



SASSE 2013 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).

High-Impact Practices in SASSE
Participation in student societies (law, psychology, etc.) where students engage in topics related to their modules/subjects
Modules/subjects that included a community-based project (service-learning)
Work with a lecturer on a research project
Practical work related to students' studies (internship, work integrated learning, clinical placement, field experience, etc.)

SASSE asks students about their participation in the four HIPs shown in the box above. This report provides information on the first three for first-year students and all four for seniors. Unlike most questions on the SASSE survey, the HIP questions are not limited to the current academic year. Thus, seniors' responses include participation from prior years.

Report sections

Participation Comparisons	Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation: Overall HIP Participation Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions. Statistical Comparisons Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).
Response Detail	Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.
Participation by Student Characteristics	Displays your students' participation in each HIP by selected student characteristics.

Interpreting comparisons

The "Statistical Comparisons" section on page 2 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

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 table on page 5 provides an initial look at how HIP participation varies by selected student characteristics.