The Promise of High Impact Practices to Support Success
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National Survey of Student Engagement (NSSE). Since its launch in 2000, more than 1 million students have participated, and 1,400 colleges and universities have used NSSE to assess the quality of the undergraduate experience. Based on Chickering and Gamson’s (1987) principles for good practice in undergraduate education, NSSE documents the extent to which students, faculty, and institutions engage in empirically proven educational activities. It is administered to first-year and senior students attending four-year institutions.

- Results provide an estimate of how undergraduates spend their time, the quality of their relations with faculty and students, how they feel the institution has contributed to their development, and other educationally meaningful activities and perceptions.
- NSSE items represent empirically confirmed ‘good practices’ and behaviors associated with desired outcomes.


Student engagement = the time and energy students devote to educationally purposeful activities — practices shown to be related to desired educational outcomes.

Student engagement can be thought of in three ways:

- What students do -- time and energy devoted to educationally purposeful activities
- What institutions do -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward the right activities

WHY is engagement important?

“Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.” Pascarella & Terenzini, How College Affects Students, 2005, p. 602

Engaged learning is a gateway to the desired outcomes of college.

What Have We Learned about Engagement and Success from NSSE?

- Student learning & development are enhanced when students engage in educationally purposeful activities.
- At institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged over all and gain more from college.
- Student engagement positively related to student grades and to persistence for all students.

Engagement, Grades & Retention and the Success of Historically Underserved Students:

- Student engagement is positively related to FY and senior student grades and to persistence between the first and second year of college at the same institution
- Engagement has compensatory effect on FY grades and persistence to the second year of college for students historically underrepresented in higher education.

Student Success Research and Underrepresented Groups:

Students with a history of social and educational marginalization attribute successful outcomes to the formation of supportive relationships with institutional agents, or practitioners (Bensimon, 2007).
High-Impact Practices
Growing evidence that “high-impact practices” provide substantial educational benefits to students

High Impact Pedagogical Practices: To increase retention, persistence and student success (GPA, essential learning outcomes), institutions can focus on increasing engagement in these educationally purposeful activities...

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment
- Worked with other students on projects during class
- Worked with classmates outside of class on assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of course
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings/classes with faculty outside class
- Received prompt feedback on your academic performance
- Worked harder than you thought
- Worked with faculty on activities outside coursework (committees, student life, etc.)
- Discussed ideas from readings/classes with others
- Time spent studying, preparing academic work
- Had serious conversations with students of a different race or ethnicity and those who differ from you - religious beliefs, political opinions, or personal values


High Impact Structural Practices
AAC&U identified 10 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 & projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstones. NSSE data shows HIPs provide substantial educational benefits to students, however, not all students participate (Kuh, 2008; National Survey of Student Engagement, 2007). NSSE Annual Results available for download from [www.nsse.iub.edu](http://www.nsse.iub.edu) – "Reports and Services"

Characteristics of High Impact Practices:
High-impact practices may take different forms at different institutions or even within them; when done well, they share certain characteristics. Chief among them is that they demand a considerable amount of time and effort on the part of the student to intentionally connect, reflect on, and integrate what they are learning in class and in experiential activities. They also require meaningful interaction with faculty and other students over time, encourage students to interact with people who are different from themselves, and provide students with frequent and meaningful feedback. Another reason high-impact experiences are so powerful is that students see firsthand the practical value of their learning by applying what they are learning in real-life settings. These characteristics can turn participation in HIPs into a life-changing experience. However, access to these opportunities varies by student and institutional characteristics.

**High-Impact Practices Increase Odds That Students Will:**
- Invest time and effort
- Participate in challenging, active learning experiences
- Interact with faculty and peers about substantive matters
- Experience diversity
- Get more frequent feedback
- Discover relevance of their learning through real-world applications
How might we be more intentional about ensuring more widespread participation in HIPs?

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.

Considerations for Expanding High Impact Practices:

1. Historically underrepresented students benefit substantially from HIPs, yet not all take part (First-generation, some racial-ethnic groups, transfer students, certain majors)
2. Must introduce HIPs early and often -- get experience on students' radar
3. Explore students' assumptions about practices (who participates, cost, demands, etc.) – debunk myths
4. Expose students to “mini-HIPs” (short term study abroad, research in a course)

Documenting Effective Educational Practice (DEEP) Project

Student Success in College -- What High-Performing Institutions Do to Foster Student Engagement and Success

Six Shared Conditions of Educationally Effective Institutions (Kuh, et al., 2005, 2010)

1. “Living” Mission and “Lived” Educational Philosophy
2. Unshakeable Focus on Student Learning
3. Environments Adapted for Educational Enrichment
4. Clearly Marked Pathways to Student Success
5. Improvement-Oriented Ethos
6. Shared Responsibility for Educational Quality

Keys to Sustaining the Student Success Agenda:

• Student success becomes an institutional priority when everyone—especially campus leaders—make it so
• Measure and act on what matters to student success
• Stay “positively restless” – pay attention to data and monitor improvement

Resources:
**High-Impact Practice Inventory**

Growing evidence that “high-impact practices” provide substantial educational benefits to students. Yet, not all students take part.

**Inventory:** To what extent does Pace University provide HIPs? 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 high-impact practices.

[✔️ = yes, have on campus; estimate the % of various student populations in these activities]

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<th>Research w/ Faculty</th>
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