

## High Impact Activities :

What They Are, Why They Work,  
and Who Benefits

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## Student Success in College

Academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and post-college performance



## Overview



- LEAP and high impact activities
- NSSE items and selected results
- The importance faculty place on high impact activities
- Scaling up high impact activities

## College Learning for the New Global Century

A REPORT FROM  
THE NATIONAL LEADERSHIP COUNCIL FOR  
Liberal Education & America's Promise

Association of American Colleges and Universities

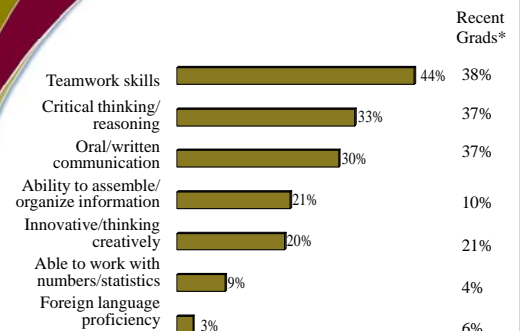
### Narrow Learning is Not Enough— The Essential Learning Outcomes

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- ★ Knowledge of Human Cultures and the Physical & Natural World
- ★ Intellectual and Practical Skills
- ★ Personal and Social Responsibility
- ★ Integrative Learning



### Most Important Skills Employers Look For In New Hires



\* Skills/abilities recent graduates think are the two most important t



## High Impact Activities

- All associated with desirable learning and personal development outcomes.
- Not all students take part.
- Characteristics of the activities have differing effects

## Effects of Participating in High Impact Practices on Deep/Integrative Learning and Gains

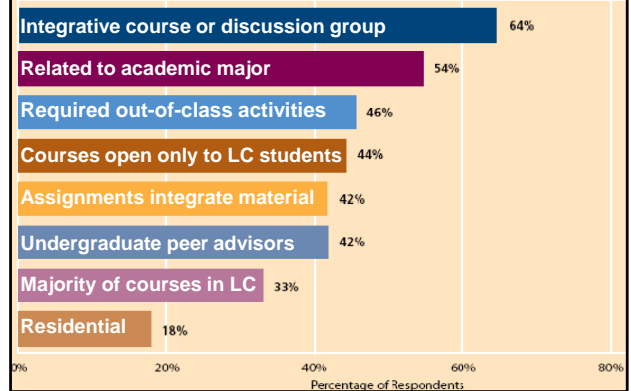
	First-Year	Seniors		
	Learning Communities	Research w/ Faculty	Study Abroad	Senior Capstone
Deep Learning	+++	+++	++	++
General Education	++	++	+	++
Personal/Social Development	++	++	++	++
Practical Competence	++	++		++

+ p<.001; ++ p<.001, Unstd B >.10; +++ p<.001, Unstd B >.30

## Learning Communities

- Formal program where groups of students take two or more classes together
- FY: 17% 'done' and 22% 'plan to do'
- NSSE explored different program features of LC's ...

## Learning Community Program Characteristics



## Learning Communities

- Formal program where groups of students (FY) take two or more classes together
- FY: 17% 'done' and 22% 'plan to do'
- NSSE explored different program features of LC's ...
- LC programs that integrate material across courses are associated with better student engagement and learning

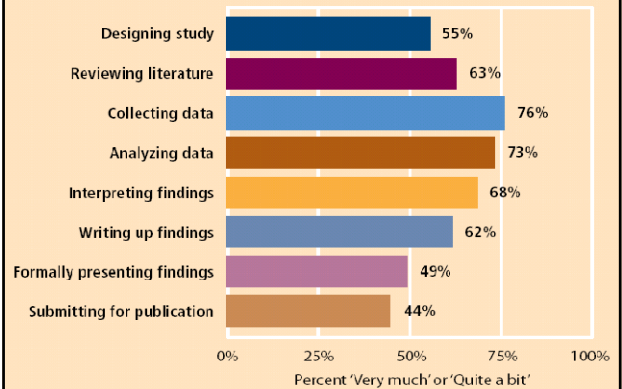
## Service Learning

- Community-based project as part of a regular course
- 36% of FY students and 46% of seniors
- Positively associated with deep learning and personal development for both FY and SR

## Research with a Faculty Member

- Outside of course or program requirements
- 19% of seniors
- More likely at Bac A&S colleges (29%) and in the sciences; Less likely in business
- Majority of the research utilized existing info (libraries, WWW), and almost half worked in laboratory and fieldwork settings.

## Student Contributions to the Research Project



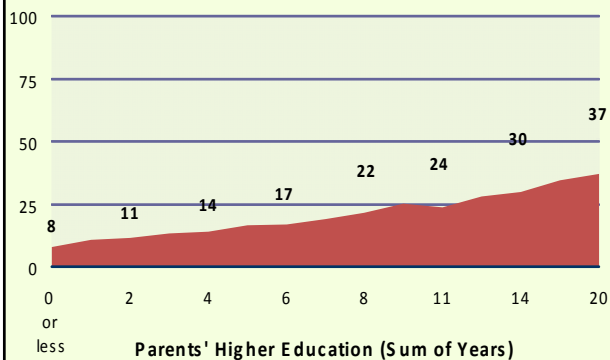
## Research with a Faculty Member

- Outside of course or program requirements
- 19% of seniors
- More likely at Bac A&S colleges (29%) and in the sciences; Less likely in business
- Majority utilized existing info (libraries, WWW), and almost half worked in laboratory and fieldwork settings.
- Reviewing literature and interpreting findings most closely related to deep learning. Data collection had the weakest relationship.

## Study Abroad

- 14% of seniors.
- Related to parents' education.

## Participation in Study Abroad by Parents' Education



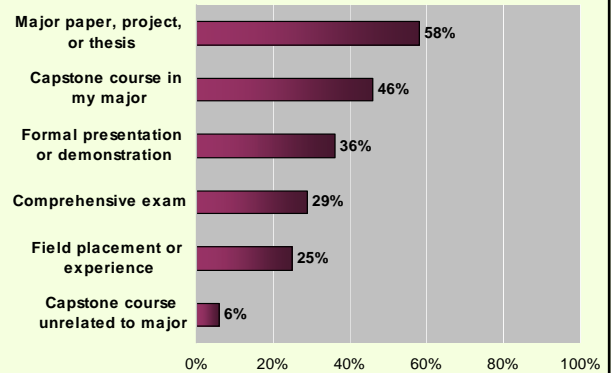
## Study Abroad

- A life changing experience, but also relates to immediate learning outcomes upon return to home campus.
- *Living with host nationals* was related to more integrative and reflective learning, and personal and social gains.
- The *length of time* spent abroad made no difference.

## Culminating Senior Activities

- Capstone course, senior project/thesis, comp. exam, etc.
- 32% 'done' and 29% 'plan to do' before graduating
- More likely in engineering

## Participation in Selected Culminating Activities



## Culminating Senior Activities

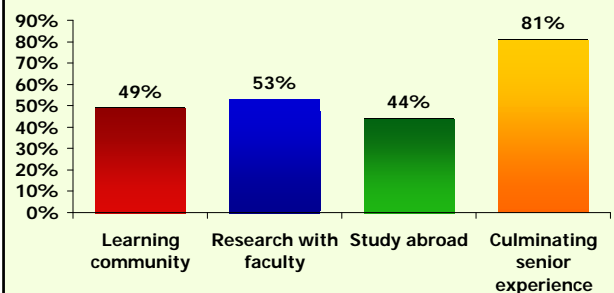
- Half of students worked alone; 40% worked with others
- Field placements have impact on greatest number of gains
- Also beneficial:
  - Projects that required the greatest investment of time,
  - Working in groups,
  - Meeting often with supervising faculty member, and
  - Receiving clear expectations for the activity.

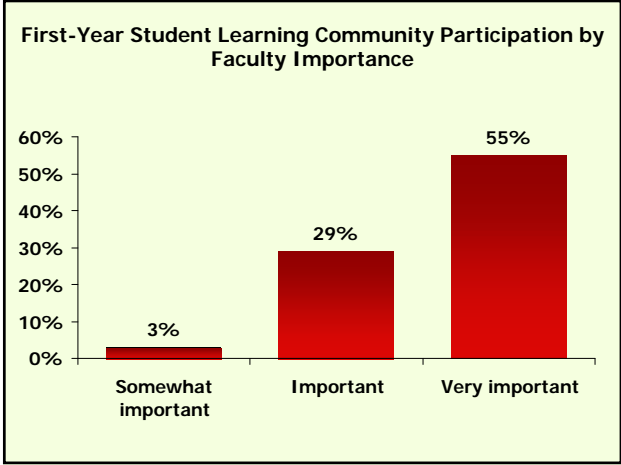
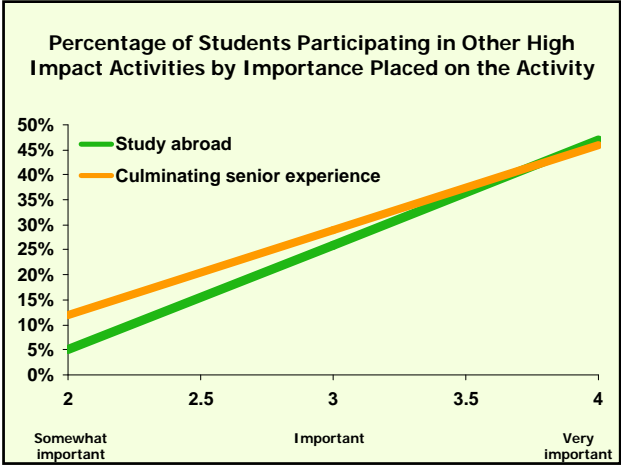
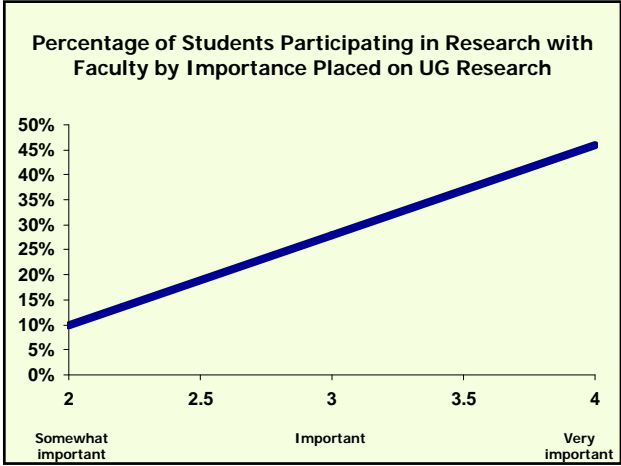
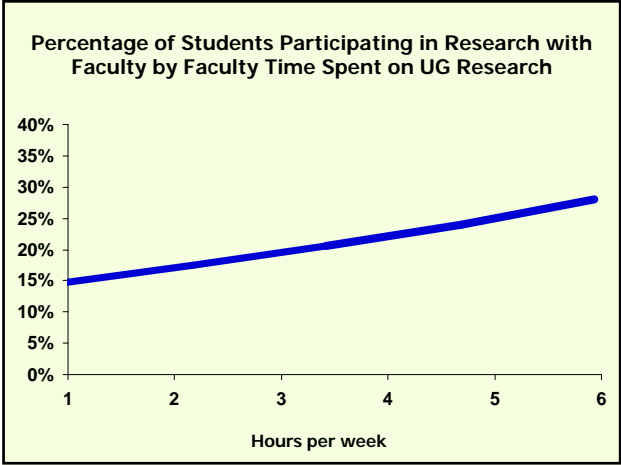
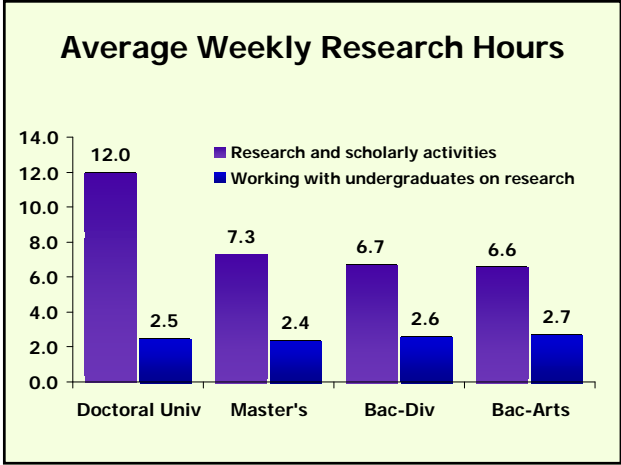
## The Importance Faculty Place on High Impact Activities

### Quiz

- Do more or less than 50% of faculty members indicate that the following activities are important for undergraduates to do?
  - Participate in a **learning community**
  - Conduct **research with a faculty member**
  - **Study abroad**
  - Complete a **culminating senior experience**

## Percentage of Faculty Indicating Activity is Important





- ### High Impact Activities Increase Odds That Students Will:
- ✓ Invest time and effort
  - ✓ Interact with faculty and peers about substantive matters
  - ✓ Experience diversity
  - ✓ Get more frequent feedback
  - ✓ Discover relevance of their learning through real-world applications

## Discussion

1. Which high-impact practice is distinctive to your campus? Why?
2. To what extent are ALL students participating in high-impact practices? Which students are not and why?
3. How might opportunities for ALL students to participate in high-impact practices be expanded?

Percent Participation in High-Impact Activities by Institutional and Student Characteristics

		FY students		Research w/ Faculty	Study Abroad	Seniors Service Learning	Intern- ship	Senior Capstone
		Learning Community	Service Learning					
2005 Basic Carnegie	Doc RU-VH	20	33	23	18	40	57	29
	Doc RU-M	18	37	19	14	44	51	33
	Doc DRU	18	39	17	13	52	51	33
	Masters-L	16	35	16	10	47	48	30
	Masters-M	16	39	17	11	51	52	30
	Masters-S	14	44	18	14	53	51	36
	Bac-AS	13	43	29	33	53	66	35
	Bac-Diverse	13	41	18	11	55	60	37
	Other	13	29	15	8	38	49	29
	Sector	Public	17	34	18	12	44	50
	Private	16	44	22	21	53	61	42
Baron's Selectivity	Less selective	16	36	16	10	47	48	30
	More selective	18	37	23	21	45	59	35
Ethnicity	African	18	40	17	9	51	45	27
	Amer./Black	17	37	22	14	49	50	28
	Asian/Pacific Is.	17	36	19	15	45	56	34
	Caucasian/White	20	36	17	11	47	45	26
	Hispanic	15	38	19	18	46	46	31
	Other	15	38	19	18	46	46	31
Enrollment	Part-time	10	26	12	7	37	38	22
	Full-time	17	37	21	16	48	56	35
First- Generation	No	18	37	22	19	46	57	36
	Yes	15	35	16	9	46	48	29
Transfer	Started here	17	37	23	19	49	61	38
	Started elsewhere	13	32	14	9	43	43	25
Age	Under 24 years	17	37	23	18	49	61	37
	24 years & older	10	24	13	7	41	40	24
Overall Participation		17	36	19	14	46	53	32

### To Make a Difference to Student Learning and Success....

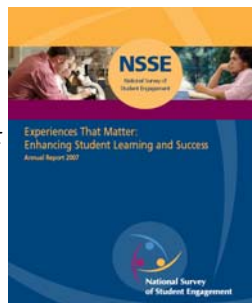
- ✓ Make it possible for students to participate in *at least two high impact activities during their undergraduate program, one in the first year, and one later related to their major field.*
- ✓ Ensure that **all students have a chance to participate in these experiences** – *are students in some majors less likely to participate? To what extent do first-generation students take advantage of these experiences?*

### To Make a Difference to Student Learning and Success....

- ✓ Reduce barriers to participation and encourage all students to **see** the potential for their involvement.
- ✓ Ensure that programs are of high quality. ***What is your evidence for effectiveness?***
- ✓ Know how your students benefit from the experience.

### Percent Participation in High-Impact Activities by Institutional and Student Characteristics

For more information:  
National Survey of Student Engagement (2007). *Student engagement: Experiences That Matter: Enhancing Student Learning and Success.* Bloomington, IN: Indiana University Center for Postsecondary Research



[www.nsse.iub.edu/NSSE\\_2007\\_Annual\\_Repo](http://www.nsse.iub.edu/NSSE_2007_Annual_Repo)



### Conversation



**“High Impact Practices: What They Are, Why They Work, and Who Benefits”**

Kuh, Gonyea, Nelson Laird & Kinzie, Indiana University Center for Postsecondary Research  
Presented at the AAC&U 2008 Annual Meeting, Washington DC

AAC&U identified 10 of the more promising “high impact” activities in its 2007 report, *College Learning for a New Global Century* including: first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments and projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstone courses and projects.

Does your institution provide these experiences? Do all students have an equal chance of participating? To what extent do underrepresented students participate in these activities? Use the worksheet below to inventory the high-impact practices on your campus. [✓ = have on campus; required; estimate the % of various student populations in these activities]

	<b>Learning Community</b>	<b>First Year Seminars</b>	<b>Writing- Intensive Courses</b>	<b>Research w/ Faculty</b>	<b>Service Learning</b>	<b>Study Abroad</b>	<b>Internship</b>	<b>Senior Capstone</b>
<b>On Our Campus</b>								
<b>Required for all</b>								
<b>% Students involved</b>								
<b>% First Generation</b>								
<b>% Transfer Students</b>								
<b>% African American</b>								
<b>% Latino Students</b>								
<b>% Asian American</b>								
<b>% other</b>								
<b>% Adult Students</b>								



For high-impact activities to make more of a difference to student learning and success....

- ✓ Make it possible for students to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field.
- ✓ Ensure that **all** students have a chance to participate in these experiences – *are students in some majors less likely to participate? To what extent do first-generation students take advantage of these experiences?*
- ✓ Reduce barriers to participation, encourage all students to see potential for their involvement.
- ✓ Ensure that programs are of high quality. *What is your evidence for effectiveness?*
- ✓ Know how your students benefit from the experience.

Results for High Impact Practices from the 2007 National Survey of Student Engagement

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