

High-Impact Practices to Promote Student Learning and Success: Considerations for Effectiveness, Quality, and Equity



Jillian Kinzie
IU Center for Postsecondary Research

THE CHRONICLE OF HIGHER EDUCATION

How Colleges Can Open Powerful Educational Experiences to Everyone

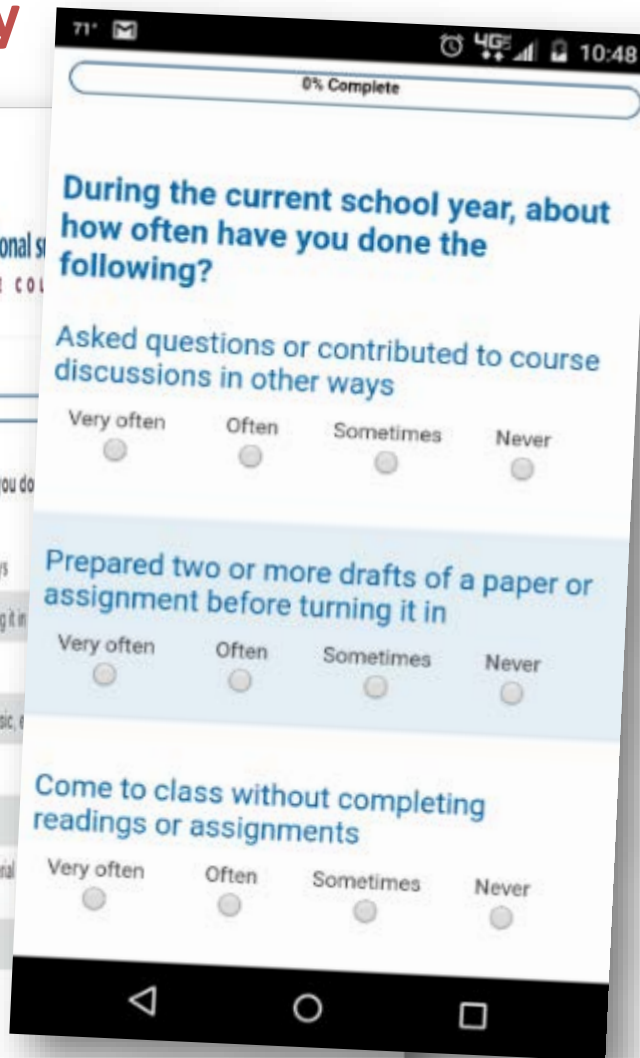
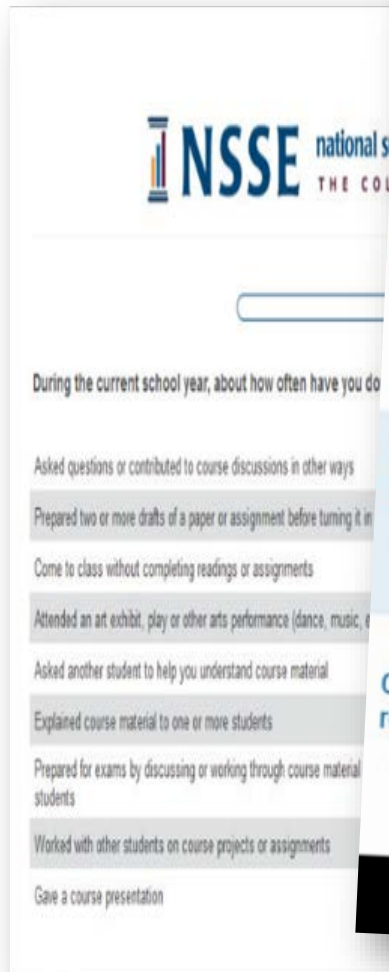
By Shannon Najmabadi | MARCH 12, 2017 ✓ PREMIUM

“We know that students get more deeply engaged with what they're learning when they have a hands-on opportunity to practice.”





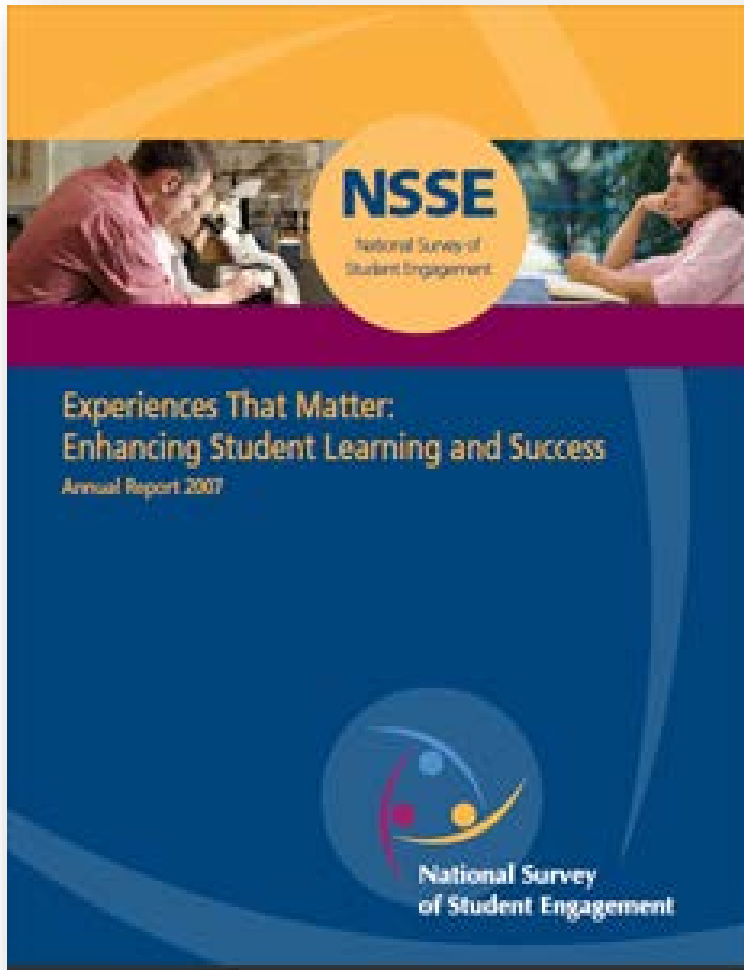
Annual Survey



Student engagement is the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes

HIP Origins

In 2007, NSSE identified a set of practices – fairly well-researched, enriching pedagogies – that make a substantial contribution to student learning and success



High Impact Activities



Association
of American
Colleges and
Universities

- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments and Projects**
- ★ **Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning,
Community-Based Learning**
- ★ **Internships**
- ★ **Capstone Courses/Projects**
- ★ ***E-portfolios***

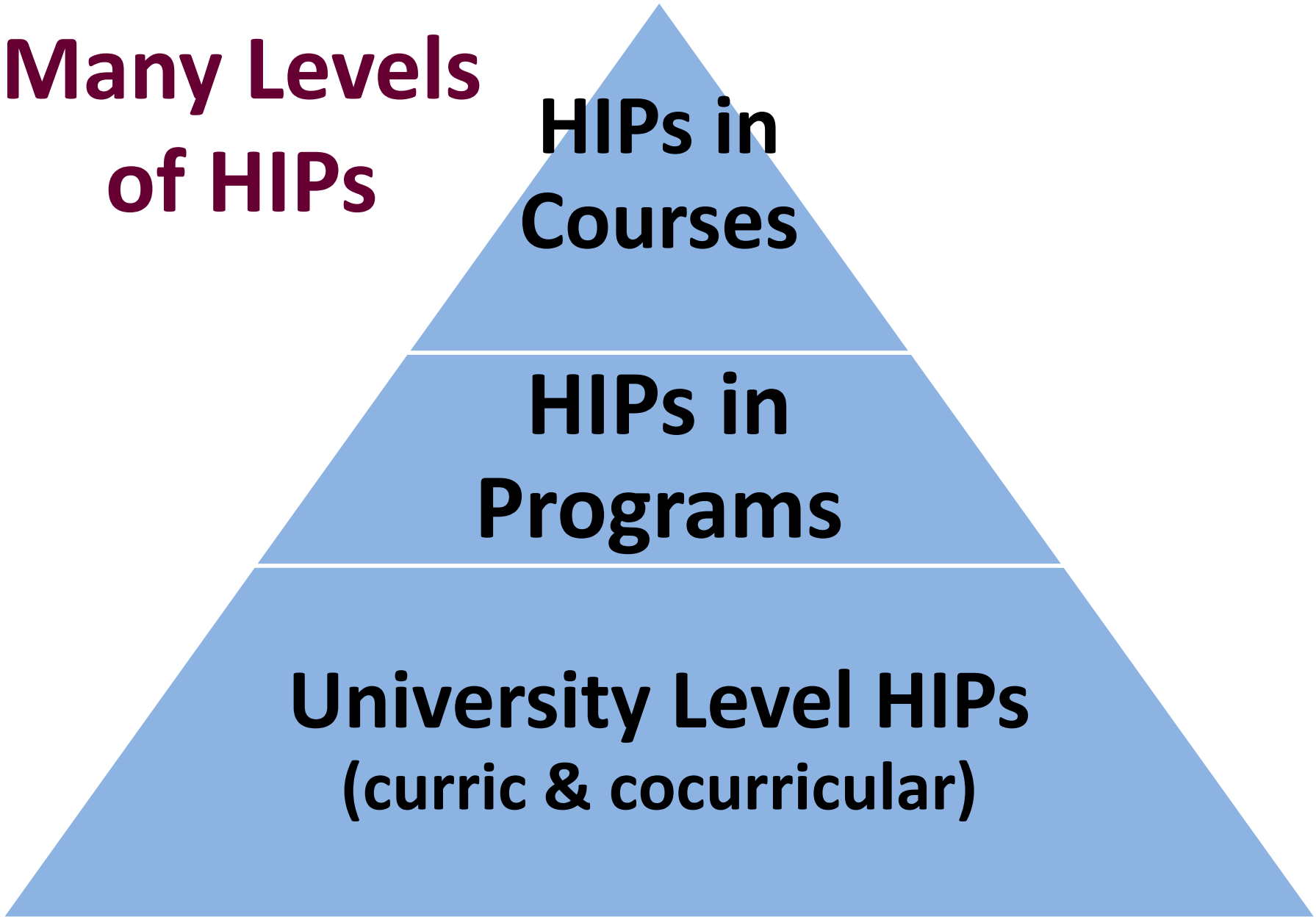


**Many Levels
of HIPs**

**HIPs in
Courses**

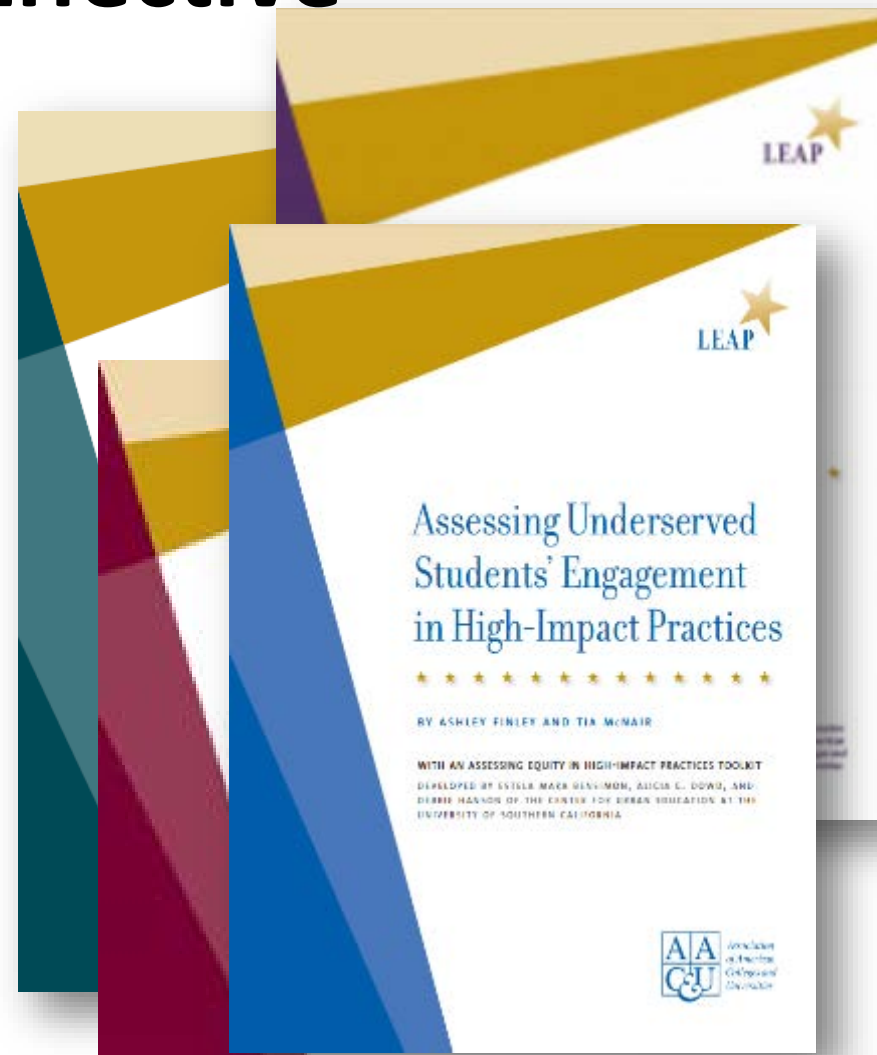
**HIPs in
Programs**

**University Level HIPs
(curric & cocurricular)**



Some Educational Activities are Unusually Effective

“High-impact practices” provide substantial educational benefits to students



[*High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter* (2008) AAC&U; Kuh & O'Donnell, 2013]

HIPs on NSSE

High-Impact Practices

Learning community

Service-learning

Research with faculty

Internship or field experience

Study abroad

Culminating senior experience

HIPs at Your Institution

- Are these HIPs offered at your institution? college?
- Which HIPs are your students most likely to experience? Why?
- **Do you track students HIP participation?**
- **How are you assessing HIPs?**



High-Impact Practices

Learning community

Service-learning

Research with faculty

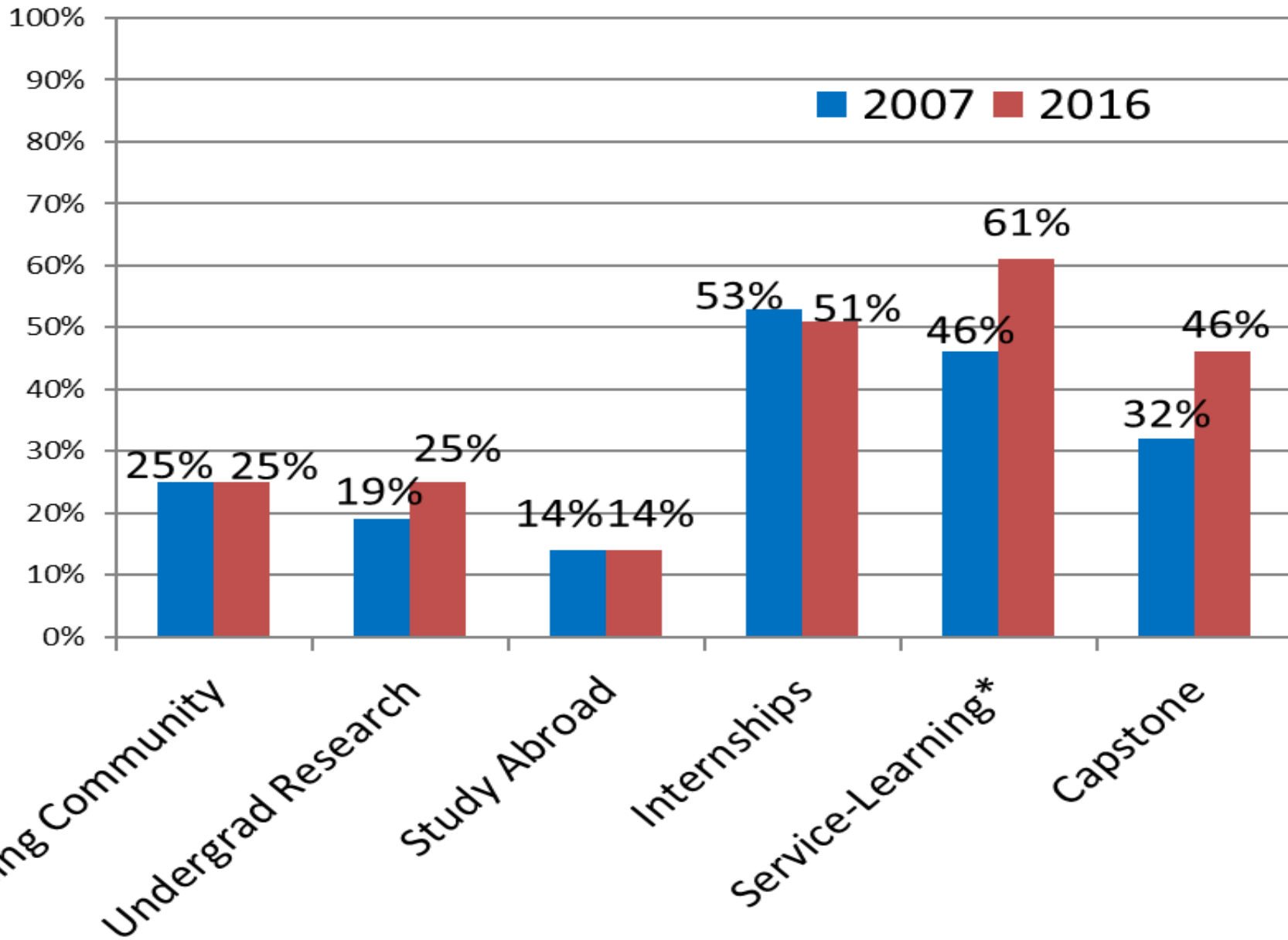
Internship or field experience

Study abroad

Culminating senior experience



HIP Participation NSSE 2007 vs. 2016



* S-L question changed in 2013, but is roughly approximate

HIPs Positively Related to Deep, Integrated Learning, and Educational Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
<i>First-Year</i>				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
<i>Senior</i>				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

HIPs Increase Probability of First Year Student Retention

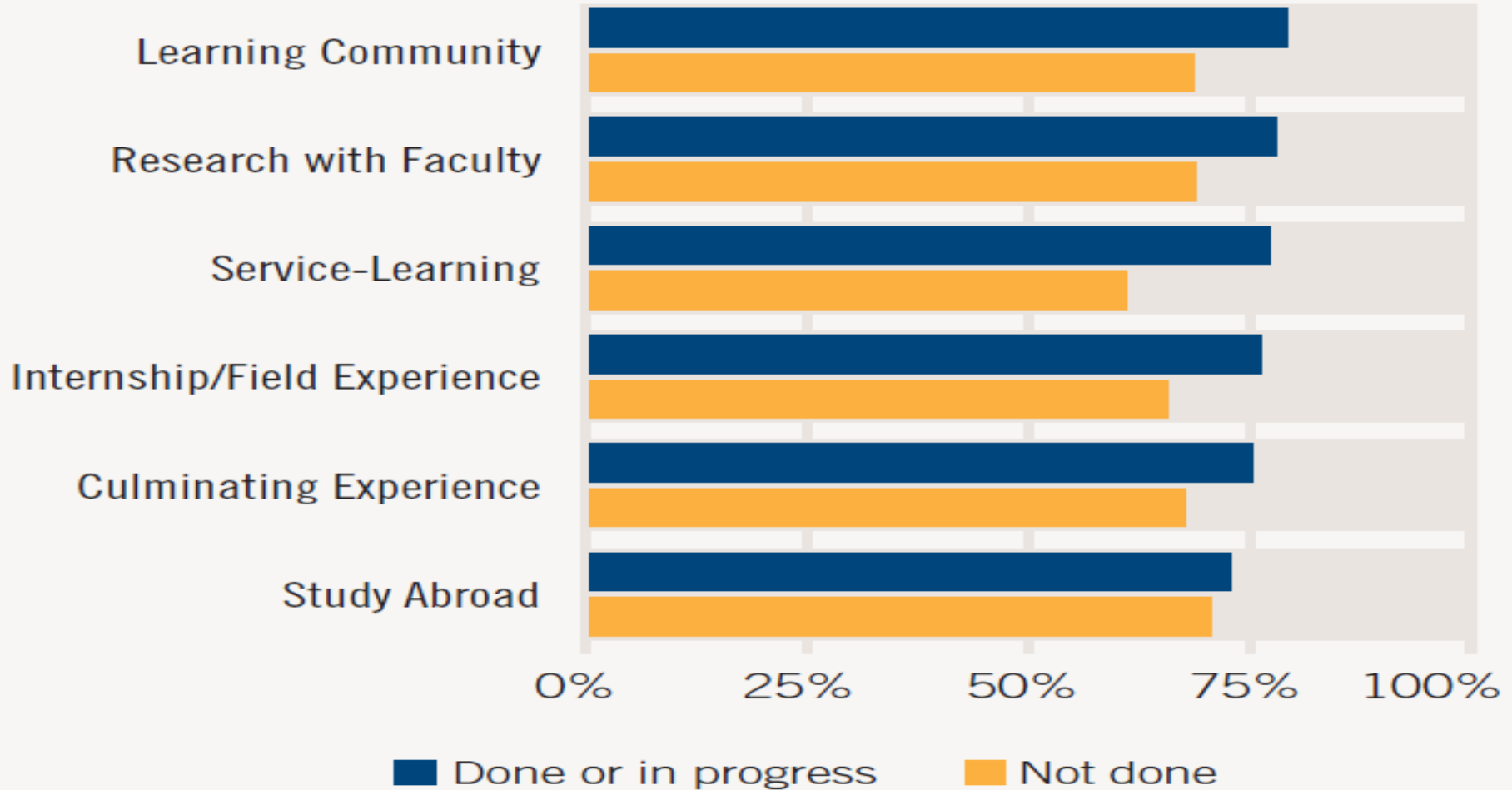


HIP “Done”	% Increase in Retention*
Learning Community	3%**
Research w/ Faculty	3%**
Service Learning	2%

* A 1 point change in each NSSE measure corresponds to a 2- 4 percentage point increase in retention rates

** Looking within each SAT group, we see a difference within the bottom SAT quartile of about 7 percentage points compared to 4 and 2 percentage points for the middle and top SAT groups.

Percentage of Seniors “Major Coursework Prepared Them for Post-Graduation Plans”, by HIP Participation



Note: Values are the percentage of seniors responding “Very much” or “Quite a bit” to the following question: “To what extent have courses in your major(s) prepared you for your post-graduation plans?”

HIPs and Underrepresented Students

While participation in HIPs benefit all students, the salutary effects are greater for students who begin college at lower achievement levels, as well as students of color, compared with White students

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. AAC&U.



Impact of HIPs is Greatest for Historically Underserved Students



POW!



HIP Effectiveness Research Led to Prescription:

***All Students
Do 2...
one early,
one later***

R_x Patient Name: Student

Prescription:

2 high-impact
practices!

MD: [Signature]

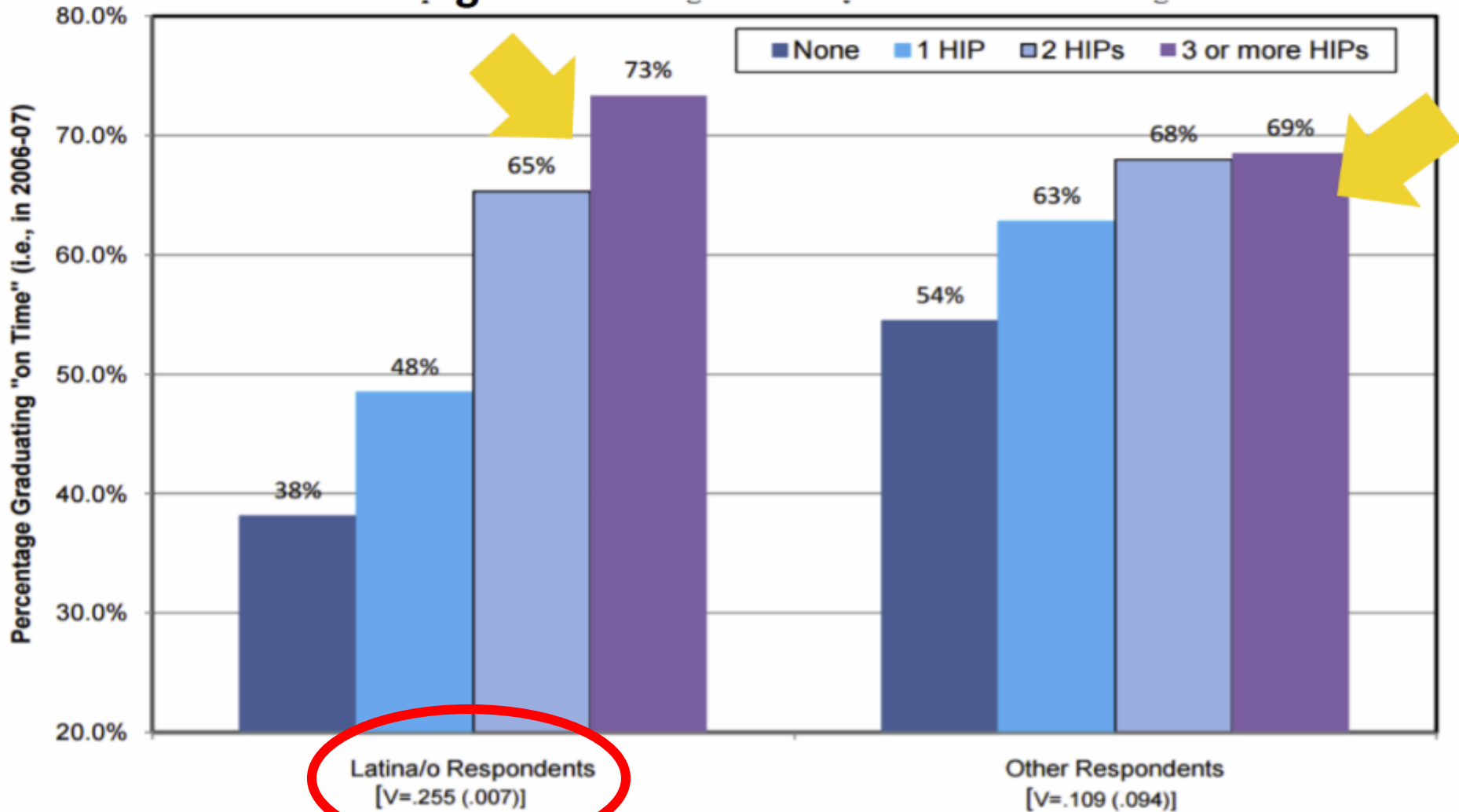
The image shows a white prescription slip with a grey header. The header contains a large 'R_x' symbol and the text 'Patient Name:'. The name 'Student' is written in blue ink on a line. Below this, the word 'Prescription:' is printed. The prescription itself is '2 high-impact practices!' written in blue ink across several lines. At the bottom, 'MD:' is printed, followed by a blue ink signature.

Effect of Multiple HIPs

- **Huber (2010) CSUN senior analysis:**
multiple HIP participation modestly...
 - enhanced GPA at exit
 - reduced time to degree among students who entered first-time, first-year
 - increased likelihood that student graduated in timely fashion



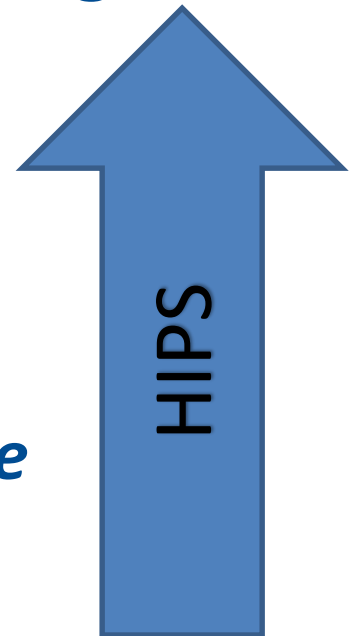
Impact of Participation in HIPs on % of Senior NSSE Respondents Graduating on Time by Racial & Ethnic Background



HIP participation benefits Latina/o students more; Latina/o respondents graduating "on time" increases as HIP participation increases, rising from 38% to 73%

HIPs: What We Know for Sure

- HIP participation positively related to several educational outcomes
- Salutary effect for historically underserved students
- Multiple HIPs overall positive – including reflective & integrative learning
- Desired by employers
- Enjoyable to students & faculty
- HIP participation growing
(HIPs on NSSE show modest increases, more multiples)





HIPs are Great!

High-impact practices widely promoted and adopted to improve student learning & success

But Quality and Implementation Matters

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

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

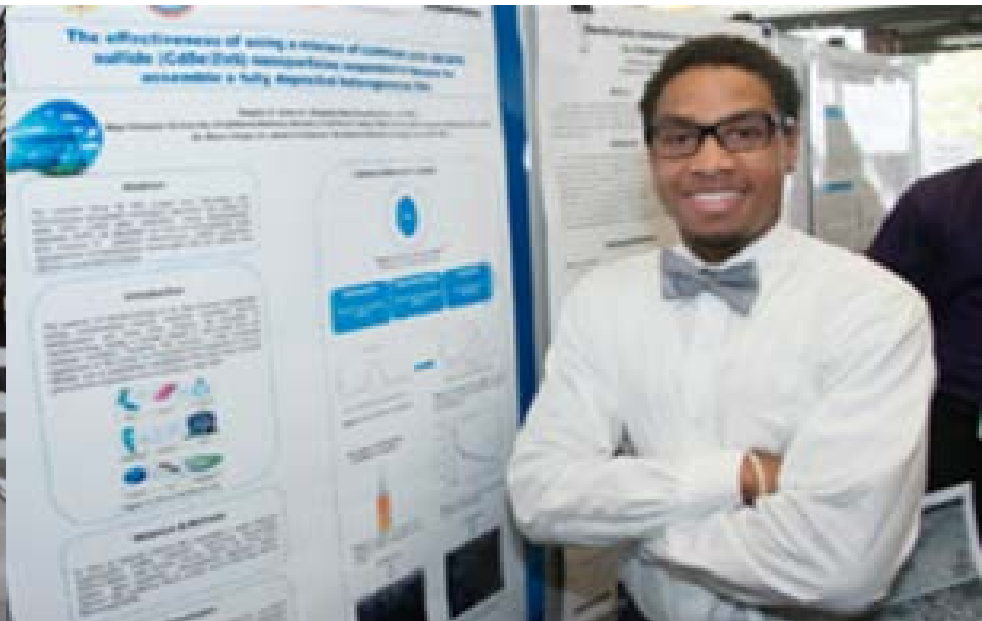
A recent study questioning the value of such practices mistakenly assumes that just making them available suffices. How they are implemented is crucial, George Kuh and Jillian Kinzie write.

By [George D. Kuh](#), [Jillian Kinzie](#)
// May 1, 2018

HIP Quality



**Just naming something a
HIP does not make it
high-impact**



What Makes HIPs Effective?

“8 HIP Hallmarks” elements that—*when employed*—
make the impact:











- ✓ **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 & integrate (on who students are becoming)**
- ✓ **Opportunity to apply & test learning in new situations**
- ✓ **Public demonstration of competence**

(excerpts from O’Neill, Peer Review, 2010; Kuh, O’Donnell, 2013)

Assessing HIP Quality:

Does the HIP assure the 8 elements?

	High-Impact Practices Hallmarks							
AAC&U Hallmarks	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
Learning Communities								

High-Impact Practices: Eight Key Elements and Examples

Performance expectations set at appropriately high levels

Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or projects—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students' precollege accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of time and effort by students over an extended period of time

Example: A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper; concluding with demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters

Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

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

Example: A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback

Example: A student-faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students' contributions up to and through the completion of the project.

Periodic, structured opportunities to reflect and integrate learning

Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

Opportunities to discover relevance of learning through real-world applications

Example: An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence

Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member.

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Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

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HIP Equity

Not all students partake...

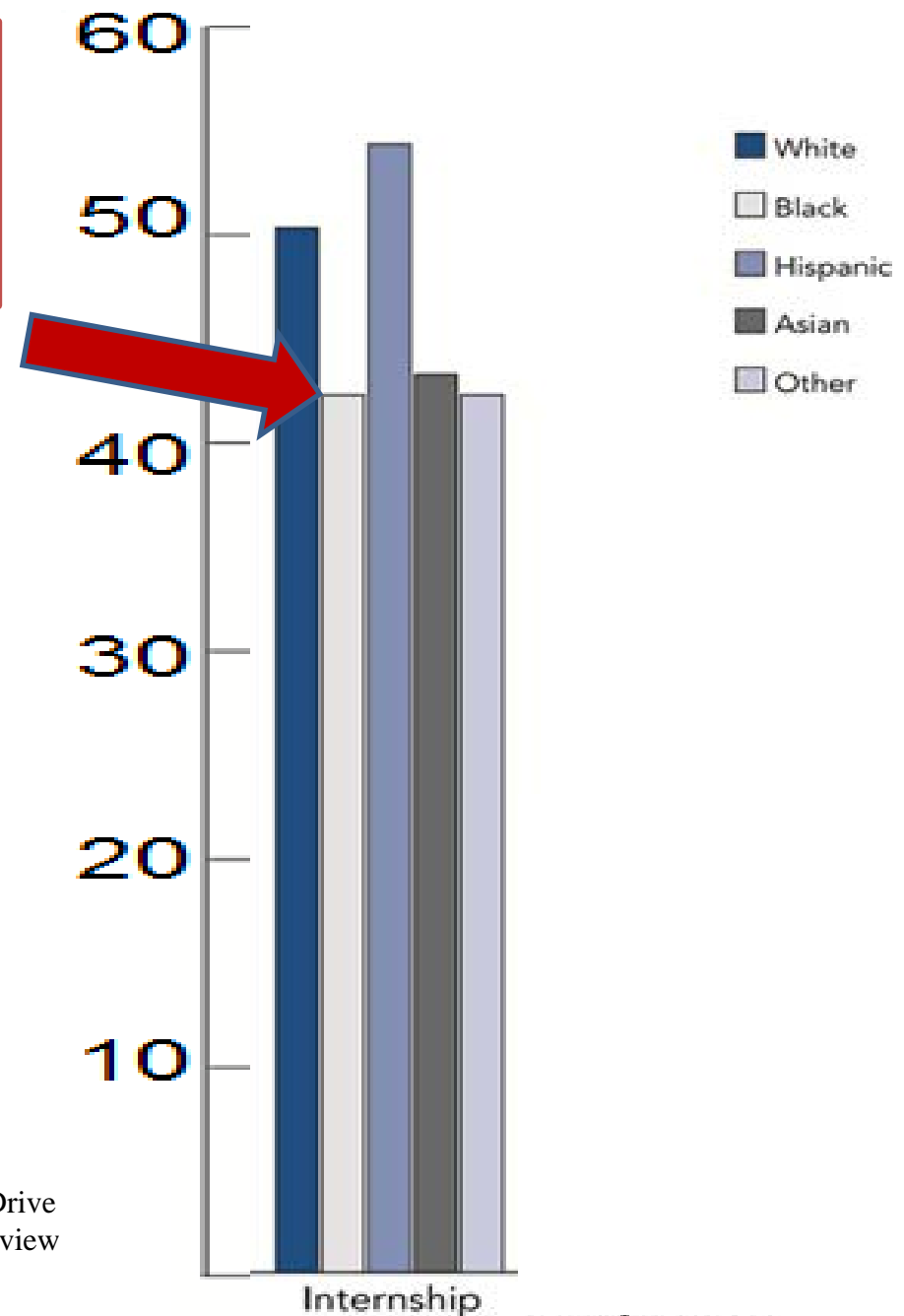
Across all institutions...

- **52% Internships**
- **47% Capstones**
- **25% Learning Communities**



HIPs: Differences by Race-Ethnicity

- **52% Internships overall**
- **Yet only 42% of African American students did an Internship**



Source: "Assessment of High-Impact Practices: Using Findings to Drive Change in the Compass Project," by A.Finley, Spring 2011, Peer Review

NSSE 2017 High-Impact Practices U.S. Summary Percentages by Student Characteristics

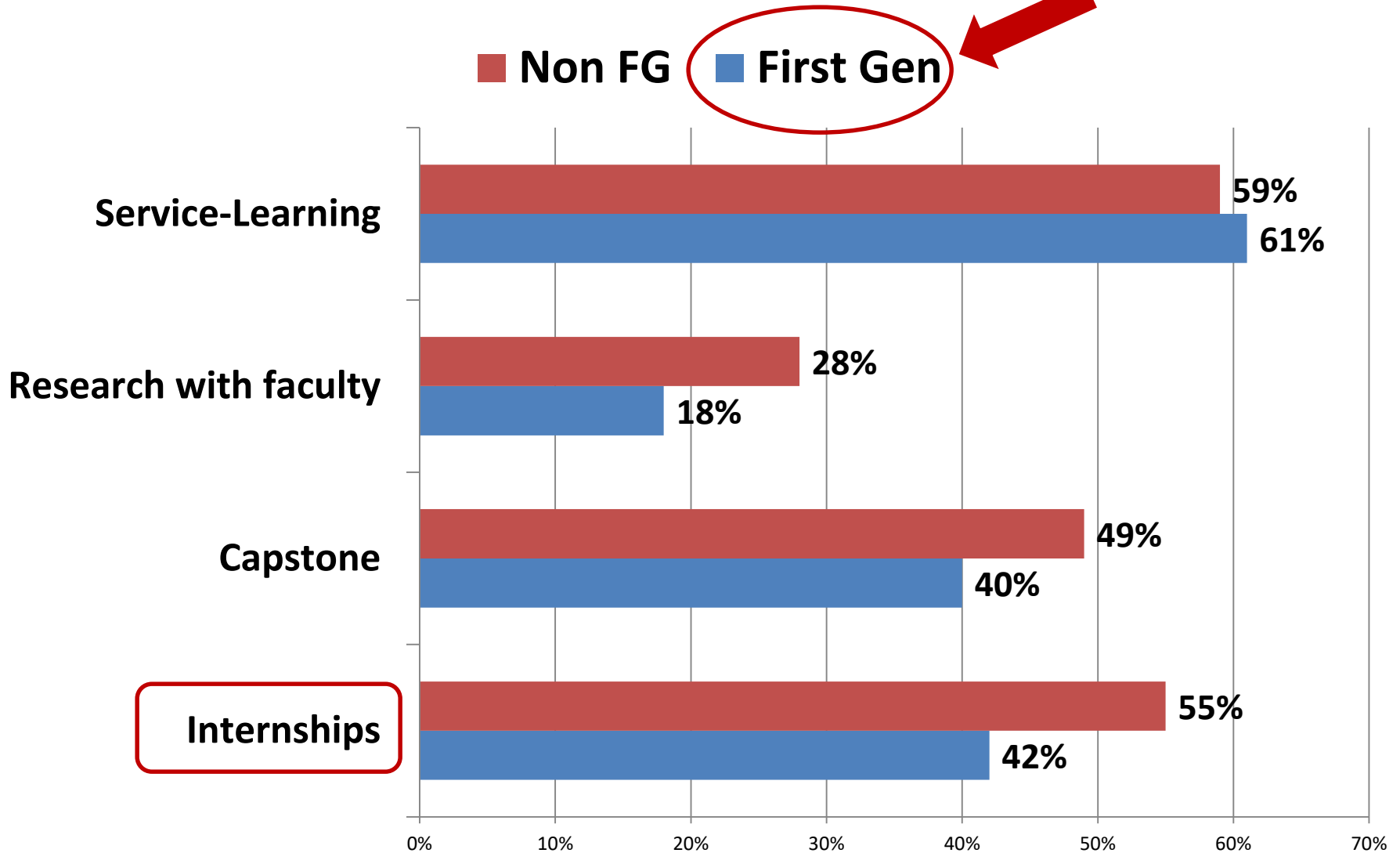
Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of all U.S. students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within the student population.

	<i>First-Year Students (%)</i>			<i>Seniors (%)</i>					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex									
Female	14	52	4	25	64	22	50	15	44
Male	12	52	5	20	55	23	45	11	44
Race/ethnicity or international									
American Indian or Alaska Native	9	61	4	22	63	17	37	9	39
Asian	13	54	5	24	64	23	45	12	39
Black or African American	15	56	5	25	65	18	41	7	39
Hispanic or Latino	12	56	4	21	63	19	42	10	38
Native Hawaiian/Other Pac. Islander	12	57	4	25	66	18	42	6	34
White	13	49	4	23	59	25	53	15	47
Other	8	56	5	27	69	16	58	4	46
Foreign or nonresident alien	10	67	6	23	74	24	36	21	40
Two or more races/ethnicities	14	51	4	22	58	25	48	15	45
Age									
Traditional (FY < 21, Seniors < 25):	14	53	4	28	63	29	58	19	52
Nontraditional (FY 21+, Seniors 25+)	7	42	4	15	55	13	31	4	33
First-generation^a									
Not first-generation	14	50	5	25	59	28	55	18	49
First-generation	12	54	4	20	61	18	42	8	40



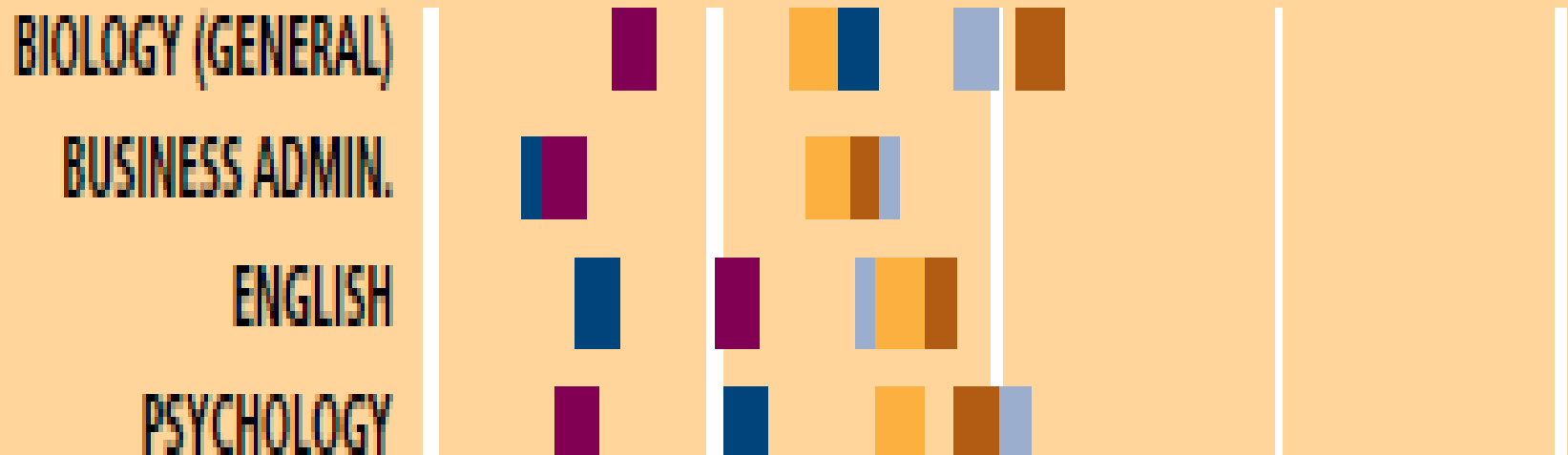
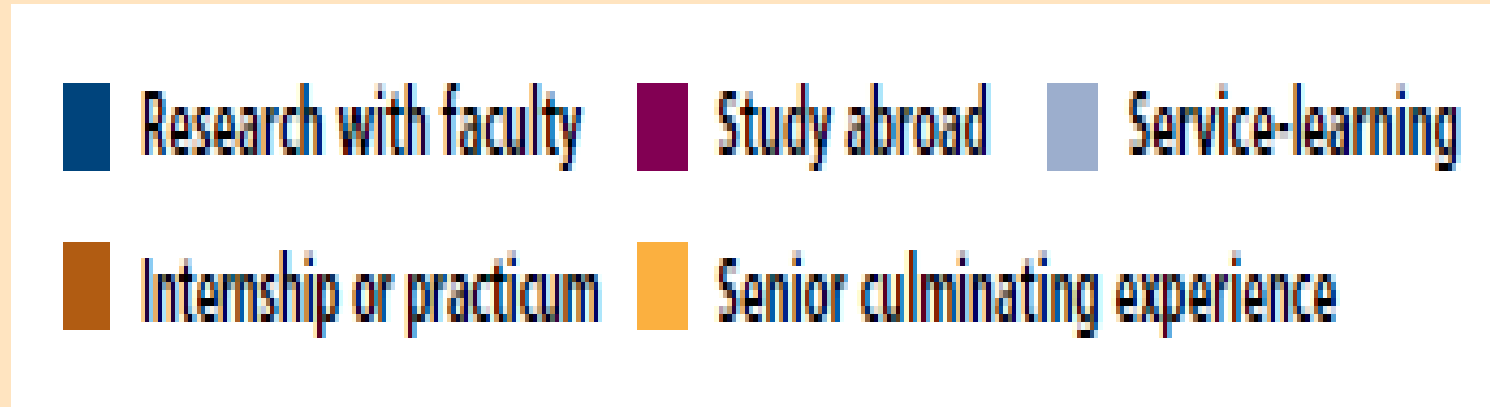
More Difference... H1Ps & First Generation Status



Data source: NSSE 2017

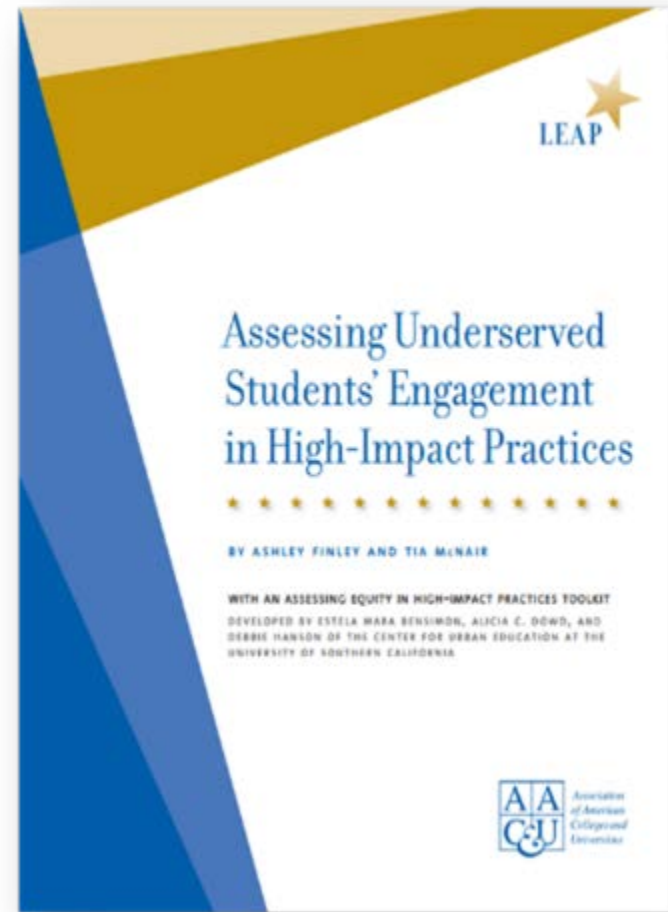
HIPs Vary by Major

Differences in 4 largest-enrollment majors: English, biology, business administration, & psychology.



Critical Equity Questions for HIPs

- Is access to & participation in HIPs equitable across underrepresented student groups, particularly racial-ethnic groups?
- In what ways are HIPs responsive to the cultures and experiences of students from underrepresented groups?
- Do you continuously monitor equity in high-impact practices, and in what ways?

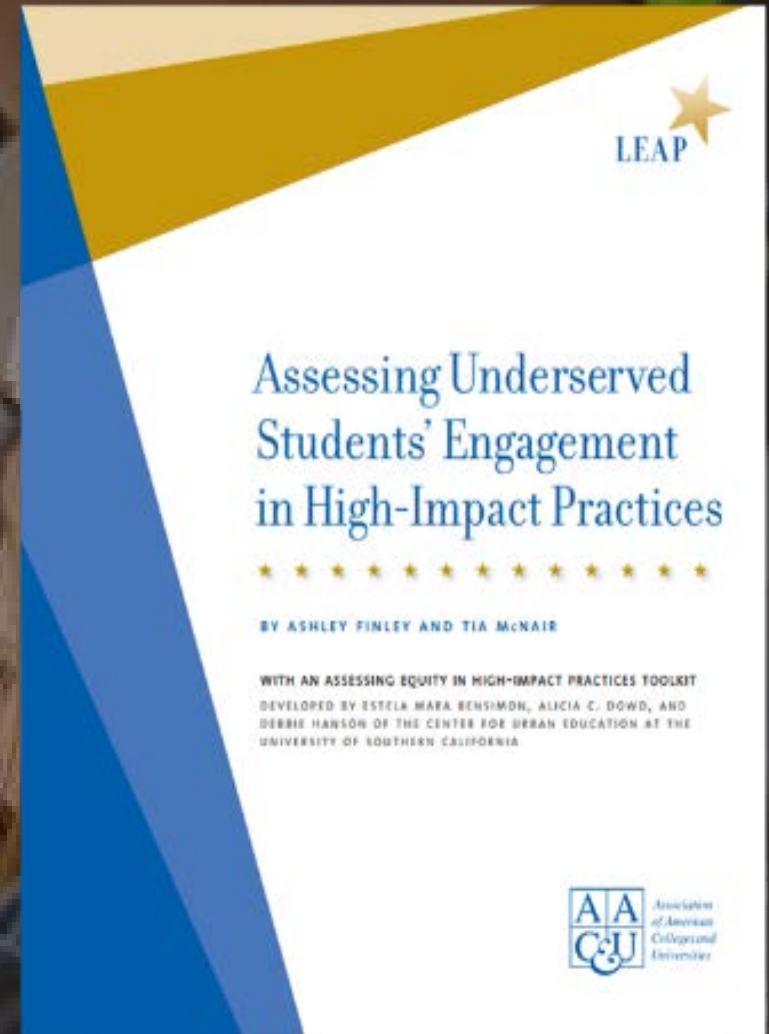




What barriers do you see for underserved students participation and success in HIPs?

Concerns about HIPs and Students of Color

- Deficit-minded campus practices are barriers to increasing underserved student participation



Barriers for Underserved Students

- **Competing priorities (e.g., family, work, earning money to pay for school)**
- **Students lack information about HIPs and where to find them**
- **Underserved students are keenly aware of contexts where they could be marginalized**
- **Lack of direct guidance from advisors and faculty**

Finley & McNair, Assessing Underserved Students' Engagement in High-Impact Practices. Washington, D.C.: Association of American Colleges and Universities. <http://www.aacu.org/assessinghips>

A group of diverse students, including men and women of various ethnicities, are shown from the chest up. They are wearing winter clothing such as hats, scarves, and jackets in shades of orange, blue, and grey. They are all smiling and looking towards the camera. In the foreground, a white banner is partially visible with a crown logo and the text "OLD DOWNS".

What Influences Participation in HIPs... particularly underserved students?

- Institutionalization
 - Transparency
 - Guidance
- Cultural Responsivity

Cal State Fullerton: “ensure that 75% students participate in at least two HIPs by graduation”

CALIFORNIA STATE UNIVERSITY, FULLERTON



A-Z INDEX

Search

Division of Student Affairs

SITE CSUF

Center for Internships & Community Engagement

FOR STUDENTS FOR COMMUNITY PARTNERS

- service learning, community-based learning, internships
- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing-intensive courses
- collaborative assignments and projects
- “science as science is done”; undergraduate research
- diversity/global learning
- capstone courses and projects

Service-Learning How-To

CICE Faculty Interface Tool

Faculty Reflections

High Impact Practices:

The HIP 6

Resources and References

Faculty Mini-Grants

Risk Management

The Prac



regardless

The Libera

Colleges and Universities (AAC&U), proposes that every student participate in at least one high quality, high impact experience in the first year and another linked to the major.



Making HIPs Possible

- Faculty guide students to HIPs

- **Emphasize short service-learning abroad**
 - Help families think through if student is a caregiver, and parents reluctant to send student abroad
 - GoFundMe accounts
- **Brought features of HIPs into large intro courses, and track students doing each**

“we put HIPs in students path”

HIPs at U Houston Downtown

- Created hub Center for Public Service
- Integrate service-learning in teaching and research that can be recognized and rewarded
- Building into First Year seminar, orientation, student government leadership
- Natural sciences a leader in service-learning



RISE to the IUPUI Challenge

- Research
- International Study Abroad
- Service Learning
- Experiential Learning



The challenge: Every student earning a bachelor's degree will complete at least 2 of the 4 types of educational experiences which qualify for appearing on the student's transcript.

Monitor HIP participation

AAA Main

Tableau Index

Analysis - FSSE NSSE Comparison

Divergent Stacked Bars

FSSE - Selected Questions

NSSE - Selected Questions

FSSE Survey Full Responses

NSSE Survey Full Responses

Highlights

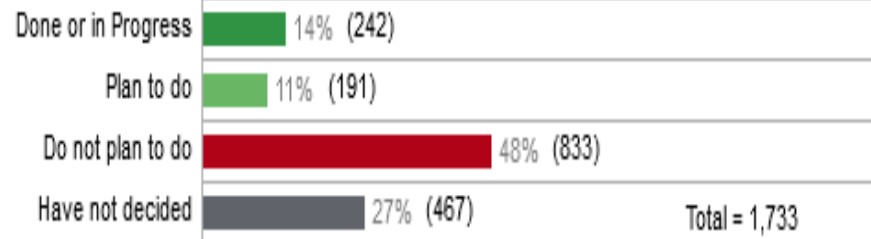
Respondent Characteristics

Engagement Items

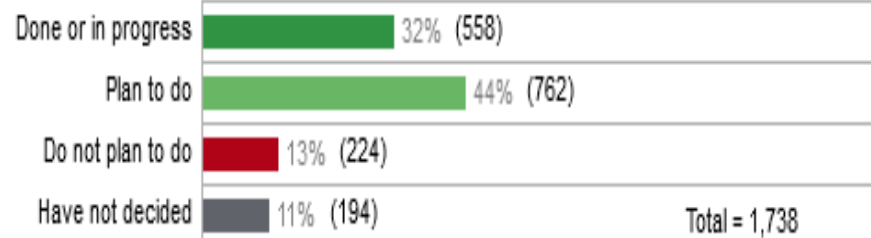
National Survey of Student Engagement

Question 11. Which of the following have you done or do you plan to do before you graduate from your institution?

11a. Participate in a formal program where groups of students take two or more classes together (sometimes called a learning community)



11b. Participate in an internship, co-op, field experience, student teaching, or clinical assignment



View selected:

Department: All

Class level: Both

Gender: Both

Race or ethnicity: All

Enrollment Status: All

Department

All

Class Level

First - Year Students

Seniors

HIPs & Underserved Students “I, Too, Am Study Abroad”



To Address HIP Access, Quality & Equity

- *Be intentional about structuring HIPs & assess outcomes*
- *Introduce HIPs early and often -- get experience on students radar and debunk myths*
- *Embed HIPs into Curriculum, Requirements, Advising,*
- *Expose students to “mini-HIPs” (short term study abroad, research in a course)*
- *Encourage robust partnership between academic & student affairs to implement HIPs*
- *Examine HIPs by student characteristics*
- *Focus attention on HIP equity*
- *Ensure educators embody equity-mindedness*





Thank You

*Be a HIPster. Design Engaging,
High-Quality, Equitable HIPs!*

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Center for Postsecondary Research, jikinzie@indiana.edu

