

High Impact Practices Defined by NSSE

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Learning Objectives

1. Identify components of the assessment tool and benefits of utilizing the National Survey for Student Engagement
2. List high impact practices (HIP)
3. Explain why HIPs important
4. Recognize an example of a high impact practice
5. Summarize effects of engagement

What is NSSE

Survey first year and senior students about:

- Student's exposure to and participation in effective educational practices
- Their use of time in and out of the classroom
- Quality of their interactions with faculty, staff and other students
- The supportiveness of their institution's environment
- The perceived gains of the educational experience at their institution

Lessons from the Field, Vol. 4 - NSSE

http://nsse.indiana.edu/pdf/survey_instruments/2017/NSSE17_Screenshot_US_English.pdf

Assessment Data

- Provides institution with data on student engagement
- Ability to benchmark at all levels
- Opportunity to utilize data to improve student learning, success and retention

Sample snapshot:

[http://nsse.indiana.edu/2017_Institutional_Report/pdf/NSSE17%20Engagement%20Indicators%20\(NSSEville%20State\).pdf](http://nsse.indiana.edu/2017_Institutional_Report/pdf/NSSE17%20Engagement%20Indicators%20(NSSEville%20State).pdf)

High Impact Practices(HIP's)

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact."

High-Impact Practices (HIPs) share several traits:

- Demand considerable time and effort
- Facilitate learning outside of the classroom
- Require meaningful interactions with faculty and students
- Encourage collaboration with diverse others
- Provide frequent and substantive feedback

As a result, participation in these practices can be life-changing (Kuh, 2008)

http://nsse.indiana.edu/html/high_impact_practices.cfm

NSSE Reports On:

- Student participation in 6 HIP's
- Three for both first-year students and seniors
- Three for seniors only
- NSSE founding director, George Kuh, recommends that all students participate in at least 2 HIP's
 - 1 in the first year
 - 1 in context of major

http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf

HIP's	First-Year	Senior
Learning Community	X	X
Service-learning	X	X
Research with Faculty	X	X
Internship or field experience		X
Study Abroad		X
Culminating senior experience		X

Research with Faculty-High-Impact Practice

- This practice typically demand that students devote considerable time and effort to purposeful tasks.
- This practice put students in circumstances that essential demand that they interact with faculty and peers about the important matters (the students who do research with a faculty are more likely to choose a research career).
- Participating in this practice increase the likelihood that students will experience diversity through contact with people who are different than themselves.

Relationship between HIP-RWF, Deep Learning, and Self-Reported Gains

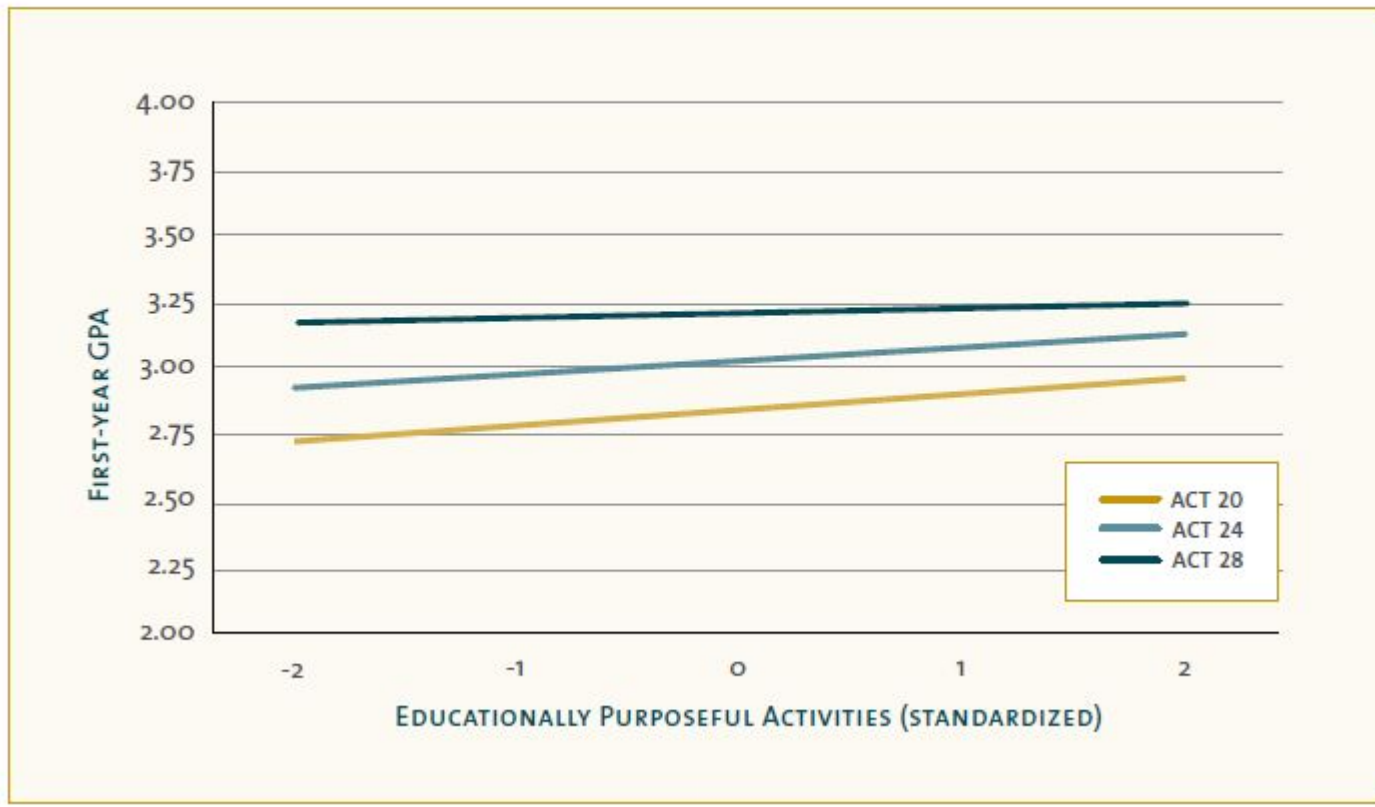
	Deep Learning	Gains General	Gains Personal	Gains practical
Male	3	2	2	2
Female	3	2	2	2
First Generation	3	2	3	2
African American	3	2	3	2
Hispanic	3	2	2	2
White	3	2	2	2
Asian/Pacific Islander	3	2	2	2

Importance of RWF

- As the data from the <http://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf> shows, the RWF-research with faculty is extremely important in order to achieve three out of four of the goals of liberal education.
- All the students who practiced “research with faculty”, achieved a deeper learning and important to notice for First generation and African American students they have a higher reported personal gain.(3/3)
- All the students reported that by doing research with faculty, they have a high general and practice gain.(2/3)

Effects on Engagement

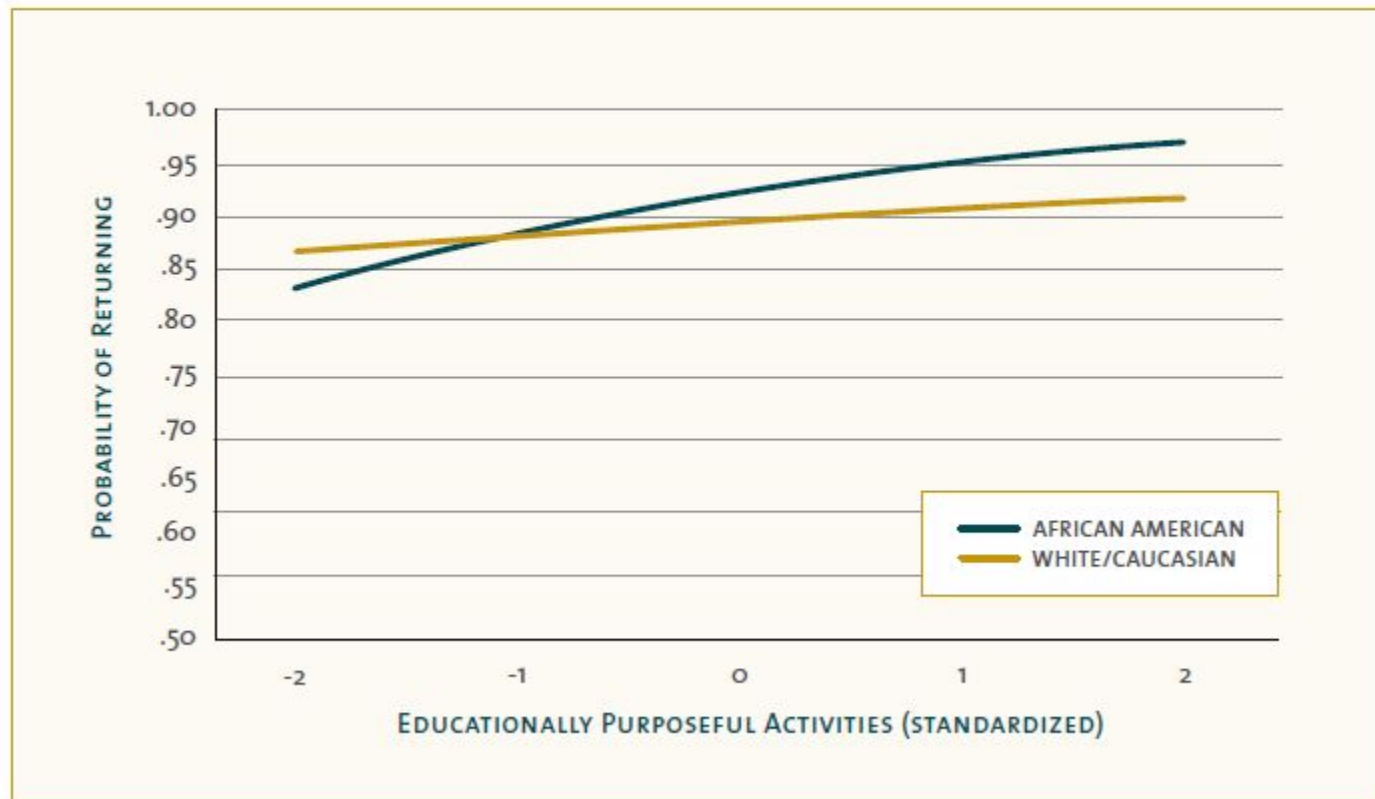
Impact of Educationally Purposeful Activities on First Academic Year GPA by Precollege Achievement Level



Kuh, G. D. (2008). High-impact educational practices: what they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Effects on Returning

Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race



Kuh, G. D. (2008). High-impact educational practices: what they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

What does the data tell us?

Question:

What one thing can we do to enhance student engagement and increase student success?

Answer:

Make it possible for every student to participate in at least two high-impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field.



Student Interviews



Video

Keuka College

<https://www.keuka.edu/academics/field-period>

- Outside the classroom
- Student driven
- Mandatory
- Begins in the first year seminar
- Encourages career and vocation exploration
- Part of the culture

Audience Participation

- How many are engaging in high impact practices on their campus?
- How many institutions are participating in NSSE?
- How many institutions have made HIP's mandatory?
- How many are assessing high impact practices or have someone responsible for collecting and assessing?