



A Matter of Degrees: Engaging Practices, Engaging Students

(High-Impact Practices for Community College Student Engagement)

Center for Community College Student Engagement (2013)

Intensity and Higher Engagement: The Value of Participating in Multiple High-Impact Practices

Most of the 2013 national report on high impact practices focuses on the results of students' experiencing one particular high-impact practice. Given the measurable benefit of experiencing one high-impact practice, it only makes sense to assess the effect of greater intensity - participation in more than one practice. To explore this issue, the Center analyzed the five high-impact practices described in CCIS as structured group learning experiences (SGLEs): orientation, accelerated or fast-track developmental education, first-year experience, student success course, and learning community.

Participation in the Five Structured Group Learning Experiences

Among *CCSSE* respondents, 28% reported that they did not participate in any SGLEs and 19% of *SENSE* respondents reported no SGLE participation. Another 35% of *CCSSE* and 39% of *SENSE* respondents indicated that they had participated in one of the five SGLEs. The remaining 37% of *CCSSE* respondents and 41% of *SENSE* respondents participated in more than one SGLE.

A Positive Relationship Between Greater Intensity and High Engagement

Findings indicate a consistently positive relationship between the number of SGLEs students participate in and engagement as measured by the CCSSE and SENSE benchmarks. For CCSSE, the relationship with the largest difference in benchmark scores between students participating in no SGLEs to those participating in five is for the *support for learners* benchmark (45.5 - 67.3) followed by the *student-faculty interaction* benchmark (48.9 - 64.2). For SENSE the largest difference in benchmark scores between students participating in no SGLEs and those participating in five is for *early connections* followed by *engaged learning*. The change in benchmark score across the number of SGLEs participated in for *high expectations and aspirations*, while positive, was almost flat, thus indicating no meaningful difference on this benchmark regardless of the number of SGLEs students participate in.

For additional questions, please contact Mike Bohlig at bohlig@cccse.org

CCSSE Findings

Frequency of responses

Num. of SGLEs	Count	Percent	Cumulative Count	Cumulative Percent
0	43802	28.21	43802	28.21
1	54722	35.25	98524	63.46
2	31383	20.21	129907	83.67
3	15302	9.86	145209	93.53
4	7199	4.64	152408	98.16
5	2852	1.84	155260	100.00

Missing: 19085

Means

N	Mean	StdDev
155260	1.33	1.22

CCSSE Findings (continued)

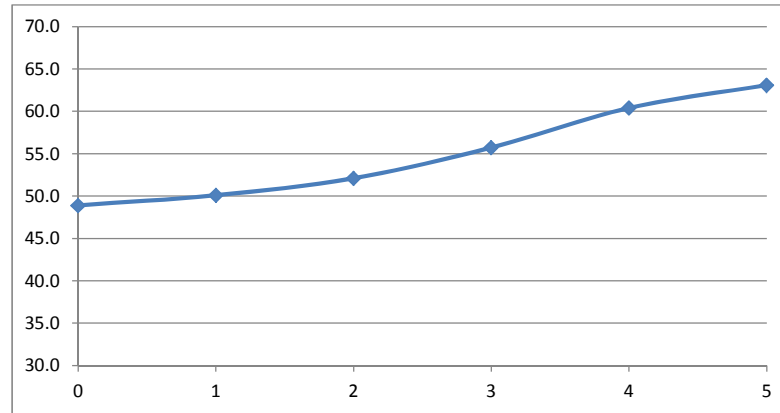
PLOTS of LSMEANS where NumSGLE is a categorical variable

All models are significant.

Model: **Benchmark = NumSGLEs** + enrollment + developmental + generation + credits + enrollment*developmental + enrollment*credits

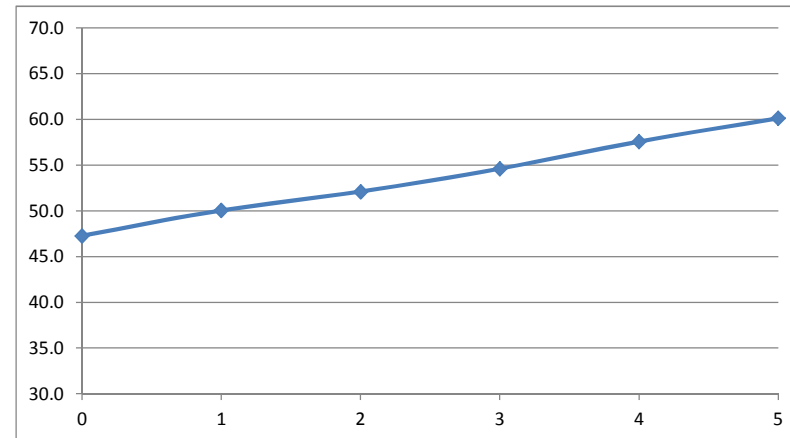
Num. of SGLEs	Active and collaborative learning (estimated benchmark)
0	48.9
1	50.1
2	52.1
3	55.7
4	60.4
5	63.1

Model R square 0.078
eta square of count SGLE 0.015



Num. of SGLEs	Student effort (estimated benchmark)
0	47.3
1	50.1
2	52.1
3	54.6
4	57.6
5	60.1

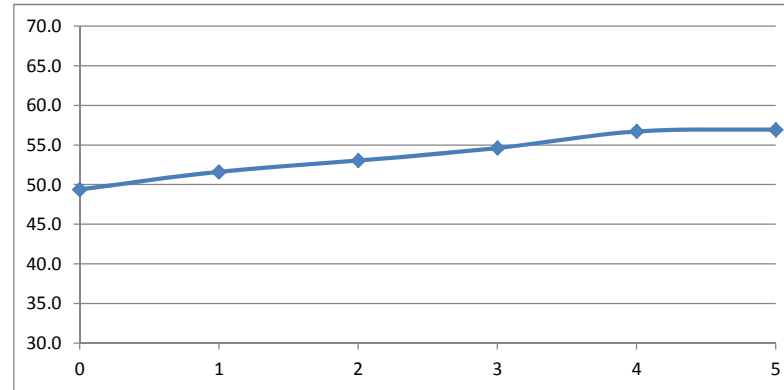
Model R square 0.073
eta square of count SGLE 0.014



CCSSE Findings (continued)

Num. of SGLs	Academic challenge (estimated benchmark)
0	49.4
1	51.6
2	53.0
3	54.6
4	56.7
5	56.9

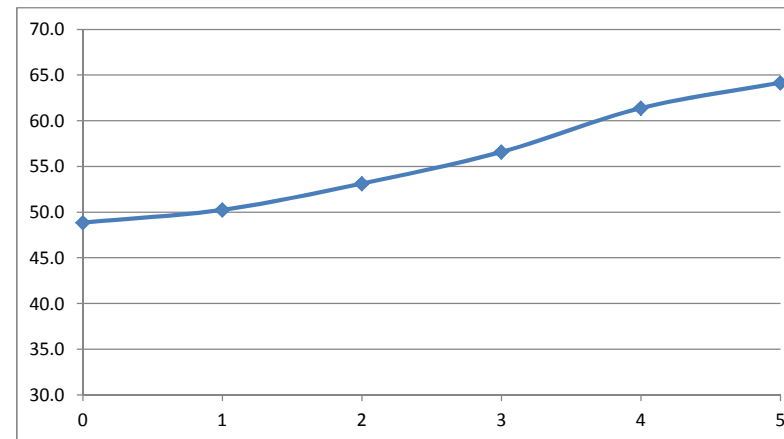
Model R square 0.053
 eta square of count SGL 0.007



CCSSE Findings (continued)

Num. of SGLs	Student-faculty interaction (estimated benchmark)
0	48.9
1	50.3
2	53.1
3	56.6
4	61.4
5	64.2

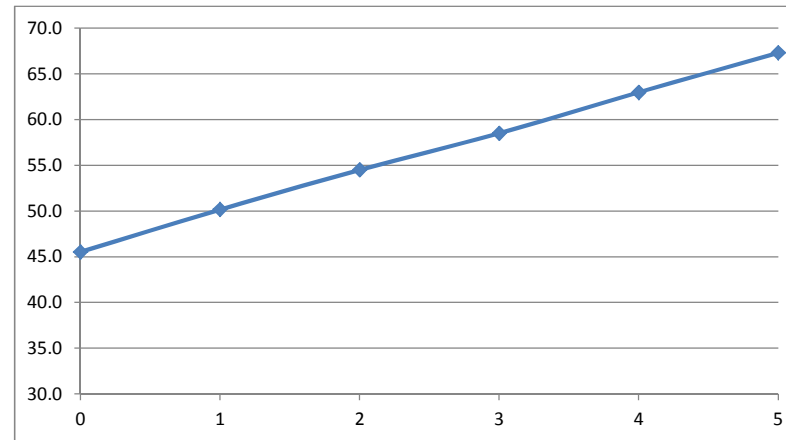
Model R square 0.069
 eta square of count SGL 0.019



CCSSE Findings (continued)

Num. of SGLEs	Support for learners (estimated benchmark)
0	45.5
1	50.1
2	54.5
3	58.5
4	63.0
5	67.3

Model R square 0.081
eta square of count SGL E 0.042



SENSE Findings

Frequency of responses

Num. of SGLEs	Count	Percent	Cumulative Count	Cumulative Percent
0	11336	19.39	11336	19.39
1	22885	39.15	34221	58.54
2	13733	23.49	47954	82.04
3	7773	13.3	55727	95.34
4	2386	4.08	58113	99.42
5	340	0.58	58453	100.00

Missing: 96

Means

N	Mean	StdDev
58453	1.45	1.10

SENSE Findings (continued)

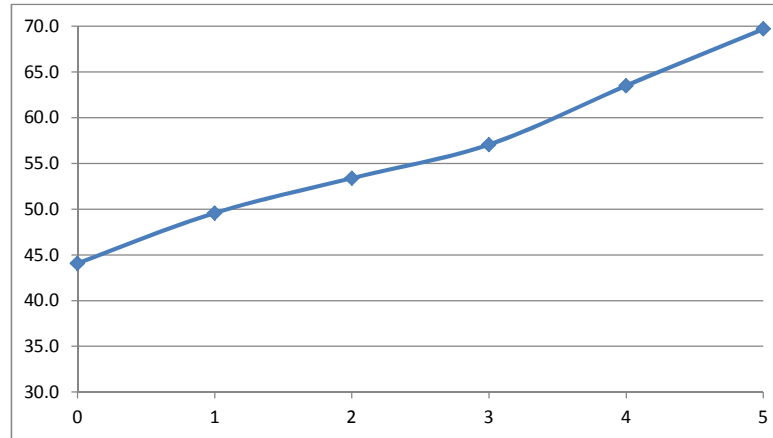
PLOTS of LSMEANS where NumSGLE is a categorical variable

All models are significant.

Model: **Benchmark = NumSGLEs** + enrollment + developmental + generation + enrollment*developmental

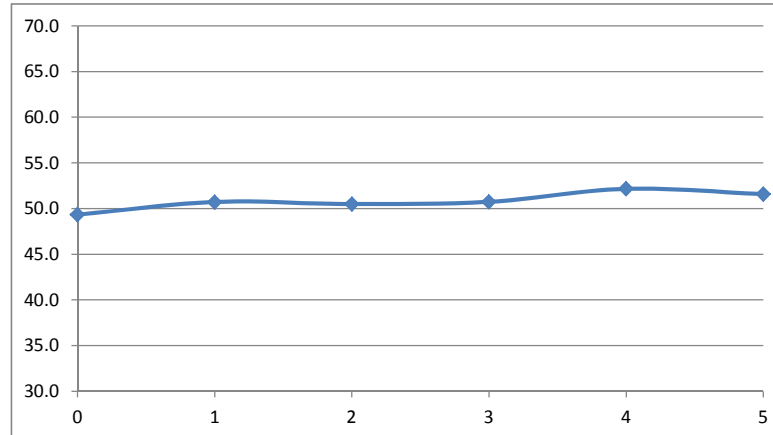
Num. of SGLEs	Early connections (estimated benchmark)
0	44.1
1	49.6
2	53.4
3	57.1
4	63.5
5	69.7

Model R square 0.051
eta square of count SGLE 0.036



Num. of SGLEs	High expectations and aspirations (estimated benchmark)
0	49.3
1	50.7
2	50.5
3	50.7
4	52.2
5	51.6

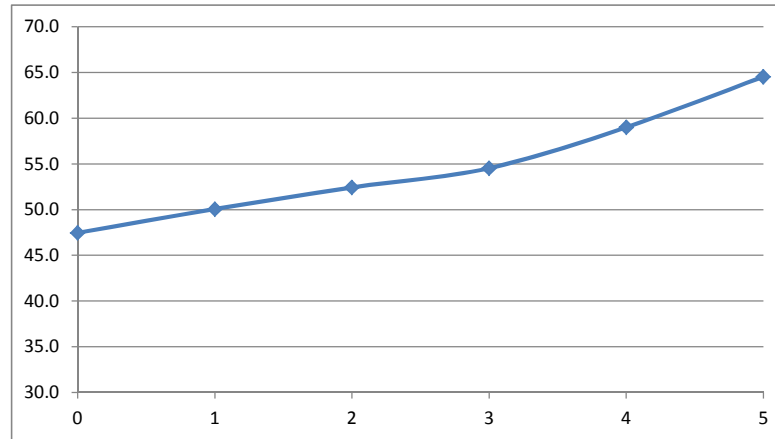
Model R square 0.001
eta square of count SGLE 0.001



SENSE Findings (continued)

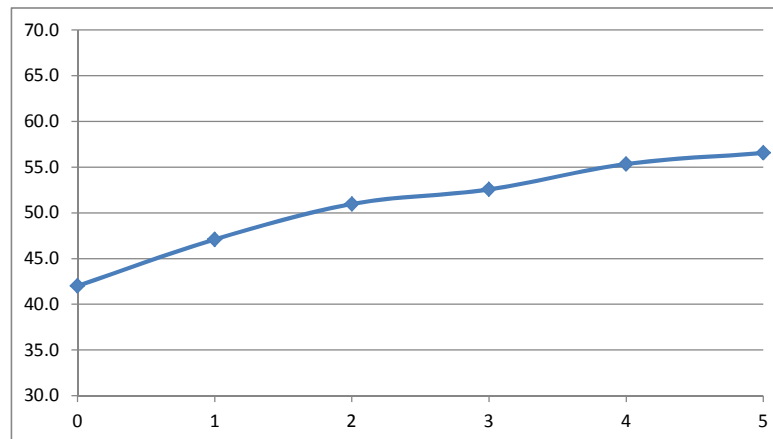
Num. of SGLEs	Clear academic plan and pathway (estimated benchmark)
0	47.5
1	50.1
2	52.4
3	54.5
4	59.0
5	64.5

Model R square **0.018**
eta square of count SGLE 0.013



Num. of SGLEs	Effective track to college readiness (estimated benchmark)
0	42.0
1	47.1
2	51.0
3	52.6
4	55.3
5	56.6

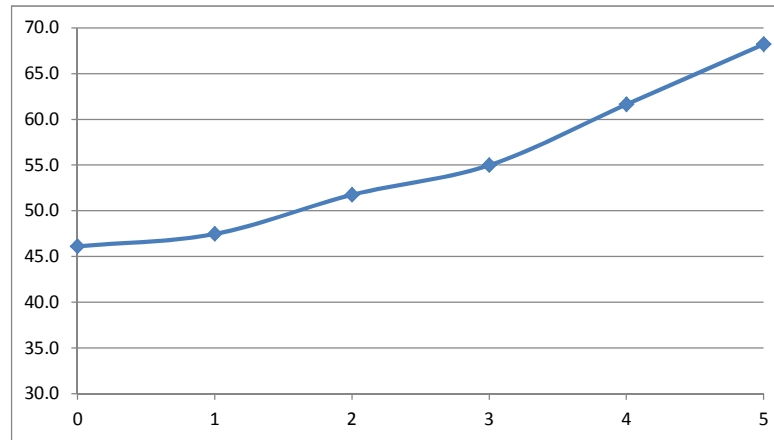
Model R square 0.151
eta square of count SGLE 0.026



SENSE Findings (continued)

Num. of SGLEs	Engaged learning (estimated benchmark)
0	46.1
1	47.5
2	51.7
3	55.0
4	61.6
5	68.2

Model R square 0.048
 eta square of count SGLE 0.025



Num. of SGLEs	Academic and social support network (estimated benchmark)
0	48.4
1	51.0
2	52.8
3	54.8
4	57.1
5	57.2

Model R square 0.012
 eta square of count SGLE 0.009

