

High Impact Practices and Programs at GVSU

A presentation for GV academic advisors

Winter 2025

Presenters:

- Dr. Susan Mendoza, Director of the Center for Undergraduate Scholar Engagement (which includes the Office of Undergraduate Research and Frederik Meijer Office of Fellowships)
- Kate Stoetzner, Director of the Padnos International Center
- Rachel Becklin, Senior Associate Director & Internship Specialist, Career Center
- Melissa Baker-Boosamra, Associate Director of Student Life
- Dr. Rachel Campbell, Faculty Director of Curriculum for CLAS Voyage

High Impact Practices – what are they?

- And why do they matter?

High Impact Practices (HIPs) are learning experiences that are supported by research on their educational benefits. Research shows that students involved in high-impact practices (HIPs) enjoy higher levels of learning success. These evidence-based practices include service learning, undergraduate research, and internships—to name a few. AAC&U's Institute on High-Impact Practices and Student Success helps campus teams refine and assess their HIPs with an emphasis on quality, equity, and student engagement. AAC&U identifies eleven HIPs as particularly core to students' undergraduate academic experience:

Portfolios, Undergraduate Research, Writing, Learning Communities, Collaborative Assignments, First-Year Experiences, Service Learning, Capstone Experiences, Internships, Diversity/Global Learning, Common Intellectual Experience

Eight Key Qualities Provide the Foundation

HIPs should have [eight key characteristics](#):

- Expectations set at appropriately high levels
- Significant amount of time and effort over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect
- Real world applications
- Public demonstration of competence

While the 11 HIPs listed here are the educational experiences explicitly defined by AAC&U as high-impact practices, other learning opportunities can have similar positive effects on student learning (e.g., campus employment). See also [Getting Beyond the Label | AAC&U](#).

Experiential Education @ GVSU

- An engaged learning process through which students develop knowledge, skills, and attitudes from direct experiences, often described as “learning by doing.”
- Experiential learning opportunities should involve these four elements:
 - Reflection, critical analysis, and synthesis.
 - Opportunities for students to take initiative, make decisions, and be accountable for the results.
 - Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
 - A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.
- High-impact practices (HIPs) are a specific set of teaching and learning practices termed "high impact" based on evidence supporting significant educational benefits for students who participate in them.

<https://www.gvsu.edu/ftlc/experiential-learning-at-gvsu-421.htm>

Office of Undergraduate Research & Scholarship

WHAT is research, scholarship, and creative practice?

"A mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge" as defined by [CUR](#) (Council on Undergraduate Research).

WHERE do research/ scholarly experiences happen?

- Curricular
- Co-Curricular

WHO should participate? **WHEN** should they participate?

[CUSE](#) | [OURS](#) | [Fellowships](#)



OURS Provides Opportunities For Students To...

Explore

- Anchoring Research Badge (non-credit bearing), FA25
- Exploratory programs (URF, GUIR)
- Faculty Fellow Advising
- ForagerOne

Engage

- Undergrad Research Assistant positions
- Summer and Semester Fellowships (all disciplines)
- Travel grants
- Research Intensive Courses & SWS credit for scholarly projects

Celebrate

- Student Scholars Day
- Chalk Art Symposium
- Endorsement of research experience on GV transcript



What Advisors Should Know

OURS Essentials

- Research is possible and accessible for all students
- Students don't know what is possible
- Opportunities within the curriculum and beyond

OURS Programs

- Anchoring Research Badge
- Research Intensive Course Designation
- SWS for research projects (499 & SSP)
- Undergraduate Scholar Transcript Designation

OURS Experiences for Advisors

- Undergraduate Research Fair
- Student Scholars Day
- Council on Undergraduate Research



Resources from the Office of Undergraduate Research (please share with your advisees!)

OURS Student Programs and Grants: <https://www.gvsu.edu/ours/student-programs-grants-631.htm>, including (in addition to summer research fellowships):

- Student conference-travel grants: <https://www.gvsu.edu/ours/academic-conference-fund-2.htm>
- Curricular options and enhancement:
 - Supplemental Writing Skills (SWS) credit: <https://www.gvsu.edu/ours/sws-credit-905.htm> and
 - Undergraduate Research Scholar Transcript Designation: <https://www.gvsu.edu/ours/gvsu-undergraduate-research-scholar-designation-on-the-gvsu-514.htm>

Also, check out these great events for advisors to attend:

- Student Scholars Day (annually in April: April 9, 2025, this year): <https://www.gvsu.edu/ours/ssd/>
- Undergraduate Research Fair (annually in early October) <https://www.gvsu.edu/ours/undergraduate-research-fair-507.htm>

Padnos International Center

Study Abroad Options

- Long Term
- Short Term
- Internships
- Independent Study
- Faculty Led
- Partnerships
- Affiliates
- Direct Enrollment

Academic Advising

- Advisor Resources
- Advising by Major
- Course Equivalences

Financial Considerations

- Financial Aid Eligible
- Affordable
- Longer Term Advantages

Career Center - Internships

Short-term (usually semester long) opportunity for a student to gain valuable hands-on experience in their field of study/interest

General Criteria:

- The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or the work that a regular employee would routinely perform.
- The experience has a defined beginning and end (typically one semester in length or 15 weeks), and a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
- There is supervision by a professional, preferably with expertise and educational and/or professional background in the field of experience.
- There is routine feedback by the supervisor and a formal evaluation conducted at the end of the experience.
- There are resources, equipment, and facilities provided by the employer that support learning objectives/goals.
- The experience does not take place in a private home.

Career Center - Internships

- Paid or unpaid
- Duration of at least one semester (concurrently with classes or independently)
- Depending on the organization and time of year - may be full or part-time
- Student can register for credit, or complete for experience

[Student Resources](#) | [Faculty/Staff Resources](#) | [Employer Resources](#)

Additional Advising Resources

- [Career Guides by Major - GVSU Career Center - Grand Valley State University](#)
- [Programs by Major - Study Abroad - Grand Valley State University](#) and [Program Types - Study Abroad - Grand Valley State University](#)
- [Roadmap to Fellowships - Frederik Meijer Office of Fellowships - Grand Valley State University](#)

Office of Student Life: Civic Engagement

Co-Curricular Service Learning

- **Co-curricular Days of Service (Make a Difference Day, MLK Day of Service, Thompson Scholars Days of Service)**
 - Short-term, small groups, led by trained peer site leader, ACTIVATE training module, connecting with community partners, exposure to diverse communities, engaged learning about complex, real-world issues, and their role in response. Encouraging learning, empathy, agency.
- **GVSU Votes! Democracy Fellows**
 - Trained student leaders who mobilize campus community with the goal of elevating student voices in the political process. Exploration of complex political and electoral landscape, partner with faculty (INT 380: Sustainable Democracy) to explore democratic theory, visit local Clerk's offices, partner with elections officials, university partners, RSOs to collaboratively create, organize and execute the GVSU Votes! Campus Plan to increase student voter turnout.
- **Alternative Breaks (AB)**
 - Registered Student Organization (RSO) led by elected student executive board. Staff advisor to support risk management, financial management, and student learning. AB sends multiple student-led service-learning trips across the country every year. Students plan the trips, recruit and train site leaders, recruit participants, fundraise, manage budgets and risk management, develop learning outcomes, collaborate with community partners to plan mutually beneficial service projects, and reflect upon their experiences.

The CLAS Voyage

From 2025, every student in every CLAS major will participate in...

Embarking Experience (First Year Experience)

- Connects students to peers, faculty & resources
- Prepares them for a successful college experience

Experiential Learning Opportunities

- Three embedded in coursework: Two plus the Capstone
 - Barrier-free access to High Impact Experiences/Practices

ePortfolio

- Students showcase and reflect across their learning



Questions! Conversation!

- Thank you for joining us for this overview of high impact practices / experiential education at GVSU. We are excited about the possibilities our future together holds.
- Please feel most welcome to email any of us with questions about our areas of work as you advise our students.
- Thank you for the work you do!