

High-Impact Practices: Is the Impact Positive or Negative for Students of Color?

Alexander C. McCormick

Jillian Kinzie

Robert M. Gonyea

Indiana University Center for Postsecondary Research

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Abstract

Although High-Impact Practices are promoted as mechanisms to improve the quality of undergraduate education for all students, it has been suggested that they may create the opportunity for distinctly negative, harmful experiences for students of color. This study examines the impact of HIP participation within racial/ethnic groups, finding generally positive effects.

High-impact practices (HIPs)—experiences such as learning communities, service-learning, internships, undergraduate research, and study abroad, among others—have been promoted as educationally beneficial (Brownell & Swaner, 2010; Kuh, 2008; Schneider, 2015). HIPs are distinct from other learning opportunities because they involve the dedication of significant time and effort, frequent and substantive interaction with faculty members, frequent feedback, collaboration among students and engagement across difference, and opportunities to apply and test learning in new contexts (Kuh & O’Donnell, 2013; O’Neill, 2010). HIP participation has been found to be positively related to a range of desired student outcomes, such as retention, grades, cognitive development, deep learning experiences, perceived educational gains, and satisfaction (Brownell & Swaner, 2010; Finley & McNair, 2013; Kilgo, Sheets & Pascarella, 2015; Kuh, 2008; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008; Kuh, O’Donnell & Reed, 2013; Pascarella & Terenzini, 1991, 2005; Webber, Krylow, & Zhang, 2013). Although HIPs represent a variety of well-established traditions in undergraduate education, Kuh’s 2008 report, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* identified their common features, documented their relationship to a range of educational benefits, and brought them together under a compelling moniker. The report also noted the capacity of HIPs to produce salutary effects for historically under-represented students.

As a result, college and university leaders seeking to increase student success eagerly embraced HIPs and set out to expand access to them.

Although research shows that participating in high-impact activities benefits all students, findings from the National Survey of Student Engagement (NSSE), Open Doors (Institute of International Education, 2014; 2016), and Finley and McNair (2013), reveal that not all students have access to these practices. For example, NSSE 2016 results show that while 53% of White seniors completed an internship, only 41% of African American students had done so. In addition, variation in the structure and experience of HIPs for different groups of students may influence their effectiveness, while deficit-minded campus practices can be barriers to participation by underserved students (Finley & McNair, 2013). For example, underrepresented students could be steered away from HIPs by faculty and staff because of hidden biases about who should participate. Concerns have also been raised that HIPs may create opportunities for impactful but highly negative experiences for students of color by creating situations in which students are exposed to microaggressions and other racist behaviors (Patton, Harper, & Harris, 2015). Issues of uneven access and the potential for harm are rightly worrisome to educators concerned with equity and inclusion and deserve careful investigation.

This study investigates the impact of HIP participation on students of color with special attention to consequences that would be expected to result from negative experiences. We explore three related questions using data from the 2017 NSSE administration: After controlling for a variety of student and institutional characteristics, do students of color who participate in HIPs...

1. report lower quality of interactions with others on campus, and with faculty in particular, than their same-race peers who did not participate in HIPs?

2. perceive lower levels of campus support than their same-race peers who did not participate in HIPs?
3. evaluate their overall educational experience less favorably than their same-race peers who did not participate in HIPs?

Theoretical Framework

The concept of student engagement (Kuh, 2001) frames our focus on HIPs and the outcomes we examine. A range of distinct but related theoretical perspectives inform student engagement (McCormick, Kinzie, & Gonyea, 2013). Among these, Pace (1984) demonstrated that meaningful engagement in academic tasks promotes learning. Astin's (1984) theory of involvement emphasized the importance of students' investment of psychological and physical energy in the collegiate environment in promoting positive educational outcomes. Pascarella's (1985) general causal model similarly affirmed that students' active participation in their learning and development is vital to educational outcomes, while acknowledging the role of student background characteristics in shaping that participation. Approaching the educational benefits of effort and involvement from the pedagogical perspective, Chickering and Gamson (1987) articulated a set of specific "good practices for undergraduate education" such as student-faculty interaction, active and collaborative learning, and setting high expectations. Notably, Kuh (2008) argued that several of the principles identified by Chickering and Gamson are characteristic of HIPs.

Another important conceptual underpinning of student engagement and HIPs is the role of the institution in supporting and promoting student success. Student effort and involvement are important attributes, but institutions can substantially contribute to the level of student engagement by sponsoring and supporting educational opportunities like HIPs. Harper (2009)

and Harper and Quaye (2009) call particular attention to the institution’s role in engagement and the importance of exposing environmental factors that stifle or enable engagement among racially diverse students.

Our focus on exploring racial inequities and the experiences of students of color in HIPs, is informed by critical race theory (CRT), an analytical framework to assess inequity in education and critique educational research and practice (Ladson-Billings, 1998; 2005). CRT asserts the importance of unearthing what is taken for granted when analyzing race and privilege and existing patterns of exclusion. CRT compels the study of racism through a lens that examines structural features and practices that undergird and perpetuate institutional racism. Using a CRT lens, Patton, Harper, and Harris (2015) critiqued HIPs to advance a more complex examination of the structures of inequity and experiences of students of color. They raised challenging questions about placing the onus for participation in HIPs on students, the “racelessness” with which scholars have studied HIPs, and urged consideration of the experiential realities of students of color that might reveal students’ disinclination toward HIPs or worse, the alienating, dissatisfying, and hostile environments that HIPs could create. The critical consciousness critique is represented in Figure 1.

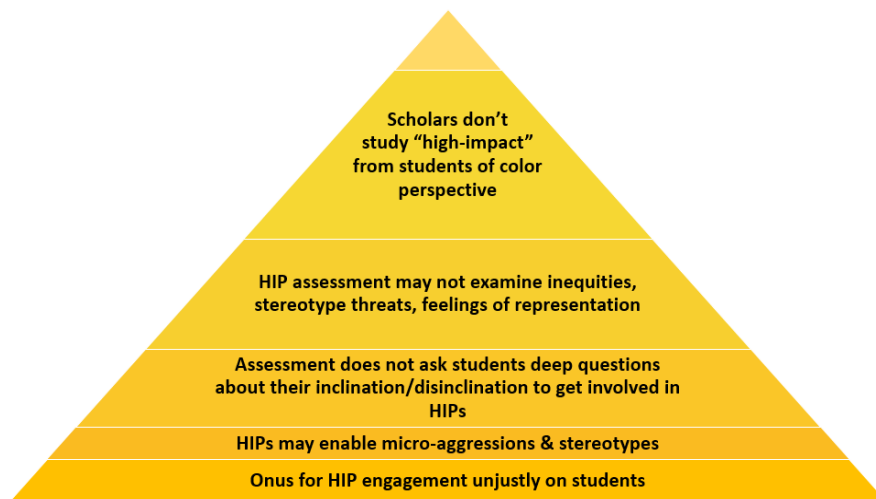


Figure 1. Critical Theory and Race-Conscious Practice Concerns about HIPs. Adapted from Harper, 2009; Patton, Harper & Harris, 2015

Building on these perspectives, we use a large-scale dataset to examine the experience of students of color who do and do not participate in HIPs.

Data and Variables

The analytic sample included more than 270,000 U.S. first-year (45%) and senior (55%) students attending 636 U.S. bachelor's degree-granting institutions. Due to our focus on HIPs, students taking all of their courses online were excluded from the sample. Student representation by race/ethnicity is displayed in table 1.

[Table 1]

HIP participation

NSSE data include information about participation in six HIPs: service-learning; learning community; research with faculty; internships and field placements; study abroad; and culminating senior experiences (capstone courses, senior projects, etc.). The question for service-learning asked, "About how many of your courses at this institution have included a community-based project (service-learning)?" with response options All, Most, Some, and None. Students who indicated at least "Some" were considered to have participated in service-learning. For the other HIPs, the question asked, "Which of the following have you done or do you plan to do before you graduate?" with response options Done or in progress, Plan to do, Do not plan to do, and Undecided. Those who selected "Done or in progress" were considered to have participated. Participation in HIPs by class level is shown in table 2, which also displays first-year students' plans to participate in the four upper-division HIPs.

[Table 2]

We analyzed the relationship of HIP participation to four selected outcomes, all drawn from the NSSE survey: Overall quality of interactions (a summary of five questions asking about quality of interactions with peers, faculty, advisors, student services staff, and other administrative staff), quality of interactions with faculty (single item), supportive environment (a summary measure reflecting students' perceptions of institutional emphasis on eight aspects of support and enrichment), and satisfaction with the educational experience (a summary of two items). These outcomes were selected for their correspondence to the theorized negative HIP impacts for students of color: unsatisfactory relationships with others; low perceptions of institutional support; and low overall satisfaction with the institution.

Quality of interactions (QI) and supportive environment (SE) are NSSE Engagement Indicators scored on a 60-point scale (NSSE, n.d.). Cronbach's *alpha* coefficients for these measures ranged from .83 (QI for seniors) to .88 (SE for first-years and seniors). Quality of interactions with faculty uses the single item's 7-point response scale. Overall satisfaction is a 100-point index combining responses to two questions, evaluation of the overall educational experience and likelihood that the respondent would attend the same institution if starting over. Complete survey wording for all outcome measures appears in the appendix. Table 3 displays descriptive statistics for the four measures.

[Table 3]

Analytic Method

We ran separate multiple regression models on the four outcomes for the seven racial/ethnic groups displayed in table 1 (including Multiracial, excluding Other). Because certain HIP opportunities are not typically available in the first year, we analyzed two HIPs for

first-year students (service-learning and learning community) and all six for seniors. Dependent variables were standardized so coefficients for HIP participation can be interpreted as effect sizes. Each model controlled for gender, traditional-age status, enrollment status, parents' highest education level, and major (or intended major). Institution-level controls included Basic Carnegie type, control, selectivity, and minority-serving status. All models included indicators of participation in each HIP examined for the respective class levels. By restricting each model to a single racial/ethnic group and including parameters for all relevant HIP experiences, we can interpret each HIP coefficient as a comparison between students of that race/ethnicity who did and did not participate in that HIP expressed as an effect size, net of other HIP experiences as well as other controls.

Limitations

Like any secondary analysis of cross-sectional data, this study suffers from a number of limitations. Because this is a cross-sectional study, we cannot rule out the role of self-selection in the pursuit of HIP opportunities. (Our inclusion of controls for social background and enrollment characteristics is intended to mitigate any effects of self-selection.) Dichotomous measures of HIP participation are insensitive to variations in implementation that are likely to affect the quality of the experience. The outcome measures selected for this study are not directly tied to the HIP experience, but rather reflect diffuse assessments of the overall experience and institutional environment. As a result, they may underestimate the effect of the HIP experience. Another limitation is the lack of explicit measures of negative experiences related to students' racial/ethnic identity that would be particularly valuable to fully explore the hypothesis of harm. It is our hope that future research using different methodological approaches may address some of these limitations.

Findings

The highest rate of HIP participation was in service-learning (53% of first-year students and 62% of seniors), with demographic group participation rates ranging from 50% among White first-year students to 69% among Native Hawaiian or Other Pacific Islander seniors (table 2). The only other HIP with an overall participation rate above 50% was internships and field experiences (52% of seniors). However, the participation data for this HIP reveal pronounced differences by demographic group, ranging from 39% among American Indian or Alaska Native students to 57% among White students. Study abroad was the least commonly experienced HIP (15% of seniors, with demographic group participation rates of 9-17%).

Regression results indicated that other things being equal, HIP participation showed generally *positive* associations of HIP participation with the four outcomes. For first-year students, 46 out of 56 HIP coefficients were significant and positive, while the remaining 10 did not achieve significance (table 4). Five of the seven groups had significant positive effects for both first-year HIPs on all four outcomes, while some parameters did not achieve significance for the two smallest groups. American Indian or Alaska Native students showed only one significant effect, for service-learning participation on supportive environment. The largest effects were for learning community participation by Native Hawaiian or Other Pacific Islander students, ranging from .22 to .53 on the four dependent variables. Significant effects were generally smaller for White and Multiracial students than for the other groups (.08-.17 for White students; .14-.22 for Multiracial students; .23 for American Indian or Alaska Native students; .10-.32 for Asian students; .18-.30 for Black or African American students; .11-.27 for Hispanic or Latino students; .22-.53 for Native Hawaiian or Other Pacific Islander students).

[Table 4]

For seniors we analyzed all six HIPs reflected on the NSSE survey and found a pattern resembling that of first-year students. All effects were either significant and positive (107 out of 168 coefficients) or nonsignificant (61). As with first-year students, the two smallest groups—American Indian or Alaska Native students and Native Hawaiian or Other Pacific Islander students—had the fewest significant effects (six and two, respectively). However, these two groups also had some of the largest positive effects. Interestingly, for six of the seven groups the largest effect was for service-learning on supportive environment (.26-.41). The effect was .42 for the seventh group (American Indian or Alaska Native students) but for these students the effect was surpassed by the effect of service-learning on overall satisfaction (.5).

The relationship between participation in research with faculty and students' assessments of the quality of their interactions with faculty merits special examination because it provides the most direct link between a specific HIP experience and a closely related outcome. Six of seven groups showed a significant positive effect for this HIP-outcome combination, ranging from .19 (Multiracial students) to .28 (American Indian or Alaska Native students). For the seventh group (Native Hawaiian or Other Pacific Islander students), the parameter estimate is of comparable size but did not achieve significance due to the small number of students who had this experience (67 out of 406). These findings suggest that across racial/ethnic groups, conducting undergraduate research with a faculty member corresponds to a modest increase in students' subjective assessments of their relationship with faculty members.

Our data also allow us to explore first-year students' plans to participate in the other HIPs. The extent to which first-year students report their plans to participate in HIPs can be an early indicator of expectations and a gauge of the appeal of certain HIPs. Results across the board show strong levels of interest in HIPs, ranging from nearly 80% of first-year students

indicating plans to participate in an internship, to the lowest level of interest (40%) in doing research with faculty. Compared to the actual participation results realized among seniors, it would appear that many students' expectations to participate in HIPs are not fully realized. Although results show a few small racial-ethnic differences, in most cases first-year students across the six nonwhite groups were more likely to plan on HIP participation compared to White students. This finding is interesting given theoretical questions raised about the appeal to students of color of experiences that may seem to be exclusively a White student experience or in which they could be the only person of color.

Discussion and Implications

As many more institutions and organizations advocate the expansion of HIPs to more students, it is important to ensure that these experiences are not harmful to African Americans, Latinos, Native Americans, low-income students, and other historically marginalized populations and that they do not perpetuate inequitable experiences and outcomes. The evidence presented here suggests that in general, students of color who participate in the HIPs examined have *more favorable* quality of interactions with others (including faculty), experience a *more supportive* campus environment, and manifest *higher* levels of satisfaction with the college experience compared to their same-race peers who did not participate in HIPs. These results provide considerable reassurance that HIPs are not *systematically* harmful for students of color, and indeed are generally beneficial. Previous analyses of NSSE data show that on average, students of color perceive lower levels of campus support than their White counterparts (National Survey of Student Engagement, 2014). But on average, our analyses show HIP participation to be associated with better overall experiences for students of color. Considered together, these findings suggest a mutually beneficial association between HIPs and perceptions of support for

underrepresented students. Specifically, broad perceptions of support, including academic and personal well-being support and encouraging contact among students from different backgrounds, may be necessary conditions for under-represented students to engage in HIPs. Next steps in this research should seek to identify specific contexts in which HIPs are or are not effective for students of color. Another avenue involves understanding the differences in the scale of positive HIP effects for different racial/ethnic groups.

It is important to recognize that these are aggregate results. It would be a mistake to draw the facile conclusion that HIP experiences are uniformly positive for all students of color. Some students of color may suffer stereotype threat, microaggressions, or racial hostility in these often-intense experiential learning opportunities. End-of-experience evaluations and feedback from under-represented students in HIPs should be regularly collected and examined for quality and equity concerns. Even more, routine local assessment of HIP experiences is essential to identifying and preventing such unwelcome and alienating experiences.

Persistent inequities in educational experiences and college completion limit student opportunity and achievement. HIPs have been promoted as an effective approach to ensuring that all students have enriching, applied, and substantive experiential learning opportunities that result in high levels of learning and personal development. Yet, differential access to HIPs by socioeconomic and racial/ethnic background remains a serious concern. Our findings affirming the positive benefit of HIP participation for students of color calls attention to the imperative to expand access to these opportunities. As Finley and McNair (2013) suggest, institutions must address the problem of access by addressing competing priorities (e.g., family, work, earning money to pay for school) that can make it challenging for students of color to participate in HIPs and they must openly discuss the reality that students of color are keenly aware of the contexts in

which they could be marginalized. HIPs must also be promoted in ways that reach historically underserved students and faculty and staff must be trained to keep implicit biases at bay. To increase the conversion of first-year students of color who express a desire to participate in HIPs into actual participants, colleges and universities must examine the institutional narrative about who should participate, eliminate biased beliefs, dedicate resources to make these experiences affordable, and help students see clear to their way into HIPs. More institutions are developing student-led outreach efforts to specifically recruit students of color and low-income students into HIPs. For example, SUNY Geneseo's "I, too, am study abroad" program deploys a panel of students of color who have studied abroad to recruit other students of color. In addition to tailoring recruitment and access to HIPs, we must also design HIP opportunities with special relevance and appeal for traditionally underrepresented populations.

Findings of the benefit of HIPs and their lack of harm, suggest the importance of redoubling efforts to ensure that students of color have access to and take advantage of these opportunities. Our findings may help empower educators interested in enacting Harper's (2009) race-conscious engagement practices, which emphasize the institution's responsibility for minority student participation in HIPs, the need to invite students to describe how they experience HIPs, and to recommend ways to enhance the experience. Greater race-conscious practice around HIPs offers promising benefits for minority students and the institution as a whole.

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Table 1. Distribution of Sample Members by Race/Ethnicity

	First-years		Seniors	
	Count	Column %	Count	Column %
American Indian or Alaska Native	517	0.4	665	0.4
Asian	9,631	8.0	11,273	7.6
Black or African American	10,251	8.5	10,522	7.1
Hispanic or Latino	12,319	10.2	14,517	9.8
Native Hawaiian or Other Pacific Islander	398	0.3	406	0.3
White	71,865	59.8	91,832	61.8
Multiracial*	10,758	8.9	11,419	7.7
Other	1,500	1.2	2,395	1.6
I prefer not to respond	2,970	2.5	5,482	3.7

*Respondents who indicated two or more racial/ethnic groups

Table 2. HIP Participation and Plans by Race/Ethnicity

		American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Other Pac. Islander	White	Other	Multi- racial	Total
		%	%	%	%	%	%	%	%	%
<i>First-Years</i>										
Service-learning	Done	62	58	58	58	64	50	54	52	53
Learning Community	Done	11	13	15	12	15	14	12	14	14
Research w/ Faculty	Plan to do	36	47	37	36	38	32	40	36	35
Internship	Plan to do	68	76	78	75	73	76	72	75	76
Study Abroad	Plan to do	37	44	46	46	42	41	41	45	43
Culminating Senior Experience	Plan to do	50	56	56	52	50	55	52	56	55
<i>Seniors</i>										
Service-learning	Done	63	66	66	66	69	60	65	61	62
Learning Community	Done	24	24	28	23	27	25	23	25	25
Research w/ Faculty	Done	21	24	22	19	17	28	24	28	26
Internship	Done	39	44	45	43	36	57	44	50	52
Study Abroad	Done	9	15	9	10	9	17	14	15	15
Culminating Senior Experience	Done	39	40	43	39	32	51	44	47	48

Notes: For service-learning, "Done" means at least some courses included a community-based project. For others, "Done" means "Done or in progress."

Table 3. Descriptive Statistics for the Dependent Variables

	N	Minimum	Maximum	Mean	Std. Deviation
<i>First-Years</i>					
Quality of Interactions	116,229	0	60	41.8	12.0
Quality of Interactions with Faculty	119,164	1	7	5.3	1.4
Supportive Environment	120,174	0	60	37.0	13.1
Overall satisfaction	119,751	0	100	74.1	22.9
<i>Seniors</i>					
Quality of Interactions	143,454	0	60	41.8	11.7
Quality of Interactions with Faculty	147,881	1	7	5.5	1.4
Supportive Environment	148,415	0	60	33.1	13.6
Overall satisfaction	148,097	0	100	74.7	24.2

Table 4. Regression Coefficients for HIP Participation: First-Year Students

Dependent variable	High-Impact Practice	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Isl.	White	Multi-racial
		Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>
Quality of Interactions	Learning Community	-.19	.19 ***	.24 ***	.27 ***	.16	.12 ***	.16 ***
	Service-Learning	.10	.13 ***	.20 ***	.15 ***	.36 **	.12 ***	.14 ***
Quality of Interactions with Faculty	Learning Community	-.04	.20 ***	.19 ***	.26 ***	.12	.12 ***	.14 ***
	Service-Learning	.01	.10 ***	.18 ***	.11 ***	.39 **	.08 ***	.11 ***
Supportive Environment	Learning Community	.24	.32 ***	.30 ***	.26 ***	.53 **	.17 ***	.20 ***
	Service-Learning	.23 *	.16 ***	.20 ***	.18 ***	.10	.20 ***	.22 ***
Overall Satisfaction	Learning Community	.20	.19 ***	.19 ***	.18 ***	.50 ***	.15 ***	.17 ***
	Service-Learning	.12	.12 ***	.19 ***	.14 ***	.22 *	.16 ***	.20 ***

Notes: Separate models run for each dependent variable and racial/ethnic group (28 total). Dependent variables were standardized so unstandardized *B*'s can be interpreted as effect sizes. Each model includes all six HIPs. Controls include: gender, traditional age (>15; < 21 for FY, < 25 for SR), enrollment status (full vs part time), parent education (estimated years of higher education for the parent or guardian with the highest degree), major (in categories), Carnegie type (Basic 2015 categories), selectivity (Barron's), minority-serving institution status, and control (private vs public).

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 5. Regression Coefficients for HIP Participation: Seniors

Dependent variable	High-Impact Practice	American Indian or Alaska Native		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Isl.		White		Multi-racial	
		Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>	Unst. <i>B</i>
Quality of Interactions	Research w/Faculty	.09	.16 ***	.14 ***	.12 ***	.08	.10 ***	.07 **					
	Internship	.16	.08 ***	.06 *	.07 ***	-.05	.05 ***	.07 ***					
	Study Abroad	-.17	.01	.01	.00	.06	.03 ***	-.01					
	Learning Community	.08	.10 ***	.16 ***	.10 ***	.18	.09 ***	.09 ***					
	Service-Learning	.30 **	.19 ***	.23 ***	.23 ***	.29 *	.19 ***	.19 ***					
	Culminating Experience	-.12	.08 ***	.04	.09 ***	.10	.02 **	.02					
Quality of Interactions with Faculty	Research w/Faculty	.28 *	.26 ***	.22 ***	.22 ***	.28	.21 ***	.19 ***					
	Internship	.17	.13 ***	.07 **	.09 ***	-.18	.05 ***	.09 ***					
	Study Abroad	-.23	-.02	.03	-.02	.14	.05 ***	-.03					
	Learning Community	.07	.08 ***	.12 ***	.09 ***	.03	.07 ***	.07 **					
	Service-Learning	.30 **	.12 ***	.20 ***	.18 ***	.25	.14 ***	.16 ***					
	Culminating Experience	-.04	.09 ***	.06 *	.11 ***	.10	.05 ***	.05 *					
Supportive Environment	Research w/Faculty	.24	.12 ***	.11 ***	.14 ***	-.07	.10 ***	.05 *					
	Internship	.02	.05 *	.04	.04	-.04	.04 ***	.08 ***					
	Study Abroad	.22	.06 *	.07 *	.04	.18	.05 ***	.01					
	Learning Community	.03	.25 ***	.23 ***	.19 ***	.26	.17 ***	.21 ***					
	Service-Learning	.42 ***	.29 ***	.32 ***	.32 ***	.41 **	.26 ***	.28 ***					
	Culminating Experience	-.02	.03	.04	.04 *	.18	.03 ***	.02					
Overall Satisfaction	Research w/Faculty	.28 *	.12 ***	.07 **	.09 ***	.23	.12 ***	.12 ***					
	Internship	.02	.11 ***	.09 ***	.09 ***	-.07	.08 ***	.10 ***					
	Study Abroad	.15	.02	.04	.00	-.09	.07 ***	.01					
	Learning Community	-.06	.10 ***	.07 **	.10 ***	.09	.09 ***	.09 ***					
	Service-Learning	.50 ***	.18 ***	.22 ***	.23 ***	.17	.22 ***	.25 ***					
	Culminating Experience	.01	.07 ***	.06 **	.03	.18	.03 ***	.03					

Notes: Separate models run for each dependent variable and racial/ethnic group (28 total). Dependent variables were standardized so unstandardized *B*'s can be interpreted as effect sizes. Each model includes all six HIPs. Controls include: gender, traditional age (>15; < 21 for FY, < 25 for SR), enrollment status (full vs part time), parent education (estimated years of higher education for the parent or guardian with the highest degree), major (in categories), Carnegie type (Basic 2015 categories), selectivity (Barron's), minority-serving institution status, and control (private vs public). **p* < .05; ***p* < .01; ****p* < .001

Appendix: Item Wording for Outcome Measures

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution.

Response options: 1=Poor to 7=Excellent, Not Applicable

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

(In addition to the summary measure, the faculty item was also examined as a discrete outcome.)

Supportive Environment

How much does your institution emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

Overall Satisfaction

How would you evaluate your entire educational experience at this institution?

Response options: Excellent, Good, Fair, Poor

If you could start over again, would you go to the *same institution* you are now attending?

Response options: Definitely yes, Probably yes, Probably no, Definitely no