



High Impact Practices: What's All the Hype?

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High-Impact Practices. Growing evidence that “high-impact practices” provide substantial educational benefits to students. Structural and pedagogical practices important to student success – particularly for historically underserved students. AAC&U (2007) identified 10 “high-impact” practices, including: **first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments & projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstones.**

What Makes HIPs Effective? “HIP Hallmarks” 6 elements—when employed—make the practices high impact:

- ✓ They are effortful
- ✓ They help students build substantive relationships
- ✓ They help students engage across differences
- ✓ They provide students with rich feedback
- ✓ They help students apply and test what they are learning in new situations
- ✓ They provide opportunities for students to reflect on the people they are becoming

What do First Year Students Expect? (NSSE 2014) -- what do your FY students expect? Who might want to know?

- 76% expect to do an Internship
- 43% expect to study abroad
- 56% plan to do a capstone
- 35% expect to do research with faculty

NSSE prescription: All students to 2 HIPs – one early, one later in their major. Yet, not all students take part.

Statistical Comparisons: The table below compares the % of your students who participated in a HIP, including the % who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014	
	%	Effect size ^a	%	Effect size ^a	%	Effect size ^a	%	Effect size ^a
<i>First-year</i>								
11c. Learning Community	12		15	-.07	16 **	-.11	15 *	-.10
12. Service-Learning	53		52	.02	50	.06	51	.03
11e. Research with Faculty	5		5	.01	5	.00	5	-.02
Participated in at least one	58		58	.01	57	.02	58	.01
Participated in two or more	10		11	-.04	12	-.05	12	-.05
<i>Senior</i>								
11c. Learning Community	23		24	-.02	24	-.03	24	-.04
12. Service-Learning	68		63 **	-.10	59 ***	-.18	61 ***	-.15
11e. Research with Faculty	37		21 ***	.36	24 ***	.28	24 ***	.27
11a. Internship or Field Exp.	65		47 ***	.35	50 ***	.31	50 ***	.30
11d. Study Abroad	16		9 ***	.22	12 ***	.12	14 *	.06
11f. Culminating Senior Exp.	70		43 ***	.56	44 ***	.53	46 ***	.49
Participated in at least one	95		85 ***	.33	85 ***	.32	85 ***	.32
Participated in two or more	80		59 ***	.48	61 ***	.43	62 ***	.42

Note. Percentage of students who responded “Done or in progress” except for service-learning which is the percentage who responded that at least “Some” courses included a community-based project.

a. Cohen's *d*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

*p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).

How important is it to faculty that students do HIPs? (“very important + important”) » FSSE 2014 Upper Division Faculty results

- Culminating Exp/Capstone 86%
- Internships 82%
- Community Service 58%
- Research with faculty 57%
- Learning comm.(FY) 46%
- Study Abroad 41%

To think about...Do all students have access to HIPs at your institution? What proportion should participate? What student populations are less likely to participate in HIPs? How can you use your NSSE results to leverage action? How can you use your “High-Impact Practices Participation by Student Characteristics” table to attend to disparities?



NSSE 2014 High-Impact Practices Participation by Student Characteristics NSSEville State University

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	14	56	6	25	71	38	67	20	70
Male	10	53	5	22	67	34	65	14	68
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	9	55	18	50	100	29	93	7	57
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	76	7	24	86	32	64	36	50
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	11	66	9	25	83	34	80	28	58
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	25	83	0	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25):	12	55	5	23	70	37	68	19	72
Nontraditional (FY 21+, Seniors 25+)	20	63	44	20	67	37	52	7	56
First-generation^b									
Not first-generation	12	56	6	24	69	38	68	21	73
First-generation	13	53	5	22	69	35	61	11	62
Enrollment status^a									
Not full-time	—	—	—	20	66	43	62	18	75
Full-time	12	55	5	24	69	36	66	17	69
Residence									
Living off campus	15	59	13	22	67	37	65	17	71
Living on campus	12	54	5	29	79	33	72	21	62
Major category^c									
Arts & humanities	14	65	9	23	64	30	64	45	69
Biological sciences, agriculture, natural res.	13	64	8	19	67	61	66	14	72
Physical sciences, math, computer science	7	40	7	16	42	53	53	5	65
Social sciences	8	42	8	28	75	51	79	25	74
Business	10	51	4	24	79	25	65	18	73
Communications, media, public relations	27	50	4	14	67	30	74	16	65
Education	6	76	6	25	94	19	56	25	56
Engineering	13	50	5	22	57	28	67	8	73
Health professions	13	59	5	22	79	30	56	21	61
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undecided	—	—	—	—	—	—	—	—	—
Overall	12	53	5	23	68	37	65	16	70

Notes: Percentage of students who responded “Done or in progress” except for service-learning which is the percentage who responded that at least “Some” courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor’s degree.

c. These are NSSE’s default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as “all other.”

Resources:

- Brownell, J.E. & Swaner, L.E. (2010). *Five High-Impact Practices*. Washington DC: AAC&U.
- Kuh, G.D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter*. AAC&U
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & Associates (2010). *Student Success in College*. San Francisco: Jossey Bass.
- National Survey of Student Engagement. (2014). *Bringing the Institution into Focus—Annual Results 2014*. Bloomington, IN: Indiana University Center for Postsecondary Research.