NASH
National Association
of System Heads

Getting Beyond the Checklist:
What Makes High-Quality HIPs?

May 14, 2020
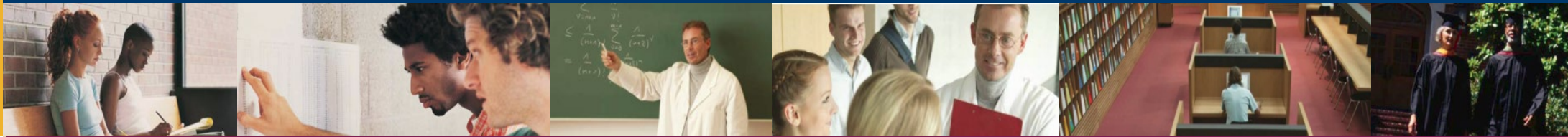
Today's Presenter

Jillian Kinzie
Associate Director
Indiana University Center for Postsecondary Research
National Survey of Student Engagement (NSSE) Institute

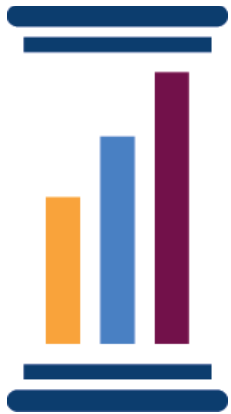# Getting Beyond the Checklist: What Makes High-Quality HIPs?

National Association of System Heads (NASH) Webinar

Jillian Kinzie

May 14, 2020

Research team: Alexander C. McCormick, Jillian Kinzie, Robert Gonyea, Brendan Dugan, Samantha Silberstein, Indiana University Center for Postsecondary Research

What is very much needed in this time is space (6 feet), compassion, and grace.

HIPs and COVID-19

Resources for Community Engaged
Teaching & Learning during COVID-19
Social Distancing, Isolation and
Quarantine

CORONAVIRUS UPDATES

Finding Internships and Internship Alternatives During COVID-19

Report: 35% of summer internships canceled due to COVID-19

Education Abroad in a Post-COVID-19 World

DIXIE SUN NEWS
THE VOICE OF DIXIE STATE UNIVERSITY

Capstone projects continue through COVID-19 disruption

How do we recreate HIPs in new ways?

- What are the logistics of transitioning HIPs to the online environment?
- In what ways do HIPs in the online environment support efforts to advance opportunities for students in historically underrepresented groups?
- Are certain HIPs more effective in online environments than others?

High-impact Practices in Online Education: Research and Best Practices (Stylus Publishing, 2018).
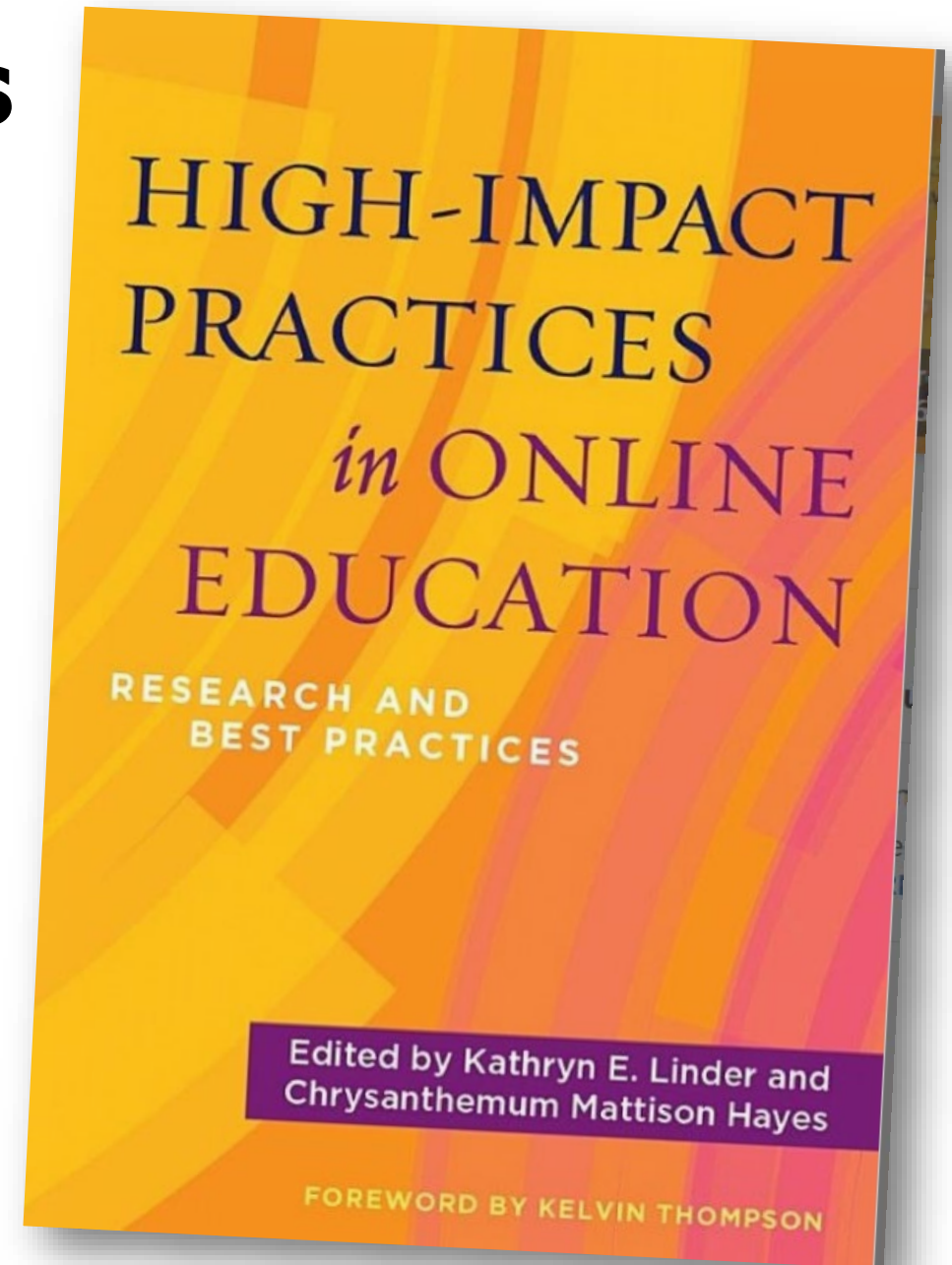
Poll #1: What's Your HIP?

Check off the HIPs you do, or are interested in:

- ✓ First-year seminars & experiences
- ✓ Common intellectual experiences
- ✓ Learning communities
- ✓ Writing-intensive courses
- ✓ Collaborative assignments and projects
- ✓ Undergraduate research

- ✓ Diversity & global learning, study abroad
- ✓ Service learning and community-based learning
- ✓ Internships
- ✓ Capstone courses and projects
- ✓ e-portfolios

CHECKLIST

HIPs: Do at least 2!

☑ First-year seminar

☑ Service-learning

☑ Undergraduate research

☑ Internship

☑ Capstone

HIPs

At UW-Eau Claire, we aim to have 100% of students participating in at least 2 high-impact learning practices by the time they graduate to make the most of their college experience.

University *of* Wisconsin Eau Claire

Mapping & Requiring HIPs

- **Experiential Learning (EL) is a HIP at the heart of the Bradley Experience**

- **The Bradley Core Curriculum requires two EL courses -- approved by the Core Practices Committee and tagged for student selection**

To Get Beyond the Checklist:

- **Articulate purpose and connect to context**
- **Assure HIPs deliver the promised outcomes, particularly *learning***
- **In the push to expand offerings, don't sacrifice quality**
- **Equity cannot be an afterthought**

Explosion of Enthusiasm for HIPS

- Recommendation that all undergraduates have at least 2 HIP experiences (during first year and in the major)

- Widespread emphasis on expanding HIP opportunities

- Many institutions claiming importanc

- More critics, more scrutiny too…

What are your concerns about "getting beyond the checklist?"

HIP Debate:

Maybe Not So 'High Impact'?

Researchers challenge conventional wisdom and past studies linking widely promoted educational experiences to timely college completion.

By Marjorie Valbrun // April 25, 2018

26 COMMENTS

What Really Makes a 'High-Impact' Practice High Impact?

A recent study questioning the value of such practices mistakenly assumes that just making them available suffices. How they are implemented is crucial, George Kuh and Jillian Kinzie write.

By George D. Kuh, Jillian Kinzie
// May 1, 2018

Quality and Implementation Matters

Helpful Resource:
A Comprehensive Approach to Assessment of High-Impact Practices,
By Ashley Finley
Nov 2019

https://www.learningoutcomesassessment.org/wp-content/uploads/2019/11/Occasional-Paper-41.pdf

www.learningoutcomesassessment.org

November 2019
Nº 41

National Institute for Learning Outcomes Assessment

A Comprehensive Approach to Assessment of High-Impact Practices

Ashley Finley

AAC&U Association of American Colleges and Universities

What is the purpose of [YOUR INSTITUTION'S] HIP offerings?

A statement of the intended value, purpose, and worth of the endeavor, specific to your campus, students, faculty, mission…

Helps orient and express HIP value

Assure HIPs deliver the outcomes you intend

What learning gains will be made, or reinforced?

How does the HIP elicit outcomes specific to your mission?

How does the HIP connect, relate to, or integrate with learning from other curricular and co-curricular learning experiences?

How does the HIP relate to employability outcomes? NACE competencies? Outcomes in the major?

Evidence of Learning Outcomes

- What **indirect** and **direct** evidence do you have about HIPs and learning gains?

  - **Indirect Assessments:**
    - Course/HIP evaluations
    - Student surveys about HIP gains
    - Alumni interviews
    - Employer feedback about value of HIPs
    - Grades

  - **Direct Assessments:**
    - Final HIP product evaluations
    - VALUE Rubrics
    - Performance on exams, simulations, practicals,

In the push to expand HIP offerings, don't sacrifice quality

or, is a HIP always a HIP?

Focus on HIP qualities to create remote HIPs?

Is a HIP always a HIP?
What Makes HIPS Effective:

1. High performance expectations

2. Significant investment of student time and effort over an extended period

3. Interactions with faculty and peers about substantive matters

4. Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar

5. Frequent, timely, and constructive feedback

6. Periodic, structured opportunities to reflect and integrate learning

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

8. Public demonstration of competence

Kuh, G. D. & O'Donnell, K. (2013). *Ensuring quality and taking high-impact practices to scale,* Washington, DC: AAC&U.

**Caution: Mere labels
do not assure high impact**

What do we know about HIP implementation?

Who has access to *high-quality* HIPs?

How to Determine if HIP is "High Quality"?

How has your institution evaluated the QUALITY of students HIP experiences?

Our Approach to investigate HIP quality & equity: Ask students about exposure to 8 key elements

- **NSSE 2019 experimental item set**
  - HIP participants receive additional questions that probe the 8 key elements

- **Standalone administration for institutions not in NSSE 2019**
  - Collaboration with Nat'l Association of System Heads

- **Supported by Lumina Foundation**

Sample Questions

Expectations

To what extent were expectations for the following explained to you? *[Very much..Very little]*

- What activities you would **do** as part of this experience
- What you would **learn** from this experience

To what extent did this experience challenge you to do your best?
[Very much..Not at all]

Time and effort

About how many hours did you spend in a typical 7-day week on this experience?
[Hour ranges]

Compared to your typical learning experiences at this institution, about how much time did this experience require?
[Much more time..Much less time]

View Survey: http://tinyurl.com/y6nql759

Sample Questions

Feedback

During this experience, about how often did you receive feedback from the following individuals?
[Very often..Never; NA]

- Faculty or staff member from your institution
- Supervisor on site
- Co-worker
- Other student
- Someone in another role (please specify)

http://tinyurl.com/y6nql759

Reflection & integration

As part of this experience, about how often did you do the following?
[Very often..Never]

- Discuss your experience with other students in an organized setting
- Write an informal piece about the experience (blog, journal, etc.)
- Connect what you were learning to societal problems or issues
- Connect what you were learning to your major field or career goals
- Learn something that changed the way you understand an issue or concept

Survey Details

- **57 institutions (40 NSSE 2019)**

- **20,725 valid student responses (10,774 NSSE)**
  - ◆ 13,511 HIP finished
  - ◆ 7,214 students at least 4 weeks, but not finished
  - ◆ 2,645 students < 4 weeks into HIP
    - • Qualtrics version includes student comments on what has been "most" and "least" satisfying about the experience

[13 Institutions in Fall 2019 admin., additional 7,000 responses]

Survey Details

High-Impact Practice	Percentage
A first-year course focused on specific academic topic or major that teaches new students college success skills* *(*only asked on standalone survey)*	6
A service-based learning experience (a course that included a community-based project)	29
A learning community (formal program where groups of students take two or more classes together)	8
A research project with a faculty member	8
An internship, co-op, field experience, students teaching, or clinical placement	28
A study abroad program	8
A culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	12

Poll #2: What HIP Quality Is Most Emphasized in Your HIP?

1. High performance expectations

2. Significant investment of student time and effort over an extended period

3. Interactions with faculty and peers about substantive matters

4. Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar

5. Frequent, timely, and constructive feedback

6. Periodic, structured opportunities to reflect and integrate learning

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

8. Public demonstration of competence

Kuh, G. D. & O'Donnell, K. (2013). *Ensuring quality and taking high-impact practices to scale,* Washington, DC: AAC&U.

What Makes HIPS Effective: Exposure to HIP Qualities

HIPs	High-Impact Practice Qualities							
	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opps. to reflect & integrate (who students are becoming)	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars & Experiences								
Learning Communities								
Undergraduate Research								
Study Abroad								
Service Learning, Community Based Learning								
Internships								
Senior Culminating Capstone courses & Projects								

Do we expect all HIPs to expose students to all 8 qualities equally?

What does HIP literature and research suggest regarding the emphasis on each quality?

High-Impact Practice (HIP) Matrix

Denotes qualities that make the practice high-impact from literature review

++ = Strong emphasis
+ = Moderate emphasis
(blank) = Not emphasized

HIPs	High-Impact Practice Qualities							
	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opps. to reflect & integrate (who students are becoming)	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars & Experiences	+	+	++	++	++/+	++		
Learning Communities		+	++	+		+	+	+
Undergraduate Research	++	++	++		+	+	++	++
Study Abroad	+	+	+	++	+	++	+	
Service Learning, Community Based Learning	+	++	+	++	+	++	++	+
Internships	++	++	+		+	++	++	+
Senior Culminating Capstone courses & Projects	++	++	++		++	++	++	++

High-Impact Practice (HIP) Matrix
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First-Year Seminars & Experiences	+	+	++	++	++/+	++		
Learning Communities								+
Undergraduate Research								++
Study Abroad								
Service Learning, Community Based Learning	+	++	+	++	+	++	++	+
Internships	++	++	+		+	++	++	+
Senior Culminating Capstone courses & Projects	++	++	++		++	++	++	++

Do these emphases look right to you?

National Survey of Student Engagement   nsse.indiana.edu

How to Determine if HIP is "High Quality"?

- Is it enough for students to report <u>mere exposure</u> to the quality element in the HIP?

- Or, should we establish <u>minimum criteria</u> for high quality?

Criteria for High Quality

Quality: Demand Time & Effort

- **Compared to your typical learning experiences at this institution, about how much time does this experience require?**
- **Much less time = 1, Less time = 2, About as much time = 3, More time = 4, Much more time = 5**

High quality = 4 or 5

Criteria for High Quality

Quality: Applied, Real World Experience

- **To what extent has this experience contributed to your knowledge, skills, & personal development in the following areas?**

  - Understanding concepts in courses/major
  - Applying theory to practice
  - Solving complex, real-world problems

  - Acquiring job/work-related skills
  - Preparing you for plans after graduation

- **Very little = 1, Some = 2, Quite a bit = 3, Very much = 4**

High quality = sum > 15 (average > 3)

So, What Have We Learned about Students' Experiences of High Quality?

Looking at the Key Elements

Across HIPs

- **Are most students experiencing high quality HIPs?**

Within HIPs

- **Which <u>elements</u> are most students experiencing at high quality?**

Do quality HIP experiences differ for Racially Minoritized students?

What share of HIP participants experience *high-quality* HIPs?

Examine HIP quality results through the lens of the literature review

1. Aggregate results
2. Disaggregated by URM status

High-Quality HIP Experiences (++)

HIPs	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunities to reflect	Structured opportunities to integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars			25	9	49	34	27		
Learning Communities			32						
Undergraduate Research	91	46	53				32	63	88
Study Abroad				66		60	57		
Service Learning		27		15		39	32	36	
Internships	89	51				61	40	73	
Senior Culminating Experiences	85	59	37		69	52	28	52	90

High-Impact Practices Qualities

High-Quality HIP Experiences

HIPs	High-Impact Practices Qualities								
	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunities to reflect	Structured opportunities to integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars	59	13	**25**	**9**	**49**	**34**	**27**		
Learning Communities		27	**32**	17		47	36	41	72
Undergraduate Research	**91**	**46**	**53**		83	58	**32**	**63**	**88**
Study Abroad	88	44	44	**66**	70	**60**	**57**	50	
Service Learning	74	**27**	25	**15**	54	**39**	**32**	**36**	78
Internships	**89**	**51**	31		79	**61**	**40**	**73**	77
Senior Culminating Experiences	**85**	**59**	**37**		**69**	**52**	**28**	**52**	**90**

What Does this Mean?

- **In general, students are experiencing HIP qualities in patterns consistent with what the literature emphasizes and we would expect, <u>for example</u>:**

    - ◆ The qualities, **High Expectations for Performance** and **Public Demonstration of Competence** are experienced at levels of high quality by most students in Undergraduate Research (91 & 88%)

    - ◆ The quality, **Engaging Across Difference**, is experienced at levels of high quality by 2/3 of students in Study Abroad

What Does this Mean?

- **Considerable variability in the proportion of students who experience high quality on the key elements where they are highly emphasized in the literature**
  - Opportunities to Reflect, 34-61%
  - Opportunities to Integrate, 27-57%
  - Engagement Across Difference, 9-66%
- **Consistently high: High Expectations for Performance** (85-91%) **& Public Demonstration of Competence** (88-90%)

Poll #3: Which HIP do students rate most "highly satisfying"?

- Learning communities
- Service-learning
- Undergraduate research
- Internships
- Study abroad
- Capstones

What do students think about their HIP?

Overall, how would you evaluate the quality of this experience? [1 Poor–7 Excellent]

Satisfaction By HIP
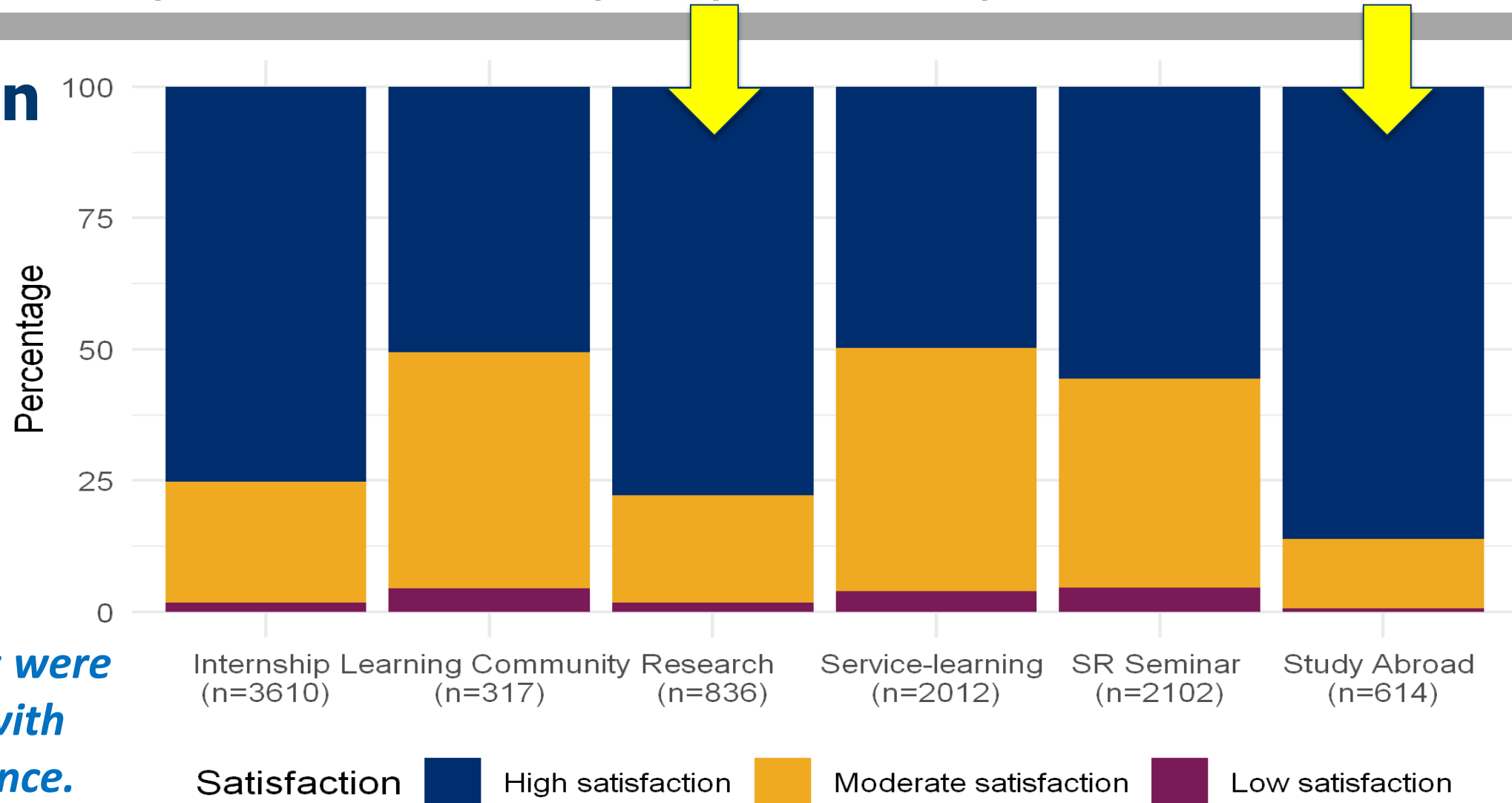
Overall, students were highly satisfied with their HIP experience.

| Satisfaction | High satisfaction | Moderate satisfaction | Low satisfaction |

Chart showing Percentage (0–100) by HIP category: Internship (n=3610), Learning Community (n=317), Research (n=836), Service-learning (n=2012), SR Seminar (n=2102), Study Abroad (n=614)

What do Students Say About their HIP?

- What has been most satisfying about this experience?

- What has been least satisfying about this experience?

Most & Least Satisfying in HIPs

NSSE HIP Quality

It was my first **study abroad** *trip and the farthest I had ever been away from home. I got a better sense of the diversity that exists within different cultures and I believe the trip helped ... lot of doors and introduce ... opportunities.*
... **al Science**

Getting to learn from professionals that have been working in the industry for far longer than I've been learning about it. It always had been an issue to reach out to strangers to ask for help but with the more time I spent out on my own I had come comfortable with leaning on others for help with the notion that if they need help and I am available I can reciprocate.
Latino, Junior, Communications

internship

NSSE national survey of student engagement

What About Equity?

What do students think about their HIP, By Racial-Ethnic Identity

Satisfaction
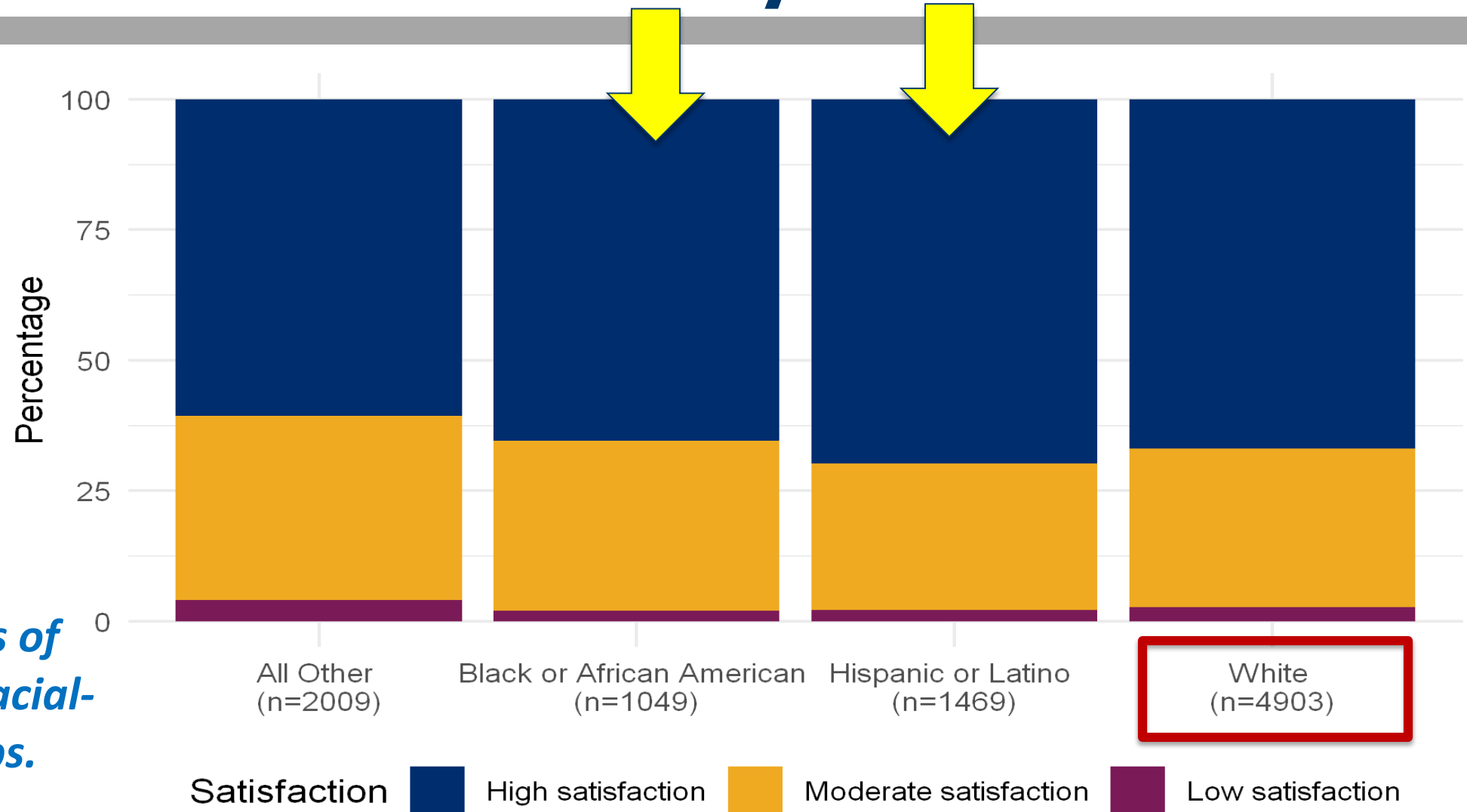
Relatively high levels of satisfaction across racial-ethnic identity groups.

Satisfaction: High satisfaction | Moderate satisfaction | Low satisfaction

High-Quality HIPs by Minoritized Status (W, URM)

HIPs	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunities to reflect	Structured opportunities to integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars			29, 33	11, 12	58, 66	39, 45	32, 35		
Learning Communities			31, 36						
Undergraduate Research	94, 91	47, 47	54, 54				30, 35	63, 65	89, 91
Study Abroad				73, 60		65, 59	61, 59		
Service Learning		28, 29		17, 15		43, 41	34, 35	38, 38	
Internships	92, 90	57, 48				62, 65	38, 47	75, 75	
Senior Culminating Experiences	88, 89	63, 57	40, 37		72, 71	54, 53	26, 33	56, 53	95, 91

Circled annotations: **8** (First-Year Seminars, rich feedback 58, 66 — green); **13** (Study Abroad, engage across differences 73, 60 — red); **9** (Internships, demand time & effort 57, 48 — red); **9** (Internships, structured opportunities to integrate 38, 47 — green); **7** (Senior Culminating Experiences, structured opportunities to integrate 26, 33 — green)

High-Quality HIPs by Minoritized Status (W-URM)
(in heat map, positive & negative #s correspond to URM students)

HIPs	High-Impact Practices Qualities								
	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunities to reflect	Structured opportunities to integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars	9	2	4	1	8	6	3	5	4
Learning Communities									
Undergraduate Research									
Study Abroad									
Service Learning									
Internships									
Senior Culminating Experiences									

Another way to look it…a heat map plotting differences in percentage W-URM in High-Quality experiences

High-Quality HIPs by Minoritized Status (W-URM)
(in heatmap, positive & negative #s correspond to URM students)

HIPs	High-Impact Practices Qualities								
	High expectations for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunities to reflect	Structured opportunities to integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
First-Year Seminars	9	2	4	1	8	6	3	5	4
Learning Communities	3	-4	5	3	3	3	8	-1	9
Undergraduate Research	-3	0	0	4	-3	2	5	2	2
Study Abroad	0	1	7	-13	2	-6	-2	-1	7
Service Learning	0	1	4	-2	1	-2	1	0	-2
Internships	-2	-9	7	3	-3	3	9	0	3
Senior Culminating Experiences	1	-6	-3	5	-1	-1	7	-3	-4

HIP Equity: What Does this Mean?

- **Do Racially Minoritized students experience high-quality HIPs?**
  - ◆ Lots of mildly positive to positive results
  - ◆ Some negative results (study abroad, internships)
  - ◆ Many cases of little difference

So, its not very straightforward…

Implications

- **Results can help get us beyond the HIP checklist**
  - ◆ Not enough for institutions to simply get credit for "having HIPs"; students must participate <u>and</u> experience high-quality HIPs

- **With these findings we gain some assurance of the quality patterns in HIPs, but it also reveals shortcomings**

Implications

- **Practical tool for assessing HIP quality**
  - ◆ Institutions could target HIPs to assess, administer the HIP Quality item set, and analyze results to demonstrate quality or guide improvement activities
- **Emphasizes need to explore HIP Quality and EQUITY**
  - ◆ Are <u>all</u> students experiencing high-quality HIPs?
- **Implementation matters!**

Consider an Anti-Deficit Framework to Increase Equity in HIPs
(Shaun Harper, 2010, Anti-Deficit Achievement Framework)

What can you do to:

- **Invite racially minoritized students in HIPs to name persons, resources, experiences, to which they attribute their access and success in HIPs?**

- **Learn more about how racially-minoritized students in HIPs thrive and negotiate environments or experiences that are culturally unresponsive?**

- **Listen to racially-minoritized students stories about what keeps them invested in HIPs and successful?**

Your Thoughts, Ideas and Questions

- **What should we examine next?**
- **Do you see ways to use the overall study results?**
- **How might you use the HIP Quality item set?**
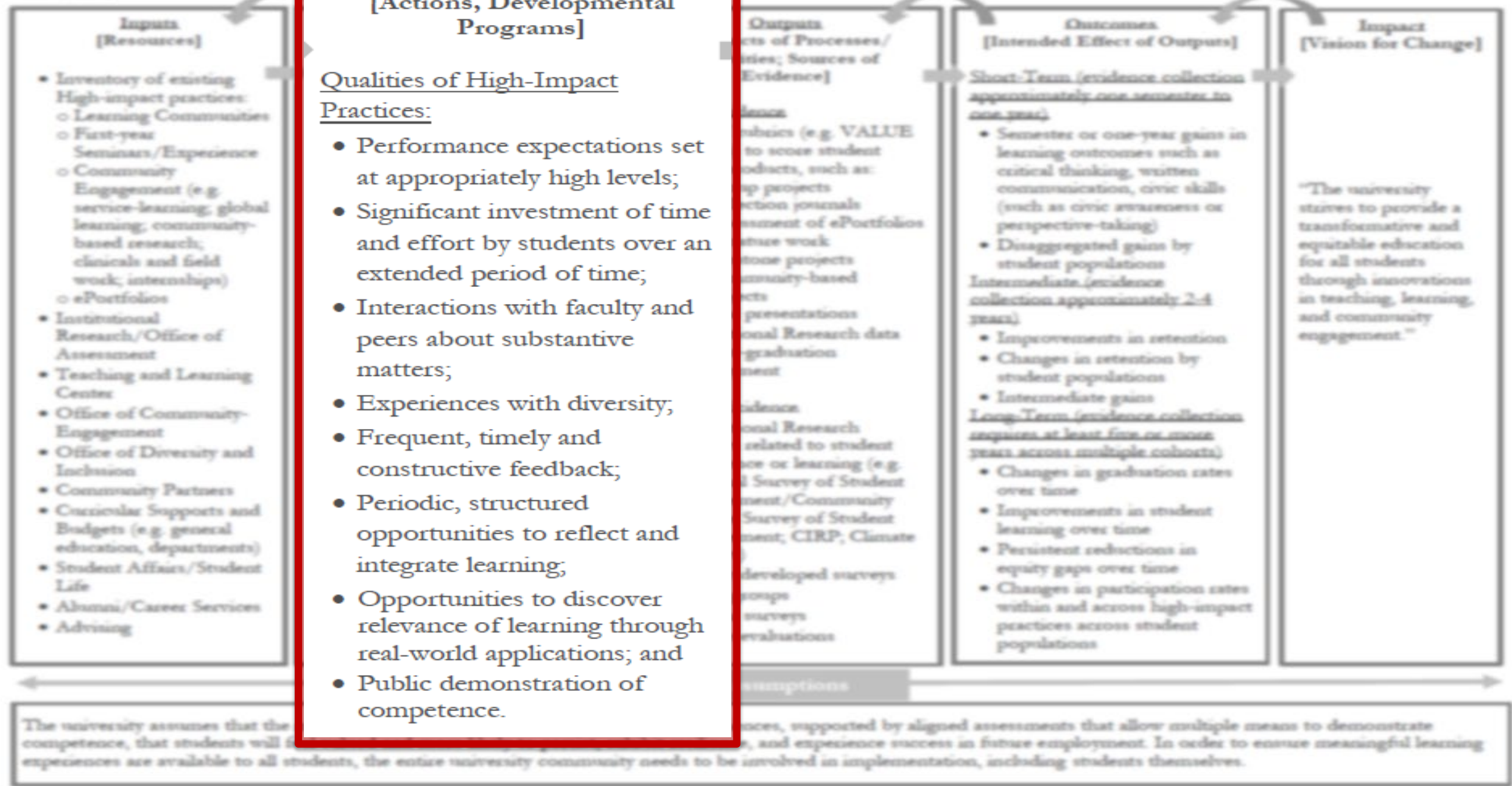- **HIPs and CV-19 disruption?**

Helpful Resource:
A Comprehensive Approach to Assessment of High-Impact Practices, By Ashley Finley Nov 2019

https://www.learningoutcomesassessment.org/wp-content/uploads/2019/11/Occasional-Paper-41.pdf

...for Assessing High-Impact Practices

Inputs [Resources]	Processes/Activities [Actions, Developmental Programs]	Outputs ...cts of Processes/ ...ities; Sources of ...Evidence]	Outcomes [Intended Effect of Outputs]	Impact [Vision for Change]

Inputs [Resources]

- Inventory of existing High-impact practices:
  - Learning Communities
  - First-year Seminars/Experience
  - Community Engagement (e.g. service-learning; global learning; community-based research; clinicals and field work; internships)
  - ePortfolios
- Institutional Research/Office of Assessment
- Teaching and Learning Center
- Office of Community-Engagement
- Office of Diversity and Inclusion
- Community Partners
- Curricular Supports and Budgets (e.g. general education, departments)
- Student Affairs/Student Life
- Alumni/Career Services
- Advising

Processes/Activities [Actions, Developmental Programs]

Qualities of High-Impact Practices:

- Performance expectations set at appropriately high levels;
- Significant investment of time and effort by students over an extended period of time;
- Interactions with faculty and peers about substantive matters;
- Experiences with diversity;
- Frequent, timely and constructive feedback;
- Periodic, structured opportunities to reflect and integrate learning;
- Opportunities to discover relevance of learning through real-world applications; and
- Public demonstration of competence.

Outcomes [Intended Effect of Outputs]

Short-Term (evidence collection approximately one semester to one year).

- Semester or one-year gains in learning outcomes such as critical thinking, written communication, civic skills (such as civic awareness or perspective-taking)
- Disaggregated gains by student populations

Intermediate (evidence collection approximately 2-4 years).

- Improvements in retention
- Changes in retention by student populations
- Intermediate gains

Long-Term (evidence collection requires at least five or more years across multiple cohorts)

- Changes in graduation rates over time
- Improvements in student learning over time
- Persistent reductions in equity gaps over time
- Changes in participation rates within and across high-impact practices across student populations

Impact [Vision for Change]

"The university strives to provide a transformative and equitable education for all students through innovations in teaching, learning, and community engagement."

Conclusions

- **Initiatives to expand HIPs require straightforward measures for assessing quality and effectiveness while informing implementation efforts**

- **Organizations interested in implementing HIPs need strategies to assure that historically underrepresented students have access to high-quality HIP experiences**