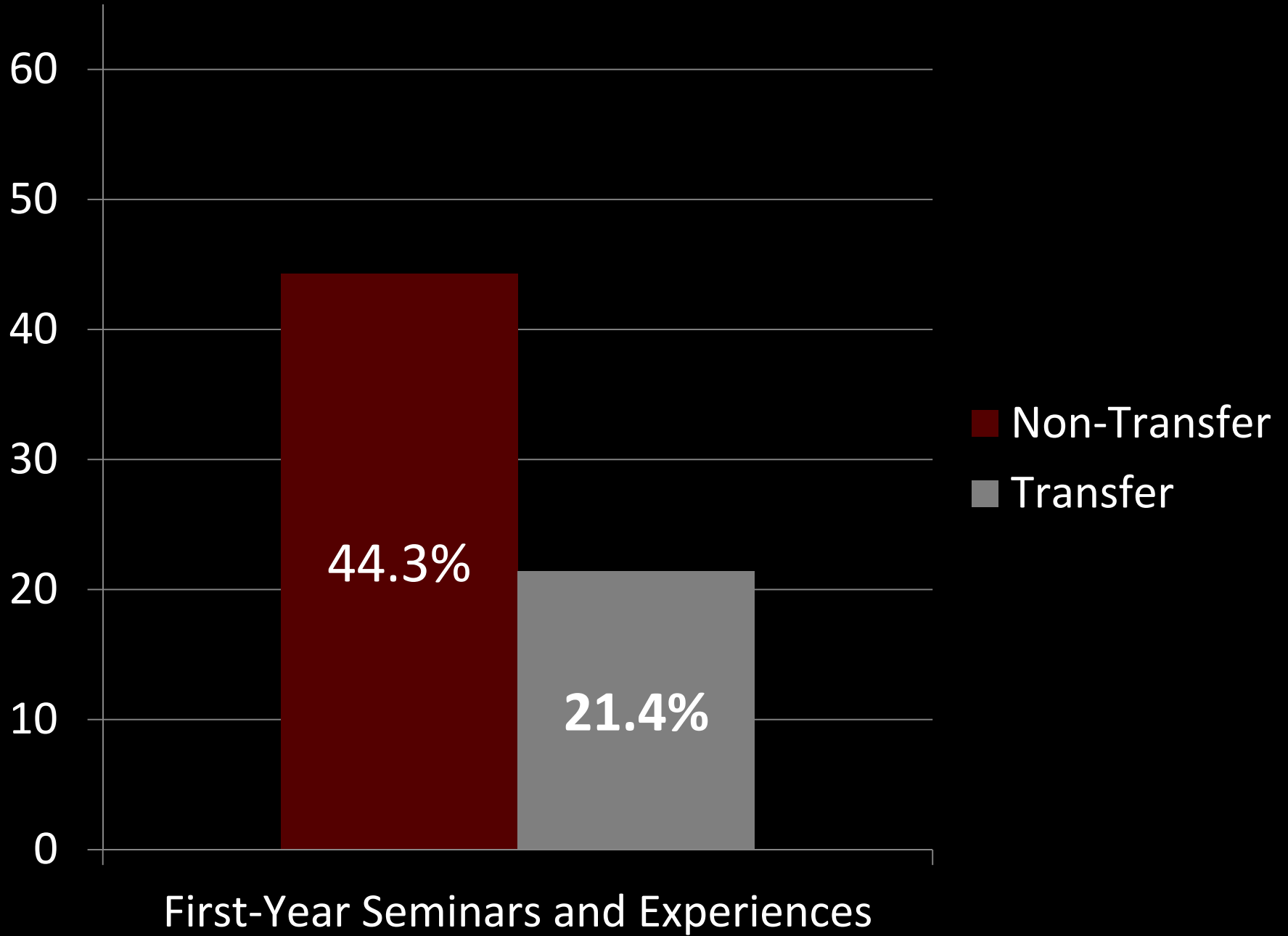
- Student Experience in the Research University
- Six large, public research universities
- Response rate: 27% ( $n = 39,736$ )
- Survey module: 30% ( $n = 12,129$ )
- Transfer students: 19.4%  
( $n = 2,374$ )



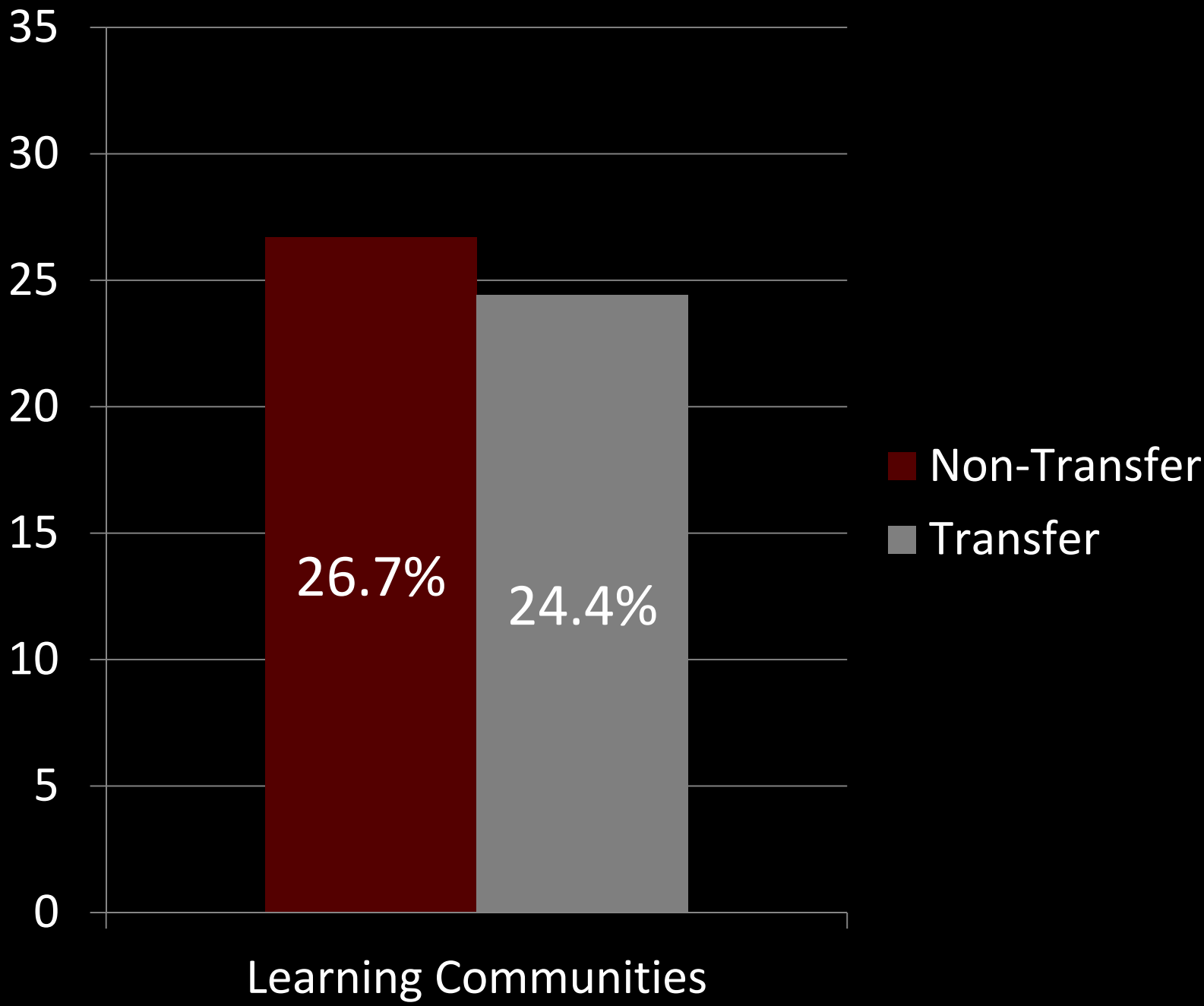
# DEMOGRAPHICS

	Non-Transfer (n = 9845)	Transfer (n = 2374)
Female	59.9	56.3
American Indian	.6	.8
<b>Asian</b>	<b>18.3</b>	<b>10.4</b>
Black	5.1	5.0
Hispanic	8.6	9.0
Multiracial	1.4	1.6
<b>First-generation</b>	<b>22.5</b>	<b>39.4</b>
<b>Independent</b>	<b>.7</b>	<b>11.8</b>
<b>Low-income</b>	<b>4.6</b>	<b>8.3</b>
<b>Working-class</b>	<b>16.8</b>	<b>25.0</b>
Middle/upper-class	78.7	66.6
<b>Age</b>	<b>20.71 (2.70)</b>	<b>24.35 (6.34)</b>

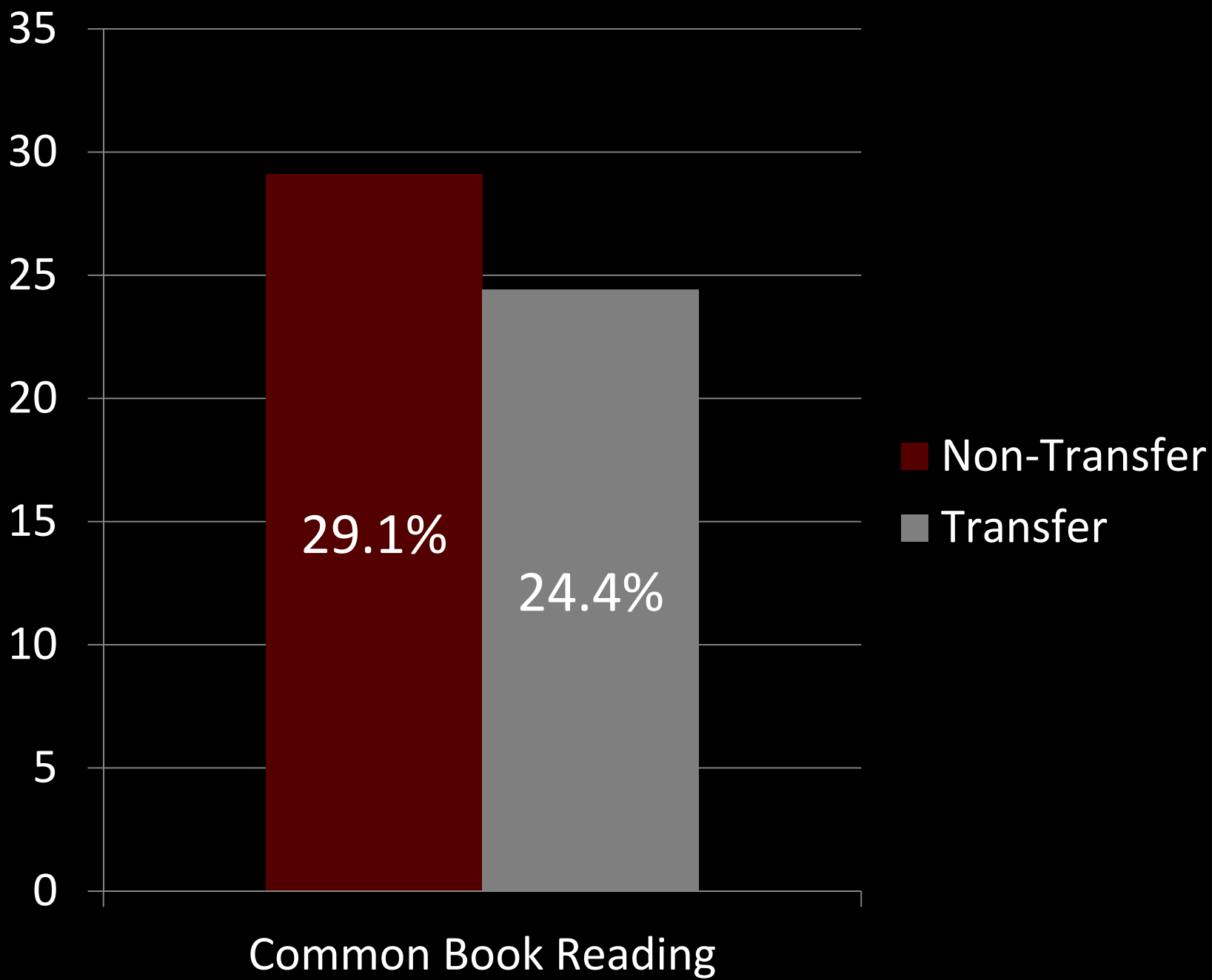
# FY SEMINARS



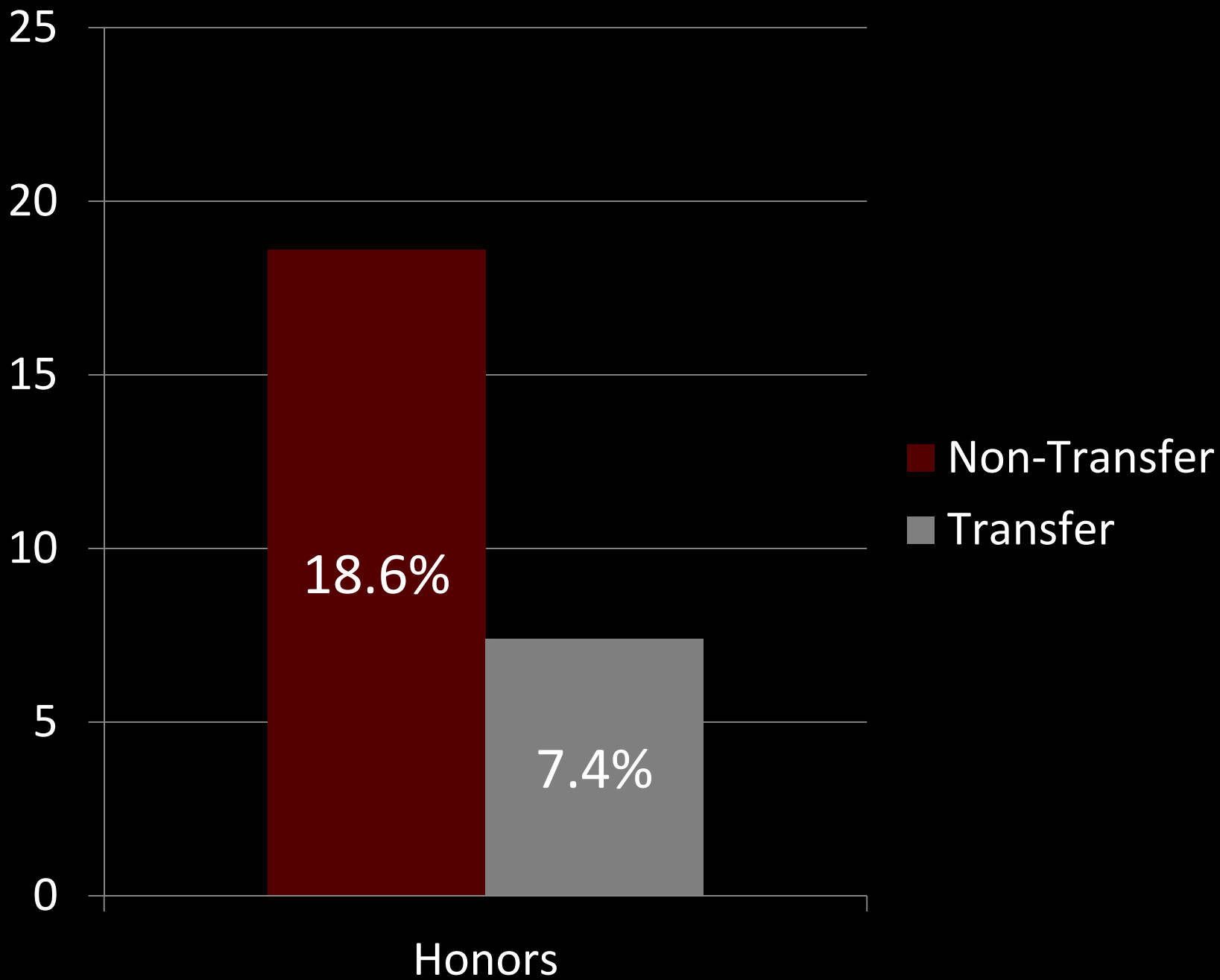
# LEARNING COMMUNITIES



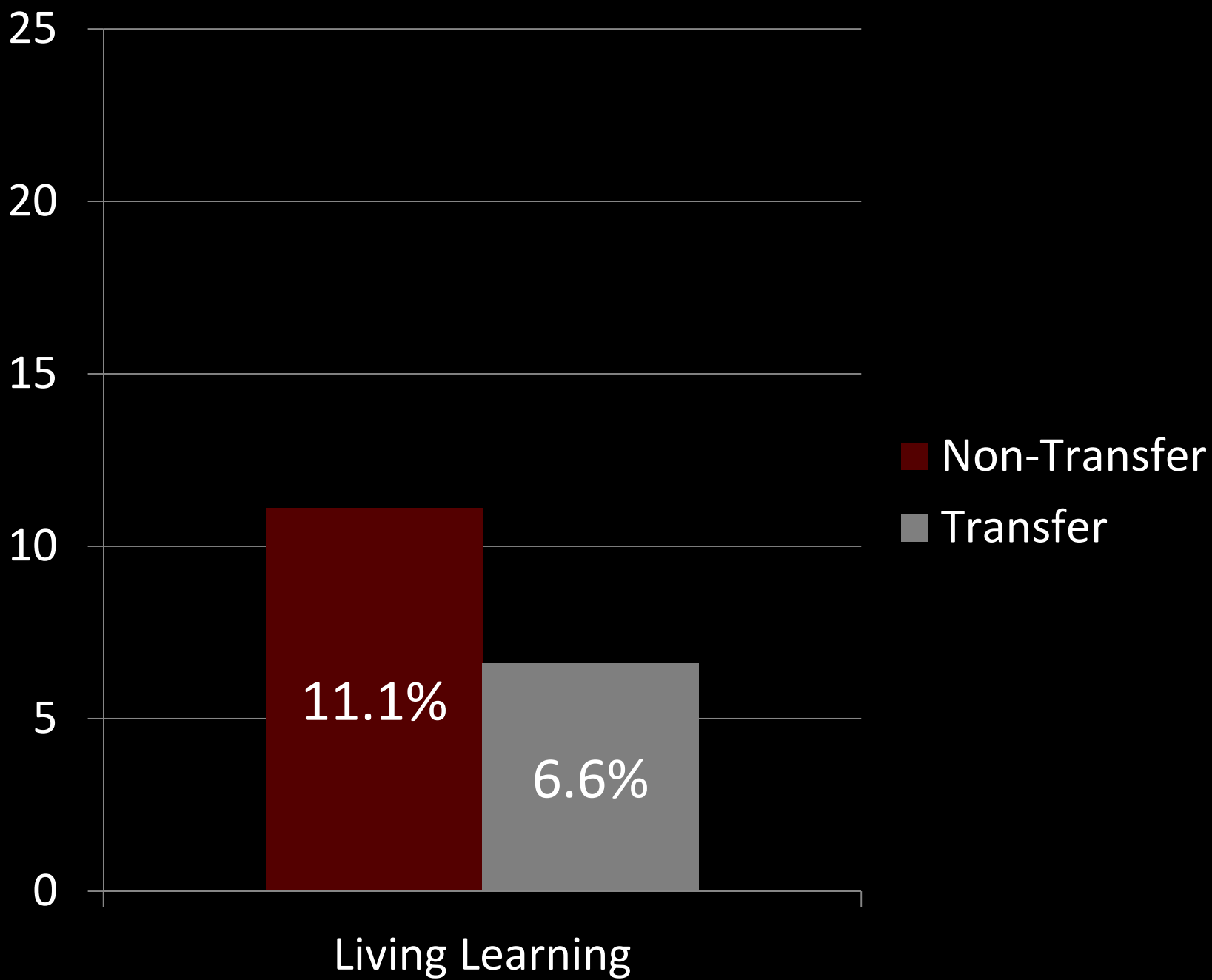
# COMMON BOOK



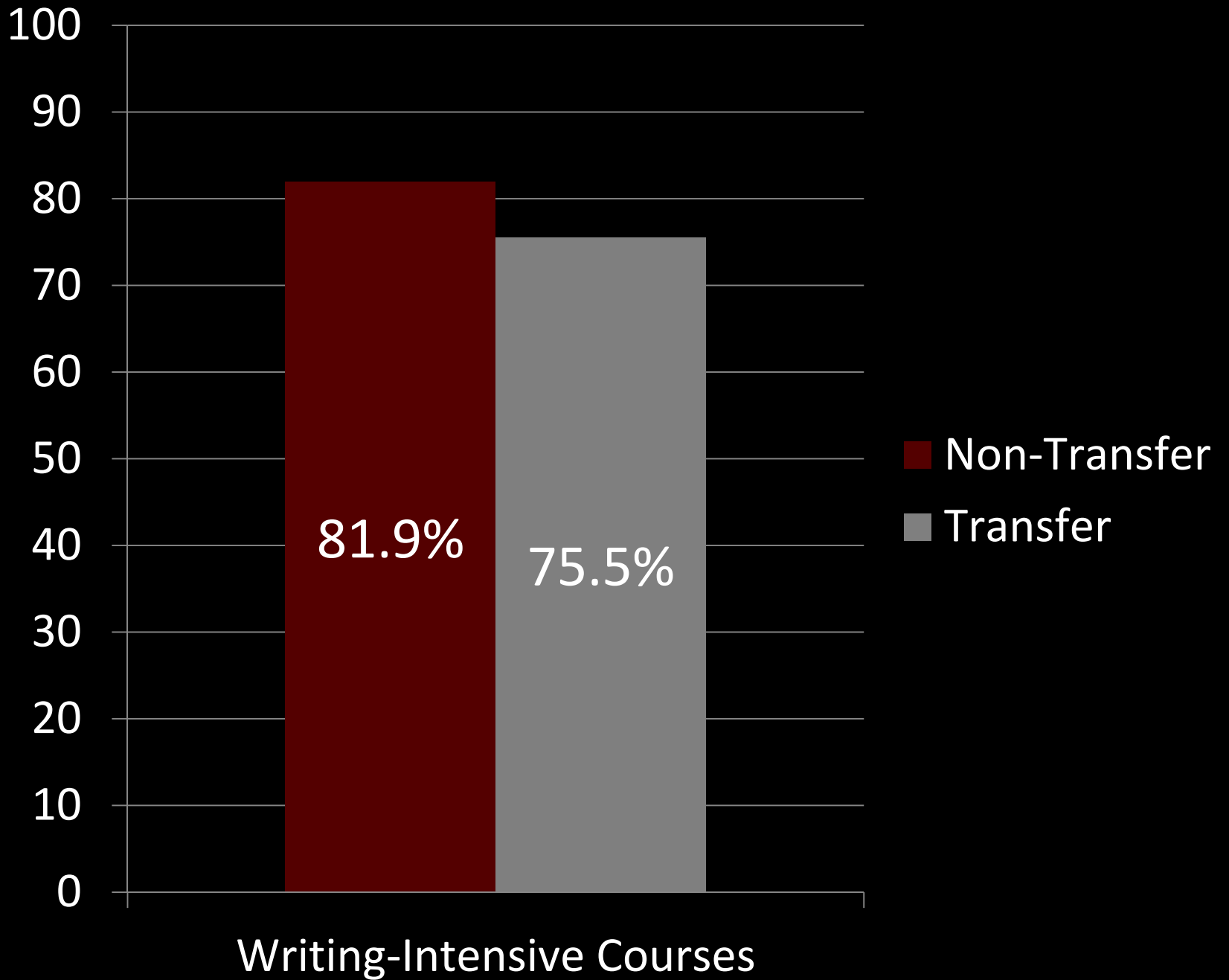
# HONORS



# LIVING LEARNING

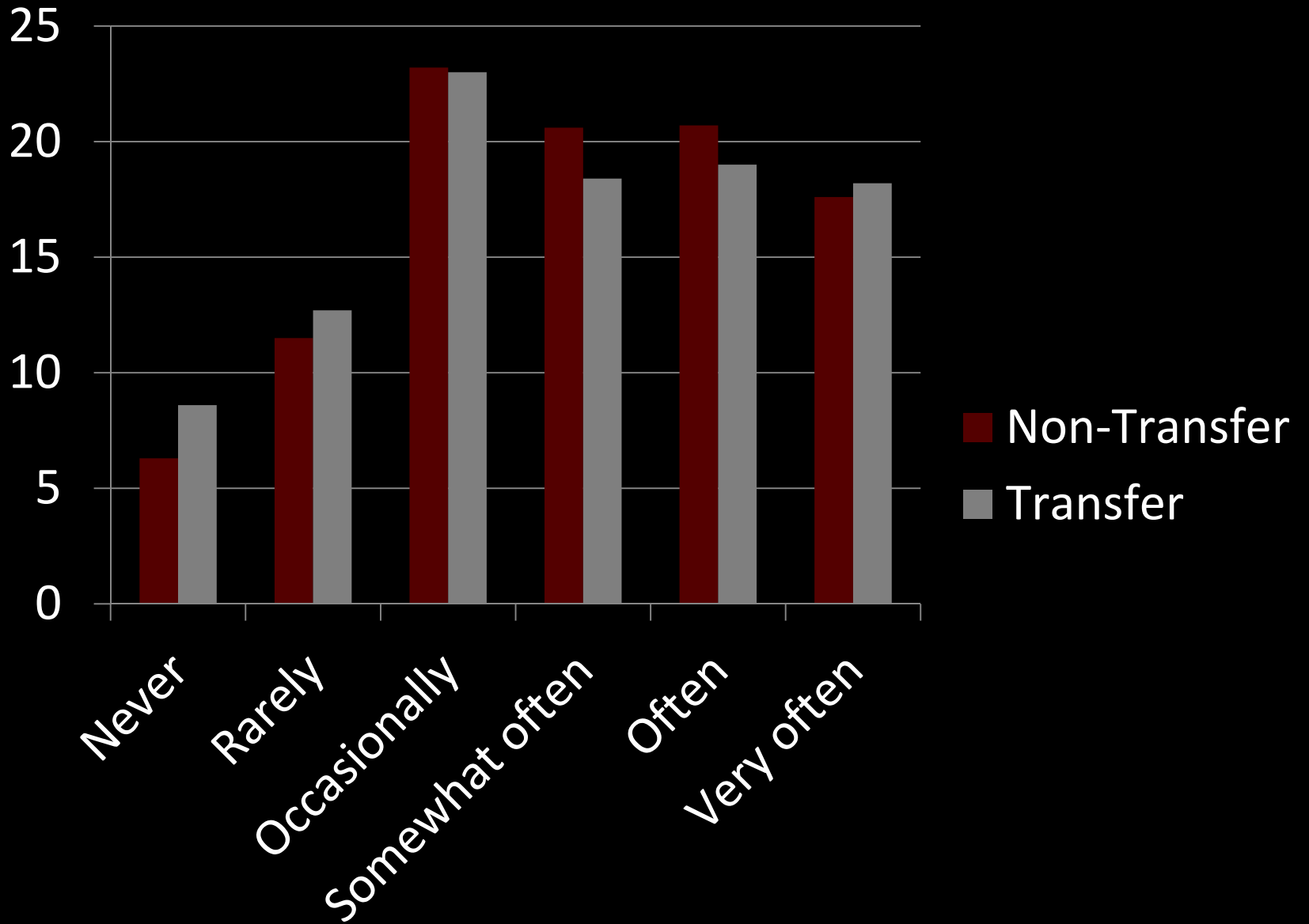


# WRITING INTENSIVE



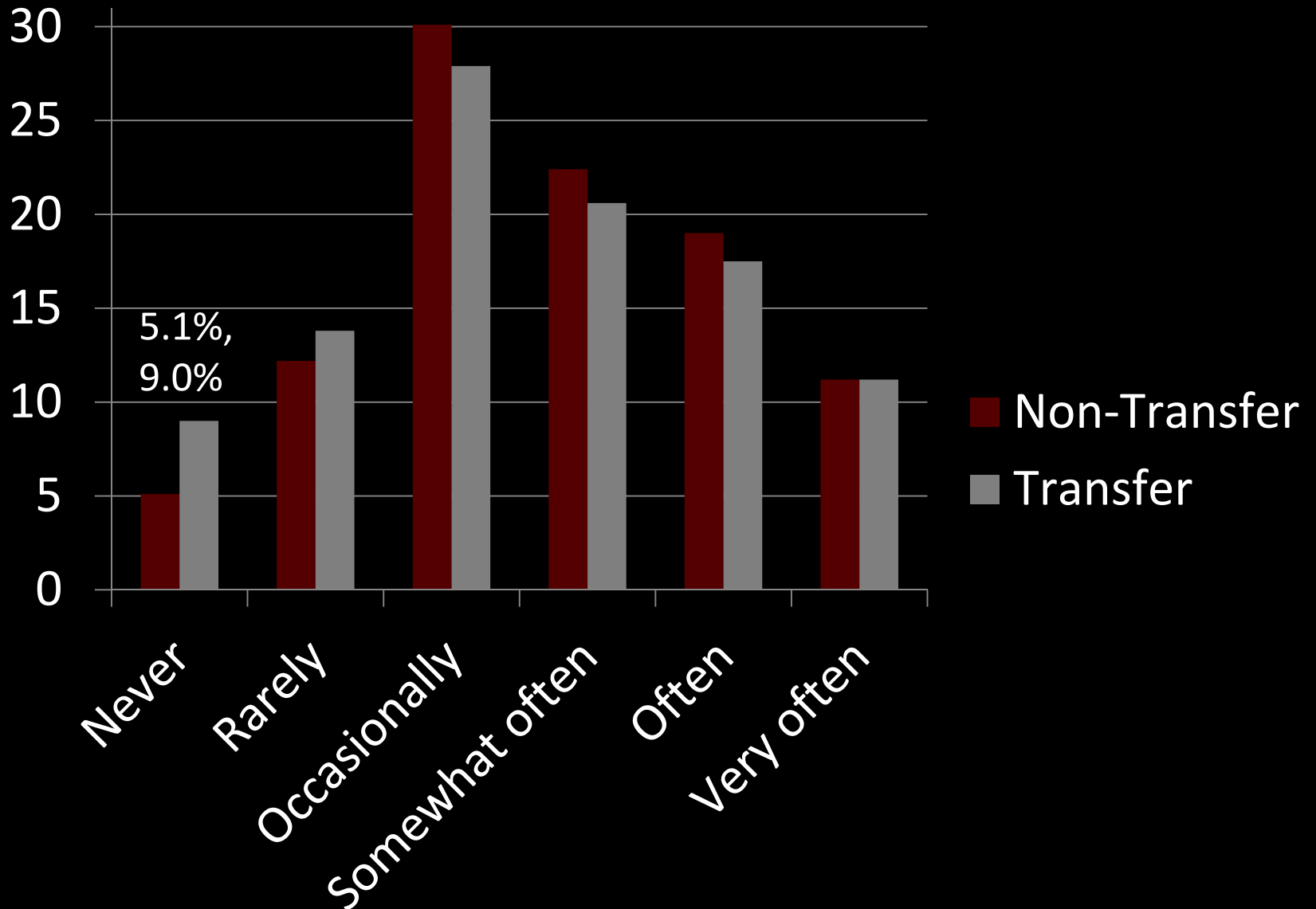
# COLLABORATIVE LEARNING

Worked on class projects or studied as a group with other classmates outside of class

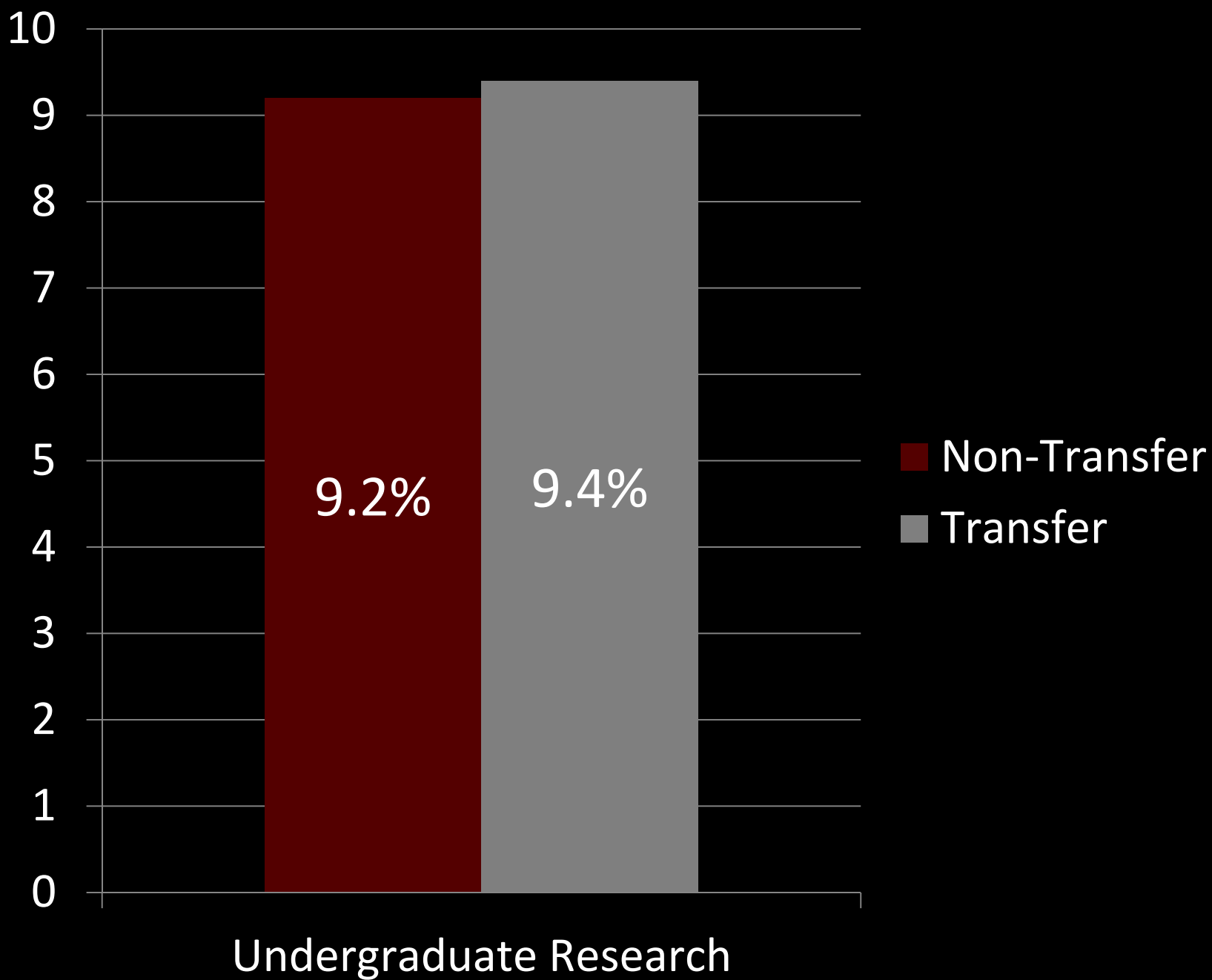


# COLLABORATIVE LEARNING

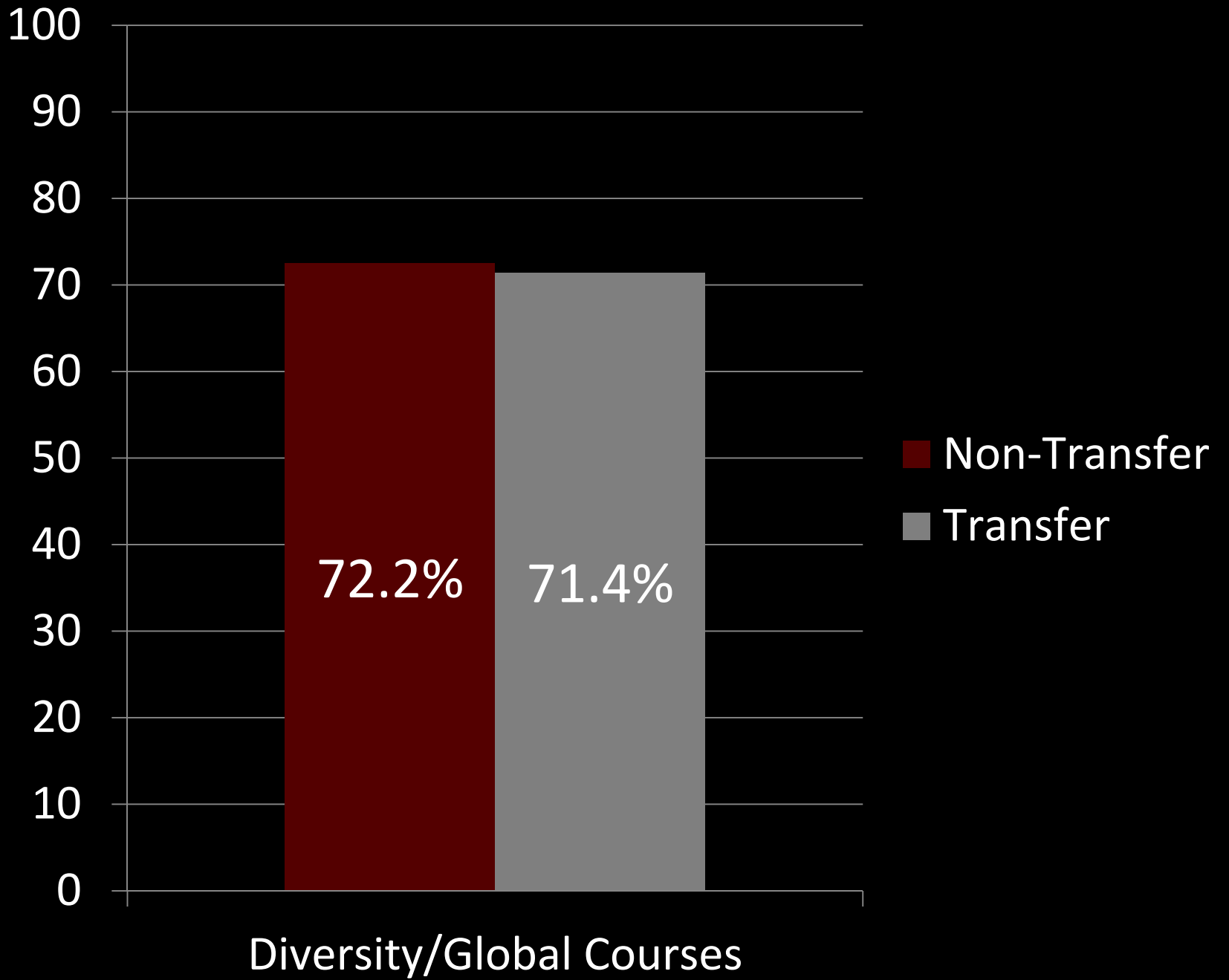
Helped a classmate better understand the course material when studying



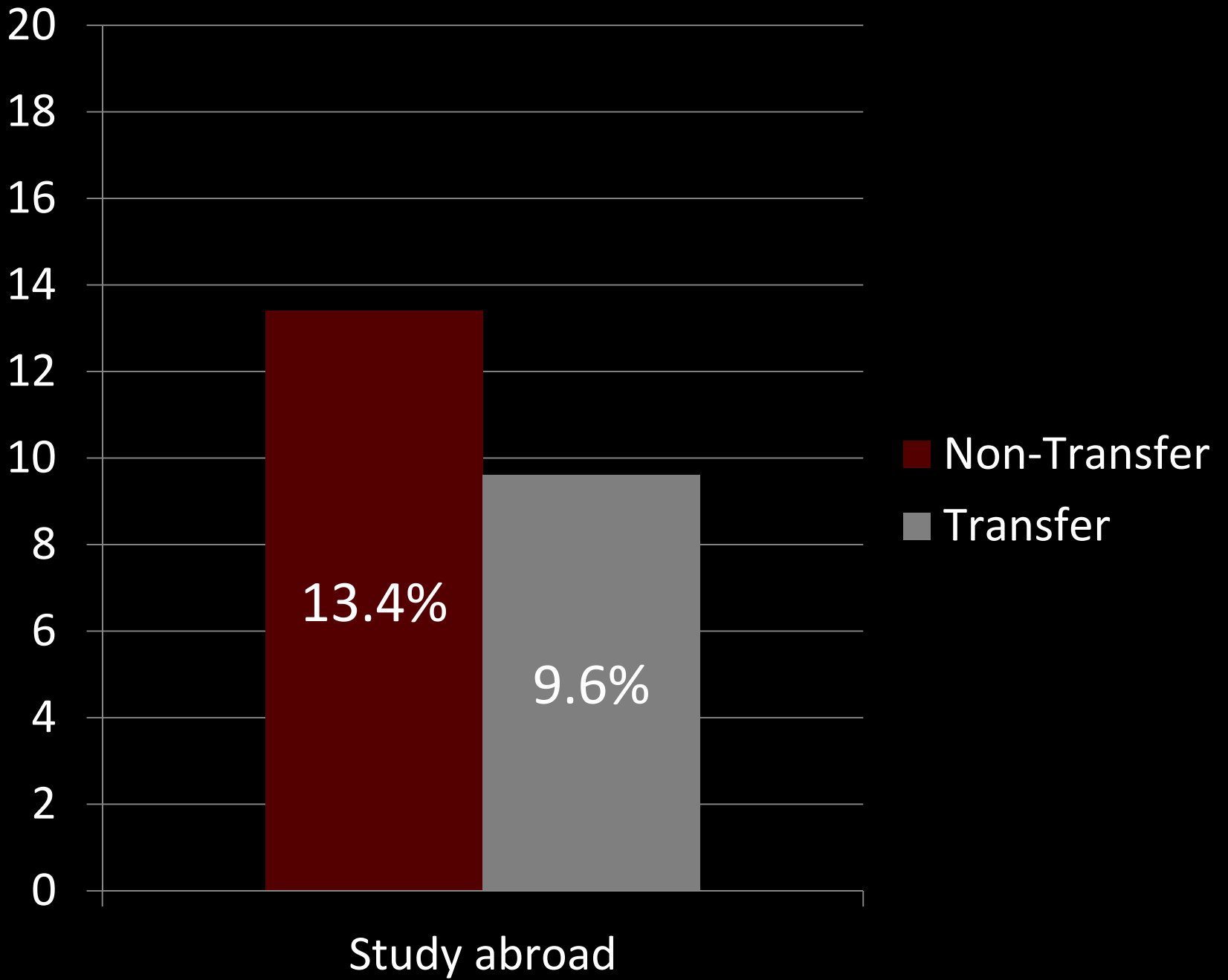
# UG RESEARCH



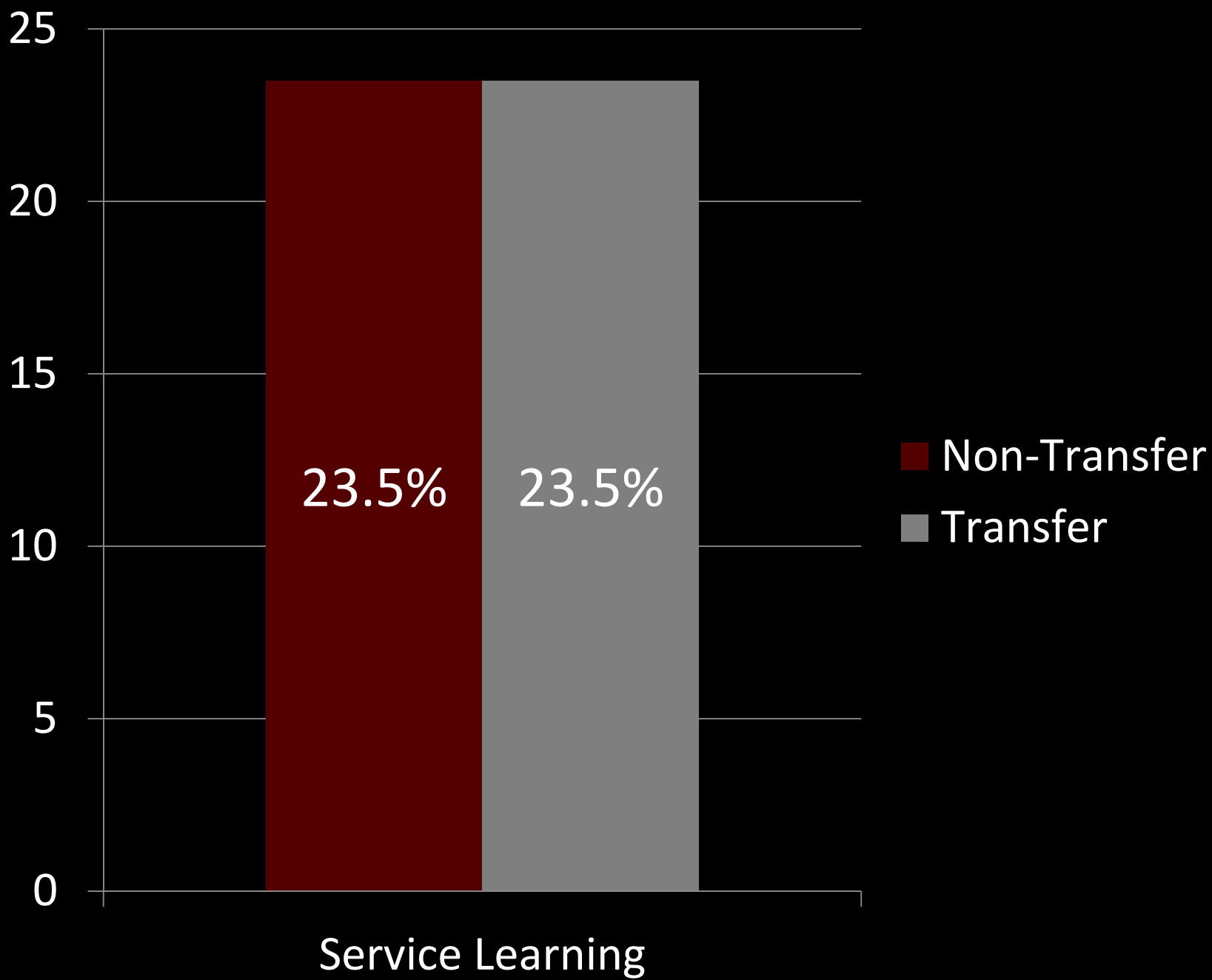
# GLOBAL COURSES



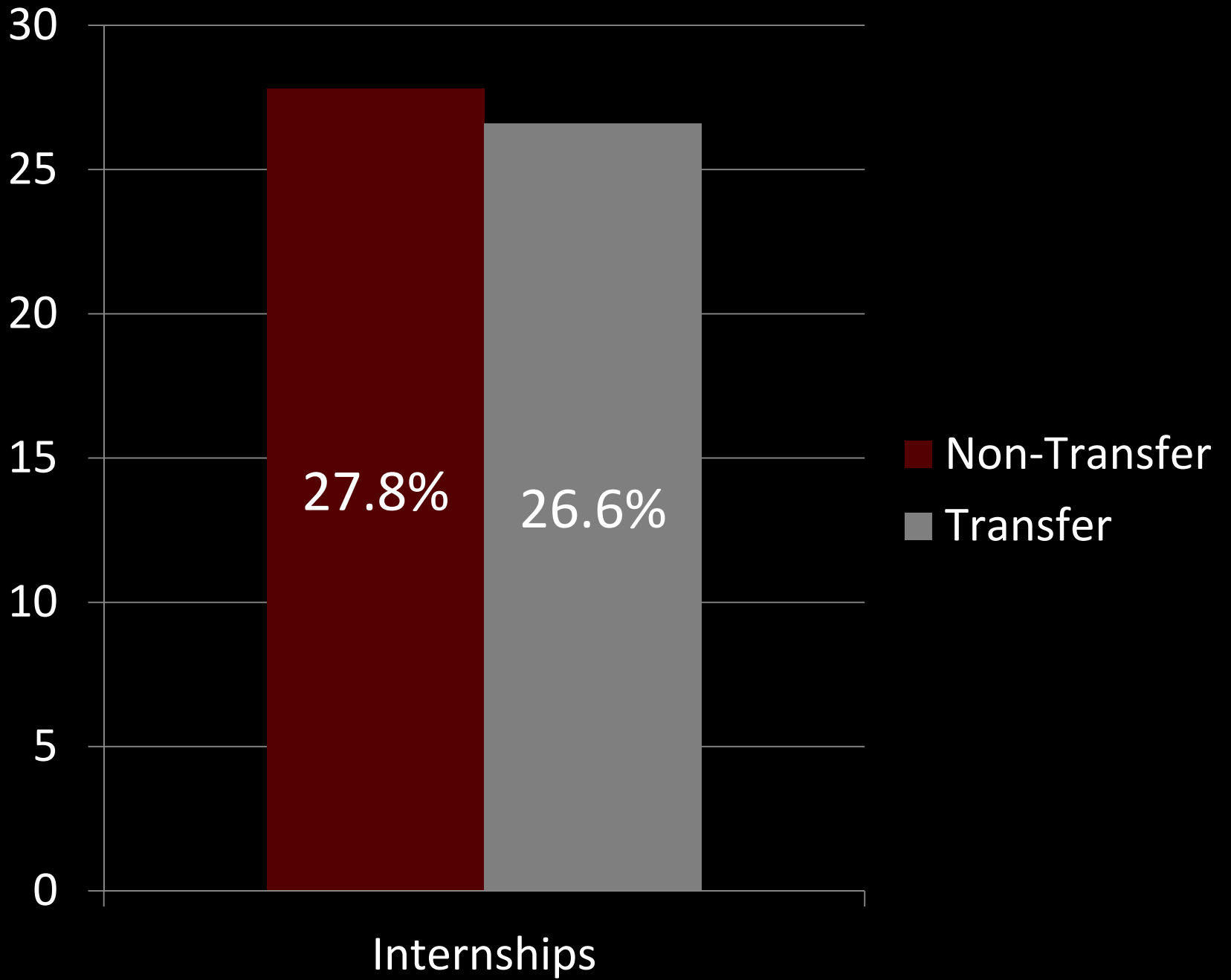
# STUDY ABROAD



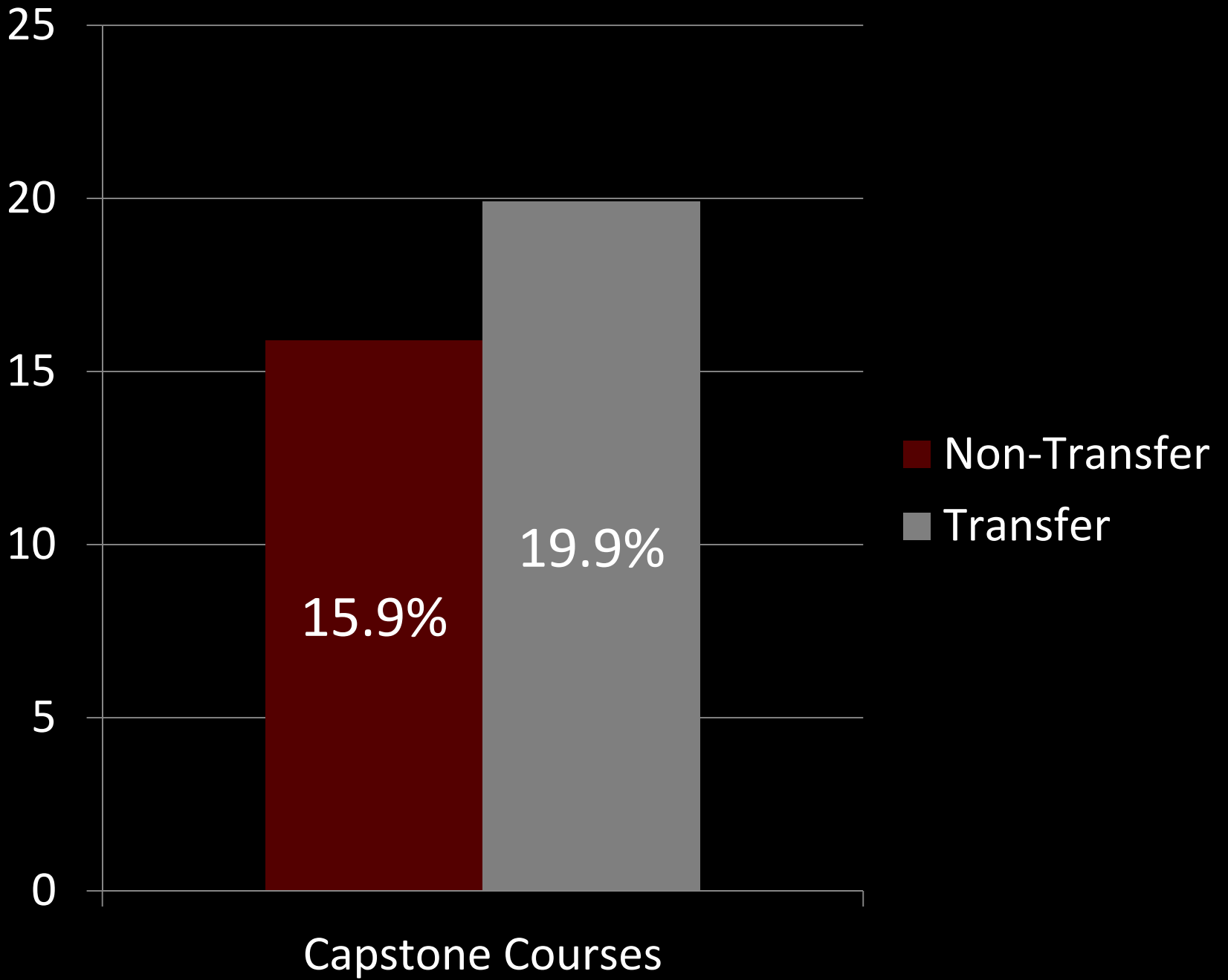
# SERVICE LEARNING



# INTERNSHIPS



# CAPSTONE COURSES



# Research Question Two:

What are the benefits of participation in high impact practices for **students' development**?

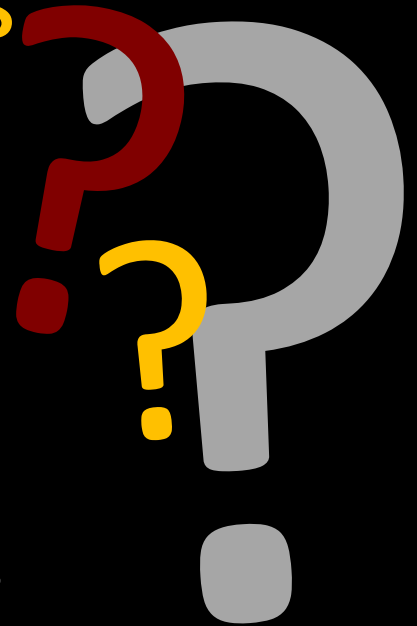
This study explored development of students'

- diversity awareness & appreciation skills

- academic skills development

- interpersonal skills & self-awareness skills

- development of research skills



## Factor analysis of survey items

### Ordinary least squares regressions

- Predicting students' self-reported current abilities
- Controlling for demographic characteristics, college experiences, GPA, academic major, and students' ability when they started at their campus
- Comparing transfer and non-transfer students



# LIMITATIONS

- Relying upon students' self-reported abilities and skills in a variety of areas
- Specific institutional type limits generalization
- Didn't explore students' participation in great detail—also relied upon their self-reported participation (students may not know if they participated if the descriptor was vague)
- Only predicted self-reported development of skills/abilities—so much potential exists for HIPs to impact other areas!



# Diversity awareness & appreciation skills

- Comfort working with people from other cultures
- Ability to appreciate, tolerate, and understand racial and ethnic diversity
- Ability to appreciate cultural and global diversity
- Ability to work with people from other cultures



$\alpha = .85$

# Discussion:

Which **high-impact practices** do you think would be positively associated with **transfer students' diversity skills development**?

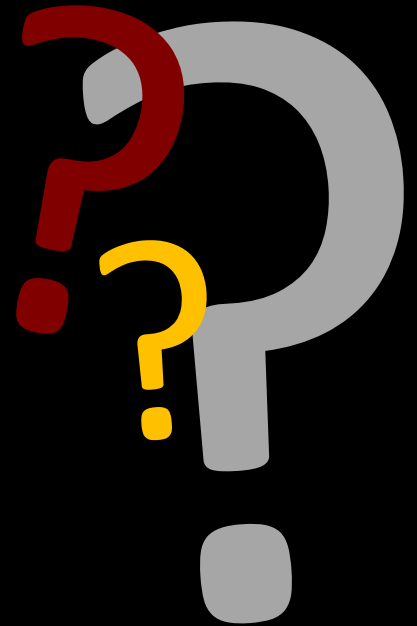


# DIVERSITY SKILLS

	Transfer	Non-Transfer
Worked on class projects or studied as a group outside of class	+	+
Helped a classmate better understand course material	+	+
First-year seminar	-	
Learning community		+
Common book	+	+
Writing-intensive courses		+
Diversity or global learning courses	+	+
Study abroad		+
Capstone or senior thesis courses		+
Service learning or community-based learning	+	+
Formal undergraduate research programs		+
Formal creative activity or scholarship	+	+
Honors program		
Living-learning programs		
Internship		+
$R^2$	.58	.51

# Academic skills development

- Analytical and critical thinking skills
- Ability to read and comprehend academic material
- Ability to be clear and effective when writing
- Understanding of a specific field of study



$\alpha = .81$

# ACADEMIC SKILLS

	Transfer	Non-Transfer
Worked on class projects or studied as a group outside of class		
Helped a classmate better understand course material	+	+
First-year seminar		
Learning community		
Common book		+
Writing-intensive courses		+
Diversity or global learning courses	+	+
Study abroad		+
Capstone or senior thesis courses	+	+
Service learning or community-based learning		+
Formal undergraduate research programs		+
Formal creative activity or scholarship		
Honors program		+
Living-learning programs		-
Internship	+	+
$R^2$	.41	.41

# Interpersonal skills & self-awareness skills

- Ability to lead
- Self-awareness and understanding
- Ability to prepare and make a presentation
- Interpersonal (social) skills

$\alpha = .77$



# SOCIAL SKILLS

	<b>Transfer</b>	<b>Non-Transfer</b>
<b>Worked on class projects or studied as a group outside of class</b>	<b>+</b>	<b>+</b>
<b>Helped a classmate better understand course material</b>	<b>+</b>	<b>+</b>
<b>First-year seminar</b>		
<b>Learning community</b>		
<b>Common book</b>		<b>+</b>
<b>Writing-intensive courses</b>		
<b>Diversity or global learning courses</b>		<b>+</b>
<b>Study abroad</b>		<b>+</b>
<b>Capstone or senior thesis courses</b>		<b>+</b>
<b>Service learning or community-based learning</b>		<b>+</b>
<b>Formal undergraduate research programs</b>		
<b>Formal creative activity or scholarship</b>		<b>+</b>
<b>Honors program</b>		
<b>Living-learning programs</b>	<b>-</b>	<b>-</b>
<b>Internship</b>	<b>+</b>	<b>+</b>
<b><math>R^2</math></b>	<b>.50</b>	<b>.45</b>

# Development of research skills

- Library research skills
- Internet skills
- Computer skills
- Other research skills

$\alpha = .78$



# RESEARCH SKILLS

	Transfer	Non-Transfer
Worked on class projects or studied as a group outside of class	+	+
Helped a classmate better understand course material	+	+
First-year seminar		+
Learning community		
Common book		+
Writing-intensive courses		+
Diversity or global learning courses		+
Study abroad		+
Capstone or senior thesis courses	+	+
Service learning or community-based learning	+	+
Formal undergraduate research programs		+
Formal creative activity or scholarship		
Honors program		
Living-learning programs		-
Internship	+	+
$R^2$	.54	.55

# What **Mattered?**

## **Positive associations with 3+ outcomes:**

- Internships
- Working with or helping classmates

## **Positive associations with two outcomes:**

- Diversity/global learning courses
- Capstone courses
- Service learning or community-based learning

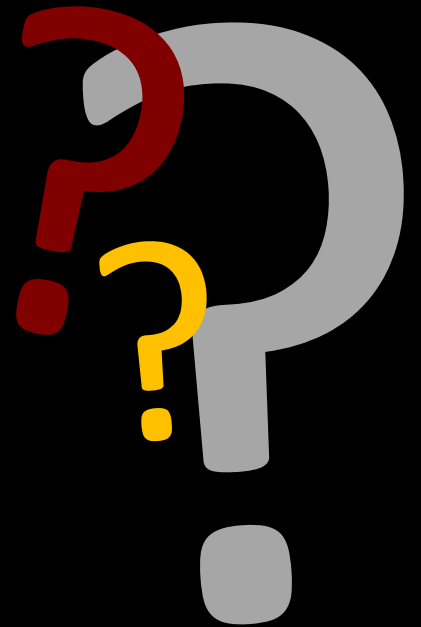
## **Positive associations with one outcome:**

- Common book
- Creative scholarship



# What **Mattered?**

High-impact practices had the greatest number of associations with students' **diversity skills**, followed by **interpersonal skills**.



# What is **Puzzling**?

Why did we see that HIPs had so many associations with non-transfer students' outcomes as opposed to transfer students' outcomes?

Are HIPs more powerful for “traditional” students?

Are HIPs structured differently in these different campuses? Do students interact with HIPs differently?



# What is **Next**?

Transfer students are not a homogenous group—would we see different associations within first-generation students, students of color, or students from lower social class backgrounds?

What about identity development? Values, purpose, meaning?

What about retention? Sense of belonging? GPA?



# What is **Next**?

We learned a little...but there is also more yet to be investigated:

- Why do students participate in different rates?
- Why are some activities more effective than others?
- What can we do to reach out to students?
- What additional outcomes can we explore?

**Questions?**

# Thank You!

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