

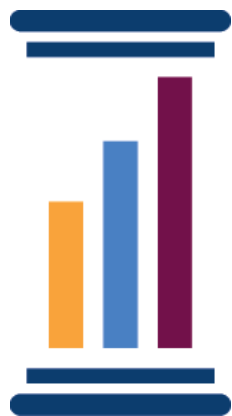
HIP, HIP Hooray! A Guide to Your HIP Quality Topical Module Results & Data



NSSE Webinar

October 5, 2022

Presented by: Jillian Kinzie, Bob Gonyea, Brendan Dugan,
Tien-Ling Hu, and Kriti Gopal





Webinar Agenda

- Welcome
- HIPs in higher education: research and assessment
- The HIP module: Purpose & Design
- Getting to know your results
- Your feedback on module and results
- Using results: Your ideas and plans
- Considerations and resources





Please Introduce Yourself in Chat

- Your name, institution
- What is your interest in HIPs?



Why High-Impact Practices (HIPs)?

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

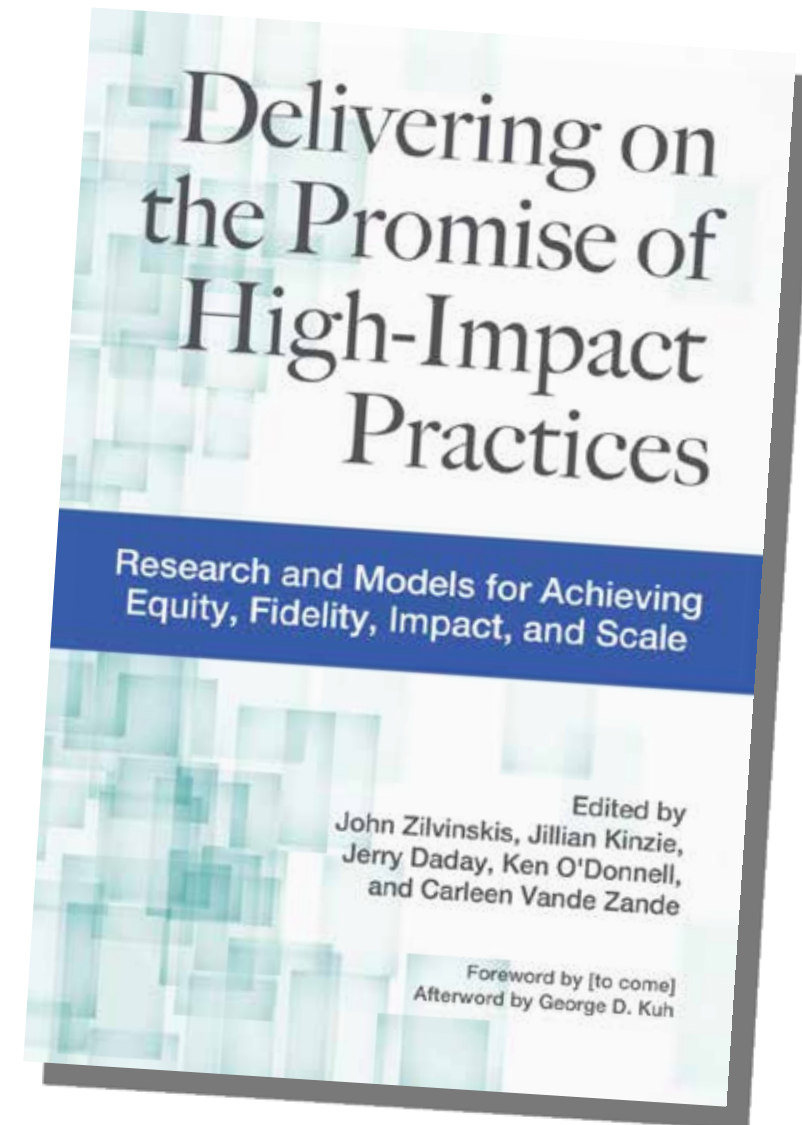


*Students get more deeply engaged with what they are learning when they have **hands-on, opportunities to practice.***

Growing Research on the Value of HIPs

- Positive associations with retention, graduation, engagement, career preparation & employment, graduate education, learning outcomes
- Salutary benefits for historically underrepresented students
- Endorsed by employers

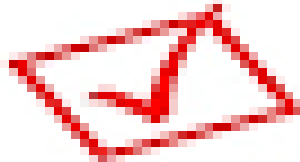
"CSULB students who participate in HIPs are 3.8 times as likely to be still enrolled/graduated at 5 years as compared to students who did not participate in HIPs." Beth Manke, CSULB



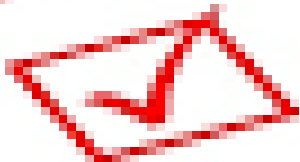


CHECKLIST

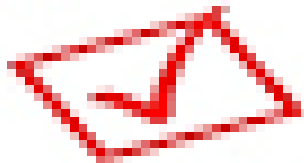
First-year seminar



Service-learning



Undergraduate research



Internship



**Culminating
Experience/Capstone**

A red heart icon with the word "HIPS" written in white text inside it, located in the top right corner of the page.

HIPS

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HIPS

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HIPS

A Comprehensive Approach to Assessment of High-Impact Practices, by Ashley Finley (2019)

The biggest impediment to assessing high-impact practices may very well be the name itself. The term, “high-impact,” almost *assumes* efficacy. With a name like that, what is left to assess? The answer is plenty.





HIP Quality

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



Finally, a survey to assess HIPs: NSSE HIP Quality Topical Module

- Developed for the **Assessing Quality and Equity in High-Impact Practices** project, supported by Lumina Foundation
- Explores how HIPs incorporate elements of quality
- Enables institutions to examine quality and equity concerns in HIPs, non-participation, and students' plans to participate

It is useful to know if institutions have HIPs, better to know who participates and who does not, and even better to know if HIPs are of high-quality!



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 time and effort over an extended period
3. Interactions with faculty and peers about substantive matters
4. Students must contend with different people and circumstances
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Real-world applications reinforce learning
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>

Gauging the quality of HIPs

NSSE
HIP
Quality
Topical
Module

Survey questions to explore HIP quality

appended to NSSE 2019, 2022
standalone module in 2020



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

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

- [Assessing Quality and Equity in High-Impact Practices \(HIPs\)](#)
- Over 20,000 students at 57 institutions in 2019-2020
- Explore quality in HIPs – what makes them “high-impact”



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



Comprehensive Report

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

[Read the report](#)

Inaugural HIP Quality Topical Module (debut in 2022)



Earlier, you indicated that you participated or are participating in the special learning experiences below. Please select ONE of these experiences for a short set of follow-up questions. It can be any one you choose, so long as you remember it well. If you participated in this type of experience more than once, base your answers on your most recent participation.

- An internship, co-op, field experience, student teaching, or clinical placement
- A learning community or some other formal program where groups of students take two or more classes together
- A study abroad program
- A research project with a faculty member
- A culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)
- A course that includes a community-based project (service-learning)

Continue



Earlier you indicated that you participated or are participating in: **[insertHIP]**

We have some follow-up questions about this experience. If you participated in this type of experience more than once, base your answers on your *most recent* participation.

You selected: **[HIPselectLabel]**

Did students in this program live in the same residence hall or housing unit?

- Yes
- No
- Not sure

Is this experience finished?

- Yes
- No

About how long have you been participating in it?

- 1 week or less
- 2 weeks

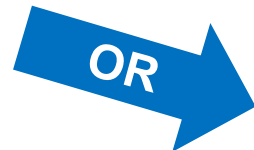
NSSE22 HIP Quality Participants

- Appalachian State University
- Boise State University
- Brigham Young University
- California State University, Chico
- California State University, Sacramento
- College of Charleston
- Ferris State University
- Grand Valley State University
- Hampden-Sydney College
- Marywood University
- Morgan State University
- Muskingum University
- Nevada State College
- Sam Houston State University
- Stony Brook University
- The American University in Cairo
- The University of West Florida
- University of Colorado Boulder
- University of Idaho
- University of Kentucky
- University of New Hampshire at Durham
- University of North Georgia
- University of Richmond
- University of the Virgin Islands
- University of Tulsa
- Wheaton College

HIP Module Architecture – Three Sets of Items

START—Core HIP Items:

- q Service-Learning
- q Learning Community
- q Research with Faculty
- q Internship or Field Experience
- q Study Abroad
- q Culminating Senior Experience



Done or In Progress?

- Students who participated or were participating in only one HIP were asked to respond about that experience.
- Those who participated in more than one were asked to select one.
- Excludes culminating senior experiences for FY students.

Plan to Do

- Students who had not done a HIP but planned to participate in at least one were asked about those plans.
- If two or more, one was randomly selected for responses.
- Excludes service-learning which does not include a 'plan to do' option.

Do Not Plan/Undecided

- Students who responded to all HIPs with "do not plan to do" or "undecided" or skipped were first asked how interested they would be in each.
- Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Report review



NSSE 2022 Topical Module Report HIP Quality NSSEville State University

Expanding upon the Lumina Foundation-funded Assessing Quality and Equity in High-Impact Practices study, this module explores what makes HIPs high-impact, potential barriers for those who plan to complete a HIP, and why some students may not to participate at all.

IPEDS: 142115

Prepared 2022-08-09



NSSE 2022 HIP Quality

NSSEville State University

Seniors: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participate to choose one for their responses.

Item wording or description Variable name

1. Earlier, you indicated that you participated in at least one High-Impact Practice. How many of these experiences are you currently completing or have completed?

a. If Learning Community) Did students in this program live in the same residence hall or housing unit? HIPleamco

2a. Is this experience finished? HIPfinid

b. If "No" About how long have you been participating in it? HIPlowed

c. If "Yes" When did you participate in this experience? (If more than once, select the most recent.) HIPwh

d. Was it offered or arranged by this institution? HIPoffe

3. To what extent were the following activities a part of your experience?

a. The activities you would do as part of this experience HIPa

b. What you would learn from this experience HIPles

c. How you would be evaluated in this experience HIPev



NSSE 2022 HIP Quality

NSSEville State University

First-Year Students: Plan to Do

These results are from students who had not done any of the High-Impact Practices, but planned to participate in at least one. If they planned to do more than one, a HIP was randomly chosen for their response. These results include the "plan to do" option.

Frequency Distributions

19. Earlier, you indicated that you will participate in (the following) High-Impact Practice(s):

20. When are you most likely to participate in (the following) High-Impact Practice(s):

21. Which of the following is most likely to be a barrier to your participation in (the following) High-Impact Practice(s):

22. So far at this institution, how many High-Impact Practices have you completed or are you currently completing?

23. If there were no barriers (availability, cost, time, etc.) to your participation, how interested would you be (have been) in the following opportunities?

a. An internship, co-op, field experience, student teaching, or clinical placement

b. A learning community or some other formal program where groups of students take two or more classes together

c. A study abroad program

d. A research project with a faculty member

e. A culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

f. A course at this institution that includes a community-based project (service-learning)

g. A course at this institution that includes a community-based project (service-learning)

h. A course at this institution that includes a community-based project (service-learning)

i. A course at this institution that includes a community-based project (service-learning)

j. A course at this institution that includes a community-based project (service-learning)

k. A course at this institution that includes a community-based project (service-learning)

l. A course at this institution that includes a community-based project (service-learning)

m. A course at this institution that includes a community-based project (service-learning)

n. A course at this institution that includes a community-based project (service-learning)

o. A course at this institution that includes a community-based project (service-learning)

p. A course at this institution that includes a community-based project (service-learning)

q. A course at this institution that includes a community-based project (service-learning)

r. A course at this institution that includes a community-based project (service-learning)

s. A course at this institution that includes a community-based project (service-learning)

t. A course at this institution that includes a community-based project (service-learning)

u. A course at this institution that includes a community-based project (service-learning)

v. A course at this institution that includes a community-based project (service-learning)

w. A course at this institution that includes a community-based project (service-learning)

x. A course at this institution that includes a community-based project (service-learning)

y. A course at this institution that includes a community-based project (service-learning)

z. A course at this institution that includes a community-based project (service-learning)

NSSE 2022 HIP Quality

NSSEville State University

First-Year Students: Do Not Plan/Undecided

These responses are from students who did not plan to do or were undecided about participating in any of the High-Impact Practices. They are first asked how interested they would be to participate in each. Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Count	%
23. If there were no barriers (availability, cost, time, etc.) to your participation, how interested would you be (have been) in the following opportunities?					
a. An internship, co-op, field experience, student teaching, or clinical placement	HIPintern	1	Not at all interested	4	15
		2	Somewhat interested	16	62
		3	Very interested	6	23
		Total	26	100	
b. A learning community or some other formal program where groups of students take two or more classes together	HIPlearncom	1	Not at all interested	11	41
		2	Somewhat interested	14	52
		3	Very interested	2	7
		Total	27	100	
c. A study abroad program	HIPstroad	1	Not at all interested	10	37
		2	Somewhat interested	10	37
		3	Very interested	7	26
		Total	27	100	
d. A research project with a faculty member	HIPresrch	1	Not at all interested	12	44
		2	Somewhat interested	12	44
		3	Very interested	3	11
		Total	27	100	
e. A culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	HIPcapstone	1	Not at all interested	8	30
		2	Somewhat interested	18	67
		3	Very interested	1	4
		Total	27	100	
f. A course at this institution that includes a community-based project (service-learning)	HIPservcourse	1	Not at all interested	11	41
		2	Somewhat interested	15	56
		3	Very interested	1	4
		Total	27	100	



HIP Quality Module Data Files

- *HIPset*: Identifies the set of HIP Quality module questions the student received
- *HIPselect*: Selected HIP for the “Done” set
- *HIPplanselect*: Selected HIP for the “Plan” set
- *HIPnbselect*: Selected HIP for the “Not Done/No Plan” set
- Open-ended comments are in the Student Comments data file

	Name	Type	Width	Decimals	Label	Values
296	HIPset	Numeric	4	0	HIP Quality set ...	{1, Student ...
297	HIPselect	Numeric	8	0	Selected HIP (...	{1, Service-...
298	HIPlearnc...	Numeric	8	0	Did students in...	{-9, Student ...
299	HIPfinished	Numeric	8	0	Is this experien...	{0, No}...
300	HIPhowlong	Numeric	8	0	About how long...	{-9, Student ...
301	HIPwhen	Numeric	8	0	When did you p...	{-9, Student ...
302	HIPwhen_txt	String	150	0	When did you p...	None
303	HIPoffered	Numeric	8	0	Was it offered ...	{0, No}...
304	HIPdo	Numeric	8	0	Extent explaine...	{1, Very little...
305	HIPlearn	Numeric	8	0	Extent explaine...	{1, Very little...
306	HIPeval	Numeric	8	0	Extent explaine...	{1, Very little...
307	HIPchallenge	Numeric	8	0	To what extent ...	{1, Not at all...
308	HIPhours	Numeric	8	0	About how ma...	{0, 0}...
309	HIPeffort	Numeric	8	0	Compared to y...	{1, Much les...
310	HIPfacultyfb	Numeric	8	0	Feedback: Fac...	{1, Never}...
311	HIPsuperfb	Numeric	8	0	Feedback: Sup...	{1, Never}...

How Many Students Received Each Set?

Among all 26 institutions...

- About half of FY students and about 5 in 6 seniors received the “Done” set.
- Of those remaining, almost 2 in 5 FY students planned to do a HIP.

	First-Year	Senior
HIP Module Item Set	(N=12,853)	(N=15,405)
Done or in Progress	54%	84%
Plan to do	37%	8%
Not done/No plan	9%	8%

Respondent Counts for the “Done” Set

Among all 26 institutions...

- FY students most likely to select service-learning
- Seniors most likely to select internships, followed by capstones and service-learning.

	First-Year (N=6,631)	Senior (N=12,481)
Service-Learning	72%	20%
Learning Community	12%	4%
Research with Faculty	5%	13%
Internship or Field Experience	9%	37%
Study Abroad	2%	4%
Culminating Senior Experience	--	22%

Let's look at 2 institutions

- Large Institution
- Small Institution



Examples: Respondent Counts at Two Institutions

Large Institution

	First-Year (N=660)	Senior (N=942)	
Service-Learning	425 64%	15%	142
Learning Community	130 20%	5%	42
Research with Faculty	28 4%	13%	126
Internship or Field Experience	54 8%	36%	340
Study Abroad	23 4%	6%	57
Culminating Senior Experience	--	25%	235

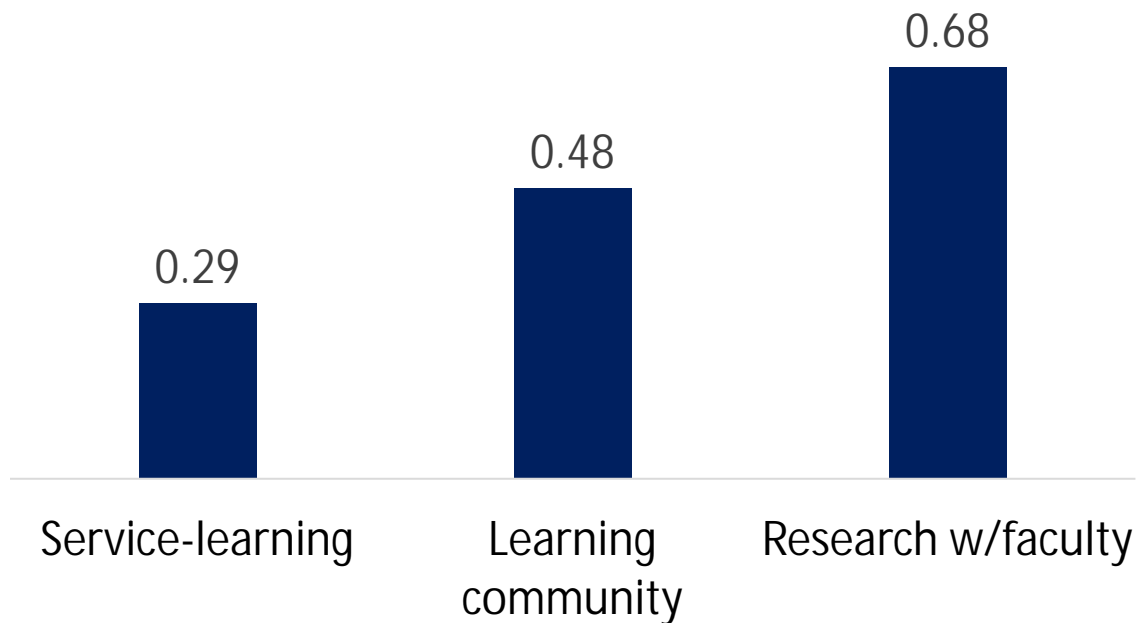
Small Institution

	First-Year (N=79)	Senior (N=93)	
Service-Learning	51 65%	13%	12
Learning Community	9 11%	4%	4
Research with Faculty	1 1%	8%	7
Internship or Field Experience	13 17%	43%	40
Study Abroad	5 6%	11%	10
Culminating Senior Experience	--	22%	20

Selected Results for FY students at a Large Institution

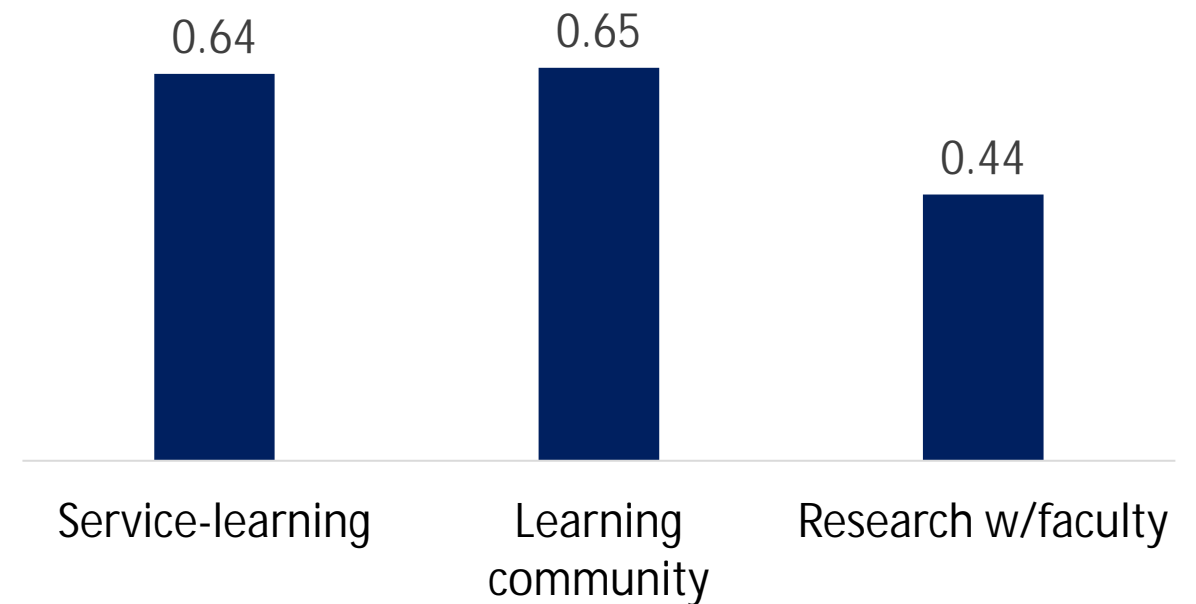
To what extent did this experience challenge you to do your best work?

% High Challenge (6 or 7)



How much did [does] this experience emphasize examining issues of equity or privilege?

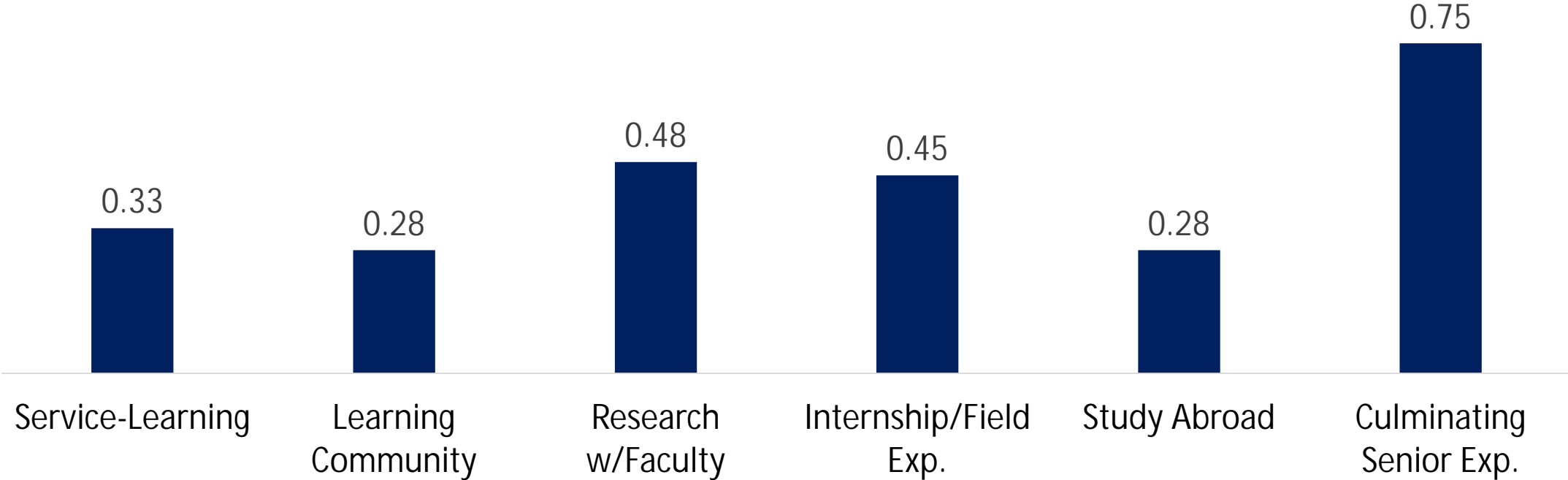
% Quite a bit/Very much



Selected Results for Seniors at a Large Institution

Compared to your typical learning experiences at this institution, about how much effort did this experience require?

% More effort, Much more effort



Selected Results for FY Students at a Small Institution

Service-Learning (N=52)

To what extent did this experience challenge you to do your best work?

- 12% - High challenge (6,7)
- 81% - Spent 10 or fewer hours per week on this experience

Compared to your typical learning experiences at this institution, about how much effort did this experience require?

- 34% - at least more effort

How much did this experience emphasize examining issues of equity or privilege?

- 69% - Quite a bit or Very much

Selected Results for SENIORS at a Small Institution

Internship/Field Experience (N=40)

To what extent did this experience challenge you to do your best work?

- 69% Highly challenging (6,7)

How much did this experience emphasize examining issues of equity or privilege

- 61% - Very much

Culminating Senior Experience (N=20)

How many hours in a typical week did you spend in this experience?

- 75% - 10 or fewer hours per week

How much did this experience emphasize examining issues of equity or privilege?

- 40% - Very much

What Questions do you have about your HIP reports and data?



	Name	Type	Width	Decimals	Label	Values
296	HIPset	Numeric	4	0	HIP Quality set ...	{1, Student ...
297	HIPselect	Numeric	8	0	Selected HIP (...)	{1, Service-...
298	HIPlearnco...	Numeric	8	0	Did students in...	{-9, Student ...
299	HIPfinished	Numeric	8	0	Is this experien...	{0, No}...
300	HIPhowlong	Numeric	8	0	About how long...	{-9, Student ...
301	HIPwhen	Numeric	8	0	When did you p...	{-9, Student ...
302	HIPwhen_bt	String	150	0	When did you p...	None
303	HIPoffered	Numeric	8	0	Was it offered ...	{0, No}...
304	HIPdo	Numeric	8	0	Extent explaine...	{1, Very little...
305	HIPlearn	Numeric	8	0	Extent explaine...	{1, Very little...
306	HIPeval	Numeric	8	0	Extent explaine...	{1, Very little...
307	HIPchallenge	Numeric	8	0	To what extent ...	{1, Not at all...
308	HIPhours	Numeric	8	0	About how ma...	{0, 0}...
309	HIPeffort	Numeric	8	0	Compared to y...	{1, Much les...
310	HIPfacultyfb	Numeric	8	0	Feedback: Fac...	{1, Never}...
311	HIPsuperfb	Numeric	8	0	Feedback: Sup...	{1, Never}...



NSSE		NSSE 2022 HIP Quality	
National Survey of Student Engagement		Nashville State University	
Seniors: Done or In Progress			
These results are from students who participated in at least one (1) or more (2) of the following. Please refer to the legend to know how the rows relate to choice use for your program.			
		Frequency Distributions	
		Strongly Dislike	Dislike
		Like	Strongly Like
		1	2
		3	4
		5	6
		7	8
		9	10
		11	12
		13	14
		15	16
		17	18
		19	20
		21	22
		23	24
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		75	76
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		79	80
		81	82
		83	84
		85	86
		87	88
		89	90
		91	92
		93	94
		95	96
		97	98
		99	100

Student comments NSSE 2022



NSSE 2022 Student Comments

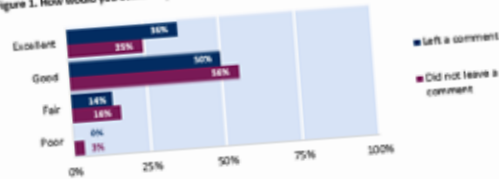
This report displays confidential comments your students provided in response to up to three open-ended questions. Eight such questions appear in Topical Modules (Academic Advising; Career and Workforce Preparation; Civic Engagement; Experiences with Online Learning; First-Year Experiences and Senior Transitions; HIP Quality) and the survey ended with one final question (NSSE provided four options, or your institution could customize this prompt). This file contains separate tabs for each source, as appropriate, with end-of-survey comments further divided into tabs for first-year and senior students. Each tab contains the wording of the corresponding question.

Module and consortium comments are sorted by class, enrollment status, and gender identity. End-of-survey comments are sorted by overall satisfaction, enrollment status, and gender identity. Information for variables other than satisfaction and gender identity was provided by your institution.

How Satisfied Were Student Commenters with Their Educational Experience?

Figure 1 displays your students' responses to the item "How would you evaluate your entire educational experience at this institution?" (variable name *evalexp*) by whether they left an end-of-survey comment. These results indicate whether students who provided a comment were more or less satisfied than those who left no comment. Student-level responses to this item are included in the End-of-Survey tabs under the heading "Response to *evalexp*."

Figure 1. How would you evaluate your entire educational experience at this institution? (*evalexp*)



Identified Data Also Provided

Because the comments are confidential, student identifiers are not given in this report but are provided in a separate SPSS data file named "NSSE22 Student Comments (XXXX).sav".

Important

These comments appear exactly as the students entered them and may not be suitable for distribution without prior review. Faculty members, administrators, or other students may be mentioned by name, and comments were not edited for grammar, offensive language, excessive length, or otherwise questionable content. For this reason, please use discretion when using, storing, and disseminating this report and the Student Comments data file.

- Report includes comments your students provided in response to up to 3 open-ended questions
- HIPQ Module Most, Least and Impact comments



Student comments: Most & Least Satisfying

(sort by HIP, by major groupings, thematize, present with quantitative results)

Most Satisfying

- Internship: Being able to learn while doing work
- S-L: Developing social skills and learning from those different than myself
- S-L: Helping people and learning new things related to my community back home, as well as changing the way I looked at things
- Study Abroad: Interacting with people with different backgrounds from myself
- Culminating: Getting to do my project on whatever topic I want instead of an assigned topic I could care less about
- UR: I was able to get hands on experience in animal care, in charge of my own research question, and develop communication skills.

Least Satisfying

- S-L: The high expectations of community members when seeking aid from students without understanding the students' experience level and limited time
- UR: Almost freezing to death and having my tent collapse on me in the middle of the night
- Internship: Feelings of inadequacy and imposter syndrome that are completely unfounded and yet ever present
- Culminating: I wish it was a little more applicable and a little less hypothetical
- Culminating: The lack of direction or goal, I don't even know who is going to review my project at the end or what is expected. I have a very strong project and ideas but I do not know if they will pass because no expectations have been set for me

Student Comments – who have not yet had a HIP: What has had an impact, life changing

For students who have not yet participated in a HIP:

So far at this institution, have you had any educational experiences that profoundly impacted you or that you consider life-changing? If so, please describe.

Implications: Points to other valuable campus experiences, possible new HIPs; for shout outs; elevate practice/increase opportunity;

- The use of hands-on experience has greatly helped me expand my knowledge and understanding of Biology. I am also grateful for becoming a part of Omicron Theta Epsilon, which has led me to meeting new people and opening up opportunities.
- I think in almost every single one of my classes so far I've been able to successfully walk away saying I learned something that has changed a perspective. Whether it's just work ethic or school or organization or even views and beliefs, [University] classes have definitely had an impact on my life
- Yes, I went to a talk with [FACULTY NAME] where he talked about The Secret of the Whales and how they have their own language, it made me really interested in the psychology of animals and got me even more invested in marine biology...this was the best talk I had ever attended and found him to be really inspirational.
- My freshman seminar class was not necessarily life changing but did greatly positively impact my freshman experience. I really enjoyed the small class where we actually had discussion and learned more about our classmates.



Pause: Your reflections & feedback on HIP Quality Module and Reports

- **SURVEY ITEMS:** What changes should we make to the HIP quality items? What would you like to know that we didn't ask?
- **SURVEY ADMINISTRATION:** Are we capturing the students in HIPs? Are we missing student populations?
- **DATA & REPORTS:** What would you like to see in your datafile or reports?





Thinking More Deeply About HIP Quality Data and Reports

Ways to Look at HIP Module Results

- HIPs overall (NSSE core HIP item results and counts for HIPs Done or In Progress)
- Focus on available HIPs (programs, counts)
- Examine specific HIP for relevant qualities, or specific qualities across all HIPs
- Explore only qualities (i.e., reflection, faculty contact) of greatest interest to your campus across all HIPs – which HIPs are strong? Low?
- Examine by student identity (carefully, small Ns!)
- Explore open-ended comments for most & least satisfying aspect of HIP, or other high impact or life-changing educational experiences
- Results can launch focus groups, explore reasons for not participating, collect more examples of what works



Seniors: Done or In Progress

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		Total		2,081	100	469	100	1,519	100	4,500	100	530	100	2,639	100

This is the wall of numbers we provide in your NSSE HIP report!

How might you focus in on a specific HIP and visualize the results in a more digestible way for audiences?

Focus only on Undergraduate Research

NSSE 2022 HIP Quality
NSSEville State University

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Here, we've manipulated the Excel worksheets we provide to you to create a more interesting display

NSSE 2022 HIP Quality
NSSEville State University

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Focusing on undergraduate research explore:

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- What are students getting out of research with faculty?
- Are they getting adequate time with them?
- Are they getting frequent, substantive feedback?

Substantial share frequently meets with faculty, receives helpful feedback, discusses their learning

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		Total		2,078	100	471	100	1,520	100	4,506	100	531	100	2,636	100
12a. As part of this experience, about how often did [do] you meet with a faculty or staff member from this institution?															
	HIPfacmeet	1	Never	419	21	87	19	18	1	1,132	25	72	14	263	10
		2	Sometimes	794	39	155	33	239	16	1,071	24	130	25	777	30
		3	Often	559	28	129	28	616	41	1,206	27	133	25	923	36
		4	Very often	250	12	94	20	625	42	1,047	23	190	36	626	24
		Total		2,022	100	465	100	1,498	100	4,456	100	525	100	2,589	100
b. [If HIPfacmeet is at least "Sometimes"] To what extent did [do] these meetings focus on what you were [are] learning in this experience?	HIPfaclearn	1	Very little	87	6	18	5	11	8	202	6	31	7	163	7
		2	Some	509	35	89	25	359	25	712	22	100	23	578	26
		3	Quite a bit	587	40	140	39	533	37	1,179	37	141	32	850	38
		4	Very much	289	20	116	32	444	31	1,105	35	167	38	664	29
		Total		1,472	100	363	100	1,447	100	3,198	100	439	100	2,255	100

- What are students getting out of research with faculty?
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Substantial share frequently meets with faculty, receives helpful feedback, discusses their learning

What will you do with your HIP Quality results?



- What campus audiences can you include in considering & interpreting results?
- Can you share results by HIP with relevant units?
- Who might be interested in further exploring overall results on dimensions of quality?
- Who can interpret qualitative results?
- Who might be interested in student's plans to participate, and reasons for not participating?



Reflecting on HIPs



HIP Design

- What is the vision for HIPs at your institution? 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?

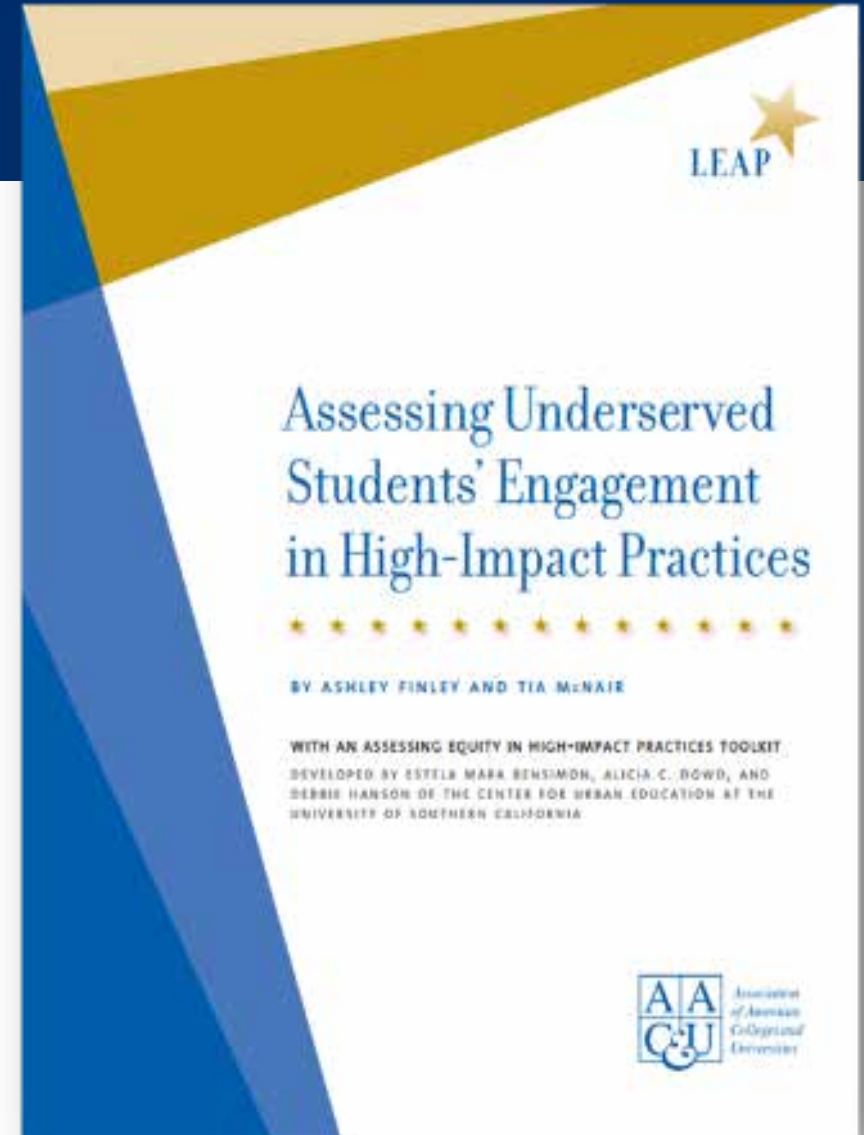


Bonus... If time, HIP Considerations & Resources

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



Deeper Examination of 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?



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

- Articulate purpose, value
- Assure HIPs are high-quality so they deliver on the promised outcomes
- 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

THANK YOU! Please be in touch, ask us questions, share ideas with other HIP quality module schools.
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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Samantha Silberstein is Research Project Associate for the National Survey of Student Engagement and a doctoral candidate in the Higher Education program at Indiana University-Bloomington.



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Robert M. Gonyea is Associate Director, Center for Postsecondary Research, Indiana University-Bloomington, where he coordinates research and reporting for the National Survey of Student Engagement and related projects.



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