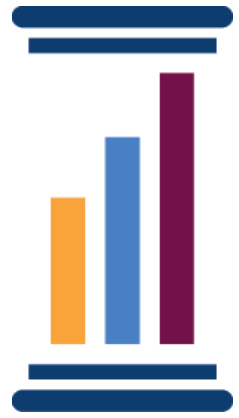


Getting Beyond the High-Impact Practice (HIPs) Checklist: Assessing and Designing for Quality and Equity



WASC | Senior College and
University Commission

ARC 2022

April 20, 2022

Jillian Kinzie, Indiana University Center for Postsecondary Research, NSSE

Beth Manke, California State University Long Beach

Why High-Impact Practices (HIPs)?

To improve college outcomes, more students must have high quality, experiential educational opportunities



*Students get more deeply engaged with what they are learning when they have **hands-on, opportunities to practice.***

High-Impact Practices



- « First-Year Seminars and Experiences
- « Common Intellectual Experiences
- « Learning Communities
- « Writing-Intensive Courses
- « Collaborative Assignments & Projects
- « Undergraduate Research (PBL, IBL)
- « Diversity/Global Learning
- « Service Learning, Community-Based Learning
- « Internships
- « Capstone Courses/Projects
- « *E-portfolios (new in 2016)*



Association
of American
Colleges and
Universities

College Learning for a New Global Century (2007)

What HIP are you representing?





Explosion of Enthusiasm for HIPS



- Recommendation that all students have at least 2 HIP experiences (in the first year and the major)
- Salutary benefits for underrepresented students
- Widespread emphasis on expanding HIP opportunities
- Employers endorse HIPs
- Faculty enjoy teaching HIPs
- Many institutions claiming importance of HIPs
- More critics, more scrutiny too...

Relationship of High-Impact Practices^a with Engagement and Students' Assessment of Their Experiences



High-Impact Practices

First-Year

Learning Community

Service-Learning

Research with Faculty

Senior

Learning Community

Service-Learning

Research with Faculty

Study Abroad

Internship or Field Experience

Culminating Senior Experience

Engagement Indicators

| | | | | | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|-----|----|-----|-----|
| Higher-Order Learning | ++ | ++ | +++ | ++ | ++ | ++ | + | ++ | ++ |
| Reflective & Integrative Learning | +++ | ++ | +++ | +++ | +++ | ++ | ++ | ++ | ++ |
| Quantitative Reasoning | ++ | ++ | +++ | +++ | ++ | +++ | + | ++ | ++ |
| Learning Strategies | ++ | ++ | +++ | ++ | ++ | ++ | ns | + | + |
| Collaborative Learning | +++ | ++ | +++ | +++ | +++ | ++ | ++ | +++ | ++ |
| Discussions with Diverse Others | ++ | ++ | ++ | ++ | ++ | ++ | + | ++ | ++ |
| Student-Faculty Interaction | +++ | +++ | +++ | +++ | +++ | +++ | ++ | +++ | +++ |
| Effective Teaching Practices | ++ | ++ | ++ | ++ | ++ | ++ | + | + | ++ |
| Quality of Interactions | ++ | ++ | ++ | ++ | ++ | ++ | + | + | + |
| Supportive Environment | ++ | ++ | ++ | ++ | +++ | ++ | ++ | ++ | ++ |

How Students Assess Their Experiences

| | | | | | | | | | |
|---|----|-----|-----|-----|-----|----|----|----|----|
| Perceived Gains ^b | ++ | +++ | +++ | +++ | +++ | ++ | ++ | ++ | ++ |
| Satisfaction with Entire Educational Experience | ++ | ++ | ++ | ++ | ++ | ++ | + | + | + |

HIP participation positively related to:

- Engagement Indicators
- Perceived gains in learning and development
- Satisfaction

Evidence of HIP Outcomes: Retention, Graduation

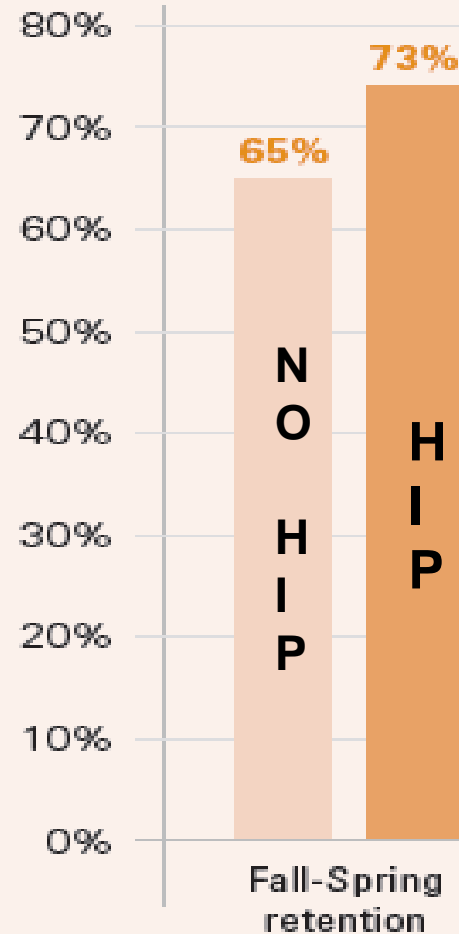


LUMINA ISSUE PAPER

SCALING HIGH-IMPACT PRACTICES TO IMPROVE COMMUNITY COLLEGE STUDENT OUTCOMES: Evidence from the Tennessee Board of Regents

By Jessa Valentine, Ph.D., and Derek Price, Ph.D., DVP-PRAXIS LTD

February 2021



Demonstrates influence of HIP participation—based on TN statewide taxonomies used by faculty to establish a minimum quality threshold for categorizing different courses and experiences as HIPs—on key student success outcomes such as retention and graduation

Impact of HIPs Greatest for Historically Underserved Students

HIPs can be drivers of equity as they are especially powerful for students who are historically underserved in postsecondary education (i.e. students of color, first generation students, students from low-income backgrounds).



HIPs Make a Difference for Black African American & Hispanic Latino/a Students in Community College

Gains in retention, credit hours earned, course completion, with a difference between NO HIP vs. HIP as great as 13%...

Table 2: Academic Outcomes for HIP Participants and Non-Participants, for Black and Hispanic Students

| | Black students (n=5,718) | | Hispanic students (n=1,616) | | All students (n=18,850) | | | | |
|---------------------------------|--------------------------|-----|-----------------------------|------|-------------------------|-----|------|-----|-----|
| | No HIP | HIP | No HIP | HIP | No HIP | HIP | | | |
| Fall-Spring retention | +8% | 59% | 67% | +6% | 73% | 79% | +7% | 66% | 73% |
| Fall-Fall retention* | +8% | 35% | 43% | +4% | 50% | 54% | +7% | 42% | 49% |
| Earned 12 credits in first term | +10% | 25% | 35% | +8% | 46% | 54% | +7% | 40% | 47% |
| Earned 24 credits in first year | +5% | 12% | 17% | +4% | 31% | 35% | +6% | 25% | 31% |
| Complete GK math in first year | +7% | 22% | 29% | +6% | 39% | 45% | +7% | 32% | 39% |
| Complete GK Eng. in first year | +11% | 40% | 51% | +13% | 51% | 64% | +10% | 43% | 53% |
| Complete Both GK Eng. & Math | +5% | 18% | 23% | +7% | 30% | 37% | +6% | 23% | 29% |

Source: TBR data

With the exception of coefficients in italics among Hispanic students, all differences between HIP participants and non-participants are significant at $p < .05$.

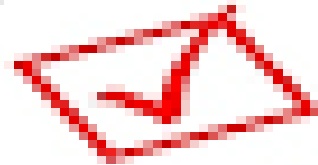
*Fall-Fall retention data is only available for Fall 2018 students and is restricted to this cohort.

Percentages represent average marginal effects from regressions that control for gender, age, race/ethnicity, Pell receipt, English and math gatekeeper ty, prior credits earned, institution, and start term.

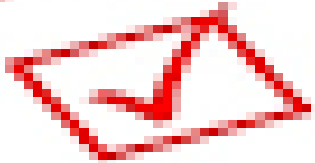


CHECKLIST

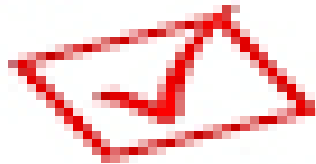
First-year seminar



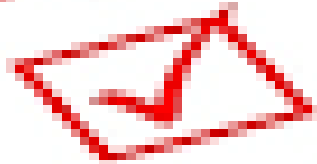
Service-learning



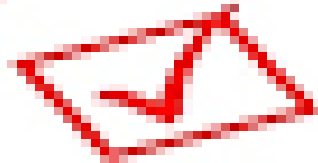
Undergraduate research



Internship

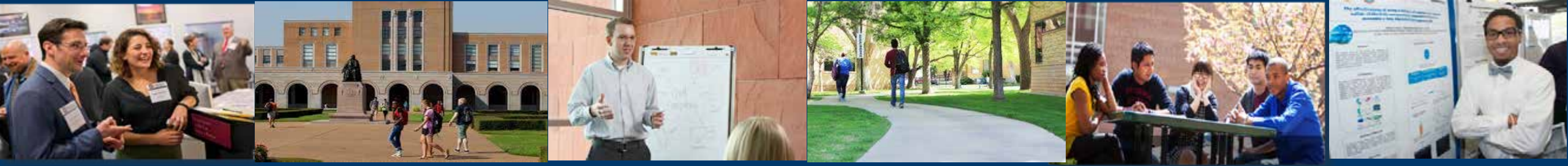


Capstone



Getting
Beyond the
HIP
Checklist





Pursuing HIP Quality and Equity: Twin Perspectives to Ensure Many More Students Gain the Experiential, Applied Learning Needed for Success



HIP Quality

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



Is a HIP Always a HIP?

What Makes HIPS Effective:

*The name alone
does not make it 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, O'Donnell, & Reed (2013). *Ensuring quality and taking high-impact practices to scale*, Washington, DC: AAC&U.

<https://nsse.indiana.edu/research/special-projects/hip-quality/index.html#eightkey>

What do we know about these 8 elements in HIPs?

1. High expectations for performance
2. Demand time & effort
3. Substantive interactions w/faculty & peers
4. Students engage with differences
5. Students get rich feedback
6. Structured opportunities to reflect & integrate
7. Opportunities to test & apply in new situations
8. Public demonstrations of competence

How can elements be assessed?

- Designed into & visible in syllabi, assignments
- Observed
- Reported by students, including level of quality
- Artifacts
- Documented by faculty

Ask Students in HIPs About Exposure to 8 Elements and How Well its Done

NSSE
HIP
Quality

Survey questions to explore HIP quality

(appended to NSSE 2019, and administered in standalone module in 2020; an optional module in 2022)

View HIP Quality
Topical Module:

<https://go.iu.edu/4p9d>



4. To what extent did [does] this experience challenge you to do your best work? (7=Very much, 6, 5, 4, 3, 2, 1=Not at all)
5. About how many hours did [do] you spend in a typical 7-day week on this experience? (0=0, 1=1-5, 2=6-10, 3=11-15, 4=16-20, 5=21-25, 6=26-30, 7=More than 30 hours)
6. Compared to your typical learning experiences at this institution, about how much effort did [does] this experience require? (5=Much more effort, 4=More effort, 3=About as much effort, 2=Less effort, 1=Much less effort)
7. During this experience, about how often did [do] you receive helpful feedback from the following individuals? (4=Very often, 3=Often, 2=Sometimes, 1=Never, 9=Not applicable)
 - a. Faculty or staff member from this institution
 - b. Supervisor on site
 - c. Co-worker
 - d. Other student(s)
8. As part of this experience, about how often did [do] you find yourself in settings or circumstances that were [are] new or unfamiliar to you? (4=Very often, 3=Often, 2=Sometimes, 1=Never)
9. As part of this experience, about how often did [do] you interact with people from a different background or identity (racial/ethnic, economic, political, religious, etc.)? (4=Very often, 3=Often, 2=Sometimes, 1=Never)
10. To what extent do you agree or disagree with the following statements about your experience? (4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree)
 - a. I feel [felt] comfortable being myself while participating in this experience.
 - b. I feel [felt] valued while participating in this experience.
 - c. I feel [felt] like part of a community while participating in this experience.
11. How much does [did] this experience emphasize the following? (4=Very much, 3=Quite a bit, 2=Some, 1=Very little, 0=Not at all)

Assessing Quality & Equity in HIPs (NSSE with support from Lumina)



- Findings from a *special NSSE research project Assessing Quality and Equity in High-Impact Practices (HIPs)*, examined quality and equity in HIPs for over 20,000 students at 57 colleges and universities in 2019-2020
- Explored the extent to which HIP experiences incorporate 8 elements theorized to account for their educational benefits and who has access to “high-quality” HIPs



Comprehensive Report

A summary of initial project findings: *Assessing Quality and Equity in High-Impact Practices*.

[Read the report](#)

<https://go.iu.edu/4pa4>

Reflection on Quality Within HIPs

- HIPs have unique histories, origins, purposes, audiences, & prophets
- The field has aggregated boutique experiences into a collection
- There is little to no uniformity for HIP implementation



So, you likely have a favorite HIP, and probably think some qualities or attributes are more important than others. How do you know this feature is done well and that the HIP is delivering on the promise?


HIPs and the 8 Elements

| High-Impact Practice Qualities | | | | | | | | |
|--|--|----------------------|---|--|--|---|--|------------------------------------|
| 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 opps. to reflect & integrate (who students are becoming) | Opportunity to apply & test learning in new situations | Public demonstration of competence |
| First-Year Seminars & Experiences | <p><i>What does HIP literature and research suggest regarding the emphasis on these 8 elements? Are all elements strongly emphasized in every HIP?</i></p> | | | | | | | |
| Learning Communities | | | | | | | | |
| Undergraduate Research | | | | | | | | |
| Study Abroad | | | | | | | | |
| Service Learning, Community Based Learning | | | | | | | | |
| Internships | | | | | | | | |
| Senior Culminating Capstone courses & Projects | | | | | | | | |

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 | ++ | ++ | ++ | | ++ | ++ | ++ | ++ |

What Have We Learned about Students Exposure to HIP Elements? HIP Quality Findings



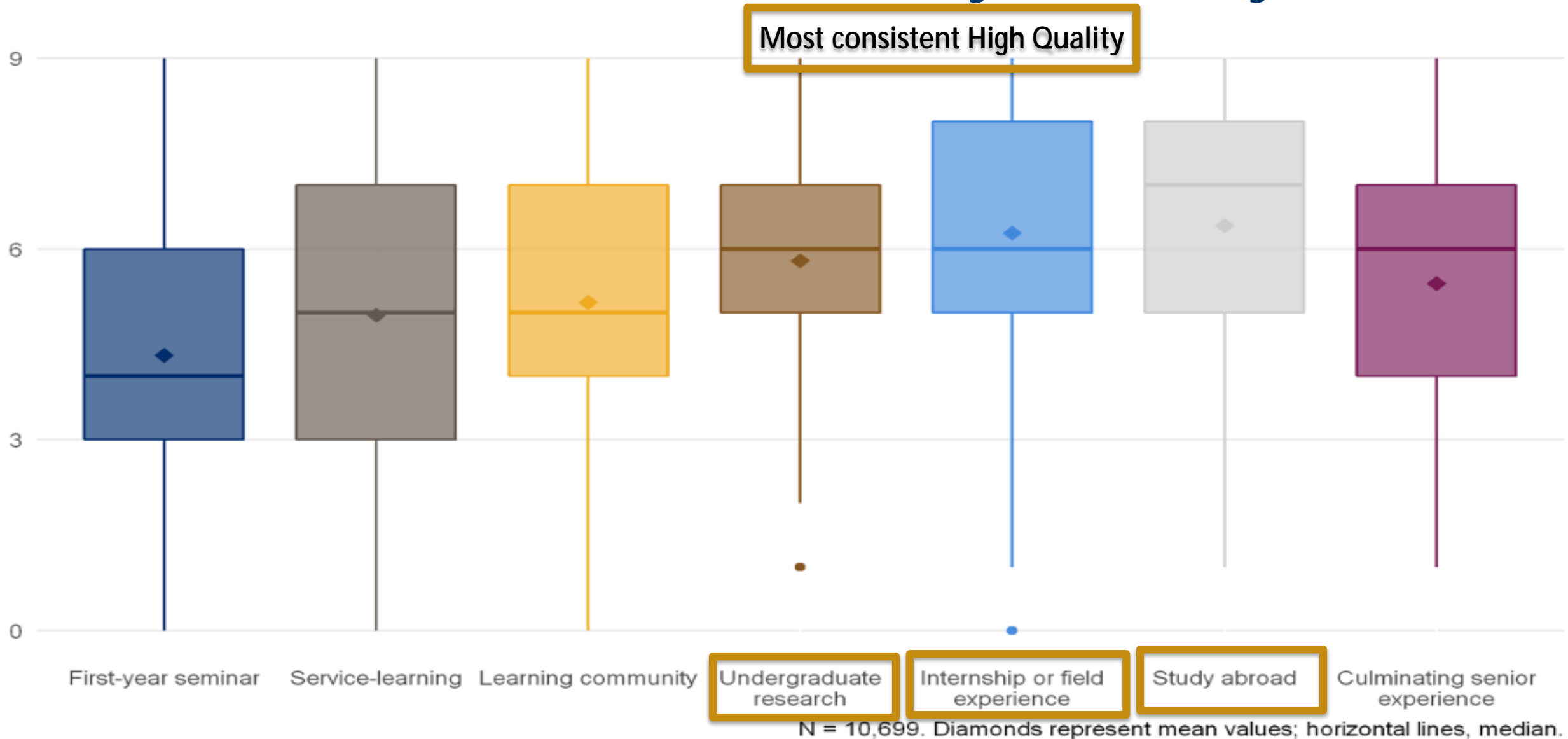
- Are students experiencing HIP qualities in patterns consistent with what the HIP literature emphasizes?

In general, yes

- Is there variability in the proportion of students who experience “high quality” on the key elements where they are emphasized in the literature?

Considerable variability in some qualities

Distribution of Overall Quality Scores by HIP



HIP Quality Findings



- 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%)

What do these results suggest for designing high quality HIPs?

Focus on HIP Quality Elements

What can you do in your HIP to:

- 1. Set and sustain high-expectations for student performance?*
- 2. Enhance time on purposeful tasks?*
- 3. Add meaningful interaction between faculty, students & among students?*
- 4. Increase interaction with diverse individuals & approaches (challenge students ways of thinking)?*
- 5. Increase frequency of feedback?*
- 6. Enhance opportunities for reflection & integration?*
- 7. Add a real world, application experience?*
- 8. Increase public demonstration of competence & reflections on who students are becoming?*



HIP Equity Gaps



Inequities in HIPs: Access and Participation

- % students who achieve prescription for at least 2 HIPs
- % participation by student populations

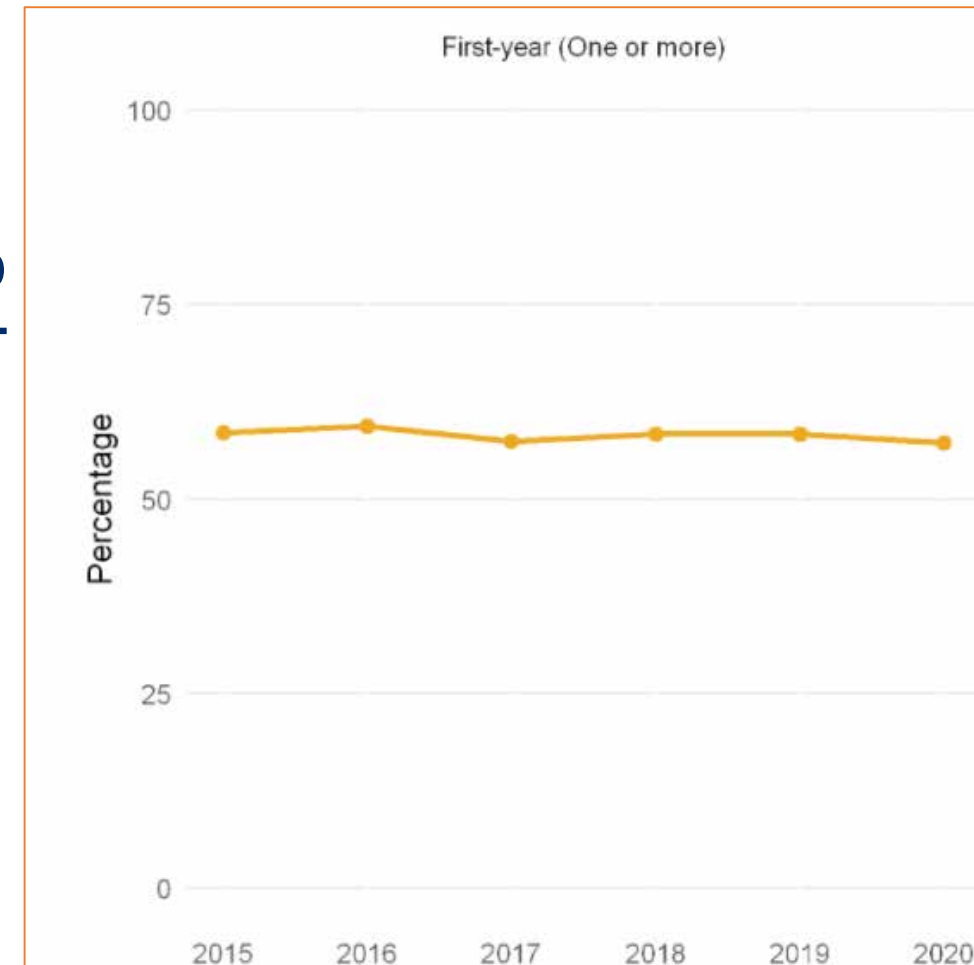
HIP Participation Prescription “Do At least 2 HIPs...one early, one later in the major”

HIP prescription to do 1 in the First Year, one later in the Major

- 58% FY students did at least 1 HIP
- 60% Seniors completed at least 2

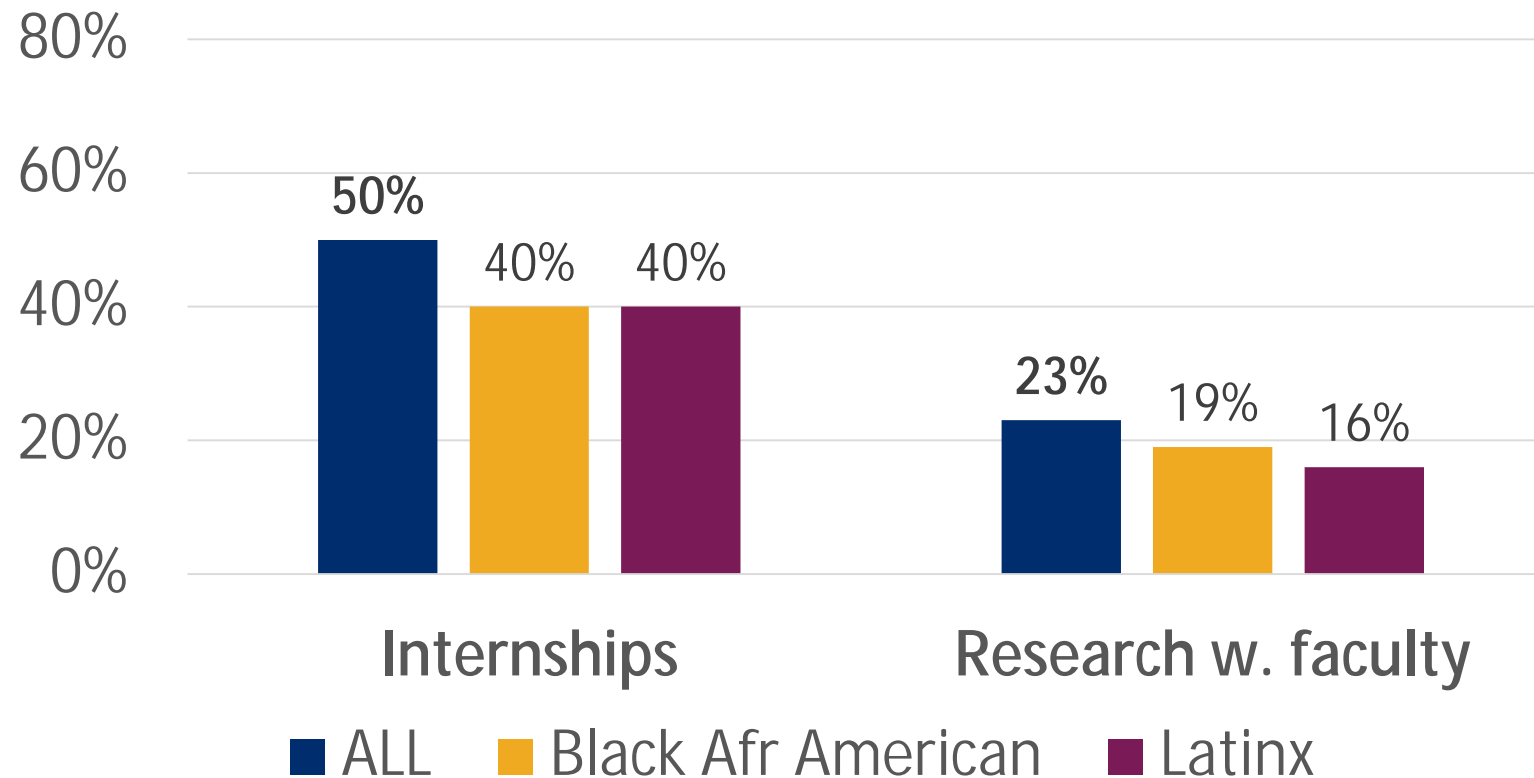


15%
of seniors did not
participate in any HIPs on
NSSE



In Some HIPs, Participation Varies by Racial Identity

Percentage Seniors in HIPs



High Quality HIPs & Satisfaction: Racially Minoritized Students

By and large, our measures of exposure to elements of quality and student satisfaction offer some confidence that:

§ racially minoritized students
are exposed to practices that
define high-quality HIPs

§ largely satisfied
with their experiences



Centering Racially Minoritized Student Voices

§ Yet, what we know about quality is White-centered, and PWI-oriented, so we need to examine more deeply

§ HIPs developed at a time when white, middle-class, traditionally aged, cis-gender, men and women, were the majority

So, what can we learn from racially minoritized students' comments about their HIP experiences?

Centering Racially Minoritized Student Voices

Questions:

§ What has been **most satisfying** about this experience?

§ What has been **least satisfying** about this experience?

Total Comments: 6,364

- **Students of Color: 2,163**

- § American Indian or Alaska Native: 15

- § Asian: 355

- § Black or African American: 345

- § Hispanic or Latino: 978

- § Middle Eastern or North African: 24

- § Multiracial: 431

- § Native Hawaiian/Other Pacific Islander: 15

Today's Focus: Racially Minoritized Student Comments about 2 HIPs

Service-
Learning

Internships
and Field
Experiences

What has been **most satisfying** about this experience?

Service-Learning

What has been **most satisfying** about this experience?

§ *“Being put outside of my comfort zone and being able to help people in my community.”* Latinx Man; Senior Business Major

§ *“I continue to volunteer with the organization that I worked with in my service learning class and it has been extremely rewarding in terms of my future goals.”* First-generation Middle Eastern/North African Woman; Senior Biological Sciences Major

Internship & Field Experiences

What has been **most satisfying** about this experience?

§ *“Getting real world hands on experience in my chosen field has been invaluable. It also confirmed my career choice. In addition I'm able to actively connect lecture content with my internship turned job and this helps me apply theoretical concepts to real life better.”*

First-Generation, Native Hawaiian/Pacific Islander Woman; Sophomore Social Services Major

§ *“Having an opportunity to work with other students towards a real-world project that required the use of technical training and problem solving. Having an adviser close by to help guide the project forward helped gave us a safety blanket if we needed a push forward.”* Multiracial Man; Senior Engineering Major

New Dimensions of HIP Quality

Centered in Racially Minoritized Experiential Knowledge

wTwo emergent dimensions of quality:

wmaking a difference for others

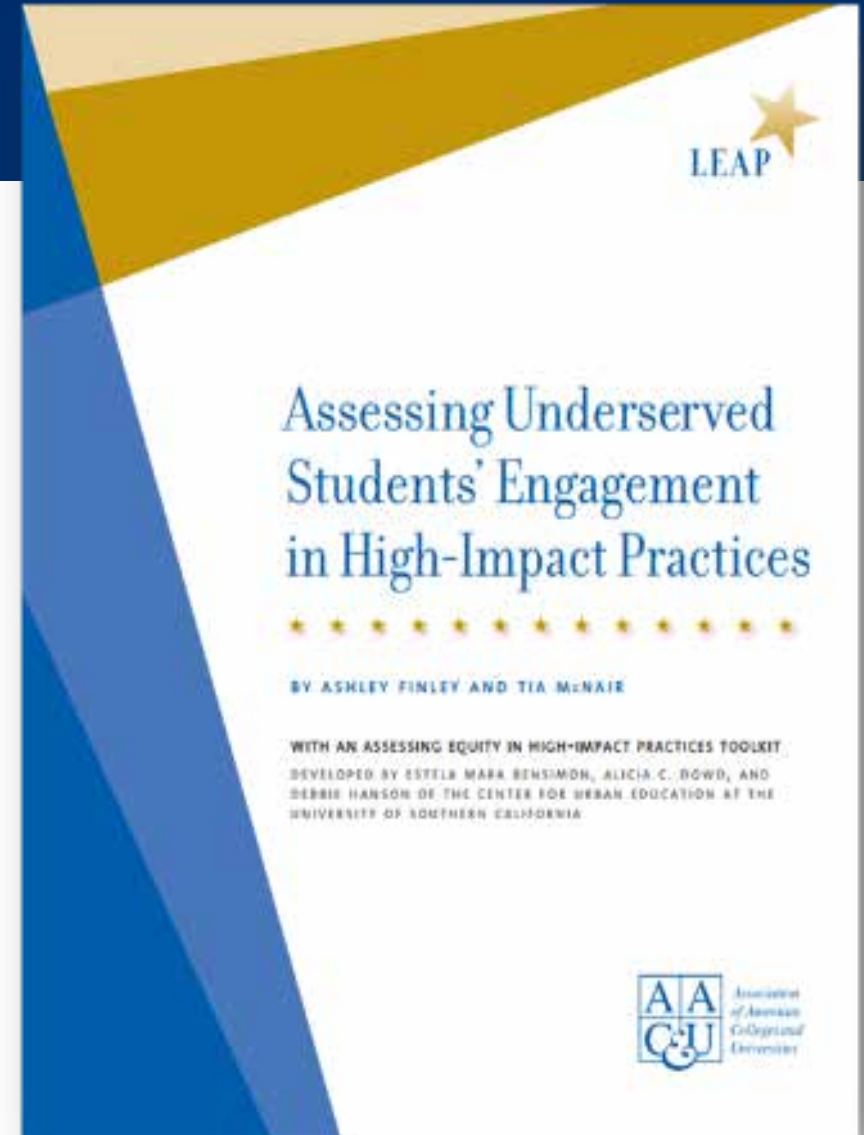
wagency and accomplishment



Challenges to Equity in HIPs

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

- 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



Studying Equity in HIPs

- Study access and participation
 - What assumptions, biases, inequitable policies and practices are harming marginalized students participation?
 - Use an asset-based approach – focus on *what facilitates marginalized students' success, who and what was most supportive*
- Study your underrepresented students' HIP experiences – *what's most/least satisfying?*
- Ask, What do racially-minoritized students name as transformative, positive, life-changing in their undergraduate experience?





Getting Beyond the High-Impact Practice (HIPs) Checklist: Assessing and Designing for Quality and Equity

MODEL CASE STUDY:

California State University, Long Beach

HIPs @the Beach



Interdisciplinary faculty team funded by the Provost's Timely Graduation Initiative to examine the role that academic internships, mentored undergraduate research, and service learning play in CSULB student success.



Beth Manke, Ph.D.
Professor, Human
Development



Kelly Young, Ph.D.
Professor, Biological
Sciences



Kimberly Kelly, Ph.D.
Associate Professor,
Human Development



Claudia Lopez, Ph.D.
Assistant Professor,
Sociology



Brian Trimble, Ed.D.
Assistant Professor, Art
Education

FOCUS



- q Use of a multi-method approach that give voices to students and faculty about their experiences—*Data about students is not the same as data from students*
- q Intentional inclusion of students at all levels as active researchers collecting qualitative and quantitative data— *Doing HIPs to study HIPs*
 - q Broaden the definition of student success beyond persistence and graduation rates to include cognitive and psychosocial benefits.
 - q Explicit examination of issues of equity and inclusion
 - q Examination of the eight key element of HIPs: significant investment of time and effort, frequent constructive feedback, real-world applications, etc. (Kuh & O'Donnell, 2013).

CSULB

q Hispanic Serving Institution (HSI) & Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI).



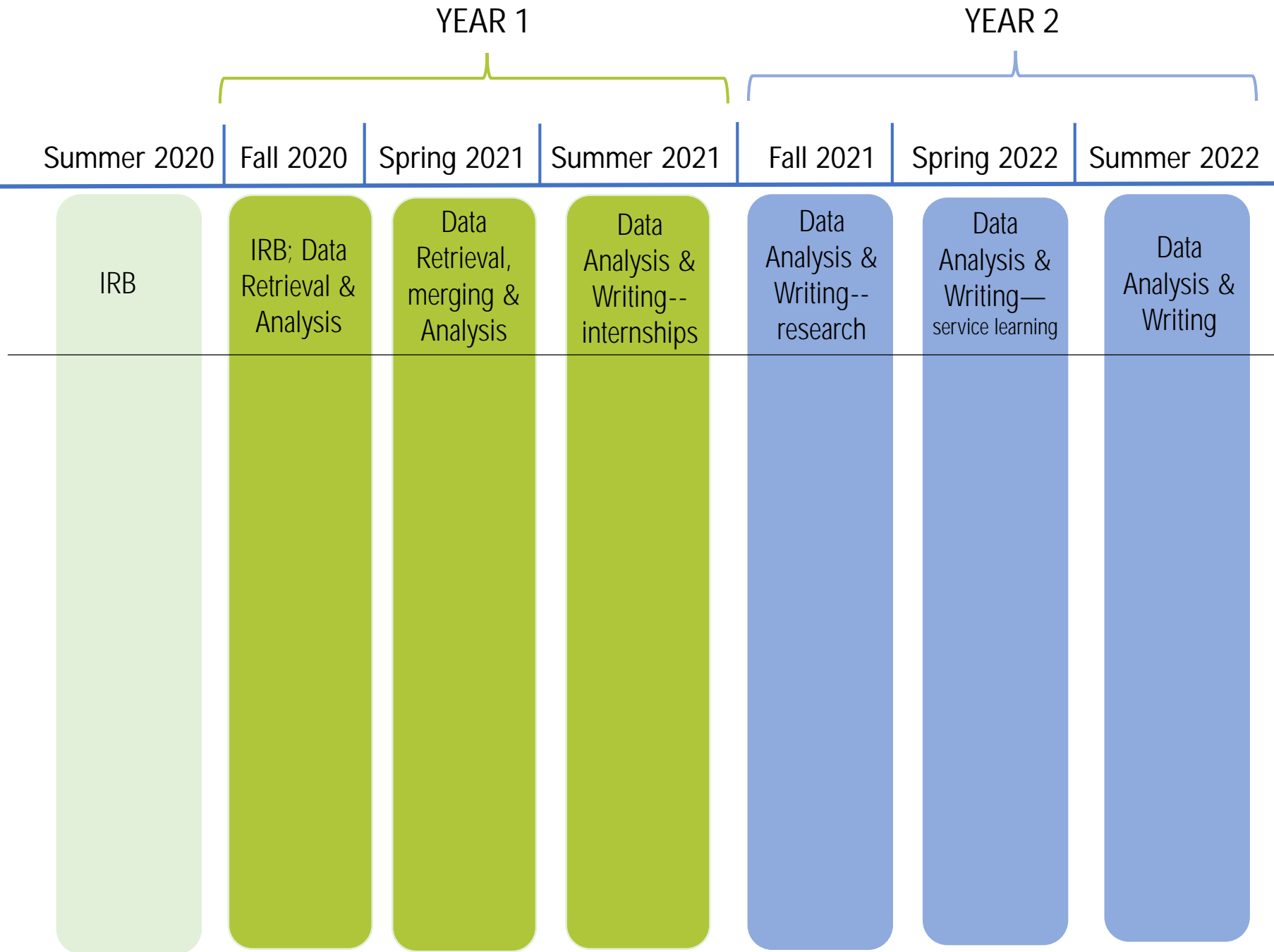
| Race/Ethnicity | Percent of students |
|------------------|---------------------|
| Hispanic/Latino | 44% |
| Asian American | 21% |
| African American | 5% |

q 58% women, 67% Pell grant eligible, and 55% first in their families to receive university degrees



Four Project Arms and (Leads)

1 Historical Analysis of HIPs (Young)



HISTORICAL ANALYSIS

Pairing institutional and enrollment services data to examine WHO participated in mentored research, academic internships, and service learning

q Undergraduates who matriculate at CSULB from 2013- 2020: **78,820 students**

q 33.5% were HIPs participants

ü **13.8%** participated in an academic internship

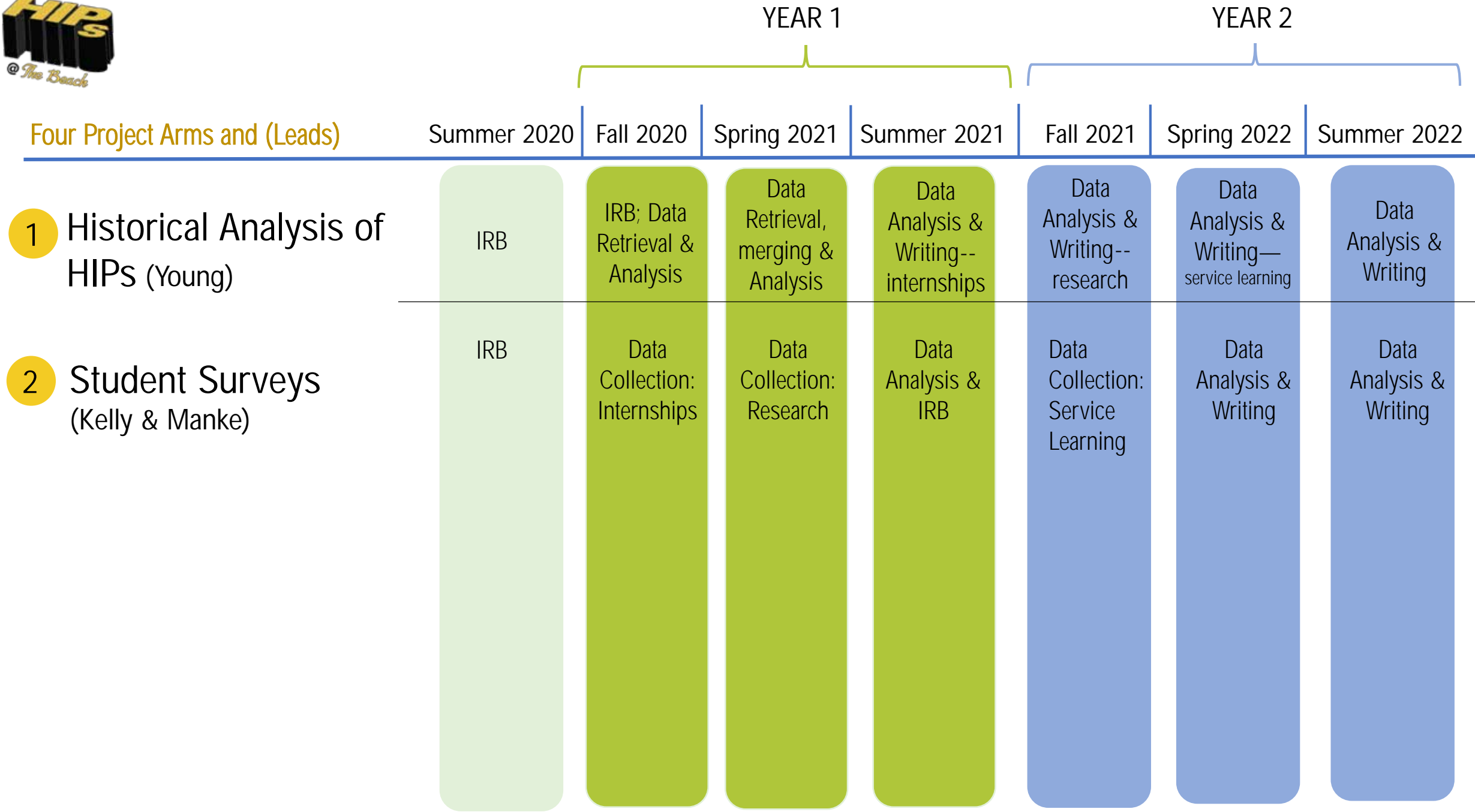
ü **5.6%** in mentored research

ü **16.0%** in a service learning course

CSULB students who participate in HIPs are 3.8 times as likely to be still enrolled/graduated at 5 years as compared to students who did not participate in HIPs.



Four Project Arms and (Leads)



SURVEYS

40-item survey adapted from HIPs subset of National Survey of Student Experiences (Kinzie et al., 2020).

- q Open-ended and close-ended questions measuring students' experiences, HIPS participation and quality, and reported outcomes.
 - ü 195 completed surveys from students who completed academic internships
 - ü 176 completed surveys from students who engaged in mentored research
 - ü 169 completed surveys from students who completed a service-learning course

SURVEYS

INTERNSHIPS---Sustained contact with instructors

Percent of students who said they interacted with their internship instructor often or very often:

| Mode | Percent of Student |
|--------------------------------------|--------------------|
| In a group during regular class time | 58% |
| 1-on-1 during regular class time | 18% |
| 1-on-1 outside of class | 13% |

FROM OPEN-ENDED QUESTIONS:

"She is always willing to listen to her students and help us out. She had our best interest in mind all the time."

"My instructor personally reached out to me on multiple occasions to provide additional support."

"He also made sure we all know he is there for us when we need him. If I had concerns or questions he quickly responded to emails and eased my nerves and or confusion."



Four Project Arms and (Leads)

| | YEAR 1 | | | | YEAR 2 | | |
|--|-------------|--|------------------------------------|---------------------------------------|------------------------------------|--|-------------------------|
| | Summer 2020 | Fall 2020 | Spring 2021 | Summer 2021 | Fall 2021 | Spring 2022 | Summer 2022 |
| 1 Historical Analysis of HIPs (Young) | IRB | IRB; Data Retrieval & Analysis | Data Retrieval, merging & Analysis | Data Analysis & Writing-- internships | Data Analysis & Writing-- research | Data Analysis & Writing-- service learning | Data Analysis & Writing |
| 2 Student Surveys (Kelly & Manke) | IRB | Data Collection: Internships | Data Collection: Research | Data Analysis & IRB | Data Collection: Service Learning | Data Analysis & Writing | Data Analysis & Writing |
| 3 Student & Faculty Focus Groups (Lopez & Young) | IRB | Training UGs & Test Piloting Questions | Data Collection: Internships | Data Analysis & IRB | Data Collection: Research | Data Collection: Service Learning | Data Analysis & Writing |

FOCUS GROUPS

Student led focus groups with students who have participated in HIPs and faculty-led focus groups with faculty who have been nominated by students as having been “exceptional.”

q **Student focus groups** focused on several questions:

- ü *Why do students engage in HIPs?*
- ü *What are the perceived barriers to participating in HIPs?*
- ü *How does participation in HIPs affects students in times of crisis? Do learning and transformative experiences change when HIP participation is interrupted?*

q **Faculty focus groups** focused on the importance of the eight educational features of HIPs and who faculty facilitate these features

FOCUS GROUPS

INTERNSHIPS—student quotes

“He was really helpful because he had **check-ins individually with us**. And making sure if mentally we were fine and **genuinely asked us if everything was okay**. I really appreciated that, and I was able to be really honest with him about my time with my internship...”

“I love my professor...She was just so knowledgeable and supportive and was really **actively engaged in every student's success and wanted to see everybody succeed**. She was very adamant about incorporating different assignments and different planning and future success goals into these assignments. She's really had all her student's success at heart.”

FOCUS GROUPS

INTERNSHIPS—themes from faculty focus groups

Important HIPS elements:

- ü Frequent and constructive feedback
- ü Opportunities for real-world application
- ü Interactions with faculty

How did faculty facilitate these features:

- ü Focus on "bridging" college to career
- ü Skill-driven professional development
- ü Being flexible
- ü Being vulnerable



Four Project Arms and (Leads)

| | YEAR 1 | | | | YEAR 2 | | |
|--|------------------------------|--|------------------------------------|---------------------------------------|------------------------------------|--|-------------------------|
| | Summer 2020 | Fall 2020 | Spring 2021 | Summer 2021 | Fall 2021 | Spring 2022 | Summer 2022 |
| 1 Historical Analysis of HIPs (Young) | IRB | IRB; Data Retrieval & Analysis | Data Retrieval, merging & Analysis | Data Analysis & Writing-- internships | Data Analysis & Writing-- research | Data Analysis & Writing-- service learning | Data Analysis & Writing |
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| 3 Student & Faculty Focus Groups (Lopez & Young) | IRB | Training UGs & Test Piloting Questions | Data Collection: Internships | Data Analysis & IRB | Data Collection: Research | Data Collection: Service Learning | Data Analysis & Writing |
| 4 Photovoice (Manke & Trimble) | Data Collection: Pilot Study | Data Collection: Pilot Study | Data Analysis Pilot Study | IRB | Data Collection | Data Collection | Data Analysis & Writing |

PHOTOVOICE

Qualitative method (Wang & Burris, 1990) that asks students to take photos and write narratives about their HIPs experiences

- q It empowers students to tell their own stories through their own words and images
- q Used to promote critical dialogue, create awareness, and spark change.




Giving Student Interns a Voice: A PHOTOVOICE PROJECT



The purpose of this study is to collect student photographs and narratives that tell the story about how internships affect students' academic, professional, and personal lives.

WHY Participate?

BENEFITS  

COMPENSATION 

HOW to Participate?

REFLECT  

TAKE A PHOTO  

WRITE 

UPLOAD 

Questions?

CONFIDENTIALITY 

RESOURCES   

PHOTOVOICE



"This experience showed me that no matter how big the task I can do it, and every problem has a solution. I gained confidence in myself through hands-on experiences using GIS, literally working with the world and mapping. I grew professionally and as a person. Most importantly, I rediscovered myself, once again seeing the child in me who loves learning and school, someone who truly believes the world has endless possibilities and isn't scared to reach for them." ~ Reyna Razo | Community Health Education

CITY OF
**LONG
BEACH**
Health & Human Services

PHOTOVOICE



“My internship as a Human Resources Assistant at the Long Beach Community Action Partnership has provided me with **clarity and a sense of direction**. This internship has been my first working experience in the field of HR, and it has made me confident that I not only enjoy the academic study of HR, but also **the real-world** practice of it in an organization. As a result, I can honestly see myself pursuing this career path and gaining a sense of satisfaction and purpose from my work. I see clear skies ahead of my departure from CSULB.”

~ Samuel Addy | Psychology



NEXT STEPS

- q Further analysis of the mountains of data including a disaggregated look at the eight HIPs elements and student outcomes.
- q Institutionalization of the assessment (and tracking) of HIPs—integration into the everyday practice of offering high-impact practices.
- q Faculty training on best practices for facilitating the elements of HIPs.

Contact me at: Beth.manke@csulb.edu

Reflecting on HIPs



HIP Design

- What is the vision for HIPs at your college? How might you design and deliver a HIP?

HIP Quality

- What elements of quality deserve attention in your HIPs?

HIP Equity

- Which student populations are benefiting from HIPs? What else might you learn about the transformative experiences for underrepresented student populations?

To Get “Beyond the Checklist” & Design HIPs Well for More Students:

- Articulate purpose & connect, scaffold
- Assure HIPs deliver the promised outcomes, particularly *learning*
- In the push to expand offerings, don't sacrifice quality (attend to the 8 elements of quality)
- Equity cannot be an afterthought

CHECKLIST



First-year seminar



Service-learning



Undergraduate research



Internship



Capstone

HIPS!

Equity,
Implementation,
Scale, Assessment,

Coming May 2022
from Stylus Publishing

Delivering on the Promise of High-Impact Practices

Research and Models for Achieving
Equity, Fidelity, Impact, and Scale

Edited by
John Zilvinskis, Jillian Kinzie,
Jerry Daday, Ken O'Donnell,
and Carleen Vande Zande

Foreword by [to come]
Afterword by George D. Kuh

THANK YOU! Design High-Quality, Equitable HIPs!

See the “HIP Quality & Equity” Project



Comprehensive Report

A summary of initial project findings: *Assessing Quality and Equity in High-Impact Practices.*

[Read the report](#)

Getting Beyond the Label: Three Takes on Quality in High-Impact Practices

Liberal Education **BLOG**



Focus on...HIPS

Centering Racially Minoritized Student Voices in High-Impact Practices



By JULIAN KINZIE, SAMANTHA SILBERSTEIN, ALEXANDER C. MCCORMICK, ROBERT M. GONYEA, AND BRENDAN DUGAN

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Change magazine, July-August 2021, v53(4)