



# **Examining Student Leadership as a High-Impact Practice**

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# Formal Leadership

**Have you held a recognized campus role while in college (paid or unpaid) where you were expected to advise, guide, direct, teach, manage, or supervise other students?**



**President or Chairperson, Vice President, Secretary, or Treasurer, Representative, Senator, Board Member, or Ambassador, Manager or Coordinator, Resident Assistant or Advisor, Diversity Advocate, Student Mentor, Judicial Officer, Captain, Instructor or Teaching Assistant, Tutor, Editor, Other, please specify**

# High-Impact Practices on NSSE

	First-year	Senior
<b>Learning community</b>	✓	✓
<b>Service-learning</b>	✓	✓
<b>Research with faculty</b>	✓	✓
<b>Internship or field experience</b>		✓
<b>Study abroad</b>		✓
<b>Senior culminating experience</b>		✓

# High-Impact Practices

## Eight Key Elements

1. High performance expectations
2. Significant investment of time and effort
3. Substantive interactions with faculty and peers
4. Experiences with diversity—Exposure to the unfamiliar
5. Frequent, timely, and constructive feedback
6. Opportunities to reflect and integrate learning
7. Relevance of learning through real-world application
8. Public demonstration of competence

Kuh, G. D., O'Donnell, K., & Reed, S. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, D.C.: Association of American Colleges and Universities.

# Significant Investment of Time & Effort

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FOL1504	About how long did you serve in this role (or, if ongoing, how long have you served to date)?	1 = Less than one month 2 = One or two months 3 = One semester or academic term 4 = A full academic year 5 = More than one academic year
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FOL1505	About how many hours per week did you spend on activities associated with this role?	0 = 0 hours 1 = 1-5 2 = 6-10 3 = 11-15 4 = 16-20 5 = 21-25 6 = 26-30 7 = More than 30
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**Respondents met this criteria if they:**

- (a) Served at least one semester and**
- (b) Spent more than five hours a week  
in this role**

# Interactions with Faculty and Peers

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**Question 9. In your leadership role, about how often did you do the following?**

9a. FOL1509a Interact with a staff or faculty advisor for this activity

- 1 = Never
  - 2 = Sometimes
  - 3 = Often
  - 4 = Very Often
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**Question 10. To what extent did your leadership role contribute to your abilities in the following areas?**

10f. FOL15010f Working effectively with others

- 1 = Very little
  - 2 = Some
  - 3 = Quite a bit
  - 4 = Very much
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**Respondents met this criteria if they at least scored an average of three on this scale.**

# Experiences with Diversity

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**Question 9. In your leadership role, about how often did you do the following?**

			1 = Never
			2 = Sometimes
			3 = Often
			4 = Very Often
9d.	FOL1509d	Interact with people from a background different than your own (social, racial/ethnic, religious, etc.)	

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**Question 10. To what extent did your leadership role contribute to your abilities in the following areas?**

			1 = Very little
			2 = Some
			3 = Quite a bit
			4 = Very much
10g.	FOL15010g	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	

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**Respondents met this criteria if they at least scored an average of three on this scale.**



# Frequent, Timely, Constructive Feedback



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Question 9. In your leadership role, about how often did you do the following?

9b. FOL1509b Receive feedback on your performance from an advisor

1 = Never

2 = Sometimes

3 = Often

4 = Very Often

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**Respondents met this criteria if they at least scored an average of three on this item.**

# Opportunity to Reflect/Integrate Learning



6.	FOL1506	To what extent were the activities of this role associated with your academic program?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
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**Question 9. In your leadership role, about how often did you do the following?**

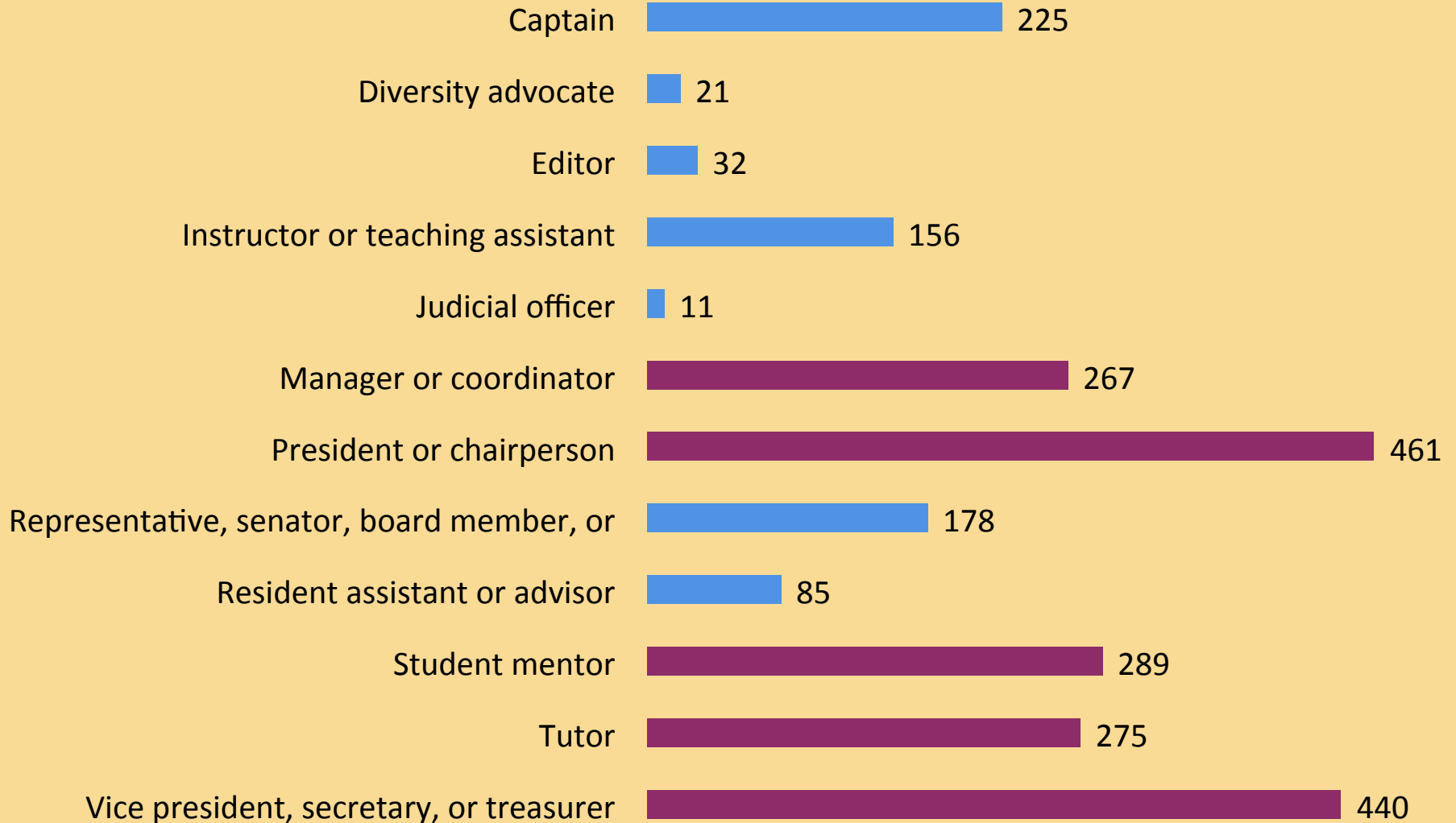
9c.	FOL1509c	Include experiences from this role in your coursework or course discussions	1 = Never 2 = Sometimes 3 = Often 4 = Very Often
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**Question 10. To what extent did your leadership role contribute to your abilities in the following areas?**

10a.	FOL15010a	Understanding concepts in my major	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
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**Respondents met this criteria if they at least scored an average of three on this scale.**

# Responses by Position



# Meeting HIP Criteria

<u>Leadership Role</u>	<u>Time</u>	<u>Diversity</u>	<u>Interact</u>	<u>Feedback</u>	<u>Integrate</u>
President or chairperson	55%	73%	80%	58%	38%
Vice president, secretary, treasurer	39%	69%	69%	39%	30%
Manager or coordinator	59%	72%	77%	58%	39%
Student mentor	43%	76%	73%	59%	45%
Tutor	37%	64%	57%	41%	46%

**Presidents and Managers likely to satisfy all five criteria compared with other leaders**

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**Interaction with peers and faculty was the HIP criteria most likely satisfied by all positions, except for mentors and tutors**

**Academic leadership positions were likely to include experiences with diversity**

# Meeting HIP Criteria

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**Less than half of all leaders satisfy integrative learning criteria**

# Enhancing Leadership Experiences

- ❑ Consider the value of student time
- ❑ Increasing feedback for vice presidents, secretaries, or treasurers and tutors
- ❑ Connect leadership with classwork

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A photograph of four diverse students (two men and two women) gathered around a table, looking at a project together. One student is using a blue marker on a piece of paper. The background is slightly blurred, showing an indoor setting with warm lighting.

**Contact us**

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