

“High Impact Practices: What They Are, Why They Work, and Who Benefits”

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AAC&U identified 10 of the more 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 and projects, undergraduate research, study abroad & other experiences with diversity, internships, and capstone courses and projects.

Does your institution provide these experiences? 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 the high-impact practices on your campus. [✓ = have on campus; required; estimate the % of various student populations in these activities]

	Learning Community	First Year Seminars	Writing-Intensive Courses	Research w/ Faculty	Service Learning	Study Abroad	Internship	Senior Capstone
On Our Campus								
Required for all								
% Students involved								
% First Generation								
% Transfer Students								
% African American								
% Latino Students								
% Asian American								
% other								
% Adult Students								

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.

Results for High Impact Practices from the 2007 National Survey of Student Engagement

Percent Participation in High-Impact Activities by Institutional and Student Characteristics

		<i>FY students</i>		<i>Seniors</i>				
		Learning Community	Service Learning	Research w/ Faculty	Study Abroad	Service Learning	Intern- ship	Senior Capstone
2005 Basic								
Carnegie	Doc RU-VH	20	33	23	18	40	57	29
	Doc RU-H	18	37	19	14	44	51	33
	Doc DRU	18	39	17	13	52	51	33
	Masters-L	16	35	16	10	47	48	30
	Masters-M	16	39	17	11	51	52	30
	Masters-S	14	44	18	14	53	51	36
	Bac-AS	13	43	29	33	53	66	55
	Bac-Diverse	13	41	18	11	55	60	37
	Other	13	29	15	8	38	49	29
Sector								
	Public	17	34	18	12	44	50	29
	Private	16	44	22	21	53	61	42
Barron's								
Selectivity	Less selective	16	36	16	10	47	48	30
	More selective	18	37	23	21	45	59	35
Ethnicity								
	African Amer./Black	18	40	17	9	51	45	27
	Asian/Pacific Is.	17	37	22	14	49	50	28
	Caucasian/White	17	36	19	15	45	56	34
	Hispanic	20	36	17	11	47	45	26
	Other	15	38	19	18	46	46	31
Enrollment								
	Part-time	10	26	12	7	37	38	22
	Full-time	17	37	21	16	48	56	35
First- Generation								
	No	18	37	22	19	46	57	36
	Yes	15	35	16	9	46	48	29
Transfer								
	Started here	17	37	23	19	49	61	38
	Started elsewhere	13	32	14	9	43	43	25
Age								
	Under 24 years	17	37	23	18	49	61	37
	24 years & older	10	24	13	7	41	40	24
Overall Participation		17	36	19	14	46	53	32

For more information: National Survey of Student Engagement. (2007). *Student engagement: Experiences That Matter: Enhancing Student Learning and Success*. Bloomington, IN: Indiana University Center for Postsecondary, http://nsse.iub.edu/NSSE_2007_Annual_Report/