

# Student engagement and high impact practices

## WHAT IS THIS RESOURCE?

## An introduction to the concept of student engagement and the High Impact Practices (HIPs) that promote student engagement that can be implemented in individual courses. This resource focuses on five (of the eleven total) HIPs that you can implement in your class.

## HOW DO I USE IT?

## As you plan your next class, consider incorporating one of these high-impact practices. Choose one that works with your existing materials and goals, or select one that will completely transform your course. [Contact CET](https://cet.usc.edu/contact-us/) if you would like to schedule a consultation about incorporating these practices into your course or program.

### Introduction to student engagement & HIPs

## Student engagement is strongly related to student success. It includes both academic and social engagement, each of which positively affect grades and graduation rates, in addition to improving student writing and critical thinking. Researchers with the National Survey for Student Engagement identified 11 practices that have a strong positive impact on student engagement; these are known as High Impact Practices. High-impact practices maximize student engagement, leading to greater gains in performance and skill acquisition. The benefits of HIPs are additive, in that participating in more HIPs results in greater gains for all students and even greater gains for students of color (Kuh et al., 2008).

#### HIPs all share eight key elements that promote student engagement and success:

* High expectations of students.
* Students invest time and effort over an extended period of time.
* Substantive student interactions with faculty and peers.
* Students are exposed to diverse people and circumstances.
* Frequent feedback.
* Structured reflection opportunities for students.
* Real-world applications.
* Students demonstrate competence in front of others.

### Selected high impact practices (HIPs)

#### Collaborative assignments and projects

Collaborative learning involves working and problem-solving with others, and enhancing one’s understanding by listening to insights from others who may have different backgrounds and life experiences. Approaches to collaborative learning range from study groups and team-based assignments to cooperative projects and research. See the [CET resource on effective groupwork](https://cet.usc.edu/teaching-resources/).

#### Undergraduate research

## Undergraduate research can be implemented in any discipline using a systematic research process to investigate important questions. The goal is to involve students with actively contested questions, empirical observation, cutting-edge techniques and technologies, and the excitement that comes from working on real-world or unanswered questions in the field.

#### Diversity/global learning

## Courses and programs that help students explore cultures, life experiences, and worldviews different from their own foster critical thinking skills, perspective taking, and empathy. Assignments can focus on U.S. or global topics, or both, and can explore issues of racial, ethnic, and gender inequality, or ongoing struggles for freedom and human rights around the world. Course content that is inclusive of diverse experiences, perspectives, and voices increased student engagement among all students, with the greatest gains seen in students of color.

#### Portfolios and ePortfolios

## Portfolios enable students to collect their work over time (over the course of an academic term or even longer), reflect upon their personal and academic growth, and share artifacts with professors, advisors, and potential employers. Collection over time paired with self-reflection is a key element of the portfolio process.

#### Service learning, community-based learning

## Field-based “experiential learning” gives students direct experience applying concepts and practicing skills they are learning in their curriculum. They participate in ongoing efforts to solve problems in the community. This opportunity to both apply what they are learning in the real-world and reflect on their experiences in a classroom setting allows students to make connections between theory and practice and develop an identity and value for service.

### References

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