



National Survey of Student Engagement High-Impact Practices Executive Summary

During the fall 2019 semester, Salt Lake Community College (SLCC) took part in a National Survey of Student Engagement (NSEE) measuring the quality of students' participation in high-impact practices (HIPs). The NSEE is a unit at the Indiana University School of Education, which started in 1999 and helps educational institutions gather info about collegiate quality. Fifty-seven institutions participated in the spring 2019 administration and 14 in the fall. The Lumina Foundation funded this study. The students were asked questions around the eight key elements of HIPs based on George D. Kuh and Ken O'Donnell's literature in *Ensuring Quality & Taking High-Impact Practices to Scale* (Washington, D.C. AAC&U, 2013).

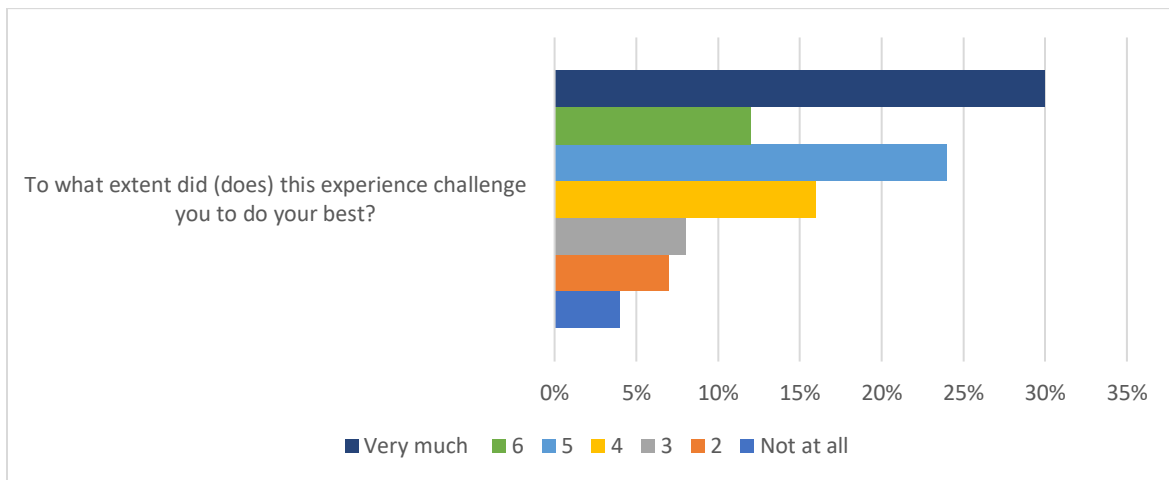
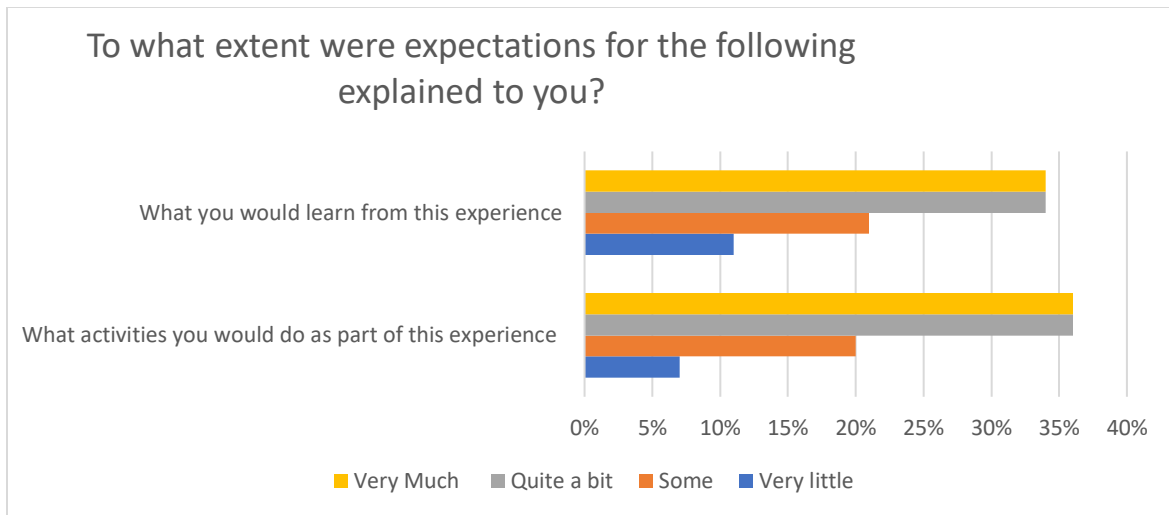
This report outlines the key findings for SLCC from this survey. A total of 9,492 students in designated service-learning courses from Spring 2017 to Fall 2019 received the questionnaire. A total of 307 service-learning students responded to the survey, which is a 3% response rate. A NSEE study (Fosnacht, Sarraf, Howe & Peck, 2017) found that even relatively low response rates provided institutional-level estimates, albeit with greater sampling error and less ability to detect statistically significant differences with comparison institutions. We do not attempt to compare this data to other institutions. This document provides an overview of the Service-Learning Program and how it supports ethical, meaningful civic engagement and global learning at the community college. The document includes a summary of the results and implications for the NSEE data disaggregated by race/ethnicity.

The students were asked questions around the eight key elements on HIPs based on George D. Kuh and Ken O'Donnell's literature in *Ensuring Quality & Taking High-Impact Practices to Scale* (Washington, D.C. AAC&U, 2013). The eight essential elements are as follows:

- Performance expectations are set at appropriately high levels.
- A significant investment of time and effort by students over an extended period.
- Interactions with faculty and peers about substantive matters.
- Experiences with diversity wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.
- Frequent, timely, and constructive feedback.
- Periodic, structured opportunities to reflect and integrate learning.
- Opportunities to discover the relevance of learning through real-world applications.
- Public demonstration of competence.

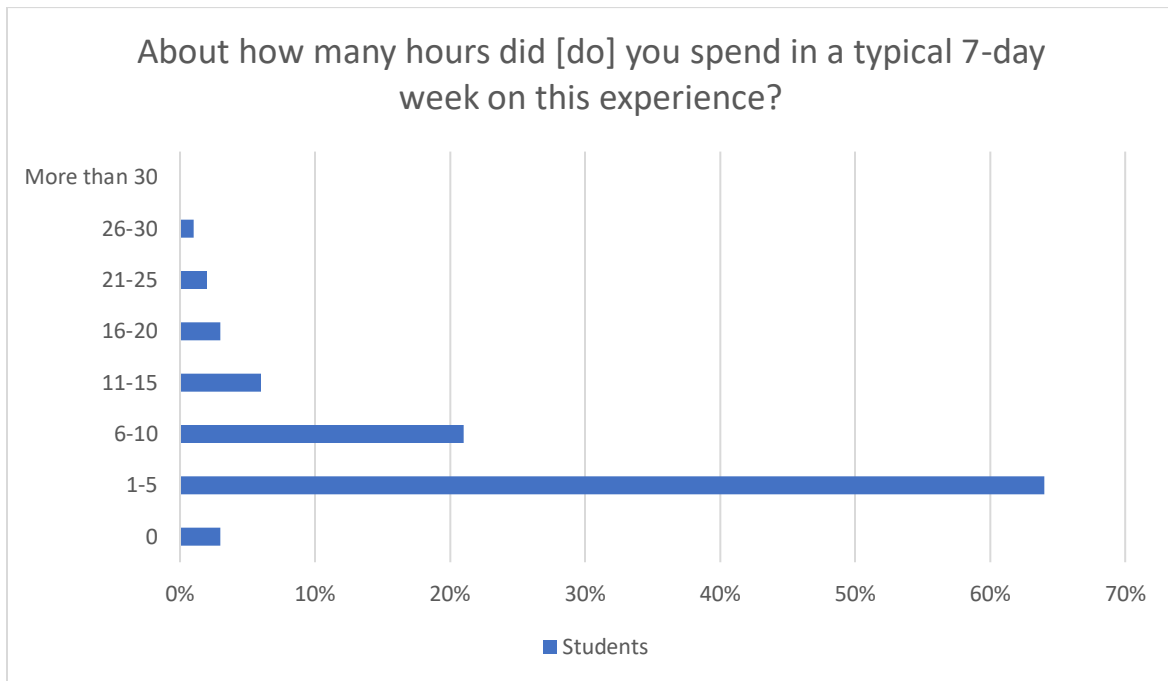
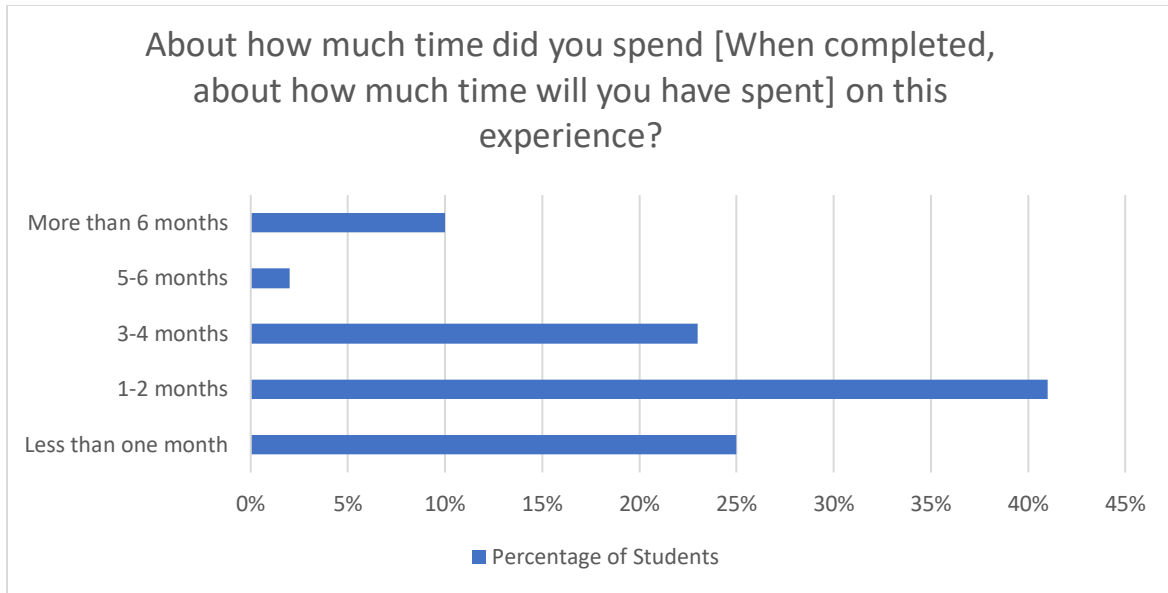
The following is a highlight of the results for SLCC service-learning students who responded to the survey. The highest responses were from service-learning students (verses Study Abroad), and therefore, only results for these students are reported. Limitations include selection bias.

Performance expectations are set at appropriately high levels.

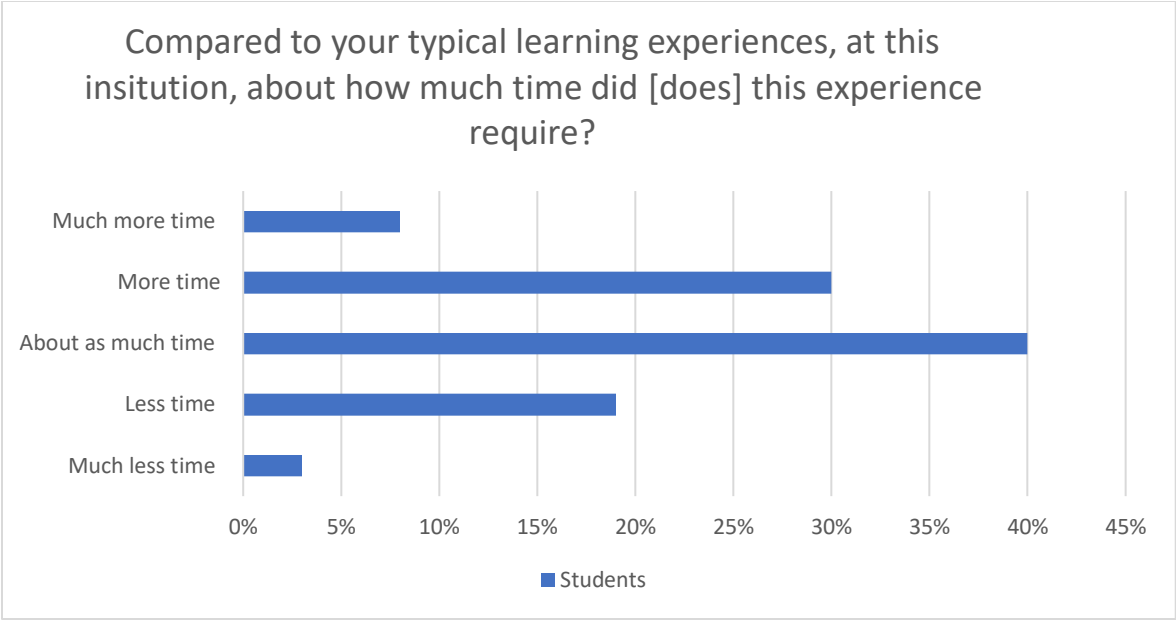


Of those who responded, 68%-72% of students felt that expectations were explained quite a bit or very much. These are excellent results in this category. Also, most (66%) of students (score of 5 and above) felt that the experience challenged them to do their best.

A significant investment of time and effort by students over an extended period.

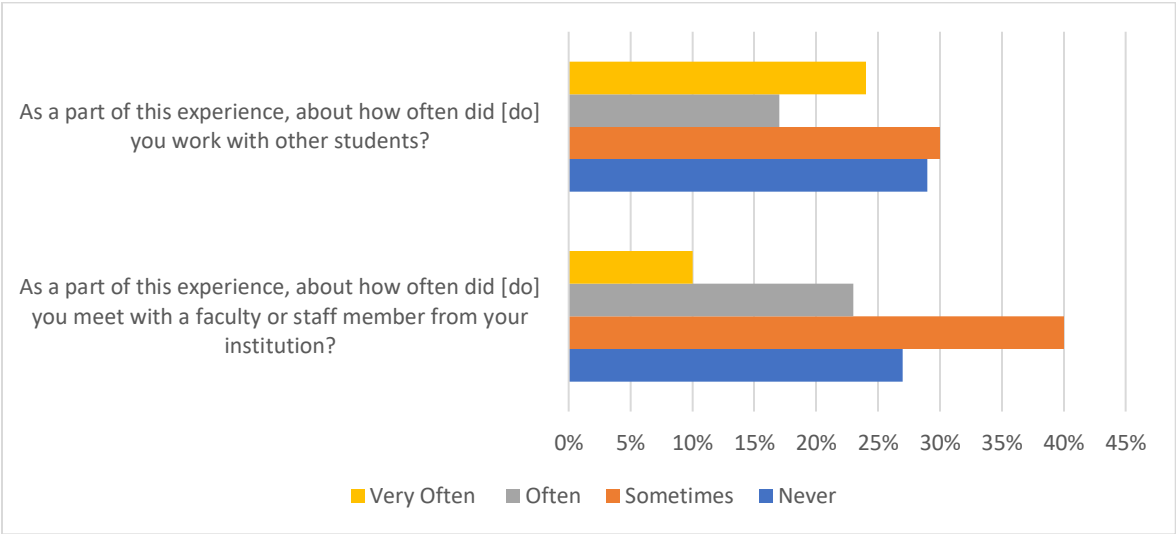


Many students (41%) spend 1-2 months on their service-learning experience, which makes sense, given the constraints of a typical fifteen-week semester. Most students (64%) spent between 1-5 hours a week on the experience. This is the amount of time recommended by the Engaged Learning Office, which manages the service-learning program at SLCC.

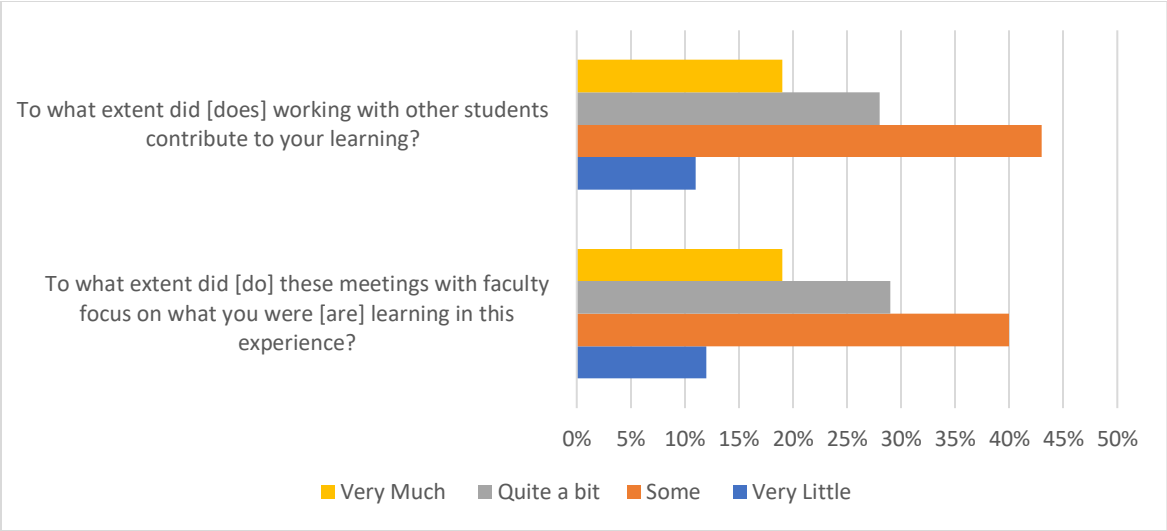


Many people in the field indicate that HIPs such as service-learning take more time than a typical class. Still, these numbers indicate that 40% said the experience takes about the same amount of time, but 30% stated that it took more time.

Interactions with faculty and peers about substantive matters.

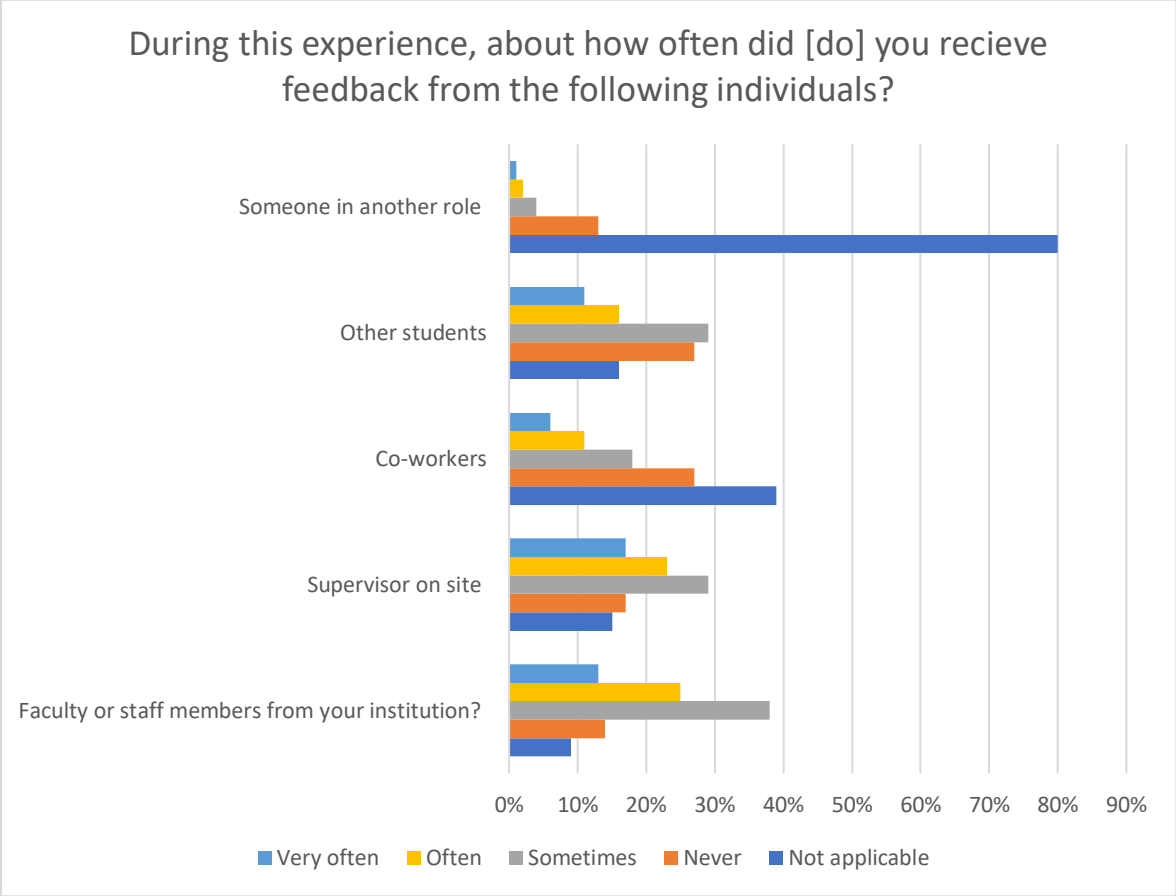


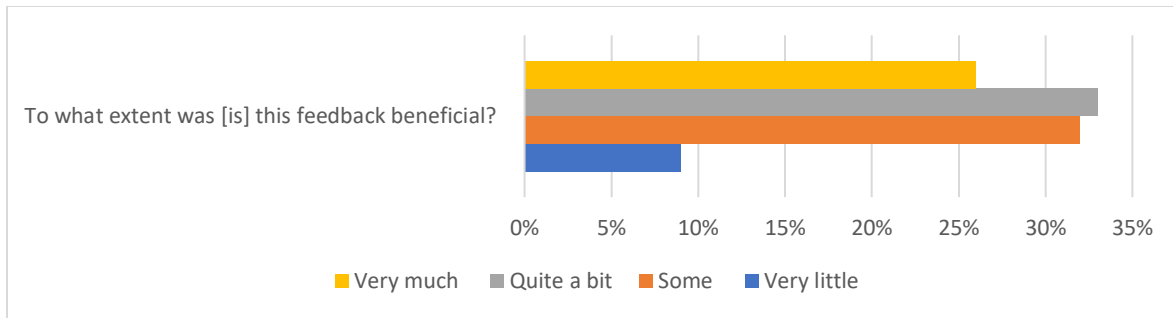
Of those who responded, 33%-41% felt that they often or very often met with faculty, staff, or other students about substantive matters. This number could increase, and emphasizing the importance of substantive meetings could be a future focus for improvement.



Of those who responded, 47%-48% stated that their interactions with faculty or other students contributed to their learning quite a bit or very much. This could also be an area of improvement.

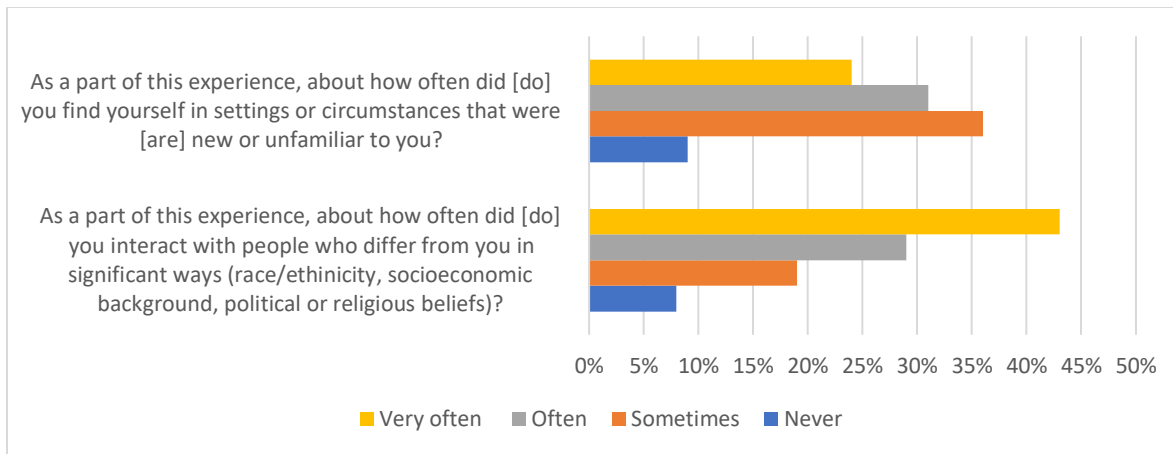
Frequent, timely, and constructive feedback.





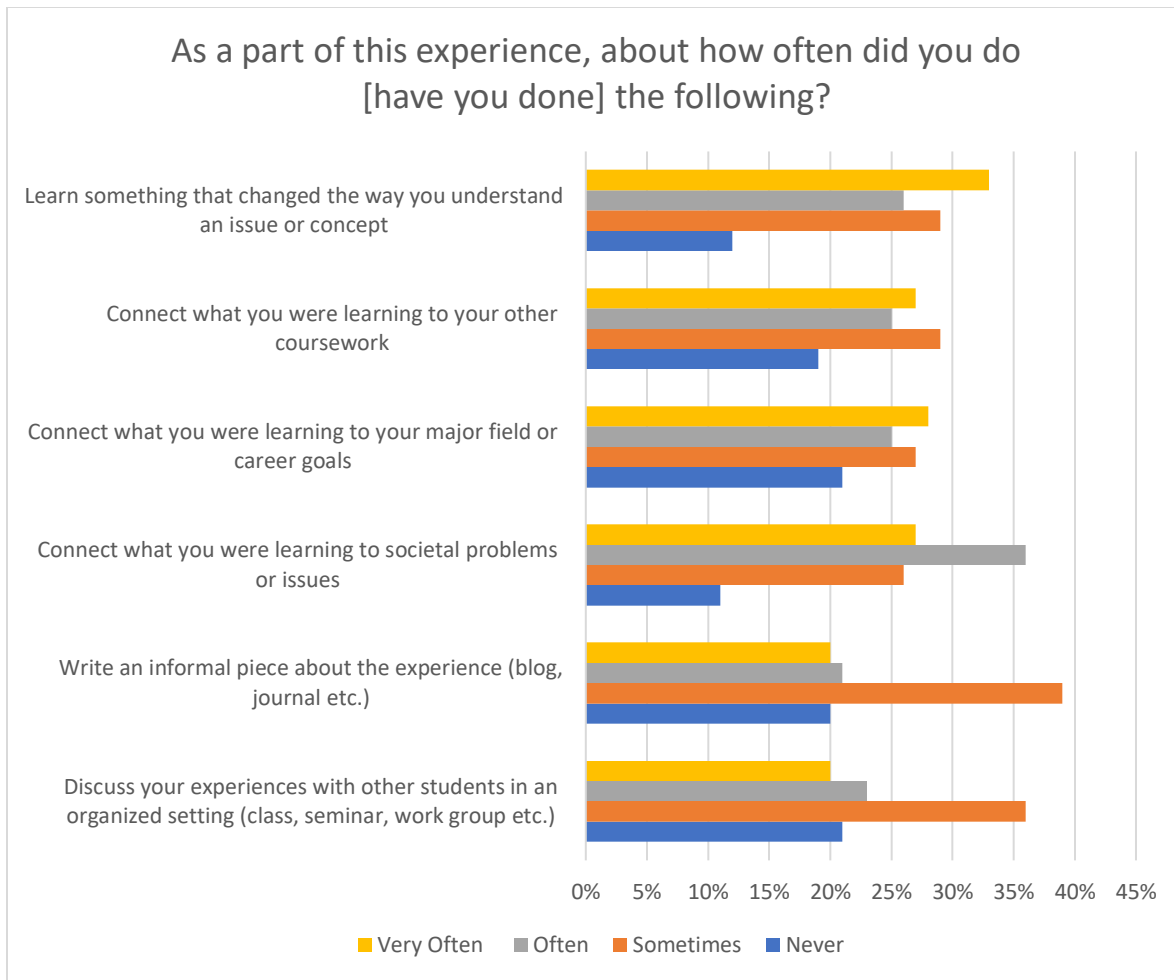
Of those who responded, 38% stated that they received constructive feedback from faculty or staff often or very often. Overall, 40% indicated that they received feedback from a supervisor on-site (presumably the supervisor at their service site) often or very often. Students received less feedback often or very often from co-workers (17%), other students (27%), or someone in another role (3%). Overall, 59% of students reported that the feedback they did receive was beneficial, so this is positive news.

Experiences with diversity wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.



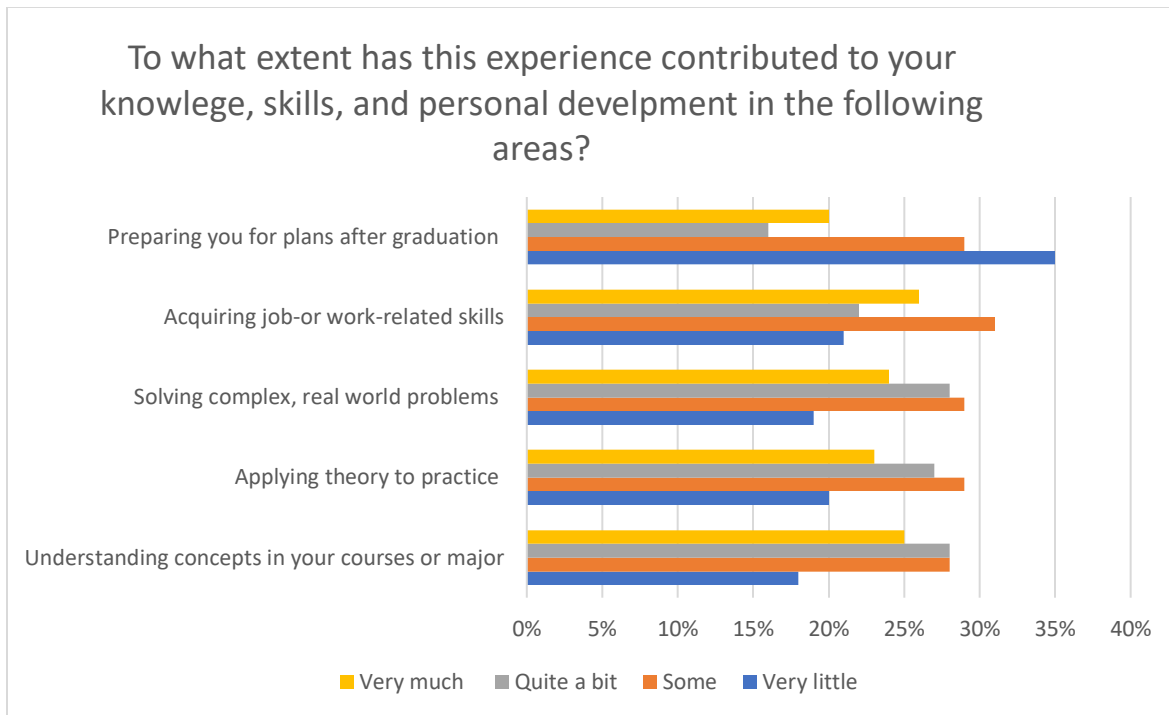
A total of 55% of students stated that they often or very often found themselves in unfamiliar circumstances. Of those who responded, 72% indicated that they interacted with people who were different in significant ways often or very often. This supports global learning goals, helping to expand students' worldview and supporting interaction with diverse groups.

Periodic, structured opportunities to reflect and integrate learning.



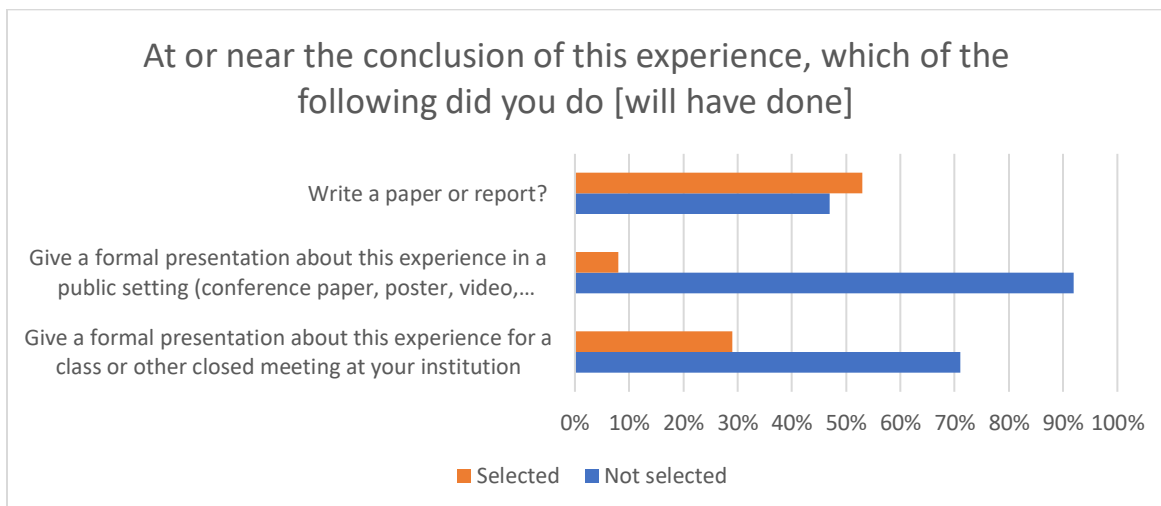
Of those who responded, 59% learned something often or very often that changed how they understood a concept or issue. Respondents stated that often or very often, they connected what they were learning to other coursework (52%), connected learning to their major or career goals (53%), or related learning to societal problems or issues (63%). A total of 41% wrote about the experience often or very often, and 43% discussed the experience with other students in an organized setting often or very often.

Opportunities to discover the relevance of learning through real-world applications.



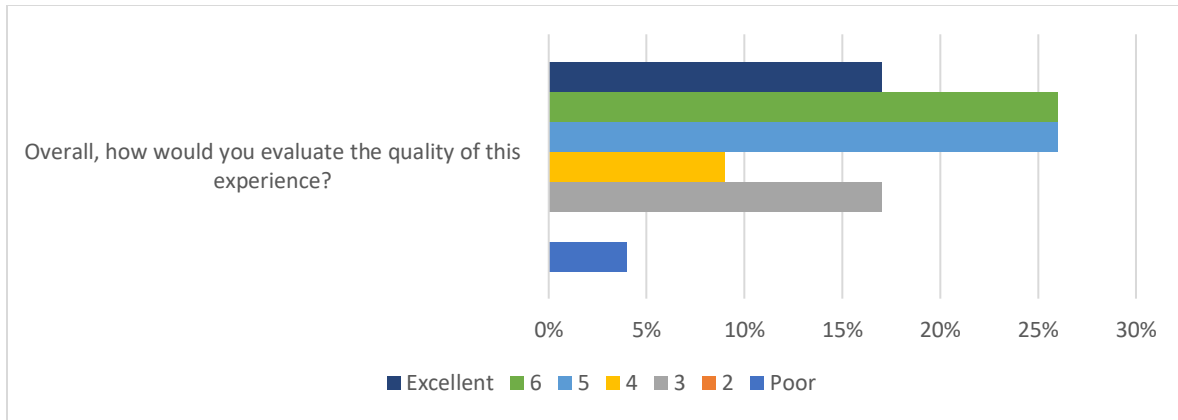
Of those who responded, students felt quite a bit or very much that their service-learning experiences helped prepare them for graduation (36%), acquire job skills (46%), solve complex problems (52%), apply theory to practice (50%) or understand concepts in their courses or majors (53%).

Public demonstration of competence.



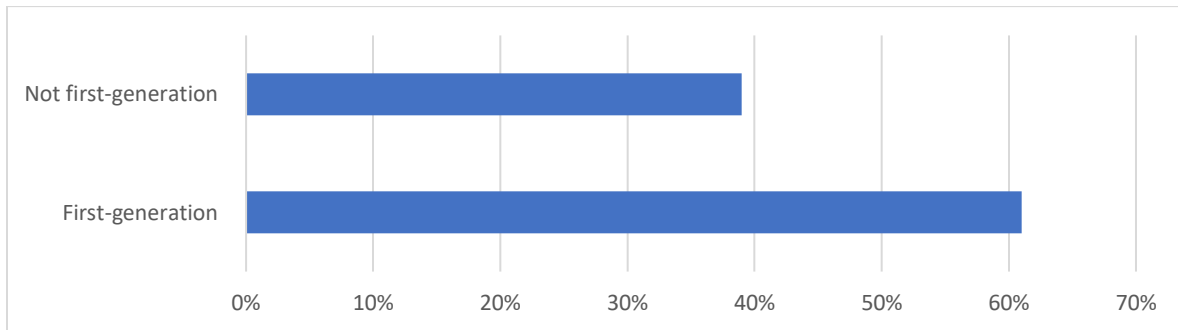
Of those who responded, 53% wrote a paper or report. Only 8% gave a formal presentation in a public setting, and 29% gave a formal presentation about the experience for a class or other closed meeting at the institution.

Overall quality of the experience.



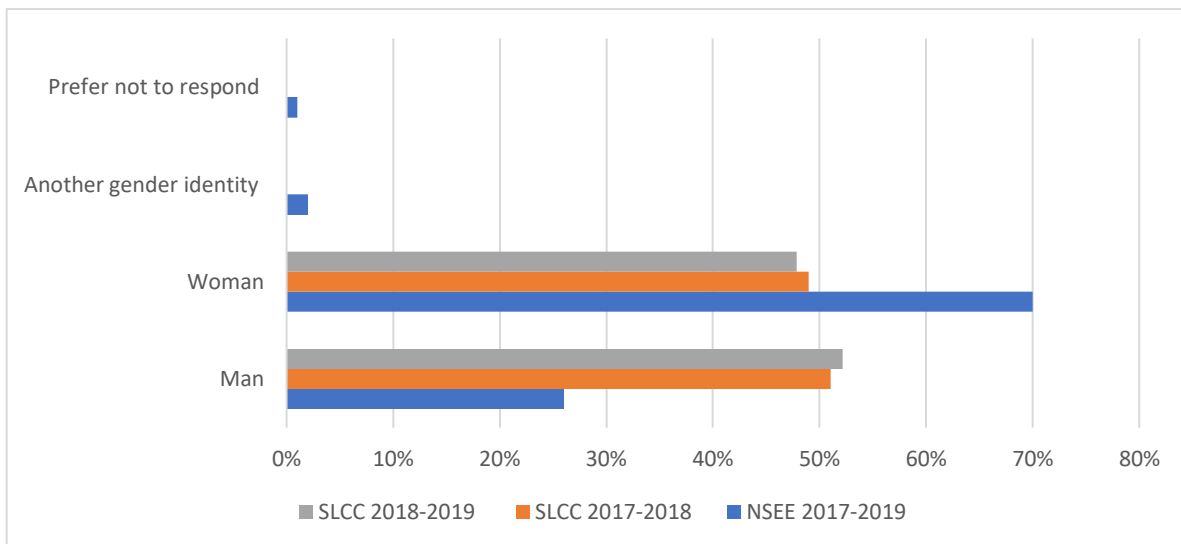
Of those who responded, 66% rated the quality of their experience as a five or higher on a scale of 1-7.

First-Generation



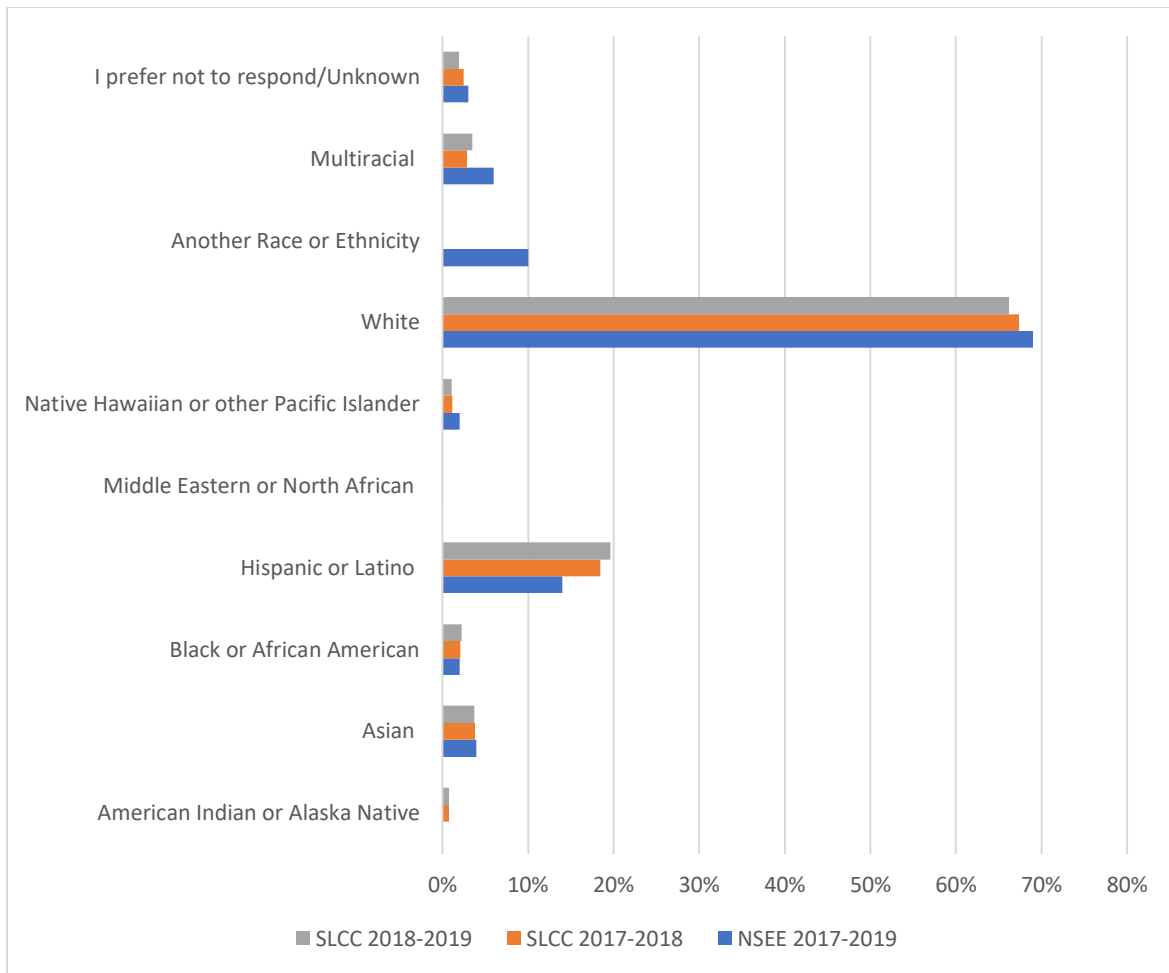
Most students (61%) are first-generation college students. This mirrors the SLCC population in general.

Gender



Most NSEE respondents are women (70%). This is not representative of the SLCC population in general.

Racial or Ethnic Identification



These demographics from the NSEE survey are comparable to the 2017-2018 and 2018-2019 school years. Note that SLCC does not ask students if they are another race or ethnicity or ask if they are from the Middle East or North African.

Overall, this study's results indicate that students at SLCC are often experiencing the eight key elements that make HIPs high-impact. These are positive results for the service-learning program.