

# IR ABSTRACT

INSIGHTS AND OUTCOMES FROM INSTITUTIONAL  
RESEARCH AT DEPAUL UNIVERSITY

## DePaul Seniors' Engagement in High-Impact Practices

National research has shown positive associations between a set of six undergraduate opportunities and student learning and retention. These high-impact practices (HIPs) share several traits:

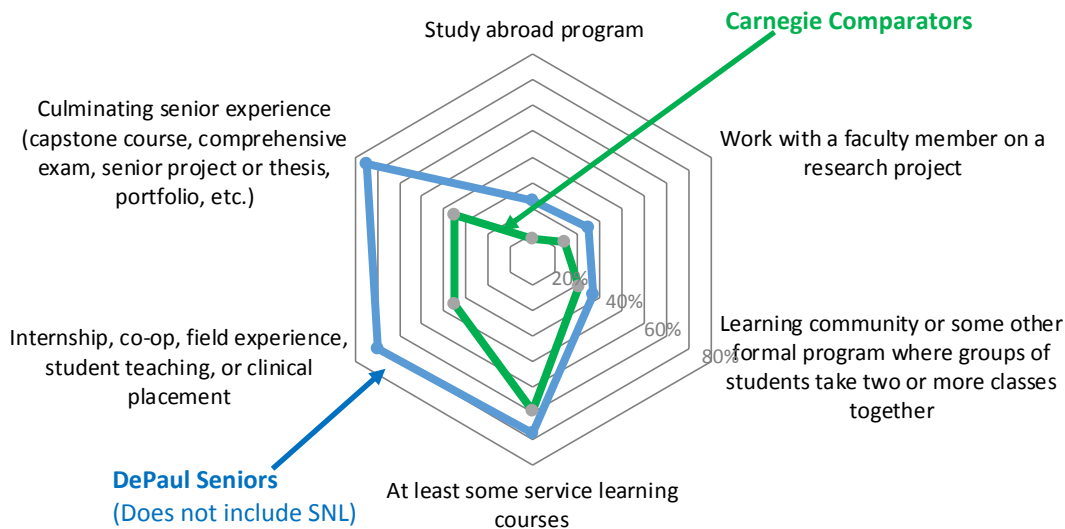
- Demand considerable time and effort.
- Facilitate learning outside the classroom.
- Require meaningful interactions with faculty and students.
- Encourage collaboration with diverse others.
- Provide frequent and substantial feedback.

As a result, participation in these practices can be life-changing (Kuh, 2008).

A large proportion of DePaul seniors reported that they participated in these HIPs, particularly the culminating senior experience, internship and community-based service learning practices, according to data from the 2013-14 National Survey of Student Engagement (NSSE). A smaller percentage participated in learning communities, faculty research or study abroad programs.

In addition, more DePaul seniors participated in these HIPs than seniors at Carnegie\* comparator institutions. The differences were largest for participation in culminating senior experiences and internships.

### Engagement in Six High Impact Practices: Percent of Seniors Who Are Done/In Process with Practices or Who Have Had At Least Some Service-learning Courses



How to read a radar graph: Each color shape represents a school/group. The placement of the shape on the radar rings represents the percent of seniors who reported being done/in process with five practices or having had at least some service learning courses. Percentages increase as rings move away from the center.

\*Carnegie comparators are institutions who have the same Doctoral Research University (DRU) classification as DePaul, based on a system developed by the Carnegie Foundation in 1973. Examples of other DRU institutions are St. John's University, Pace University, Benedictine University and Marquette University.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Source: 2013-14 NSSE Data, IRMA. For a full list of peer institutions, contact Joe Filkins at [jfilkins@depaul.edu](mailto:jfilkins@depaul.edu).