



High-Impact Practices and Student Engagement

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Why HIPs?

“...arguably our most important national challenge in higher education: helping America’s extraordinarily diverse students reap the full benefits—economic, civic, and personal—of their studies in college”

—Carol Geary Schneider, President of AAC&U
(Kuh, 2008)

HIP Benefits

- High-impact practices have been shown to be positively related to
 - Persistence
 - GPA
 - Deep approaches to learning
 - Increased student-faculty interaction
 - Increases in critical thinking
 - Improved writing skills
 - Greater appreciation for diversity
 - Higher overall student engagement
- Impact is often larger for underserved students

Bronwell, J. & Swaner, L. (2010); NSSE (2007); Kuh (2008)

Why are HIPs effective?

1. Students put considerable time and effort towards purposeful tasks
2. Students have extended interaction with faculty and peers on substantive matters
3. Students are more likely to experience diversity
4. Students receive frequent and meaningful feedback
5. Students have an increased opportunity to experience and work in different settings
6. Activities can be life changing
7. Strong connection to the curriculum!

NSSE

- A snapshot of student experiences inside and outside of the classroom at four-year colleges and universities
 - Focus on behaviors (and some perceptions)
- Survey items represent good practices related to desirable college outcomes, focusing on indirect, process measures of student learning and development
- 2012: 577 institutions; over 320,000 first-years and seniors

FSSE

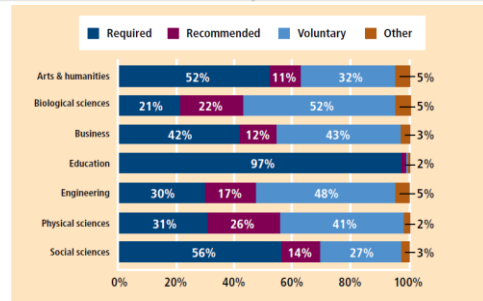
- Designed to complement NSSE
- Gives a snapshot of
 - Faculty perceptions of how often students engage in different activities
 - The importance faculty place on various areas of learning and development
 - The nature and frequency of student-faculty interactions
 - How faculty organize their time in and out of class
- 2012: 117 institutions; over 15,000 faculty

Internships, Field Experiences, Etc.

- More often completed by students that are White, female, full-time; less often completed by those that work off-campus or care for dependents
- 90% had an “excellent” or “good” experience
- Seniors had opportunities to
 - Develop career-related skills (91%)
 - Work with others on meaningful activities (86%)
 - Connect academic and experiential learning (82%)
 - Develop new ways of thinking (81%)

NSSE Annual Results 2011, Fostering Student Engagement Campuswide

Internships: Motivation for Participation



NSSE Annual Results 2011, Fostering Student Engagement Campuswide

Service-Learning

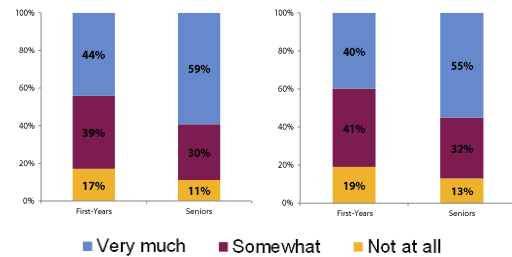
- Common locations: non-profit or community-based organizations, K-12 schools, college/university campuses
- Greatest reported gains in contributing the welfare of their community, developing a personal code of ethics, and understanding people of different racial/ethnic backgrounds
- Increased Academic Challenge, Active and Collaborative Learning, and Student-Faculty Interaction

NSSE Annual Results 2012, NSSE Transitions

Service-Learning

Helped to understand the connection between studies and real life

Helped to understand the subject matter of the course



Questions to Start

1. What are the HIP participation levels on your campus?
2. Do all students on campus have access to HIP opportunities?
3. What are the relationships between HIP participation and selected outcomes on your campus? (grades, graduation, deep learning, etc.)
4. How can you generate interest?

1. Participation

- First-years
 - Learning community
 - Service-learning
- Seniors
 - Culminating experience
 - Internship/Practicum
 - Research with faculty
 - Service-learning
 - Study abroad
 - Leadership experiences

What percent of students on your campus participate in these HIPs?

What percent of students on your campus **would you like** to participate in these HIPs?

NSSE HIPs

- First-years
 - Learning community (18%)
 - Service-learning (41%)
- Seniors
 - Culminating experience (33%)
 - Internship/Practicum (49%)
 - Research with faculty (20%)
 - Service-learning (48%)
 - Study abroad (14%)
 - *Leadership experiences (33%)
 - 2012 survey pilot

Are these results surprising? Promising? Disappointing?

At Least Two Opportunities

- It is recommended to make it possible for every student to participate in at least two high-impact activities (Kuh, 2008). One in the first-year and one later in the major field.
- 46% of first-years did **not** complete a HIP
- 18% of seniors did **not** complete a HIP, and 23% only completed one

2. Who is participating?

- HIPs only reach a fraction of students
- Seniors researching with faculty
 - 18% Black, 24% Asian, 20% White, 18% Latino
 - 22% full-time, 11% part-time
 - 27% non-first-generation, 16% first-generation
 - 25% non-transfers, 14% transfer students
 - 26% under 24 years, 12% 24 years or older
 - Great variation by major field
- (Note benefits can be greater for underserved students!)

HIPs by Major Field

Percent of seniors participating in HIPs in four large-enrollment majors

NSSE Annual Results 2010, Major Differences: Examining Student Engagement by Field of Study

3. Relationships with Outcomes

Deep approaches to learning help students make richer more lasting connections to material through an emphasis on integration, synthesis, and reflection.

- Deep Learning overall
 - Higher-Order Learning
 - Integrative Learning
 - Reflective Learning

Students' perceptions of gains, support, and satisfaction are important measures of the student experience

- Self-reported gains
 - Gains in Practical Competence
 - Gains in Personal/Social Development
 - Gains in General Education
- Supportive Campus Environment
- Overall satisfaction

HIPs and Deep Learning

Senior relationships, controlling for student and institution characteristics.

	Senior Capstone	Internship/Practicum	Research w/Faculty	Service-Learning	Study Abroad
Deep Learning Overall	++	++	+++	+++	+
Higher Order Learning	++	+	++	++	+
Integrative Learning	++	++	+++	+++	+
Reflective Learning	+	+	++	++	+

Key: +p<.001, ++p<.001 and Unstd B > .2, +++p<.001 and Unstd B > .4

HIPs and Gains, Affect

First-year relationships, controlling for student and institution characteristics.

	Learning Community	Service-Learning
Gains in Practical Skills	++	++
Gains in Personal/Social Development	++	+++
Gains in General Education	++	++
Supportive Campus Environment	++	++
Overall Satisfaction	+	+

Key: + $p < .001$, ++ $p < .001$ and Unstd B > .2, +++ $p < .001$ and Unstd B > .4

4. Generating Interest

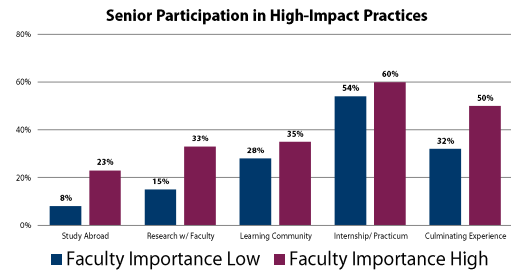
- Orientation staff and academic advisors—how might they encourage students to consider HIPs?
- HIP offices (study abroad office, community service, res life, etc.)—how can they get extra support?
- Underrepresented student programs—how can HIPs reach more students?
- Departments—how can HIPs be integrated into disciplines?
- Faculty—how can faculty get involved?

Faculty Perceptions

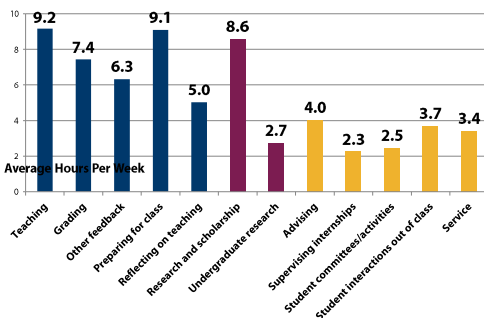
- How important is it to faculty that undergraduates do HIPs? (“very important” or “important”)
 - Culminating experience (85%)
 - Internship/Practicum (86%)
 - Learning community (53%)
 - Research with faculty (56%)
 - Study abroad (44%)

Faculty Perceptions

- 100 FSSE-NSSE 2012 institutions



Faculty Time



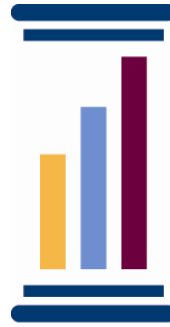
Integrating HIPs

- How can HIPs be integrated in faculty time?
- How can courses be structured to give students a ‘taste’ of HIPs?
- How can degree requirements include HIPs?
- How might your discipline shape the HIPs you integrate?
- How might multiple HIPs be integrated into one experience?

What might you do to integrate a high-impact practice into one of your courses?

Final Thoughts

- Make sure HIPs are done *well*
 - Seven points of effective HIPs
- The state of HIP participation on campus
- Equal opportunities for all
- Connections to positive outcomes
- Generating interest
 - Faculty are key!



Discussion and Comments

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