An Increased Understanding of High-Impact Practices

Not all students participate in high-impact practices at the same rate. Access & Participation Differences for Students high-impact practices (e.g., student-faculty interaction; BrckaLorenz et al., 2013). We seek to better understand marginalized populations by including more robust measures of demographics (e.g., gender identity, sexual orientation, and ability). As such, our research questions are:

1. Who are the faculty that emphasize student participation in these practices?
2. How does faculty participation in high-impact practices predict faculty emphasis of student participation in these practices?
3. How does faculty emphasis of, and participation in, high-impact practices predict student participation?

An Increased Understanding of High-Impact Practices

With a heightened awareness that student participation does not solely yield positive outcomes, scholars began looking at specific elements of high-impact practices (e.g., student-faculty interaction; BrckaLorenz et al., 2017) and identified patterns of student & faculty participation in high-impact practices.

Faculty Perceptions & Participation in High-Impact Practices

Faculty perceive high-impact practices differently depending on their discipline and backgrounds (Fassett & BrckaLorenz, 2020).

Additional measures for students: first-generation and academic majors. Additional measures for faculty: discipline, rank, and tenure status.

Discussion & Implications

By measuring both student and faculty engagement in high-impact practices, institutions gain a greater understanding of the learning mechanisms and the ability to improve student experiences as well as meet accreditation standards. Providing faculty more professional development around high-impact practices may help them better develop these educational experiences and more easily fit them into their curriculum (Paulson, 2012). Institutions should provide faculty training and time for high-impact practices (Murphy et al., 2016). Institutions should create avenues for faculty to meaningfully participate in high-impact practices to promote student success.

References