Empowering Students through High-Impact Practices in a First-Year Program

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Outline of Presentation

• High Impact Practices
• FYE Overview
• Key assignments from FYI
• Brief Discussion
High Impact Practices

Pedagogically sound educational activities that engage students; can occur in the classroom and outside of the classroom.

Practices that engage students: academic engagement and social engagement.

George Kuh and AAC & U.
High Impact

- High Impact Educational Practices (Kuh, 2008).
  - First-Year Seminars and Experiences
  - Common Intellectual Experiences
  - Learning Communities
  - Writing Intensive Courses
  - Collaborative Projects
  - Capstone Courses & Projects
Evidence on HIPs

Most students benefit from HIPs and the practices embedded in our FYE initiatives.

Historically underrepresented students (First-generation, low-income, some SOC benefit most from HIPs)

Challenges: offering enough HIPs; and getting students to participate in them (if not required).
CEHD First Year Experience

Fall Semester
First Year Inquiry
Multidisciplinary Ways of Knowing
(4 Credit Hours)

Spring Semester
Learning Communities

Welcome Week / College Day

Common Book and Events
### Demographics 2016-17

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<th>Category</th>
<th>Percentage</th>
<th>Pell Recipients</th>
<th>PES</th>
<th>TRIO</th>
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<tr>
<td>Students of Color</td>
<td>43%</td>
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<tr>
<td>First Gen</td>
<td>51%</td>
<td>213</td>
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<td>159</td>
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<tr>
<td>Pell Recipients</td>
<td>40.5%</td>
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<tr>
<td>Male</td>
<td>35%</td>
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<tr>
<td>Female</td>
<td>65%</td>
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<tr>
<td>MN Residents</td>
<td>71%</td>
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FYI Multidisciplinary Ways of Knowing
EDHD 1525W

Student faculty Ratio

Student Services Components

Overarching Theme: Can One Person Make a Difference?

Writing Intensive

SLO/SDOS

Common Book

iPad Initiative
FALL FIRST YEAR INQUIRY COURSE

• Curriculum Faculty Teams around 3 themes
  – Aspire
  – Persevere
  – Heal

Each team consisted of 4-5 faculty teaches with a total of 6 seminars capped at 28 students
HEAL Group

• Farmers’ Market: Ethnography
• Performance Experience & Analysis
• Annotated Bibliography
• Group Capstone (e.g., campus issues)
Farmers’ Market Visit

In this assignment you will have the opportunity to visit a local farmers’ market in the Twin Cities area. This project can be accomplished individually or in small groups with your classmates. You are encouraged to visit in groups of 2-3 students if possible. You can visit any farmers’ market that is off-campus. After visiting the market, your task is to write a 3-page paper reflecting on what you experienced and learned from the activity. {Concepts: third place; informal association; participant observation}. 
Purposeful Activities

- Faculty-student meetings; feedback
- Peer review: writing assignments
- Focus on small group interactions
- Class presentations
PERSEVERE GROUP

• Untold Stories

• Scaffolding Narrative Voice: storytelling, writing, research process and lived experience

• Collaborative Practice

• Community inquiry
Example: Documentary Film Assignment

Week 1: What’s in a name:
Week 3: Biographical Object Paper and presentation
Week 5: 1-minute iPad video: Education as a game changer
Week 6-7: Field Notes and Interviewing

Week 8: Brainstorm Documentary Film ideas
Week 9: Researching your subject
Week 11: Research Paper Due

Week 12: Story Boarding
Week 13-14: Working in the Field
Week 15: Mini documentary Screenings
Sampling of Student Documentaries

Immigrant Story

Behind Closed Doors

Journey of First Generation College Student

The First
Research Outcomes

Cognitive Complexity and Knowledge Acquisition

Interpersonal Development

Intrapersonal Development
Intrapersonal Development

This experience had been wonderful. From being in the “I don’t know what is going on” phase to “Where was I before?” phase has really opened my eyes to challenge me to think and grow differently. I can say I’m not totally a new transformed person after this class, but what I can say is that my understanding of myself and the people that I share this world with has gone deeper. Bottom line, what I got out from this class and this experience is to COMMUNICATE better.”

Foua (Hmong Female)
“I also had to learn to let others in the group take control over some aspects of the project. While it was easy for me to feel that I had to do everything in order to make sure it got done correctly, I learned that other members of my group were better equipped to deal with certain aspects of the project should take the lead.

Abigail White, female student
Cognitive Complexity

“We did not just have one perspective on adoption, we had a parent, and adoptee and a biological son. This helped the audiences … have the ability to see three different lenses on the outlook of adoption and specifically helped me become more open-minded because that enabled me to have a changed outlook on adoption. After making the documentary about adoption and seeing a different definitions of family… it opened up my eyes in many ways about the world that surrounds me. This documentary helped me change my definition of family, it expanded the criteria for family”

Reya, Latina Female Student
Recent Publications


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