

High Impact Practices – 2016 NSSE

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high impact." Compared to students at peer institutions, first year OU students report slightly lower rates of participation in High Impact Practices (see Figure 1). For OU Seniors, participation is comparable to seniors at peer institutions. Over half of first year students (52%) and the majority of seniors (88%) have participated in at least one High Impact Practice.

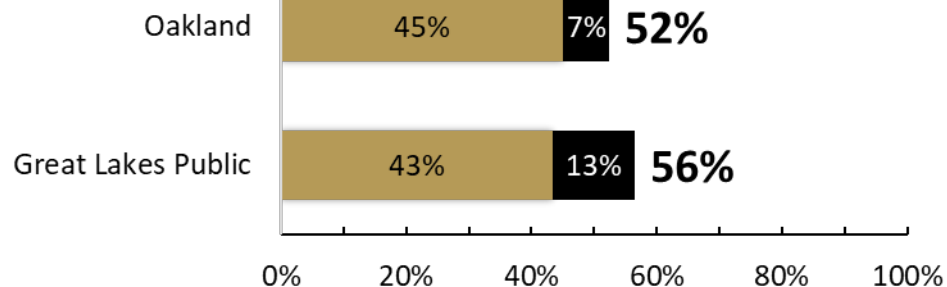
High Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Figure 1: High Impact Practices at OU and Peer Institutions, 2016

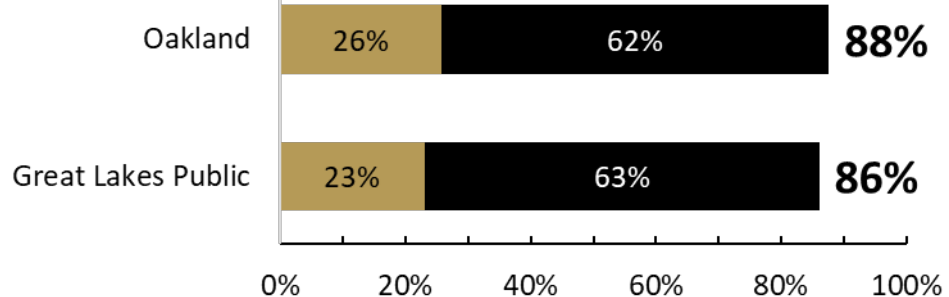
First-year

Learning Community, Service-Learning, and Research w/Faculty



Senior

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



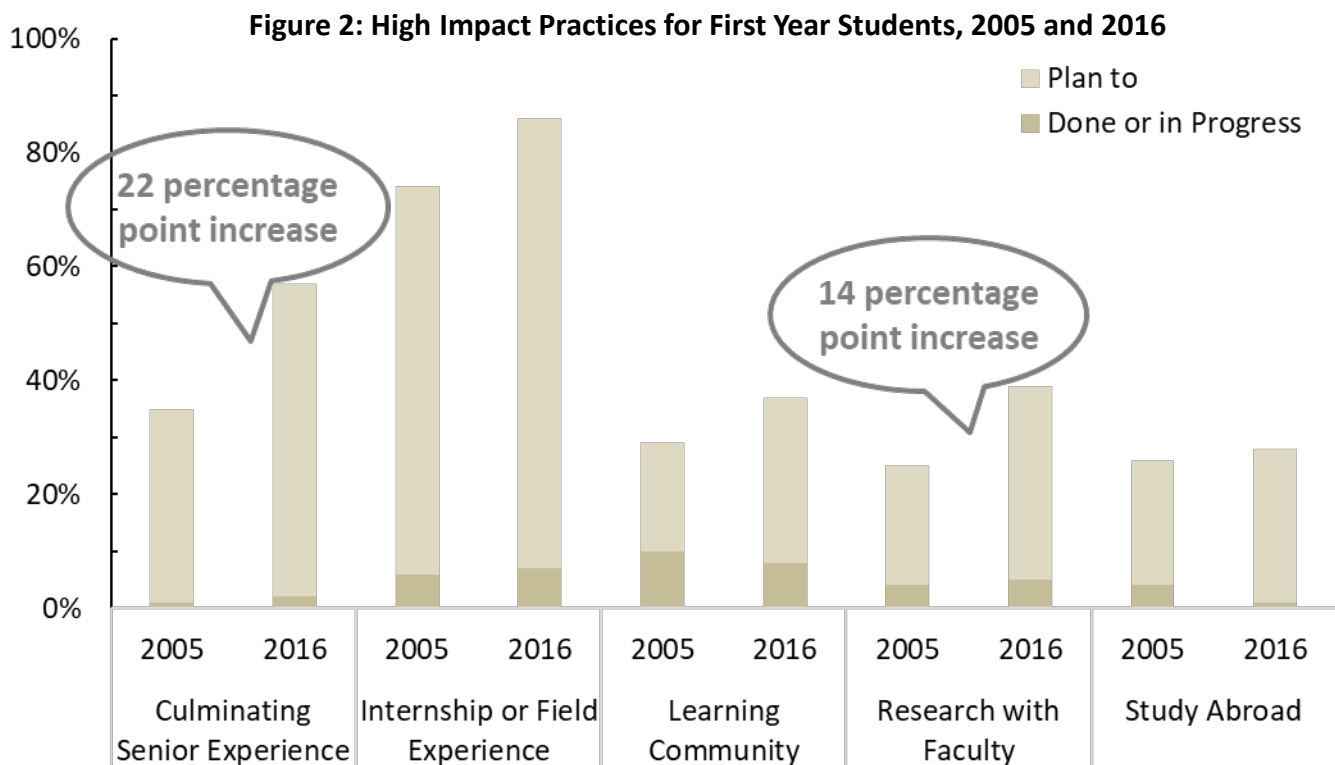
■ Participated in one HIP ■ Participated in two or more HIPs

First Year Students →

High Impact Practices for First Year Students

Figure 2 below demonstrates the rates at which first year students have completed or plan to participate in each practice and how first year students in 2016 compare to first year students from 2005. Results suggest:

- An increased percentage of first year students report that they plan to or have participated in each of the five practices.
- Nearly one-fourth of first year students plan to or have participated in research with faculty
- The majority of first year students plan to participate in a capstone project or internship.
- 48% of first year students report that at least one of their courses included a community-based (service-learning) project



It is likely that first year students are benefitting from better messaging from the university about the value and importance of participating in internships, research, and capstone courses to enhance the overall university experience.

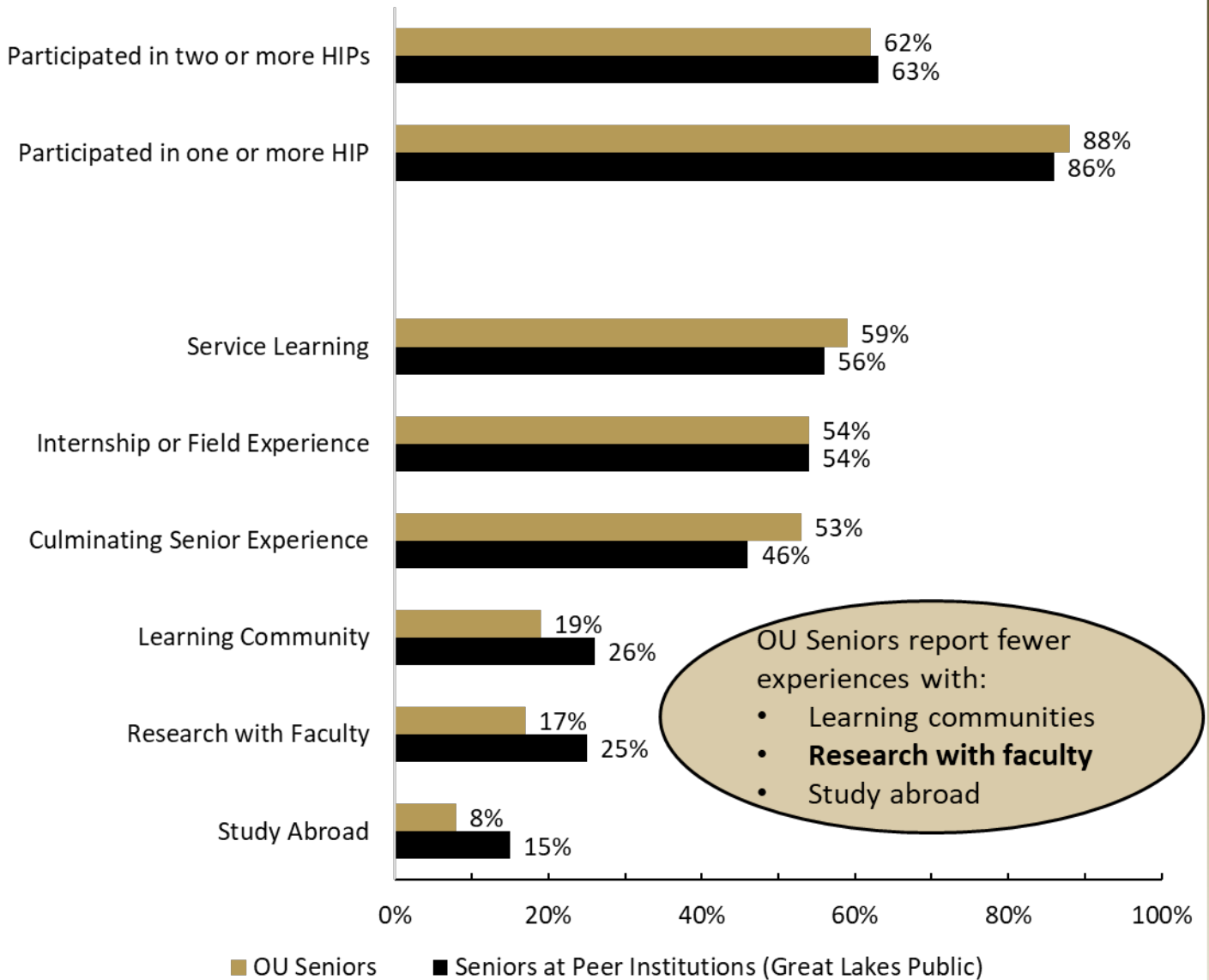
Senior Students →



High Impact Practices for Senior Students

More OU seniors have participated in a culminating senior experience and service learning than seniors at peer institutions (see Figure 3). Also of note, a greater percentage of OU seniors have participated in one or more High Impact Practices than seniors at peer universities. These patterns are similar when comparing the experiences of OU seniors to college seniors nationally.

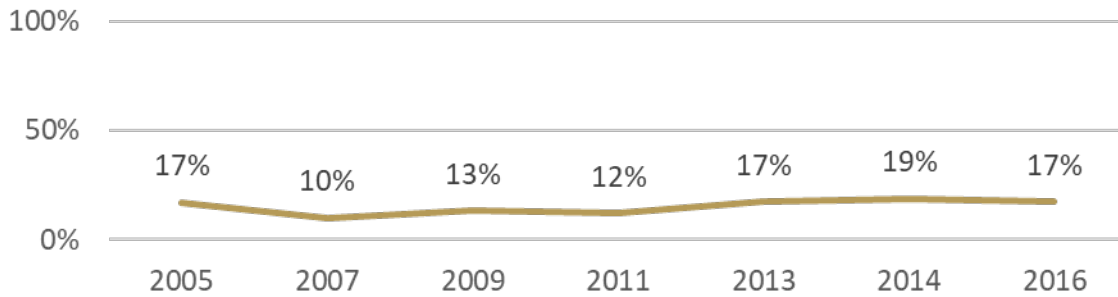
Figure 3: High Impact Practices for Seniors at OU and Peer Institutions, 2016



High Impact Practices Over Time →

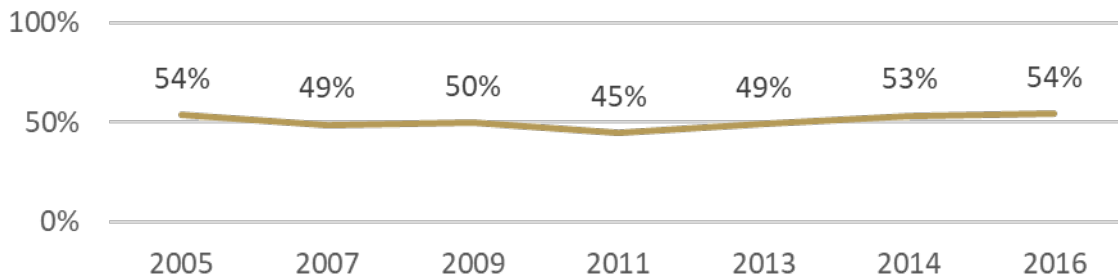
Trends in High Impact Practices for OU Seniors

Percentage of OU Seniors who have worked with a faculty member on a research project (done or in progress)

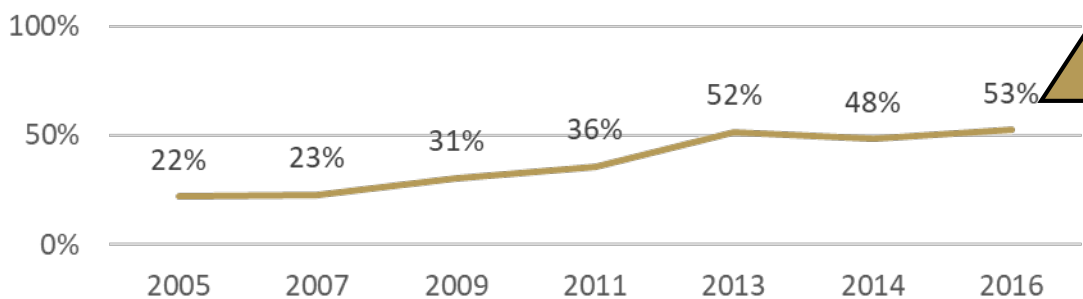


Note: Prior to 2013, the question was worded as 'Worked on a research project with a faculty member *outside of course or program requirements*'

Percentage of OU Seniors who have participated in an internship, co-op, field experience, student teaching, or clinical placement (done or in progress)



Percentage of OU Seniors who have completed a culminating senior experience (done or in progress)



The number of capstone courses has nearly doubled over the past 10 years

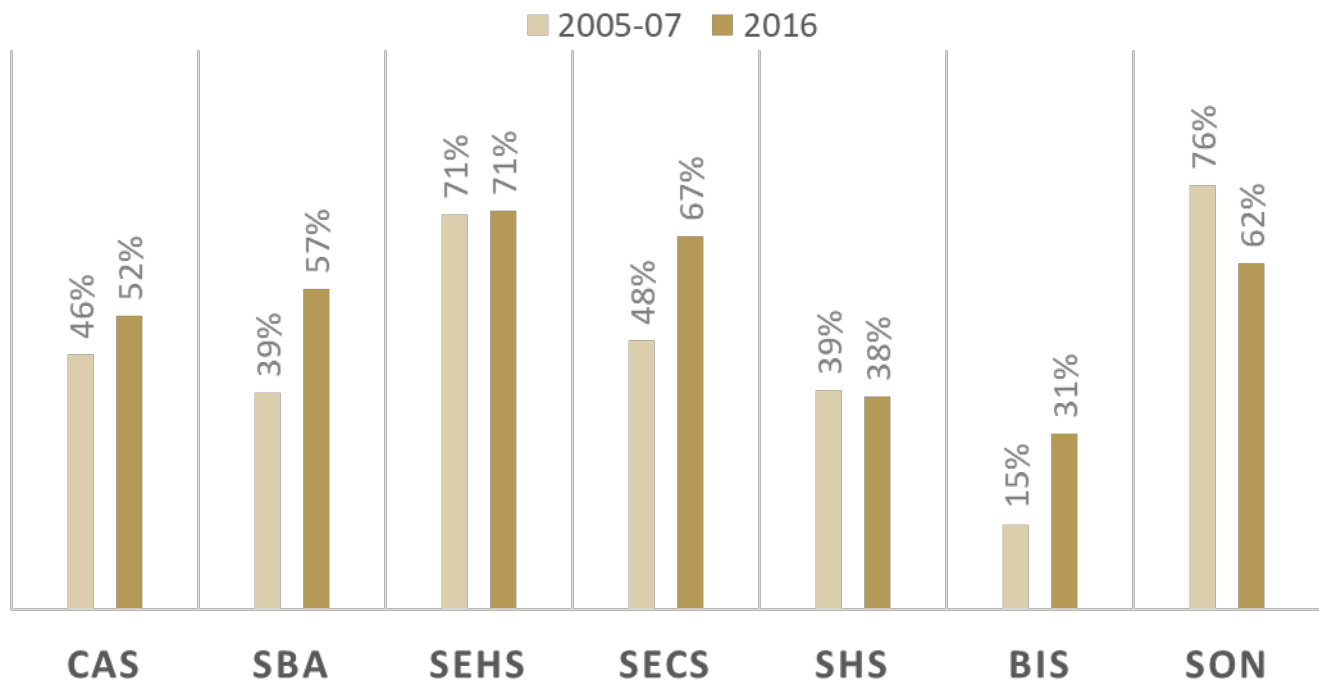
Internships by College/School →



Trends in Internships for OU Seniors

The percentage of seniors who have participated in an internship, co-op, field experience, student teaching, or clinical placement ('internships') has remained relatively stable over the past ten years. However, there have been changes in the percentage of students completing internships across schools/colleges. More seniors in the College of Arts and Sciences (CAS), the School of Business Administration (SBA), and the School of Engineering and Computer Sciences (SECS) have completed internships. It is unclear why a lower percentage of senior students in the School of Nursing (SON) reported internship participation, but it is possible that students did not interpret the question to include clinical placements.

COMPLETED INTERNSHIP BY SCHOOL/COLLEGE



For more information and results from the NSSE, see the full report for OU by clicking the 'NSSE Survey' tab at <https://www.oakland.edu/oira/surveys/>