



SASSE 2018 High-Impact Practices

About this report

About Your High-Impact Practices Report

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 staff 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 study course (NSSE, 2007).

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

High-Impact Practices in SASSE

Practical work

Internship, work integrated learning, field experience, etc.

Leadership position

In student organisation or group on campus

Student societies

Engage in topics related to students' modules/subjects

International perspective

Develop through campus initiatives

Research with staff

Work with a lecturer on a research project

First-year experience

Including orientation and student learning groups

Academic literacy course

Register for language development course

Work with students

On a group project or assignment

Consult academic advisor

Help planning studies and education

Peer learning support

E.g. tutors, mentors, facilitators

Explain material as tutor

Learning facilitator to other students

Numeracy course

Register for mathematics development course

Service-learning

Modules/subjects including a community-based project

Report Sections

Participation Comparisons (p. 17)

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

Response Detail (pp. 18-21)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions.

Participation by Student Characteristics (pp. 22-23)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The tables on page 22 and 23 provide an initial look at how HIP participation varies by selected student characteristics.

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.



SASSE 2018 High-Impact Practices Statistical Comparisons SASSEville University

The table below compares the percentage of your students who participated^a in a high-impact practice with those at institutions in your comparison group.

	<i>Your students' participation compared with:</i>				
	SASSEville	Comparison Group		SASSE Overall	
	%	%	<i>ES^b</i>	%	<i>ES^b</i>
<i>First-Year</i>					
11a. Practical work	16	18	-.07	17	-.04
11b. Leadership position	11	12	-.04	12	-.05
11c. Student societies	16	14	.05	14	.06
11d. International perspective	12	14	-.06	14	-.05
11e. Research with staff	10	4	*** .30	7	** .13
11f. First-year experience	51	52	-.02	52	-.01
11g. Academic literacy course	33	28	*** .13	26	*** .18
11h. Work with students	73	72	.02	71	.04
11i. Consult academic advisor	41	31	*** .21	30	*** .24
11j. Peer learning support	67	66	.02	66	.02
11k. Explain material as tutor	29	23	*** .14	25	** .09
11l. Numeracy course	20	19	.00	18	.03
12. Service-learning	59	48	*** .23	54	** .11
<i>Senior</i>					
11a. Practical work	28	39	*** -.23	37	*** -.19
11b. Leadership position	20	29	*** -.19	25	*** -.11
11c. Student societies	21	22	-.01	20	.04
11d. International perspective	17	20	** -.07	18	-.01
11e. Research with staff	18	16	* .06	19	-.03
11f. First-year experience	43	42	.02	43	.00
11g. Academic literacy course	33	25	*** .18	23	*** .24
11h. Work with students	77	80	** -.08	78	-.03
11i. Consult academic advisor	49	40	*** .18	39	*** .21
11j. Peer learning support	68	63	*** .09	63	*** .10
11k. Explain material as tutor	35	32	* .07	32	* .06
11l. Numeracy course	25	22	** .08	20	*** .12
12. Service-learning	65	55	*** .20	61	** .07

a. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

b. Cohen's *d* (standardised difference between two proportions). Effect sizes indicate the practical importance of observed differences. NSSE research, on which SASSE is based, has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

p*<.05, *p*<.01, ****p*<.001

Note: All results weighted by gender (and by institution size for comparison groups).



SASSE 2018 High-Impact Practices

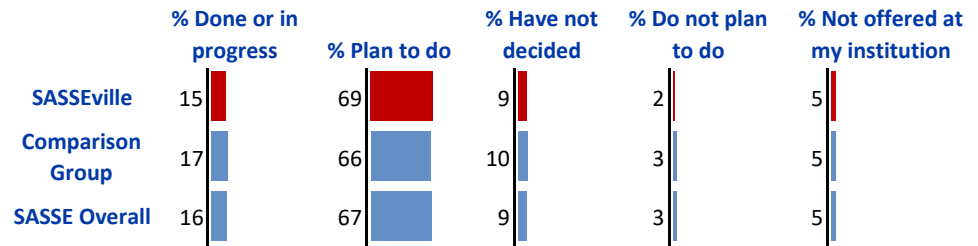
Response Detail

SASSEville University

First-Year Students

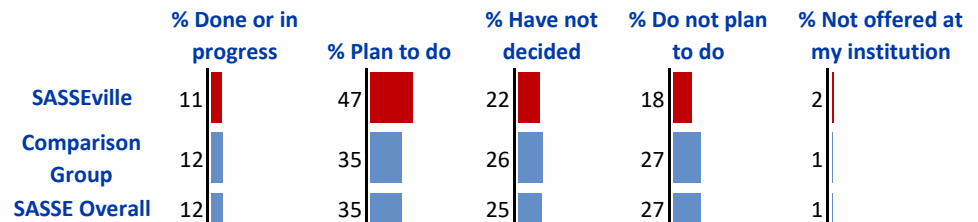
Practical work

Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



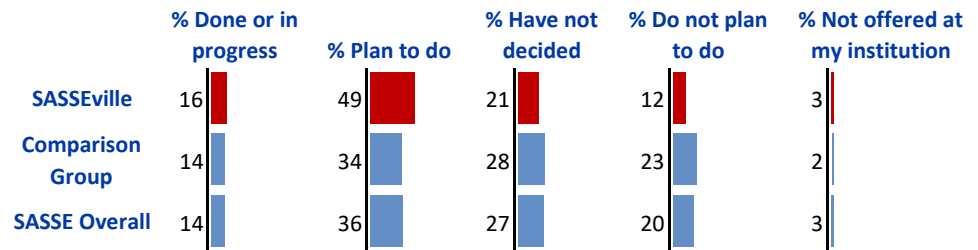
Leadership position

Hold a formal leadership position in a student organisation or group on campus



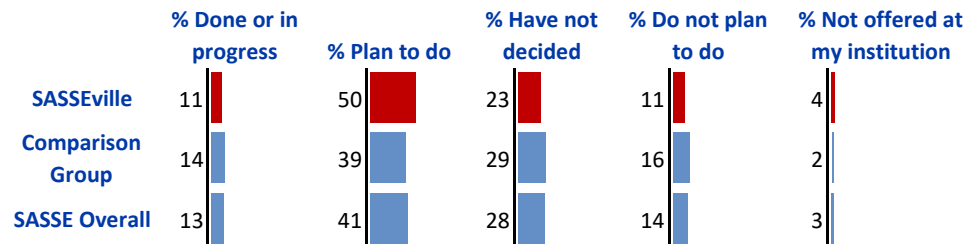
Student societies

Participate in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects



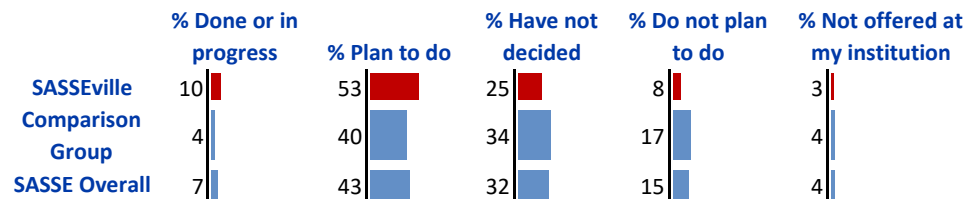
International perspective

Develop an international perspective through campus initiatives and interacting with international students



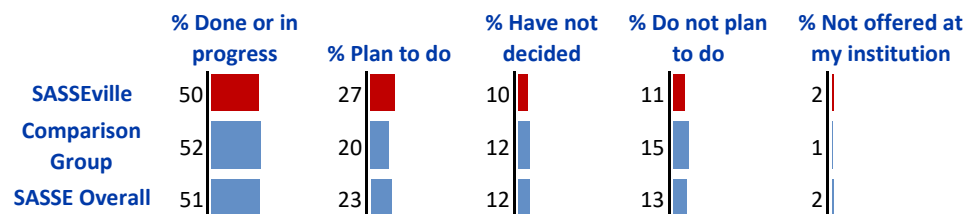
Research with a staff member

Work with a lecturer on a research project



First-year experience

Participate in first-year experience seminars, including orientation and student learning groups



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE 2018 High-Impact Practices

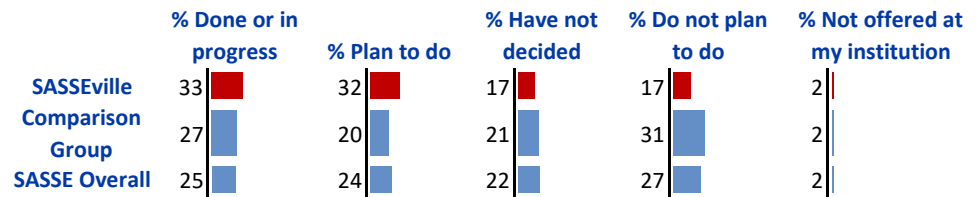
Response Detail

SASSEville University

First-Year Students (continued)

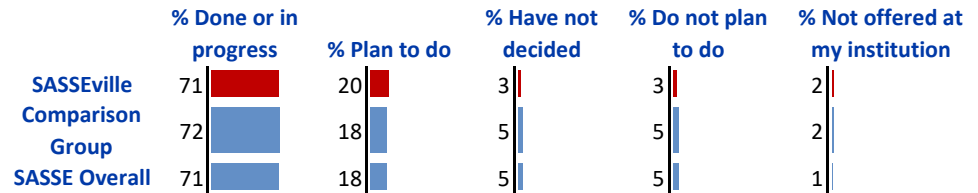
Academic literacy course

Register for an academic literacy or language development course



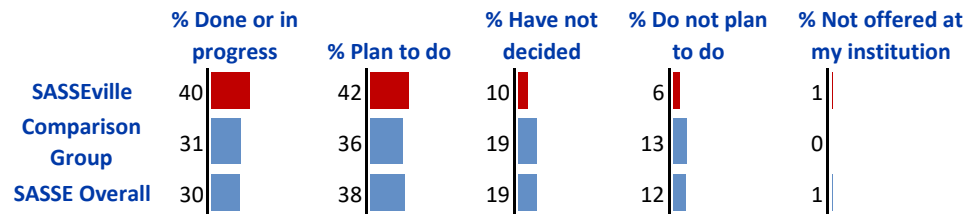
Work with students

Work with other students on a group project or assignment



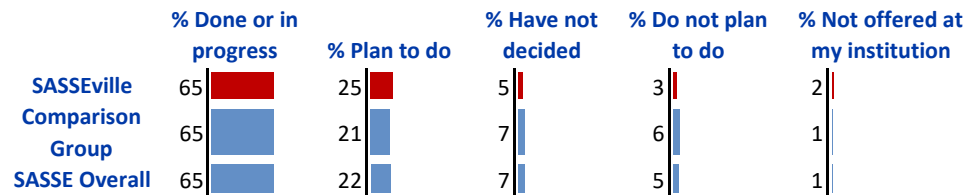
Consult academic advisor

Consult with an academic advisor (staff member) to help you with planning of your studies and education



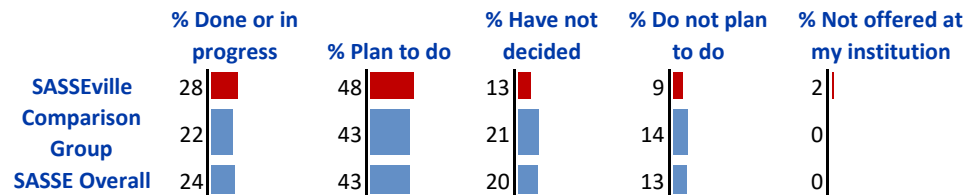
Peer learning support

Make use of peer learning support (e.g. tutors, mentors, facilitators)



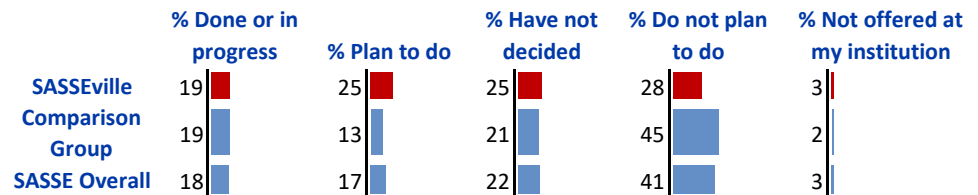
Explain material as tutor

Explain module/subject material to other students as a tutor or learning facilitator



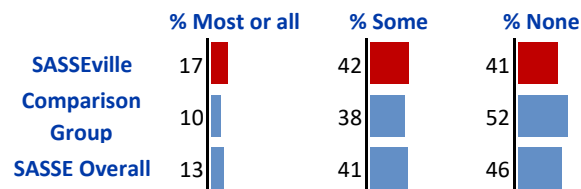
Numeracy course

Register for a mathematics or numeracy development course



Service-learning

About how many of your modules/subjects have included a community-based project (service-learning)?



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE 2018 High-Impact Practices

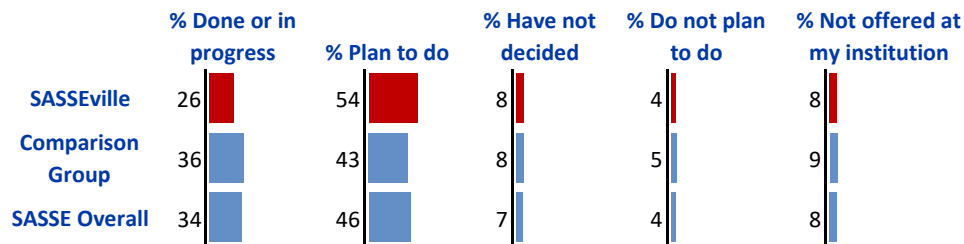
Response Detail

SASSEville University

Seniors

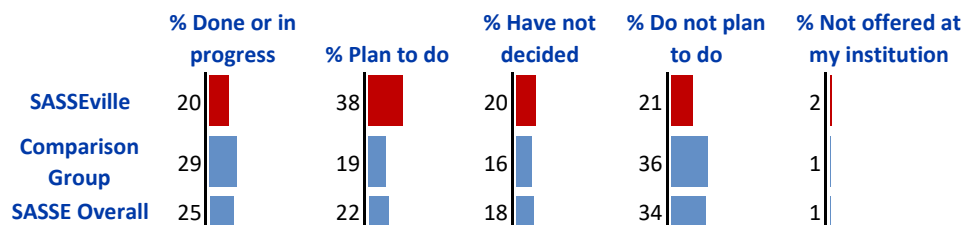
Practical work

Practical work related to your studies (internship, work integrated learning, clinical placement, field experience, etc.)



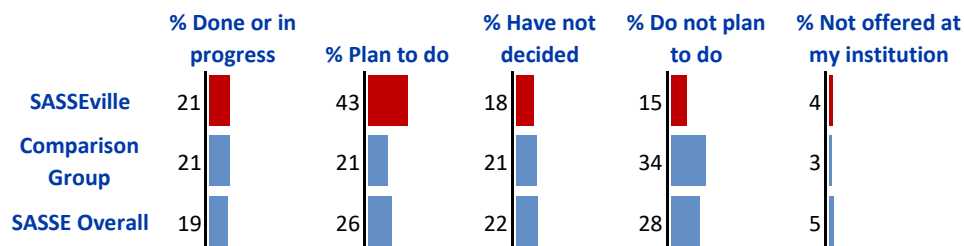
Leadership position

Hold a formal leadership position in a student organisation or group on campus



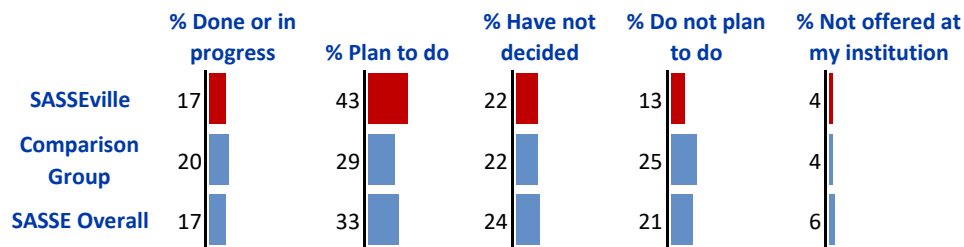
Student societies

Participate in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects



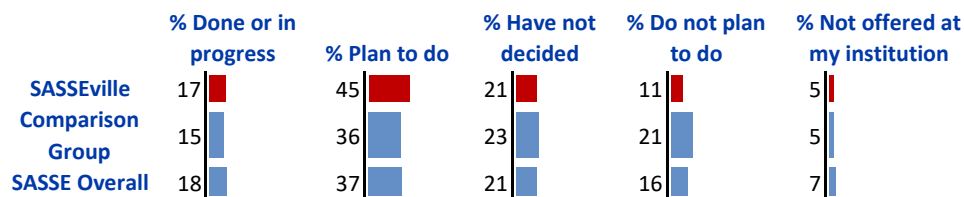
International perspective

Develop an international perspective through campus initiatives and interacting with international students



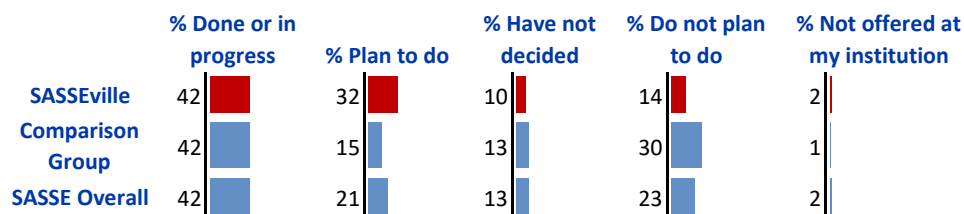
Research with a staff member

Work with a lecturer on a research project



First-year experience

Participate in first-year experience seminars, including orientation and student learning groups



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE 2018 High-Impact Practices

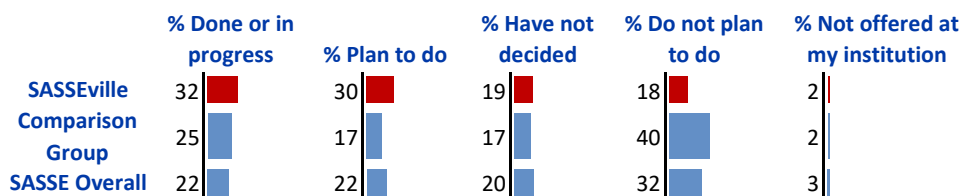
Response Detail

SASSEville University

Seniors (continued)

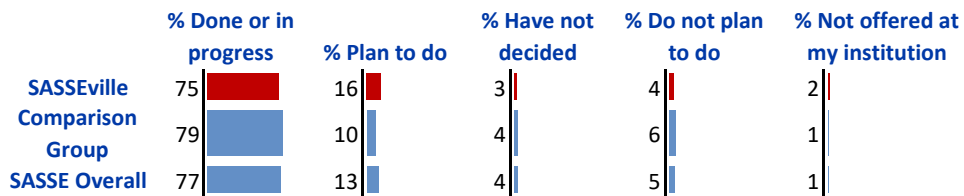
Academic literacy course

Register for an academic literacy or language development course



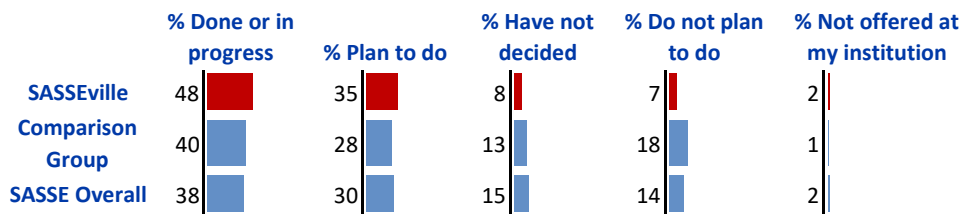
Work with students

Work with other students on a group project or assignment



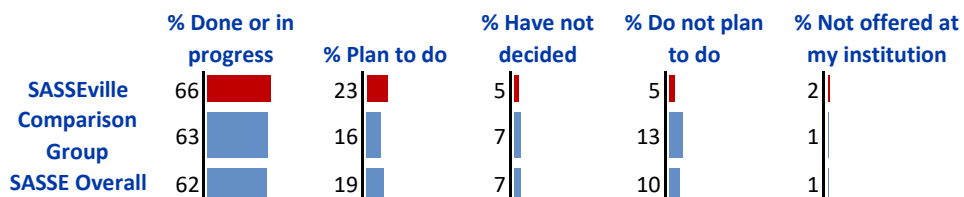
Consult academic advisor

Consult with an academic advisor (staff member) to help you with planning of your studies and education



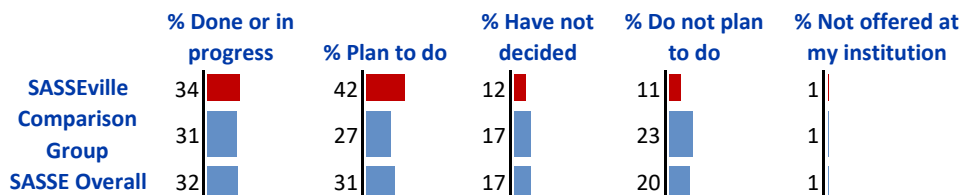
Peer learning support

Make use of peer learning support (e.g. tutors, mentors, facilitators)



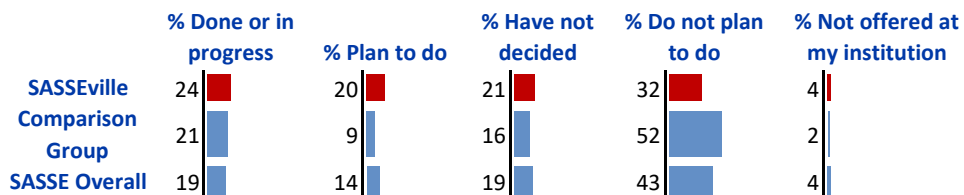
Explain material as tutor

Explain module/subject material to other students as a tutor or learning facilitator



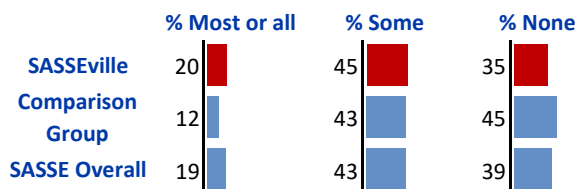
Numeracy course

Register for a mathematics or numeracy development course



Service-learning

About how many of your modules/subjects have included a community-based project (service-learning)?



Note: All results weighted by gender (and by institution size for comparison groups).



SASSE 2018 High-Impact Practices
Participation by Student Characteristics
SASSEville University

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated^a in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-Year												
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Course	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Course	Service-Learning
	%	%	%	%	%	%	%	%	%	%	%	%	%
Gender													
Male	16	12	18	12	11	46	33	68	39	65	27	22	60
Female	15	10	15	12	10	55	33	76	42	68	29	18	58
Race													
Black African	13	11	16	11	11	52	35	72	43	68	29	20	60
Coloured	-	-	-	-	-	44	21	80	33	58	26	-	41
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-
White	34	9	14	16	-	50	26	82	34	60	27	23	62
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
First-generation^b													
Not first-generation	18	11	14	13	9	54	31	71	33	65	27	21	52
First-generation	15	11	17	12	11	50	34	74	44	67	29	19	62
Enrollment													
Full-time	15	11	16	12	10	51	33	73	41	66	28	20	59
Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-
Residence													
Living on campus	18	20	19	14	12	62	37	73	42	71	30	21	56
Living off campus	14	8	15	11	10	48	32	73	41	65	28	19	60
Major field of study^c													
Business, Commerce, and Management	12	13	16	12	8	48	33	72	38	70	27	20	50
Education	18	13	18	11	12	52	29	76	51	68	33	13	72
Human and Social Sciences	13	6	16	13	9	50	30	78	39	65	28	12	60
Science, Engineering, and Technology	20	13	15	12	13	57	41	63	37	64	25	37	53
Overall	16	11	16	12	11	51	33	73	41	67	29	20	59

Note: All results weighted by gender (and by institution size for comparison groups).

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, where they reported "at least some" of their courses included a community-based project. Gender, enrollment status, and race/ethnicity are institution-reported variables. Percentages are not reported (—) for row categories containing fewer than 10 students.

b. Neither parent holds a bachelor's degree.

c. These are SASSE's broad categories for field of study, based on Classification of Educational Subject Matter (CESM) categories.



SASSE 2018 High-Impact Practices
Participation by Student Characteristics
SASSEville University

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated^a in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	Senior												
	Practical Work	Leadership Position	Student Societies	International Perspective	Research with Staff	First-Year Experience	Academic Literacy Course	Work with Students	Consult Academic Advisor	Peer Learning Support	Explain Material as Tutor	Numeracy Course	Service-Learning
	%	%	%	%	%	%	%	%	%	%	%	%	%
Gender													
Male	28	22	25	20	19	41	35	73	46	63	39	26	67
Female	29	19	19	16	17	44	32	79	51	71	32	24	63
Race													
Black African	26	20	22	18	17	43	34	76	49	68	36	26	65
Coloured	30	20	16	11	15	38	37	75	51	65	27	20	59
Indian	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-	-
White	52	24	18	14	29	41	25	85	54	68	31	17	67
Other	34	-	-	-	-	47	-	69	41	66	-	31	51
First-generation^b													
Not first-generation	30	25	22	18	18	44	33	79	54	70	33	24	58
First-generation	28	19	21	17	18	42	33	76	48	67	35	25	67
Enrollment													
Full-time	28	20	22	18	18	43	33	77	49	68	35	25	65
Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-
Residence													
Living on campus	34	31	24	21	16	54	35	80	54	71	36	24	61
Living off campus	27	16	21	16	19	39	32	76	48	66	34	25	66
Major field of study^c													
Business, Commerce, and Management	23	23	23	20	15	44	33	78	48	64	34	26	52
Education	41	18	20	18	19	41	36	79	50	71	38	24	78
Human and Social Sciences	24	19	24	14	20	42	33	75	50	69	33	20	71
Science, Engineering, and Technology	24	22	17	19	17	46	28	74	48	64	35	33	53
Overall	28	20	22	18	18	43	33	77	49	68	35	25	65

Note: All results weighted by gender (and by institution size for comparison groups).

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, where they reported "at least some" of their courses included a community-based project. Gender, enrollment status, and race/ethnicity are institution-reported variables. Percentages are not reported (—) for row categories containing fewer than 10 students.

b. Neither parent holds a bachelor's degree.

c. These are SASSE's broad categories for field of study, based on Classification of Educational Subject Matter (CESM) categories.