



---

## Tennessee Technological University

---

## High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

### High-Impact Practices in NSSE

#### Participation Comparisons (p. 3)

#### Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to the comparison group institutions, with tests of significance and effect sizes.

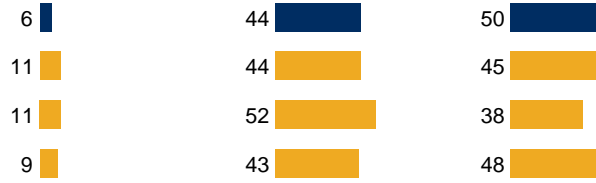
*HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education.*

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.

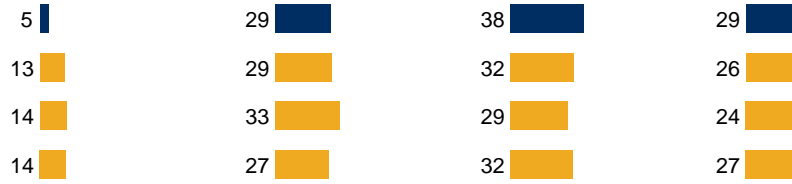
Rocconi, L., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.



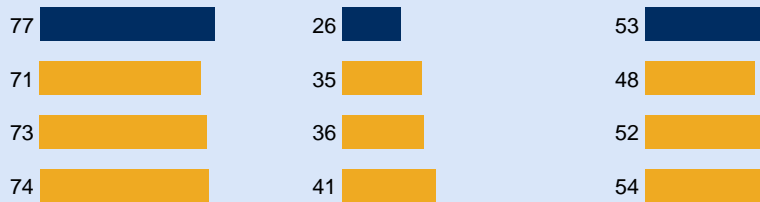
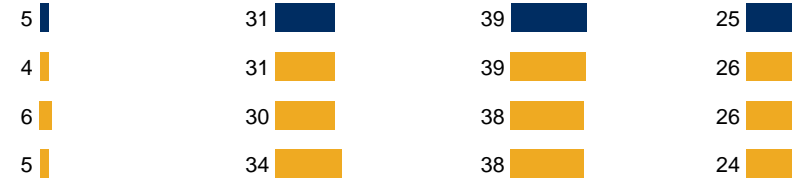
About how many of your courses at this institution have included a community-based project (service-learning)?



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



Work with a faculty member on a research project.



a. Refer to your *Frequencies and Statistical Comparison* for details on the other response options.

Note: R taco]TJ EMC -9(e)-24(TJ EMC )-4 85.92 r

