



Student Participation in High Impact Practices

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Institutional Research, Effectiveness, & Planning

TO WHAT EXTENT ARE UM STUDENTS PARTICIPATING IN HIPs?

RESULTS FROM 2013, 2014, AND 2016 NSSE

WHAT ARE HIGH-IMPACT PRACTICES (HIPs)?

High-impact Practices (HIPs) are life-changing educational experiences that have been shown to contribute to student learning and persistence. HIPs are implemented within and beyond the classroom and require meaningful interactions with faculty and peers.

Extensive research on these practices indicates HIPs benefit college students from myriad backgrounds (AAC&U, n.d.; Kuh, 2008; & NSSE, 2007).

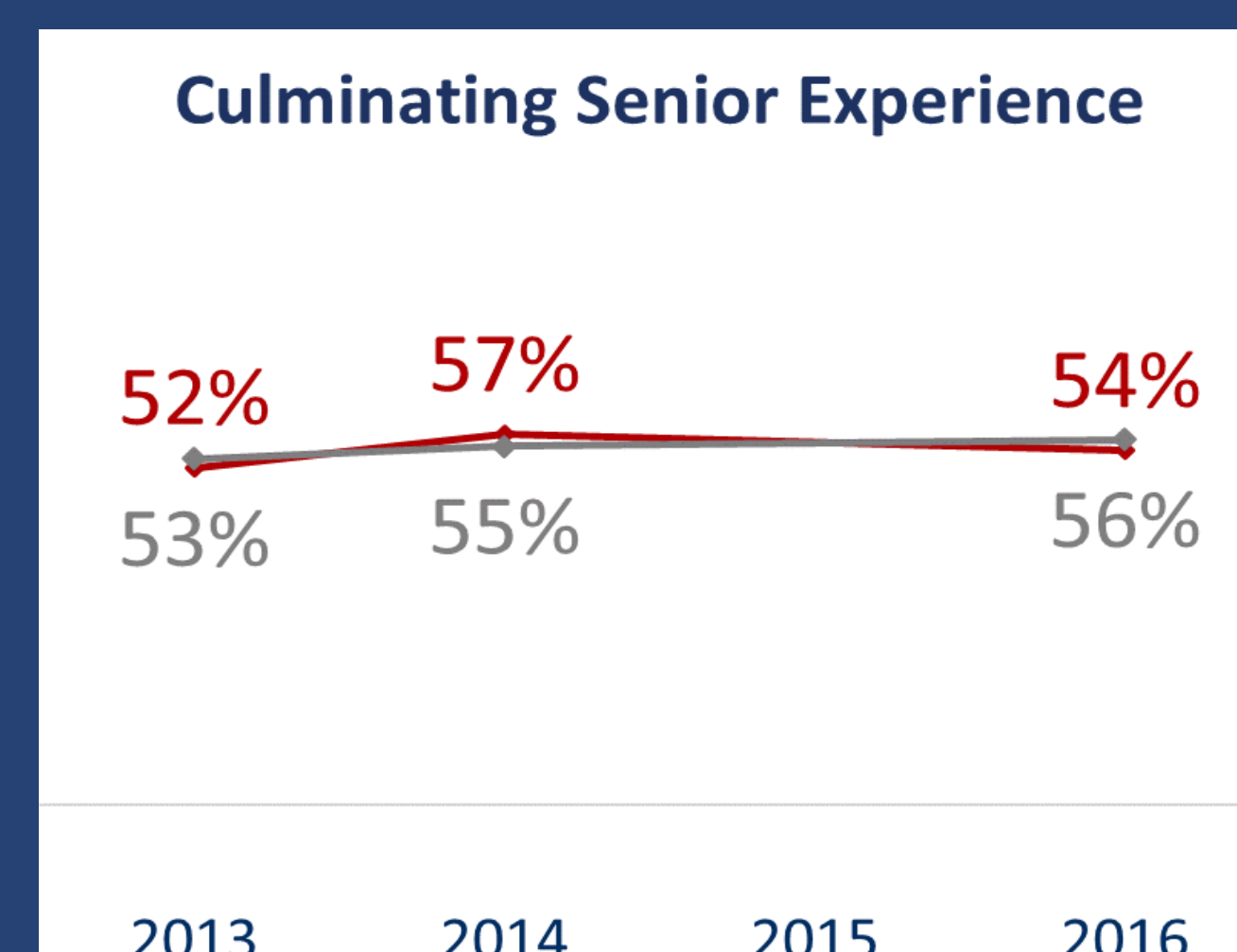
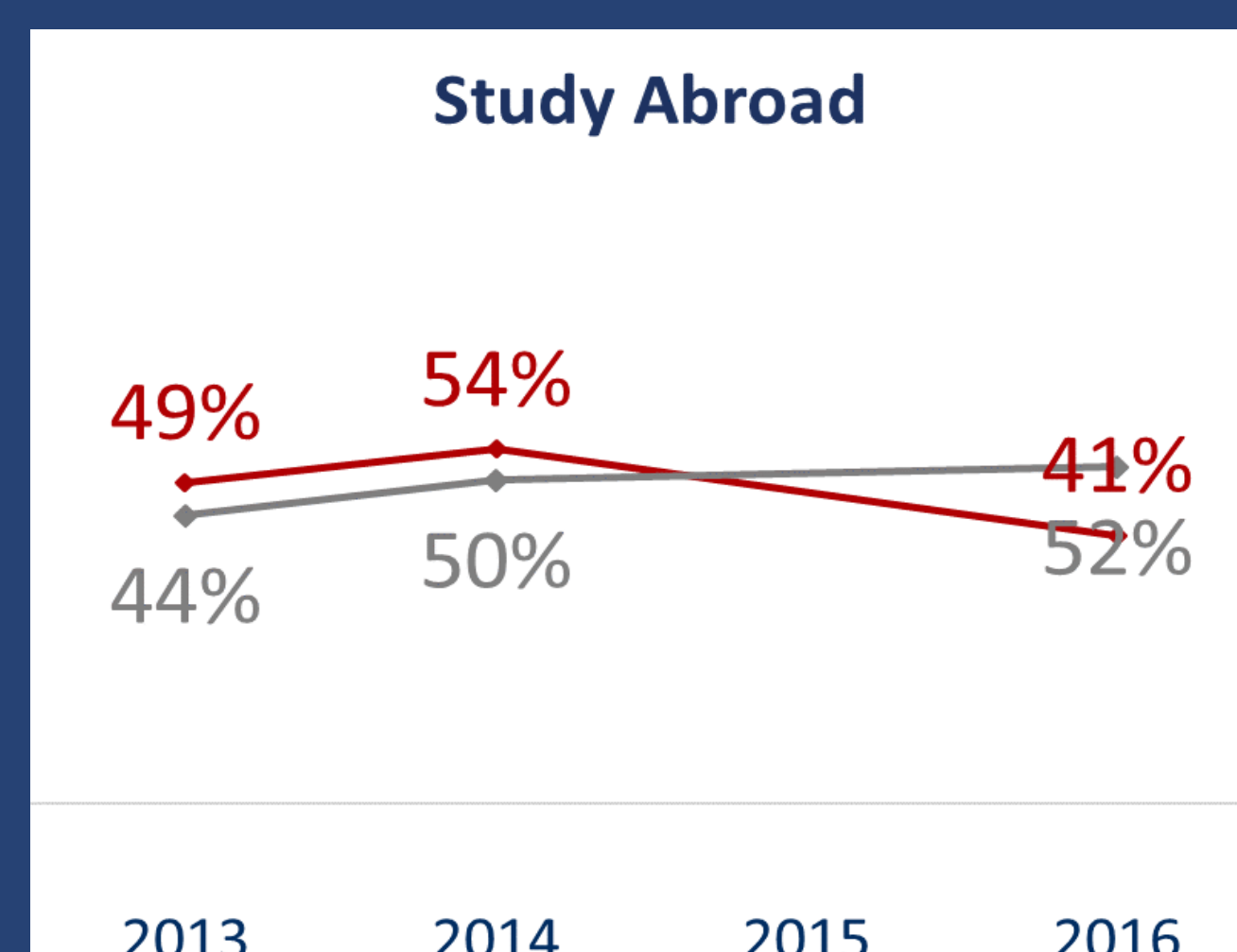
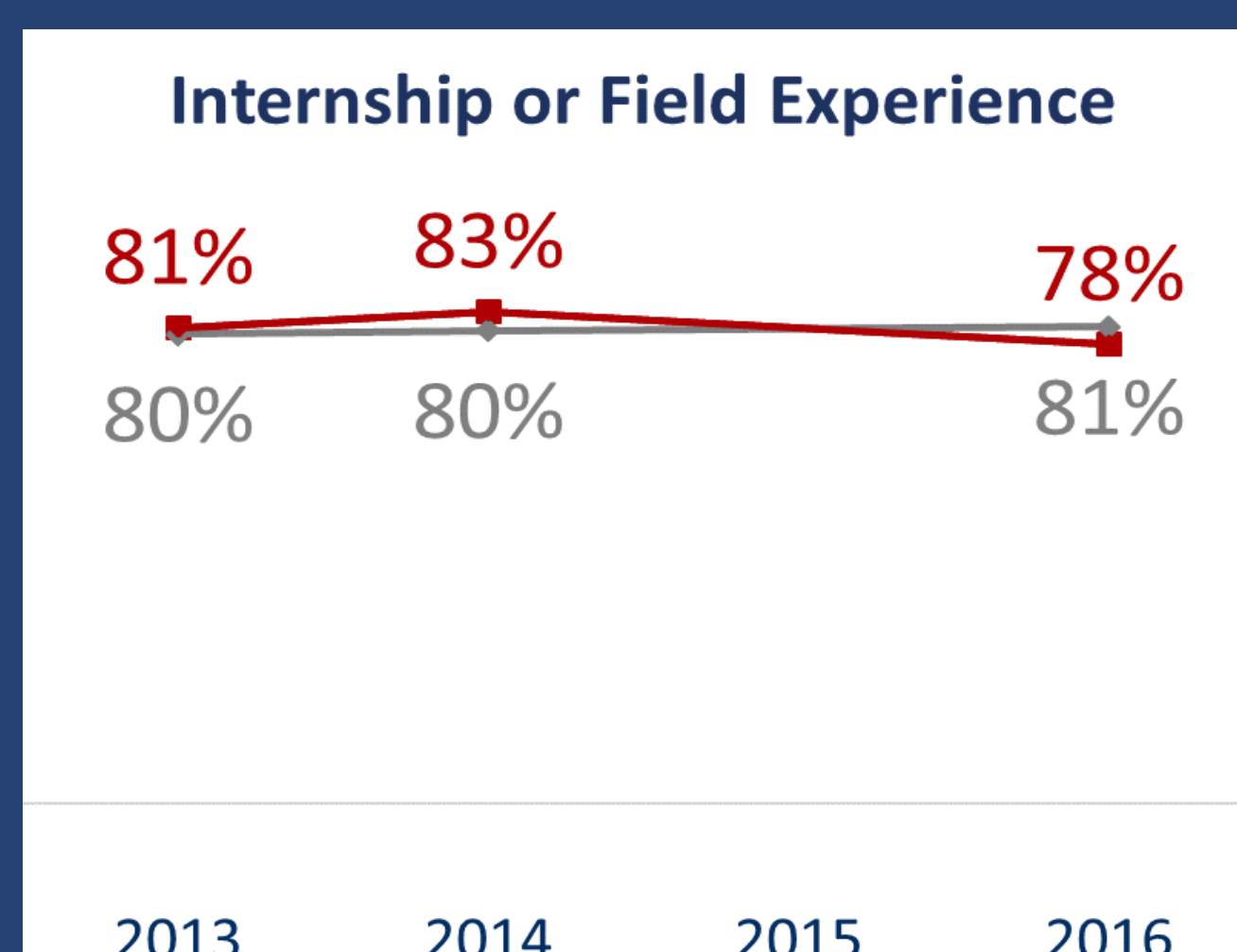
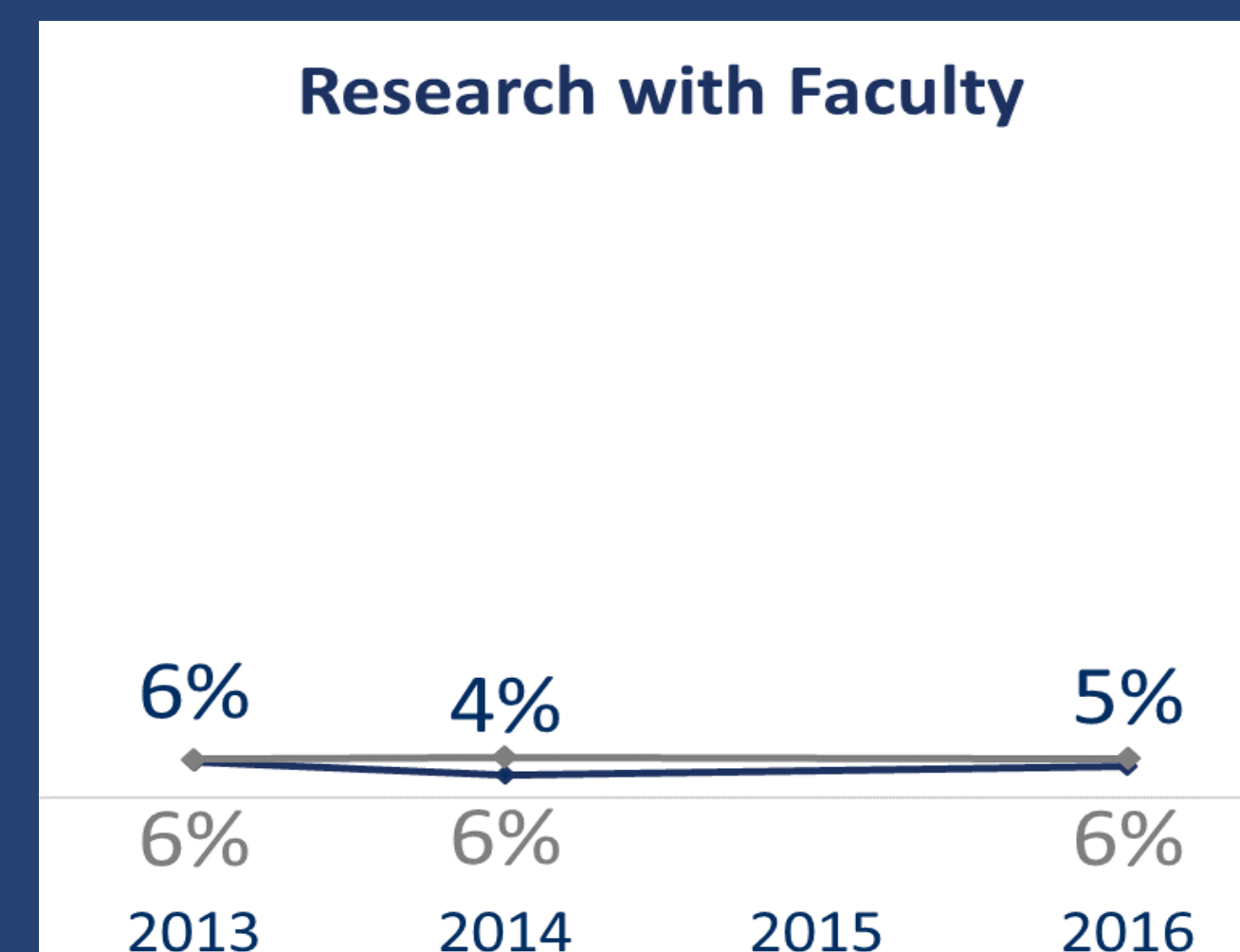
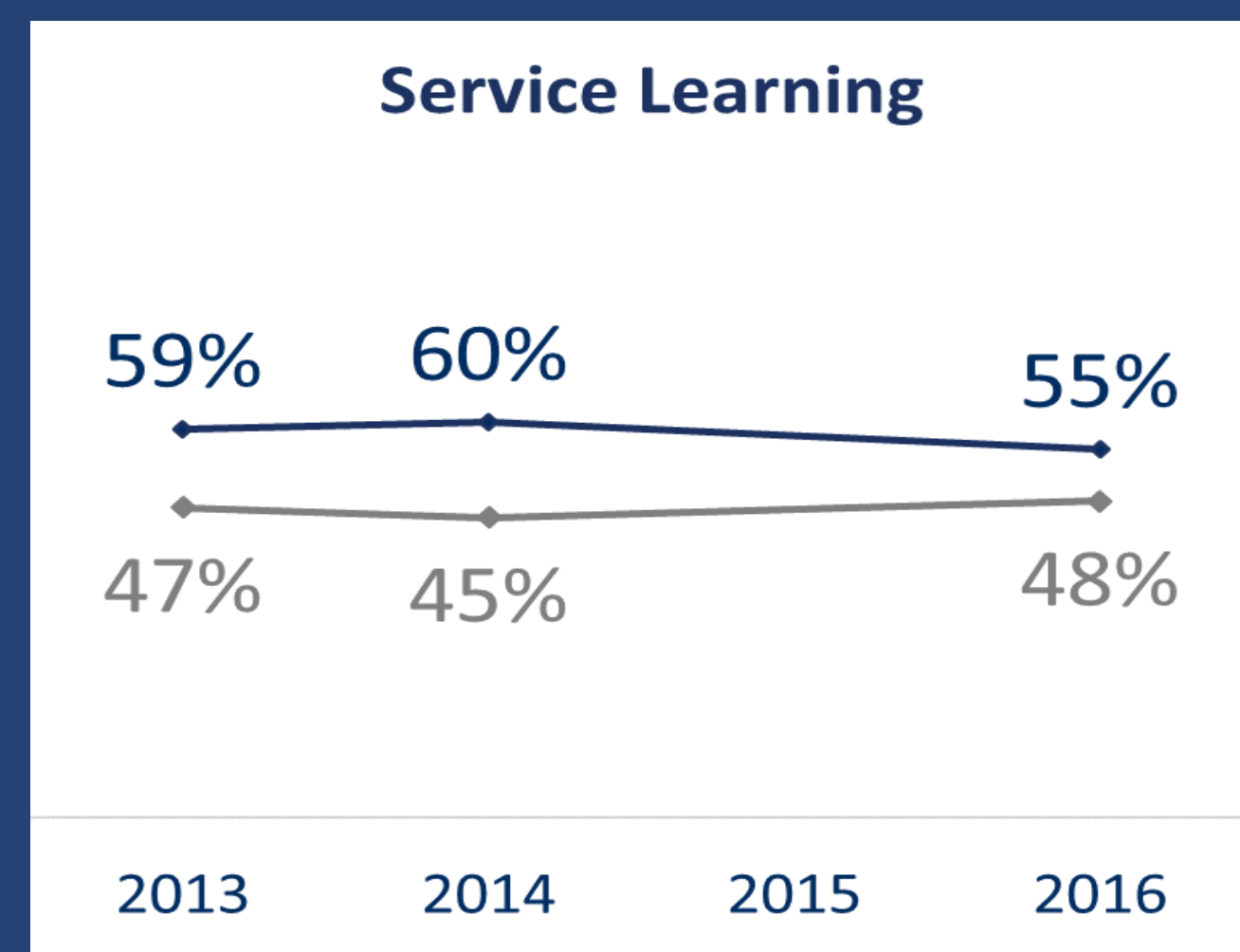
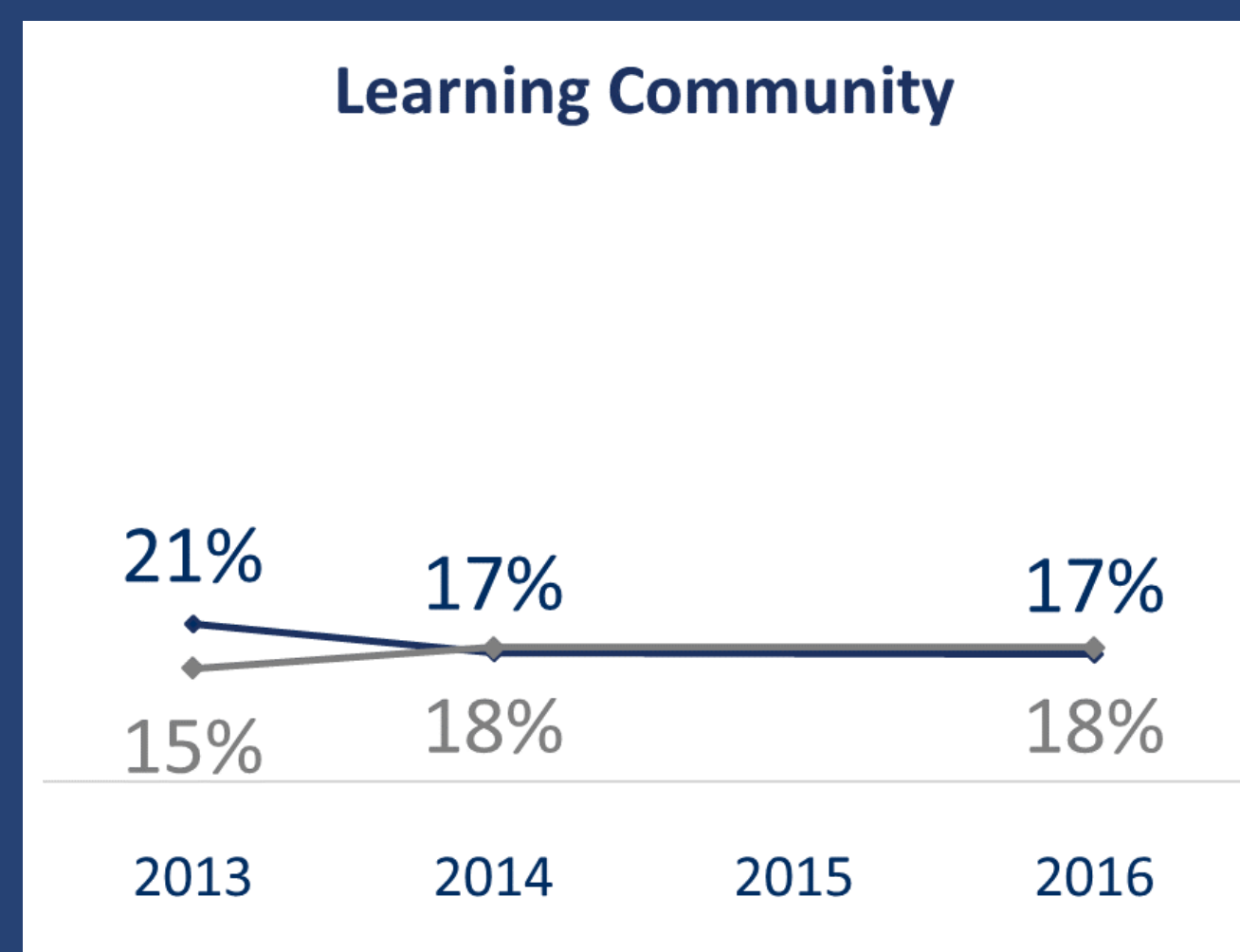
MEASURING THE IMPACT OF HIPs

Researchers identified 10 educational practices as high-impact. Student participation in HIPs is measured through the National Survey of Student Engagement (NSSE). NSSE is nationally-administered survey and asks first-year and senior students to report their participation in curricular and co-curricular activities including six of the 10 HIPs. Table 1 depicts the 10 HIPs (AAC&U, n.d.) and those measured by the NSSE.

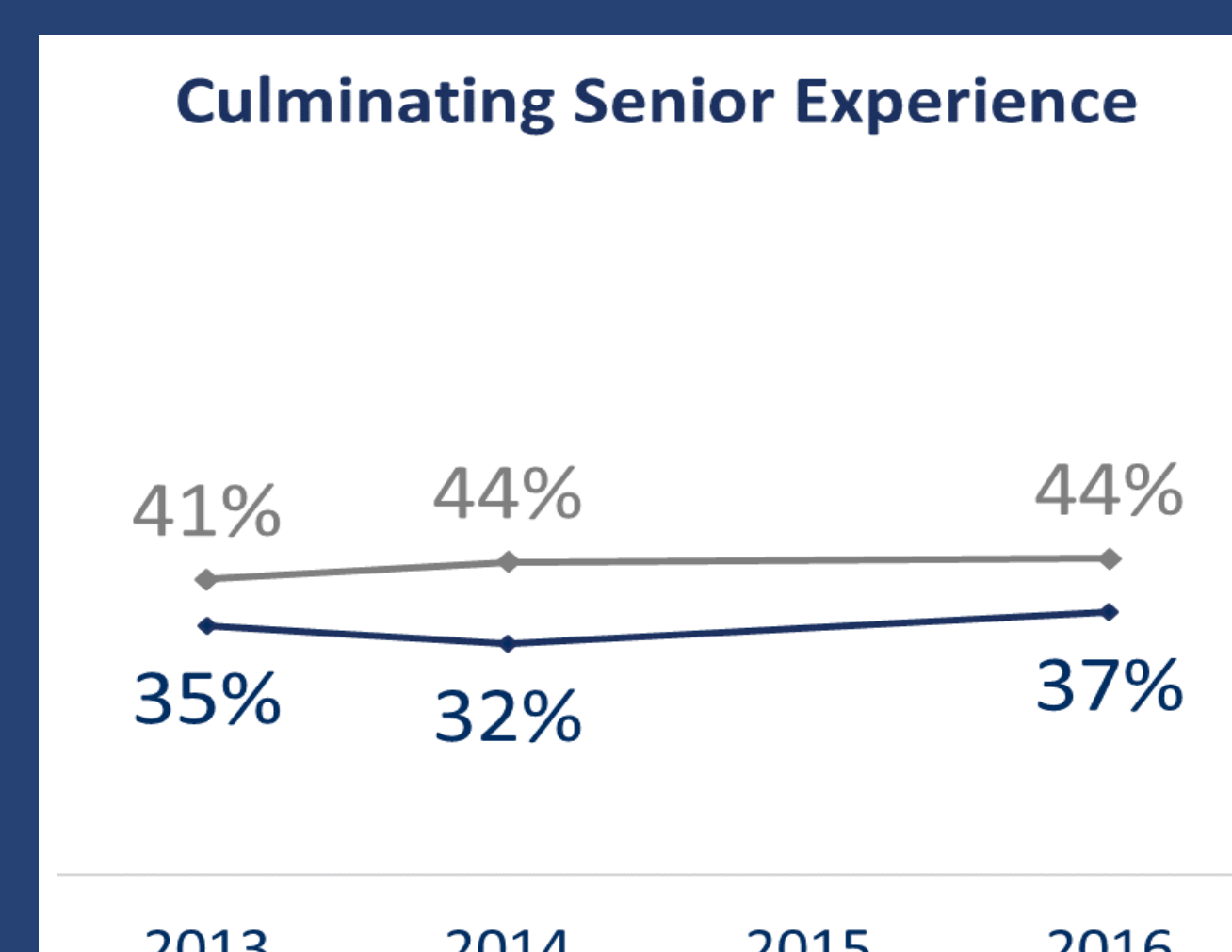
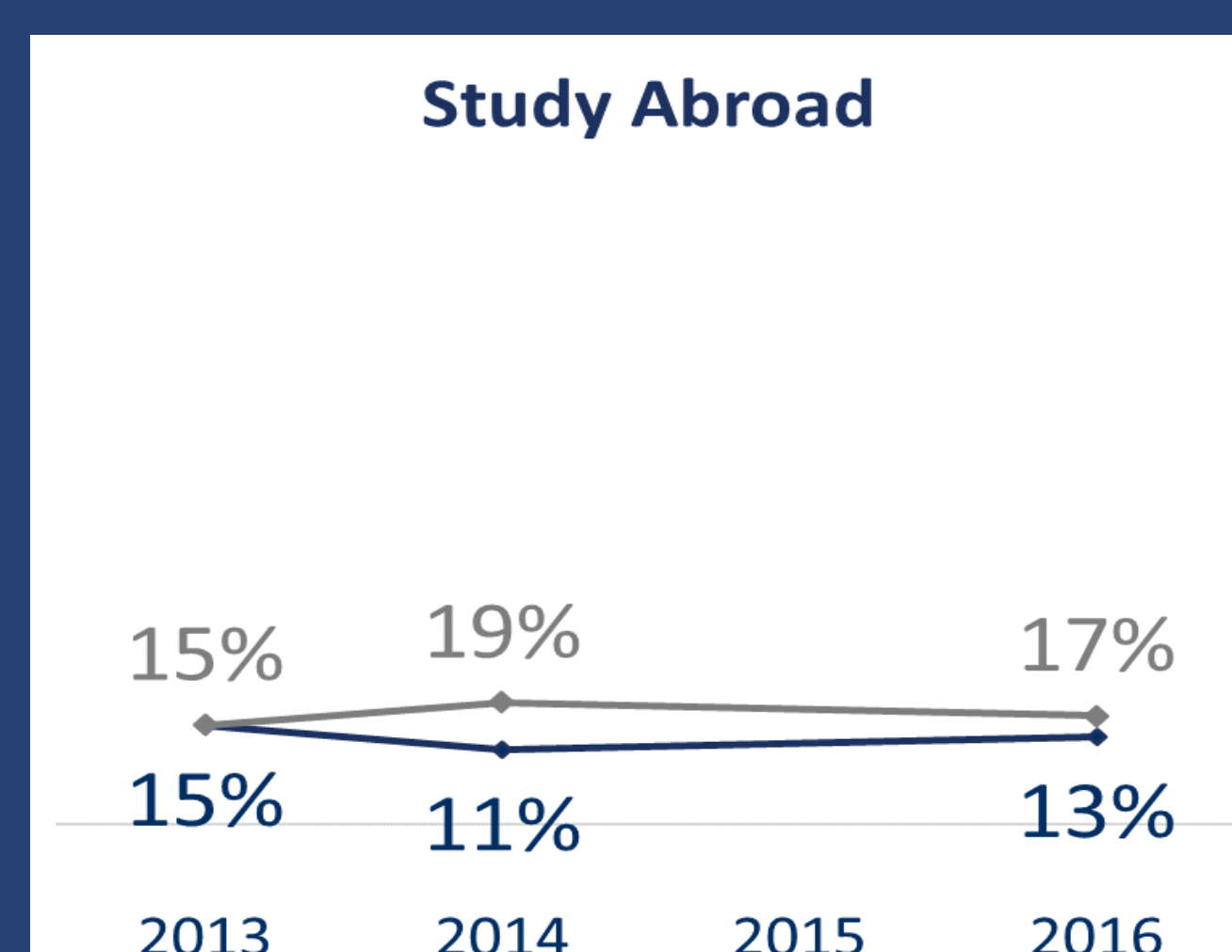
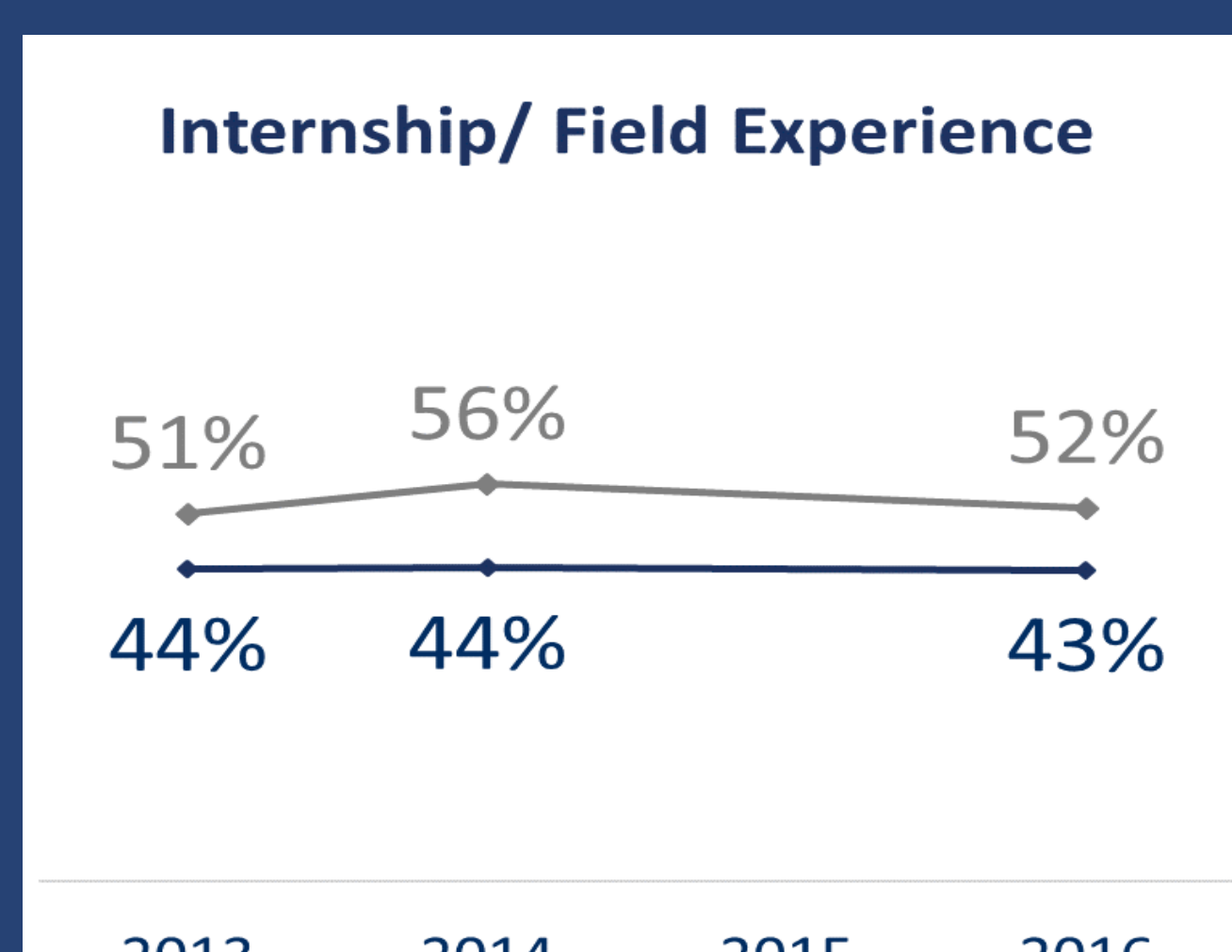
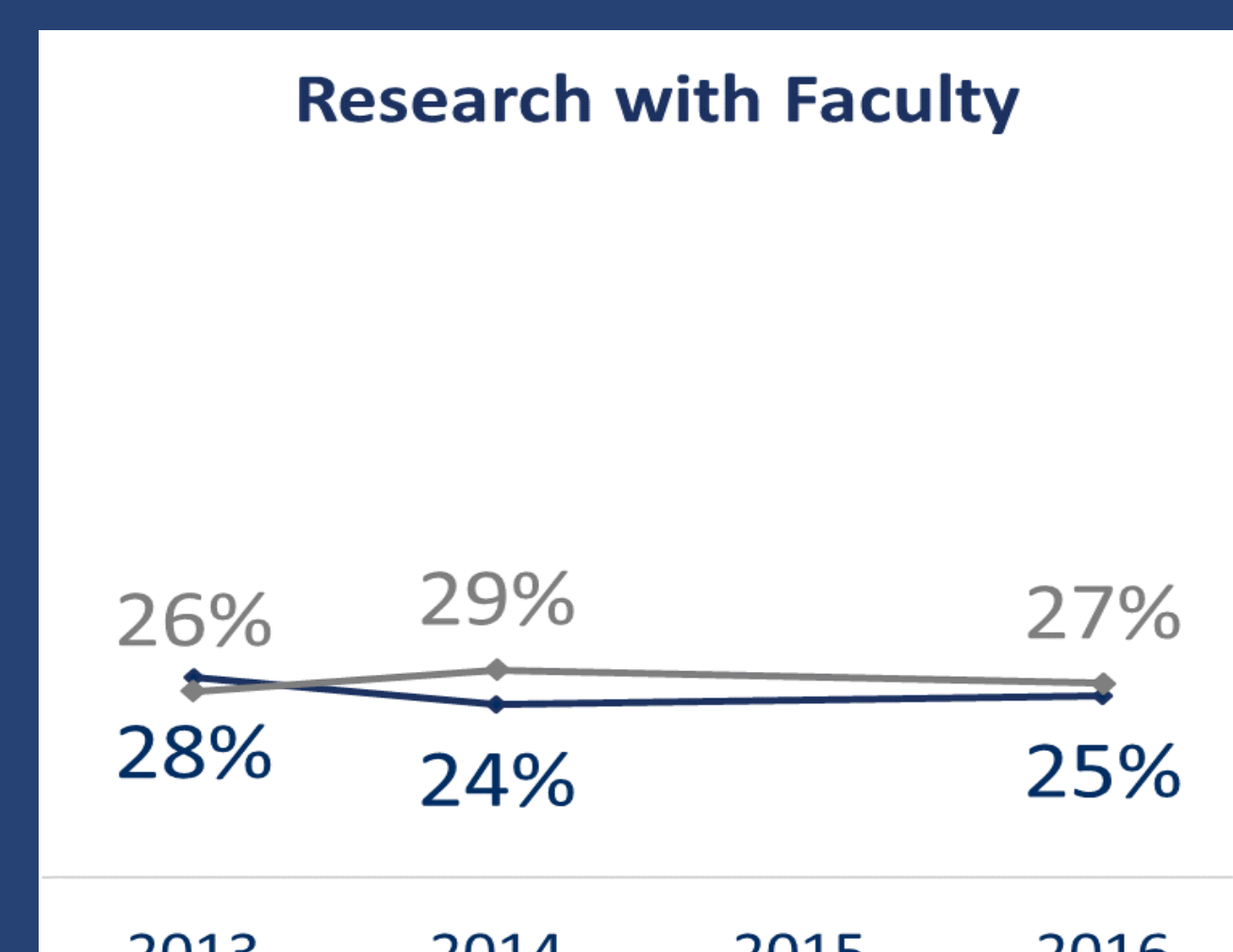
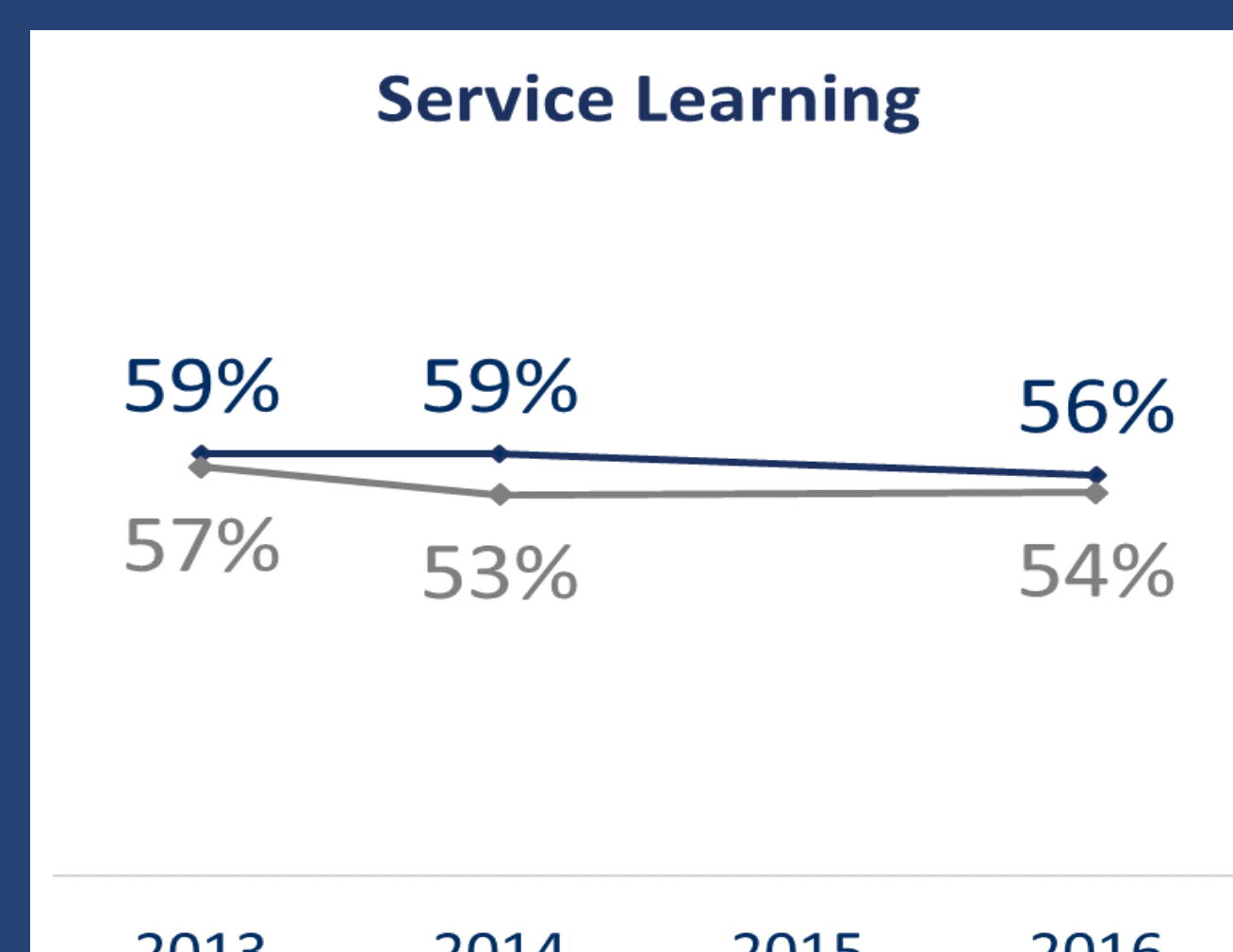
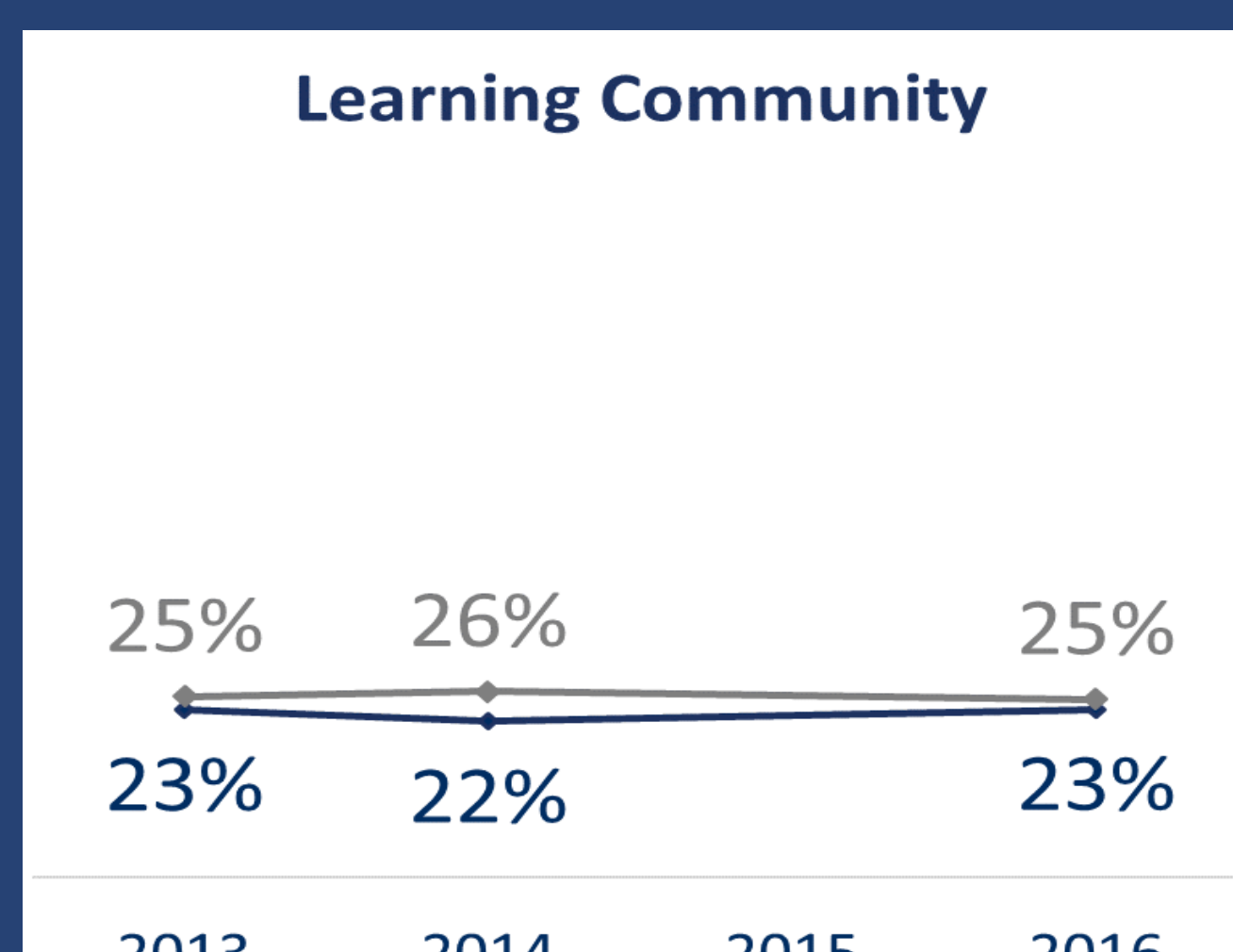
Table 1. High-Impact Practices and those measured by NSSE.

High-Impact Practices	Participation Measured by NSSE	
	First-Year Students	Seniors
Learning community	✓	✓
Service learning	✓	✓
Research with faculty	✓	✓
Internship or field experience		✓
Study abroad		✓
Culminating senior experience		✓
First-year seminars		
Common intellectual experience		
Writing-intensive courses		
Collaborative assignments		

First Year Student Participation and Desire to Participate in HIPs



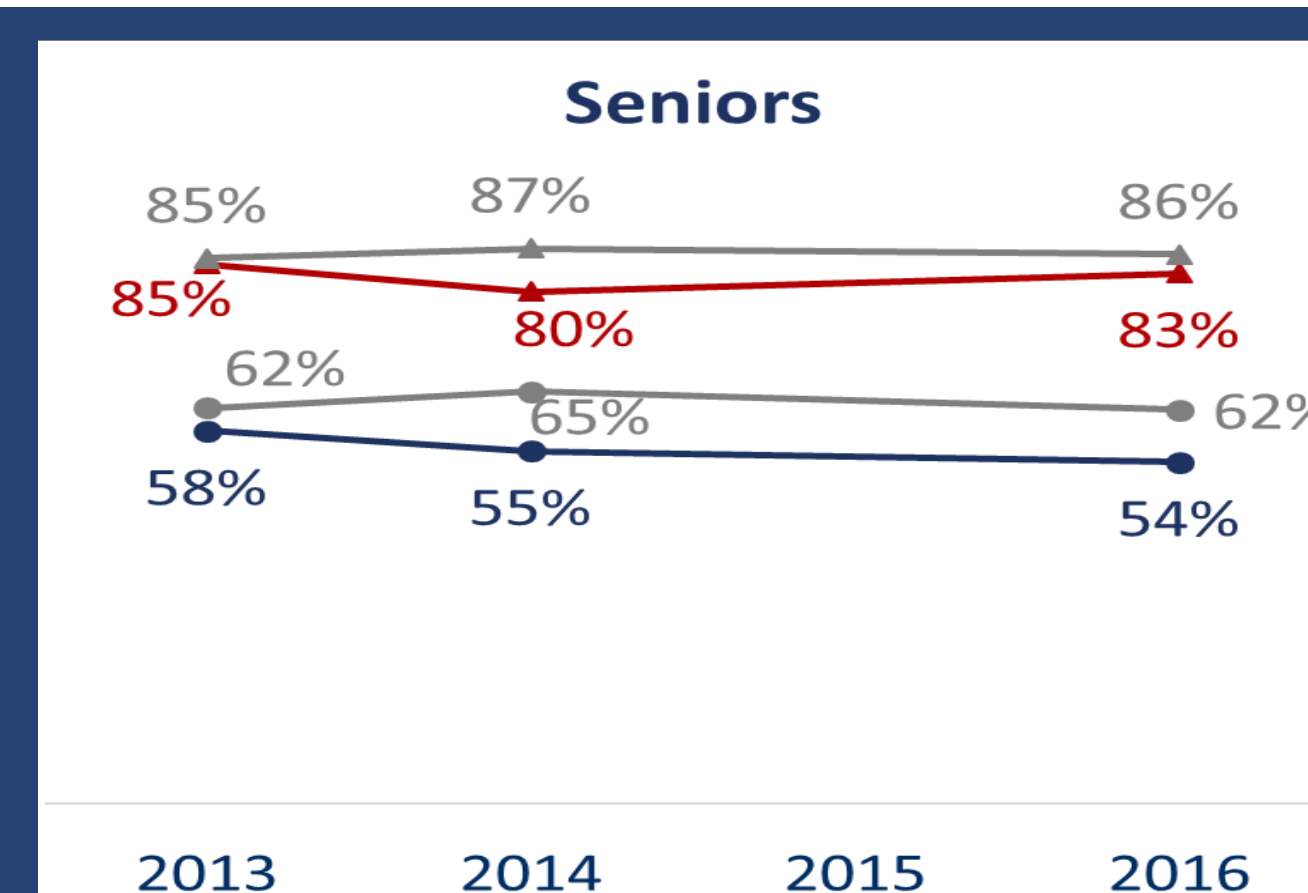
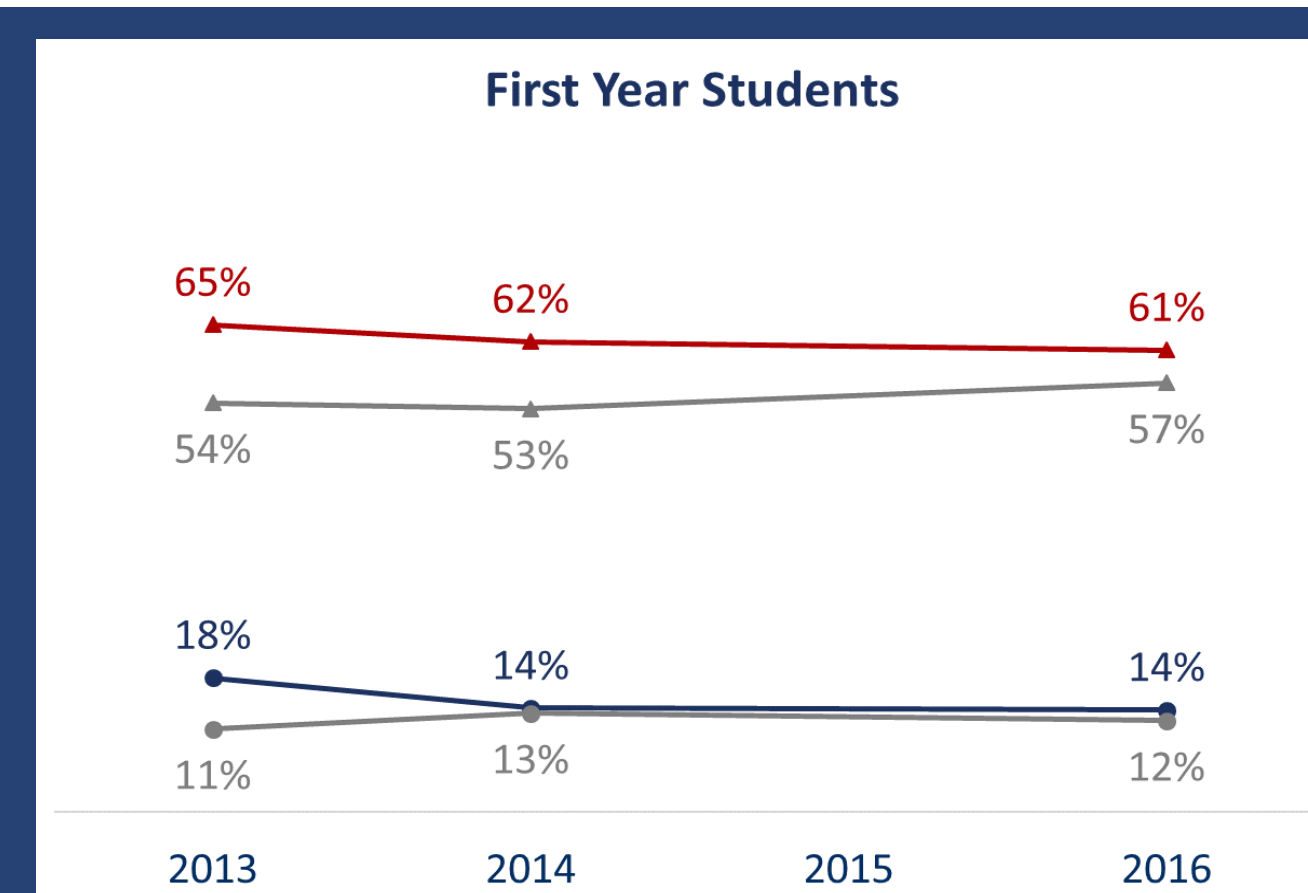
Senior Participation in HIPs



Students indicated participation or desire to participate (plan to do) in HIPs. Scale: Done or in progress, Plan to do, Do not plan to do, Have not decided.



Overall HIP Participation



NSSE researchers recommend students participate in at least two HIPs and completing one in the first year.



CONCLUSIONS

Overall, fewer UM students participate in HIPs than their peers at other SUG institutions. Service learning is the only HIP in which UM students consistently participate at a higher rate than their peers.

In their first year, approximately 80% of UM students expect to participate in internships. However, by their senior year, only approximately 44% actually complete an internship. Similarly, first-year students indicate plans to study abroad at a much higher rate than those who report participating in that HIP. The gaps between student expectations and experience in the areas of internships and study abroad need to be examined more closely.

UM students engage in HIPs early in their career with a greater percentage participating in two or more HIPs than their SUG peers. However, by the senior year, fewer UM students have participated HIPs when compared to their peers.

IDEAS FOR PRACTICE

- HIPs for transfer students
- More opportunities later in UM career
- Incorporate HIPs into major requirements
- Offer HIPs in the co-curriculum

REFERENCES

AAC&U (n.d.) <https://www.aacu.org/resources/high-impact-practices>

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.

National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.