

# Exploring High-Impact Practices Using NSSE Data, Reports, and Modules



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## Session Overview

- What is NSSE?
- High-impact Practices (HIP)
- New HIP report
- Civic engagement module
- Q & A



## What is NSSE?

**NSSE annually gathers valid, reliable information on the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.**

- **Ask students about their *experiences***
- **Focuses on *behavior*: empirically confirmed effective practices**

## What is Student Engagement?



**Student engagement is the time and energy students devote to educationally purposeful activities - practices shown to be related to desired educational outcomes**

## Ok, what *is* Engagement?

- **Challenging academic work**
  - High expectations
  - Deep approaches to learning
- **Quality involvement with faculty**
- **Enriching activities and high-impact practices**
  - Active and collaborative learning
  - Powerful educational experiences
- **Supportive peers, faculty, staff, campus**

## And, High-impact Practices?

- **Key traits**
  - Demand considerable amount of time and effort
  - Provide learning opportunities outside of the classroom
  - Require meaningful interactions with faculty members and students
  - Encourage interactions with diverse others
  - Provide frequent meaningful feedback

## High Impact Activities



Association  
of American  
Colleges and  
Universities

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities

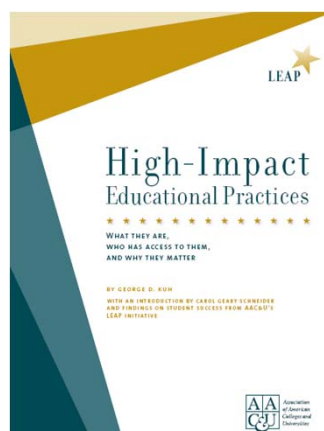
What are some examples of HIPs at your institution?

- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses/Projects



## Why HIPs?

Growing evidence that “high-impact practices” provide substantial educational benefits to students



[High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter (2008) AAC&U]

## 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 historically underserved students**

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

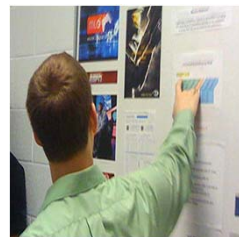
## The HIP Challenge

**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.**



## HIP on NSSE

- Service-learning
- Learning communities
- Research with faculty
- Senior culminating experience
- Study abroad
- Internship



## What do you think?

- **First-years**
  - Service-learning
  - Learning community
  - Research with faculty
- **Seniors**
  - Service-learning
  - Learning community
  - Research with faculty
  - Senior culminating experience
  - Study abroad
  - Internship

**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

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<ul style="list-style-type: none"> <li>▶ Snapshot</li> <li>▶ Engagement Indicators</li> <li>▶ High-Impact Practices</li> <li>▶ Frequencies and Statistical Comparisons</li> <li>▶ Topical Module(s) and/or Consortium Reports                             <ul style="list-style-type: none"> <li>✓ Civic engagement</li> <li>✓ Academic advising</li> <li>✓ Transferable skills</li> <li>✓ Writing</li> <li>✓ Technology</li> <li>✓ Experiences with diversity</li> <li>✓ Global perspectives</li> <li>✓ Information literacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Respondent Profile</li> <li>▶ Administration Summary</li> <li>▶ Selected Comparison Groups</li> <li>▶ Pocket Guide Report</li> <li>▶ Major Field Report</li> <li>▶ Student Comments</li> </ul>
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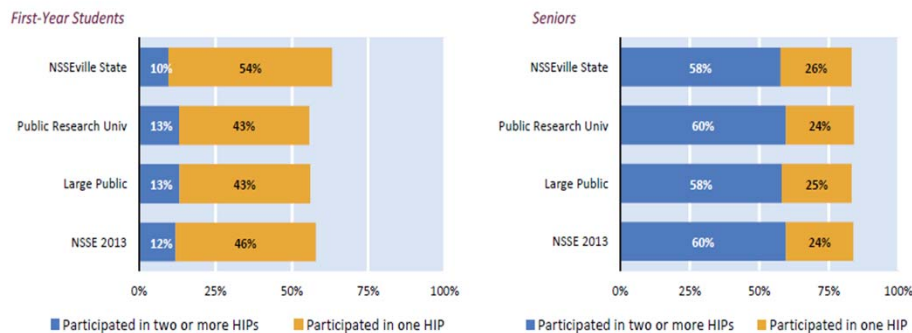
NSSE

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# HIP Report: Part 1

## Overall HIP Participation Rates



Remember: The HIP Challenge?

## Data Strategies to Motive Your Audience

- **Look at under-engaged, or HIPs that are central to your mission**
  - **NSSE 2013-2014 results**
    - **42% of FY did not complete a HIP**
    - **14% of SR did not complete a HIP, and 24% only completed one**
- **Room for improvement**
- **Dig down to individual items**



# HIP Report: Part 2

## Statistical Comparisons

	NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014		
	%		%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>	
<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	

# HIP Report: Part 3

## Response Detail

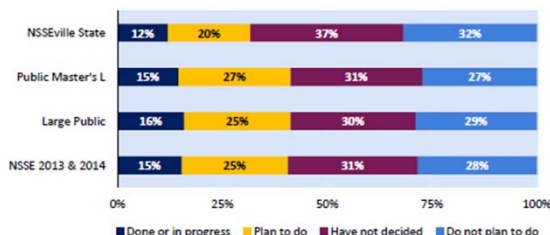
### First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

#### Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



# HIP Report: Part 4

## Participation by Student Characteristics

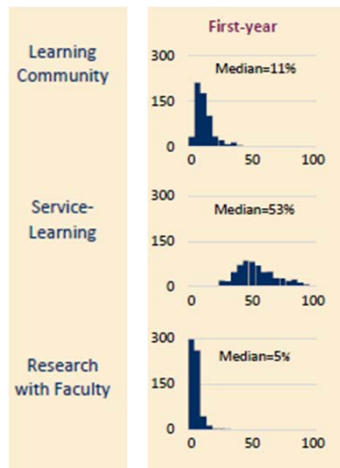
### Note:

- HIPs only reach a fraction of students
- Benefits can be *greater* for historically underserved students!

	First-year			
	Learning Community	Service-Learning	Research with Faculty	
<b>Sex<sup>a</sup></b>	%	%	%	
Female	14	56	6	
Male	10	53	5	
<b>Race/ethnicity or international<sup>b</sup></b>				
American Indian or Alaska Native	—	—	—	
Asian	9	55	18	
Black or African American	—	—	—	
Hispanic or Latino	10	76	7	
Native Hawaiian/Other Pac. Islander	—	—	—	
White	11	66	9	
Other	—	—	—	
Foreign or nonresident alien	—	—	—	
Two or more races/ethnicities	25	83	0	
<b>Age</b>				
Traditional (FY < 21, Seniors < 25):	12	55	5	
Nontraditional (FY 21+, Seniors 25+)	20	63	44	
<b>First-generation<sup>c</sup></b>				
Not first-generation	12	56	6	
First-generation	13	53	5	
<b>Enrollment status<sup>d</sup></b>				
Not full-time	—	—	—	
Full-time	12	55	5	
<b>Residence</b>				
Living off campus	15	59	13	
Living on campus	12	54	5	
<b>Major category<sup>e</sup></b>				
Arts & humanities	14	65	9	
Biological sciences, agriculture, natural res.	13	64	8	
Physical sciences, math, computer science	7	40	7	
Social sciences	8	42	8	
Business	10	51	4	
Communications, media, public relations	27	50	4	
Education	6	76	6	
Engineering	13	50	5	
Health professions	13	59	5	
Social service professions	—	—	—	
Undecided/undeclared	—	—	—	
<b>Overall</b>	<b>12</b>	<b>53</b>	<b>5</b>	

# Annual Report 2014

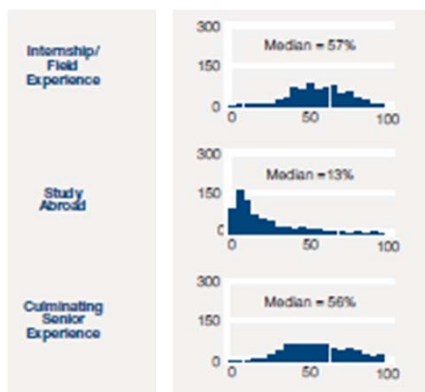
## Average Institutional First-year Participation Rates Among NSSE 2014 U.S. Institutions



- Institutional average for participating in a learning community was 11% or lower for half of the institutions
- Service learning is widespread
- Only a select few first-year students collaborate with faculty on research

# Annual Report 2014

## Average Institutional Senior Participation Rates Among NSSE 2014 U.S. Institutions



- Widespread participation for *internships* and *culminating senior experience*
- Institutional average for study abroad was 13% or lower for half of the institutions. However, at a select few nearly all seniors studied abroad

## Civic Engagement Module

**Civic Engagement:**  
Does your institution have an expressed commitment to civic learning & engagement?

- How might your students fare on these questions?
- Administer module, Use results to benchmark

NSSE 2014 Topical Modules  
U.S. Grand Frequencies by Class and Sex  
Civic Engagement

Item number or description	Response options	First-Year Students				Seniors							
		Female	Male	Total	%	Female	Male	Total	%				
<b>1. Select the response that best represents your ability to do the following:</b>													
<b>a. Skip procedures that disrupt your work each year</b>													
1	1	76	47	1	121	1	40	0	42	1	82	1	
2	2	96	72	2	168	2	91	1	19	1	148	1	
3	3	228	204	7	439	4	205	4	173	4	468	4	
4	4	1,004	14	100	1,124	17	1,071	13	548	13	1,619	13	
5	5	1,828	31	968	2,827	31	2,446	30	1,246	30	3,712	30	
6	6	1,171	29	762	2,062	38	1,306	32	1,173	30	2,671	32	
7	7	976	16	422	1,414	13	1,477	19	816	20	2,313	19	
Total		4,524	100	2,551	100	8,519	100	6,021	100	4,213	100	12,235	100
<b>b. Faculty conduct like service has, discussions, and projects</b>													
1	1	98	2	2	102	2	62	1	60	2	122	1	
2	2	172	3	89	263	3	188	2	81	2	273	2	
3	3	113	4	264	381	9	126	4	238	4	384	4	
4	4	1,341	23	664	2,029	22	1,589	20	805	19	2,394	19	
5	5	1,801	30	816	2,617	30	2,496	31	1,270	30	3,766	31	
6	6	1,347	22	614	2,021	32	1,603	25	1,047	24	2,650	25	
7	7	743	12	379	1,122	13	1,233	15	683	16	1,916	15	
Total		6,602	100	2,973	100	6,639	100	7,947	100	4,539	100	12,187	100
<b>c. Lead a group where people discuss different backgrounds, beliefs, and/or values</b>													
1	1	148	2	2	152	2	78	1	77	1	156	1	
2	2	391	3	121	514	4	338	2	44	1	382	2	
3	3	492	4	223	717	8	571	4	206	4	781	4	
4	4	1,071	17	364	1,435	18	1,096	13	344	13	1,440	13	
5	5	1,521	25	801	2,322	26	1,847	23	1,039	24	2,886	24	
6	6	1,228	16	602	2,191	25	1,518	23	1,077	24	2,595	23	
7	7	1,069	18	485	1,554	17	1,447	23	1,078	26	2,525	23	
Total		6,602	100	2,973	100	6,639	100	7,947	100	4,539	100	12,187	100
<b>d. Contribute to the well-being of your community</b>													
1	1	84	2	40	124	2	53	1	54	1	111	1	
2	2	111	2	77	188	2	91	1	46	2	141	1	
3	3	284	2	171	455	1	222	2	154	4	400	3	
4	4	888	14	483	1,371	15	926	12	580	14	1,506	13	
5	5	1,176	24	737	2,013	24	1,642	23	1,021	24	2,663	23	
6	6	1,845	31	783	2,628	29	2,077	33	1,291	31	3,368	32	
7	7	1,233	31	512	1,745	20	2,088	27	1,072	27	3,160	26	
Total		5,953	100	2,817	100	6,770	100	7,947	100	4,813	100	12,150	100
<b>2. During the current school year, whether courses related or not, about how often have you done the following?</b>													
<b>a. Defined yourself about race or ethnicity issues</b>													
1	Never	471	8	249	9	720	8	443	8	461	10	1,044	9
2	Sometimes	2,176	41	1,217	43	3,413	43	2,307	42	1,483	39	4,088	41
3	Often	2,097	34	968	33	3,065	34	2,613	33	1,370	33	4,023	33
4	Very often	876	15	418	15	1,294	15	1,414	18	717	18	2,131	18
Total		6,620	100	2,992	100	6,492	100	6,627	100	4,211	100	12,236	100
<b>b. Defined yourself about race, national, or global issues</b>													
1	Never	440	6	175	6	640	7	344	4	170	4	514	4
2	Sometimes	2,176	41	1,163	41	3,413	42	2,306	35	1,139	28	4,617	37
3	Often	1,894	32	1,018	35	2,912	33	2,902	36	1,495	35	4,397	36
4	Very often	876	15	402	14	1,278	15	1,889	25	1,382	33	3,271	28
Total		6,610	100	2,958	100	6,254	100	6,506	100	4,284	100	12,236	100
<b>c. Discussed local or regional issues with others</b>													
1	Never	663	11	296	10	959	11	716	10	449	11	1,227	10
2	Sometimes	2,489	41	1,294	43	3,783	43	2,586	41	1,480	41	4,956	41
3	Often	2,007	34	948	33	2,955	33	2,623	33	1,307	30	3,930	31
4	Very often	839	14	382	13	1,221	14	1,341	17	762	18	2,103	17
Total		6,608	100	2,920	100	6,258	100	7,966	100	4,298	100	12,267	100

## 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!



## For More Information...

Ask us questions, let us know how things are going...

- Jillian Kinzie [jikinzie@indiana.edu](mailto:jikinzie@indiana.edu)
- Amy Ribera [akribera@indiana.edu](mailto:akribera@indiana.edu)

Copies of papers and presentations as well as annual reports and other information are available through the Web site [www.nsse.iub.edu](http://www.nsse.iub.edu)

