Stay and Succeed: What High Impact Practices Can Do for our Students
Based on work done by a Student Affairs Network - Fall 2014

- Jim Almeda, Health Promotion and Wellness
- Jill Benson, Dean of Students Office
- Renee Carrigan, Career Center
- Val Curtis, Campus Recreation
- Allyson Hawkins, Student Counseling Center
- Maureen Leisner, Bone Student Center
- Danielle Merrill, University Housing Services
• In Association of American Colleges and Universities (AAC&U) 2007 report, National Leadership Council for Liberal Education and American’s Promise (LEAP) identified high-impact practices.

• In 2008, George Kuh described positive effects of high-impact activities as measured by the National Survey of Student Engagement (NSSE).
High Impact Practices

• First-Year Seminars and Experiences
• Common Intellectual Experiences
• Learning Communities
• Writing-Intensive Courses
• Collaborative Assignments and Projects
• Undergraduate Research
• Diversity/Global Learning
• Service Learning, Community-Based Learning
• Internships
• Capstone Courses and Projects
• Demand considerable time and effort on purposeful asks; require daily decisions
• Require meaningful interactions with faculty and peers over extended periods of time
• Provide opportunities to see how what they are learning works in different settings
• Provide frequent and substantive feedback
• Provide opportunities for students to reflect on the person they are becoming
Colleges/universities should aspire for all students to participate in at least two high-impact practices during their undergraduate experience (Kuh, 2007):

One during the first year

One in the context of their major

**Recommendation**
Remember the Common Elements of HIP:

- Demand considerable time and effort on purposeful asks; require daily decisions
- Require meaningful interactions with faculty and peers over extended periods of time
- Provide opportunities to see how what they are learning works in different settings
- Provide frequent and substantive feedback
- Provide opportunities for students to reflect on the person they are becoming

Worksheet discussion
Our first-year students are behind those at peer institutions in terms of HIP involvement.

By their senior years, however, our students have caught-up to or surpassed those at peer institutions.

NSSE data on ISU seniors

- Fewer first generation students
- Fewer students of color
- Fewer transfer students
- Fewer part-time students
- Fewer older students

Interesting Findings
Given these findings and common elements of HIP, how can you improve your program/service?

Worksheet discussion
High Impact Practices:

- stimulate intellectually-engaging and educationally-effective curricula;
- provide active learning opportunities for students;
- deepen student learning and engagement in classroom content;
- raise levels of performance, retention and success for all students.

Impact
What does this mean for us?

• Inventory of Division practices
• Knowing what we can impact directly (what Student Affairs has responsibility for) vs. being advocates for good educational practice among our Academic Affairs colleagues
• Incorporating common elements
• Targeting the gaps