

Review of Research on High-Impact Practices

E... HIP... K... HIP... HIP... HIP...

N... HIP... B... F... M N... HIP... HIP... F... M N... HIP... F... M N... L... HIP... B... F... K...

TABLE 1

DESCRIPTION OF HIGH IMPACT PRACTICES

| HIGH IMPACT PRACTICE | DESCRIPTION |
|-----------------------------|--|
| Campus-Based HIPs | |
| First-Year Experience | Designed to help students transition from high school to college and to develop a sense of community and belonging. |
| Commons | Programs that provide students with a shared space for learning, collaboration, and social interaction. |
| Community-Based Learning | Programs that connect students with community organizations and service projects to apply their learning in real-world contexts. |
| Peer Learning | Programs that utilize peer mentors and teaching assistants to support student learning and development. |
| Learning Communities | Programs that bring students together to explore a common theme or subject matter across different courses. |
| Cooperative Learning | Programs that encourage students to work together in small groups to solve problems and complete assignments. |
| Peer Review | Programs that provide students with opportunities to give and receive feedback on their work from their peers. |
| Community-Based HIPs | |
| Distance Education | Programs that provide students with flexible learning options through online courses and virtual classrooms. |
| Extended Education | Programs that offer students additional time and support to complete their coursework and earn their degree. |
| Extended Learning | Programs that provide students with opportunities to continue their learning and exploration beyond the classroom. |

TABLE 2

Quality Assurance and Quality Improvement

| QUALITY ASSURANCE | EXAMPLE MEASUREMENT |
|---|--|
| <p>Graduation and retention</p> | <p>L. <u>Percentage of graduates</u></p> <p>L. <u>Percentage of graduates who are employed or in graduate school</u></p> <p>L. <u>Retention</u></p> <p>N. <u>Percentage of students who are employed</u></p> |
| <p>Mindsets and dispositions</p> | <p>L. <u>Percentage of students who are employed</u></p> <p>A. <u>Percentage of students who are employed</u></p> <p>M. <u>Percentage of students who are employed</u></p> <p>E. <u>Percentage of students who are employed</u></p> <p>A. <u>Percentage of students who are employed</u></p> |
| <p>Personal and social responsibility</p> <p>AACSB</p> | <p>C. <u>Percentage of students who are employed</u></p> <p>L. <u>Percentage of students who are employed</u></p> <p>E. <u>Percentage of students who are employed</u></p> <p>F. <u>Percentage of students who are employed</u></p> |
| <p>Learning</p> | <p>L. <u>Percentage of students who are employed</u></p> <p>E. <u>Percentage of students who are employed</u></p> |

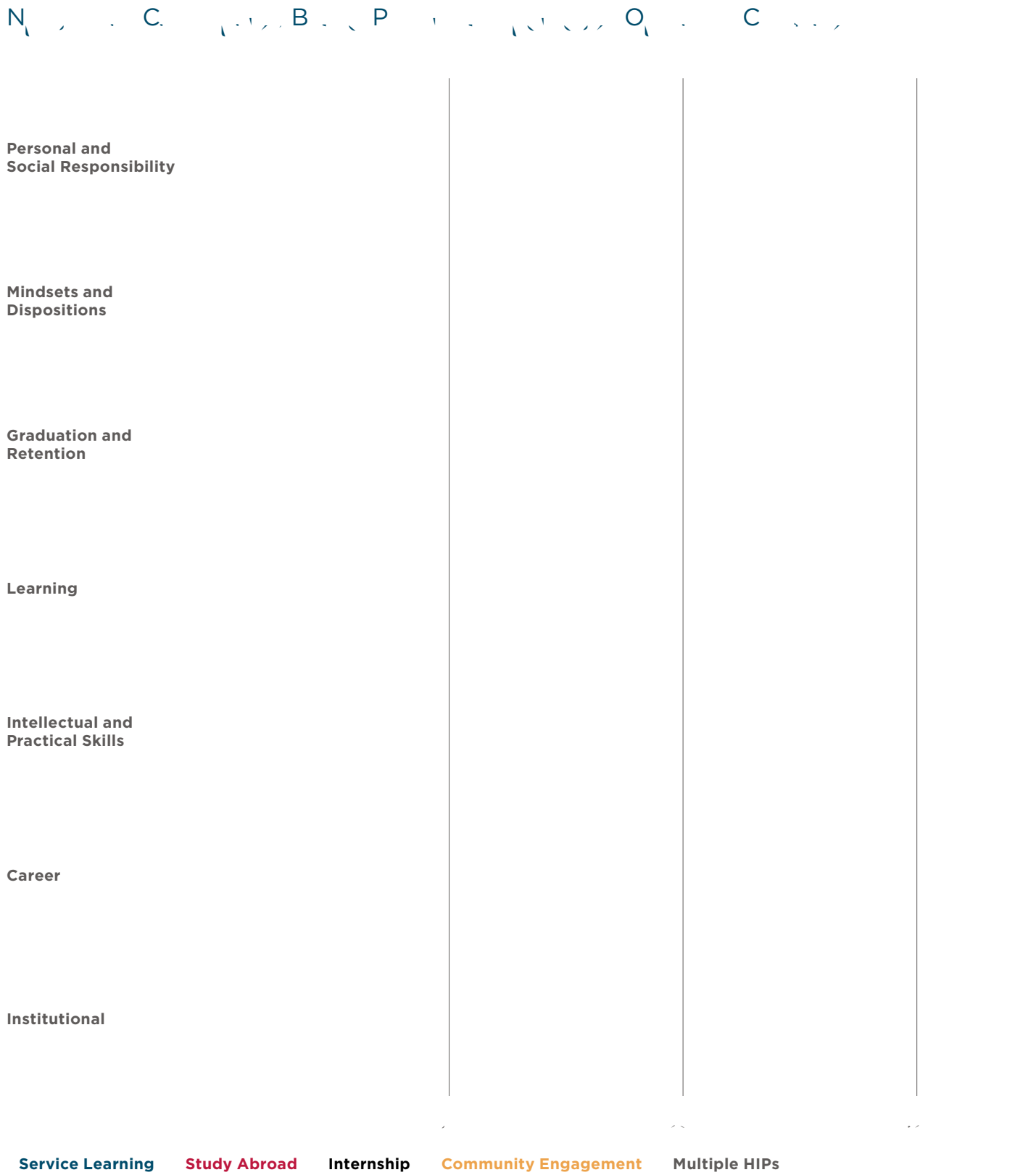


Empirical Examination

TABLE 3

C. . .

FIGURE 1



NOTE: Data are based on the 2019-2020 survey of 1,000 students. The chart shows the percentage of students who reported that each activity had a positive impact on each outcome. The data is presented in a stacked bar format, where each bar represents an activity and the segments within the bar represent the percentage of students who reported a positive impact on each outcome.

TABLE 4

Environmental and social risks

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|---|---------------------|--|
| Personal and social responsibility | - | L. ... L. ... L. ... L. ... L. ... |

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Effects Related to Career Outcomes

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GPA

A. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

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GPA H.

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- A. I. H. E.
- B. N. A. D. N. P. J. J. A. E. J.
- B. N. A. P. A. E.
- B. J. E. L. E.

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