High-Impact Practices and College Students’ Development of Pluralistic Outcomes

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University of Minnesota
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Compelling Need for Leaders

- Demographic and Sociocultural trends in the U.S. will transform our workforce
- We need leaders who can interact with others from diverse cultures and experiences
Development Gaps in Colleges

- Findings suggest college graduates lack the leadership skills and multicultural competencies necessary to meet future societal challenges.
- It is important to determine whether specific institutional practices can be used to enhance students’ development in those critical areas.
High-Impact Practices

• First-year seminars
• Common reading programs
• Learning communities
• Writing-intensive courses
• Collaborative assignments

• Undergraduate research
• Diversity and global learning
• Service-learning and community service
• Internships
• Capstone courses and projects
Effectiveness of HIPs

Time + Effort = Deeper Investment & Commitment

Interaction with Diverse Peers
Effectiveness of HIPs

Knowledge + Novel Experiences = Integration of Academics

Engagement in “Real-World” Contexts
Effectiveness of HIPs

OH, YOU STUDIED ABROAD?

YOU MUST BE SO WORLDLY

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HIPs, Leadership, Multicultural Competence

- Prior relationships between participation in some HIPs and students’ leadership and multicultural competence have been observed
  - Community service
  - Enrollment in diversity courses
  - Study abroad
Research Question

• Controlling for additional variables, are there relationships between students’ participation in HIPs, their leadership development, and their development of multicultural competencies?
Methods: Instrument

• Student Experience in the Research University (SERU) survey
• Administered to 14 large, public research universities in spring 2013
• Over 600 items following several thematic areas:
  – Academic engagement
  – Civic engagement
  – Research experiences
Methods: Variables

• Dependent variables:
  – Self-reported leadership development
    • Leadership skills, interpersonal skills, self-awareness, and understanding the importance of personal social responsibility
  – Self-reported development of multicultural competence
    • Ability—and comfort—in working with people from other cultures, ability to appreciate and understand racial/ethnic diversity, ability to appreciate cultural and global diversity
Methods: Variables

• Independent variables:
  – Pre-college characteristics
    • Pre-college leadership and multicultural competence
    • Race, gender, age, social class, transfer status
  – College experiences
    • GPA, academic level, academic major, academic engagement, sense of belonging, frequency of classmate interactions
  – High impact practices (0 = no, 1 = yes)
Participation in HIPs

- Writing-intensive courses: 75%
- Diversity or global courses: 70.8%
- Capstone: 60.9%
- Common book: 46%
- Learning community: 35.1%
- Internship: 29.5%
- Service learning: 26.9%
- Undergraduate research: 26.9%
- Honors program: 18.7%
- Capstone or senior thesis credits: 18.1%
- Study abroad: 17.4%
- Formal creative activity or scholarship: 14.9%
- Internship under faculty: 12.4%
- Living learning program: 10.9%
- Degree with a global theme: 10.8%

0 10 20 30 40 50 60 70 80
Results: Leadership
Community service
Service learning
Internship
Common book reading
Diversity or global courses
Learning community
Certificate or major

Results: Leadership
Pre-college multicultural skills

Classmate interactions
Multiracial students
Hispanic students
Academic level
Asian students

Pre-college leadership

Results: Multicultural Competence

STEM major
Male students
Technical majors
Social class

General sciences

Sense of belonging

Academic engagement

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Results: Multicultural Competence

- Diversity or global courses
- Service learning
- First-year seminar
- Common book reading
- Certificate or major
- Study abroad
- Capstone course
- Service learning
- First-year seminar
- Common book reading
- Certificate or major
- Study abroad
- Capstone course
Discussion

• Potentially promising practices for pluralistic outcomes?
  – Common book reading programs
  – Service-learning
  – Courses involving themes of diversity or global learning

• Engagement in HIPs does not yield ubiquitous outcomes
Discussion

• Instead of focusing on the *what*, it may be more important to focus on the *how*—or *how well* these programs are implemented

• Institutional support is critical to students’ development of pluralistic outcomes
Questions?

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