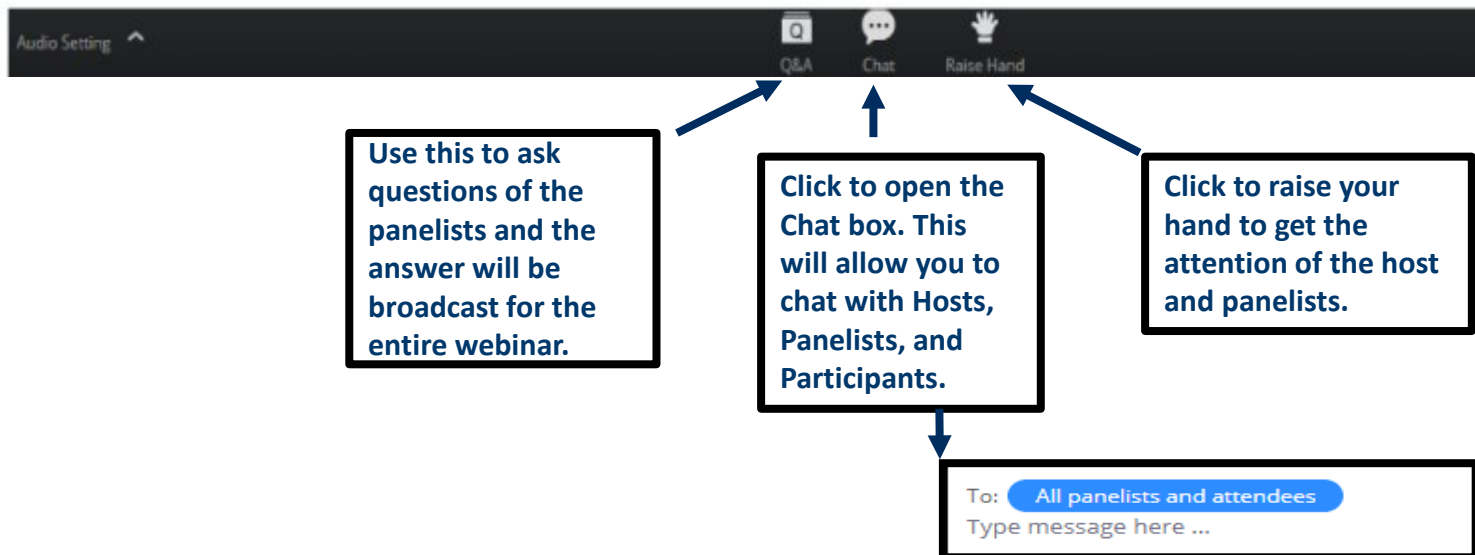




# High-Impact Practices: Interrogating Participation, Quality, and Equity

Webinar will begin at 2 pm Eastern Time

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.



- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left side of the in-meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.

- Have your *Institutional Report 2020* folders for reference; access your materials through the NSSE Institution Interface.
- The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of other **users!**

# Preview of Webinar Registrants' Questions

What the latest definition of the array of HIPs?

Which HIPs are most effective?

How are campuses integrating HIPs in the new remote environment?

How are libraries supporting HIPs?

How do you prompt and reward faculty participation in HIPs?

What support do faculty need to successfully implement HIPs?

Tips/strategies for operationalizing HIPs. What do they look like in faculty pro dev? The classroom?

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How can we get our response rate to increase and get faculty more involved in the process?

How would you anticipate COVID affecting HIPs as COVID has severely limited activities (such as study abroad)?

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Is there evidence of improved outcomes (grades, retention, graduation) of students for each of the 1st year HIPs?

Practical ways to implement more HIPs into curriculum

The assumption with HIPs is that they CAUSE greater student success. Is there evidence for this causal conclusion?

What are the most powerful experiences in the FY?

What are your main ethical concerns when dealing with the sensitive subject of equity?

What HIPs are the most accessible to under-represented students?

What are example(s) of assessment of learning outcomes for student affairs practitioners?



# High-Impact Practices: Interrogating Participation, Quality, and Equity

Brendan Dugan, Jillian Kinzie, Alex McCormick,  
Bob Gonyea and George Kuh

February 17, 2021



# Overview

- Background
- HIP participation through the years
- HIPs and Sense of Belonging
- Institutional Action on HIPs
- HIP Quality and Equity



# Webinar Follows Up *Annual Results* Released January 29, 2021

## Engagement Insights: Survey Findings on the Quality of Undergraduate Education

High-Impact Practices (HIPs):  
Interrogating Quality and Equity  
HIPs continue to be a priority for colleges and universities to boost student outcomes. We share new findings from 2020, including results from the faculty survey and from an exploration of the quality of HIPs from an equity lens.

[Read the story](#)



### High-Impact Practices

Interrogating Quality and Equity, and  
New Findings from FSSE

[Read new Engagement Insights](#)

<https://nsse.indiana.edu/research/annual-results/index.html>

# HIP Background

- HIPs challenge students, linked to desirable outcomes
- Target: one during first year, one more in area of study
- NSSE asks about participation in six:
  - Service-learning
  - Learning communities
  - Research with faculty
  - Internships or field experiences
  - Study abroad
  - Culminating senior experience



# HIP Retrospective: George Kuh, NSSE Founder

## HIP Value to Student Learning & Success

*We know students get more deeply engaged with what they are learning when they have a hands-on, opportunity to practice.*

THE CHRONICLE OF HIGHER EDUCATION  
How Colleges Can Open Powerful  
Educational Experiences to Everyone

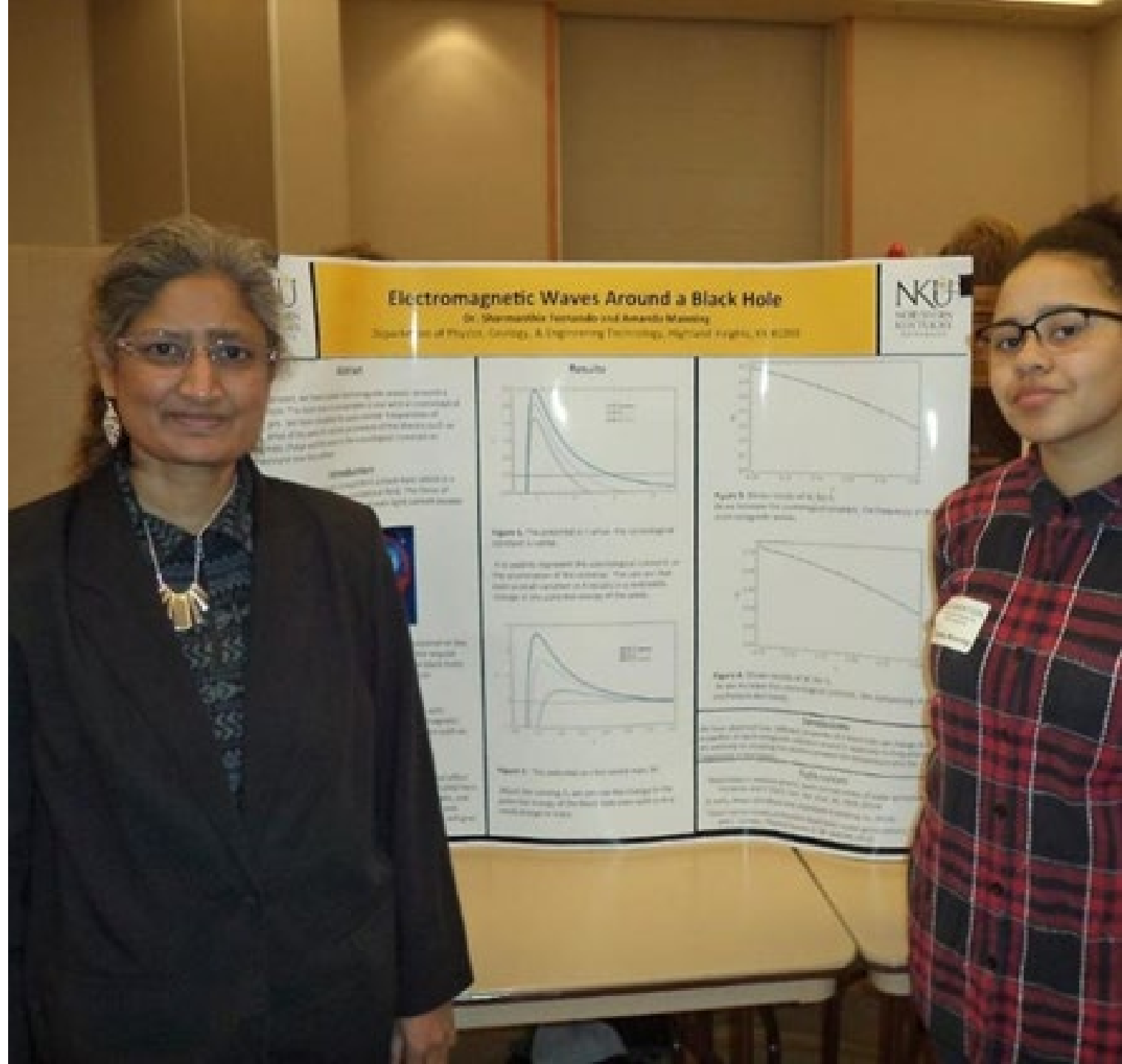
By Shannon Najmabadi | MARCH 12, 2017 ✓ PREMIUM



**HIPs have many enthusiasts.**

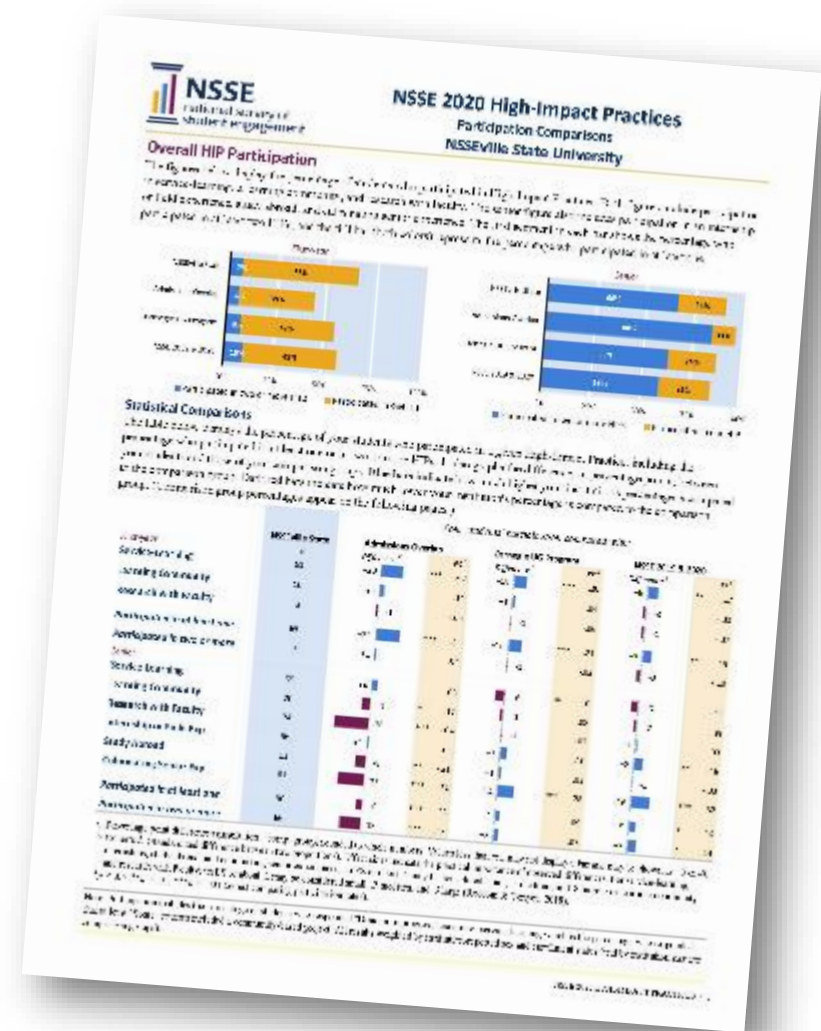
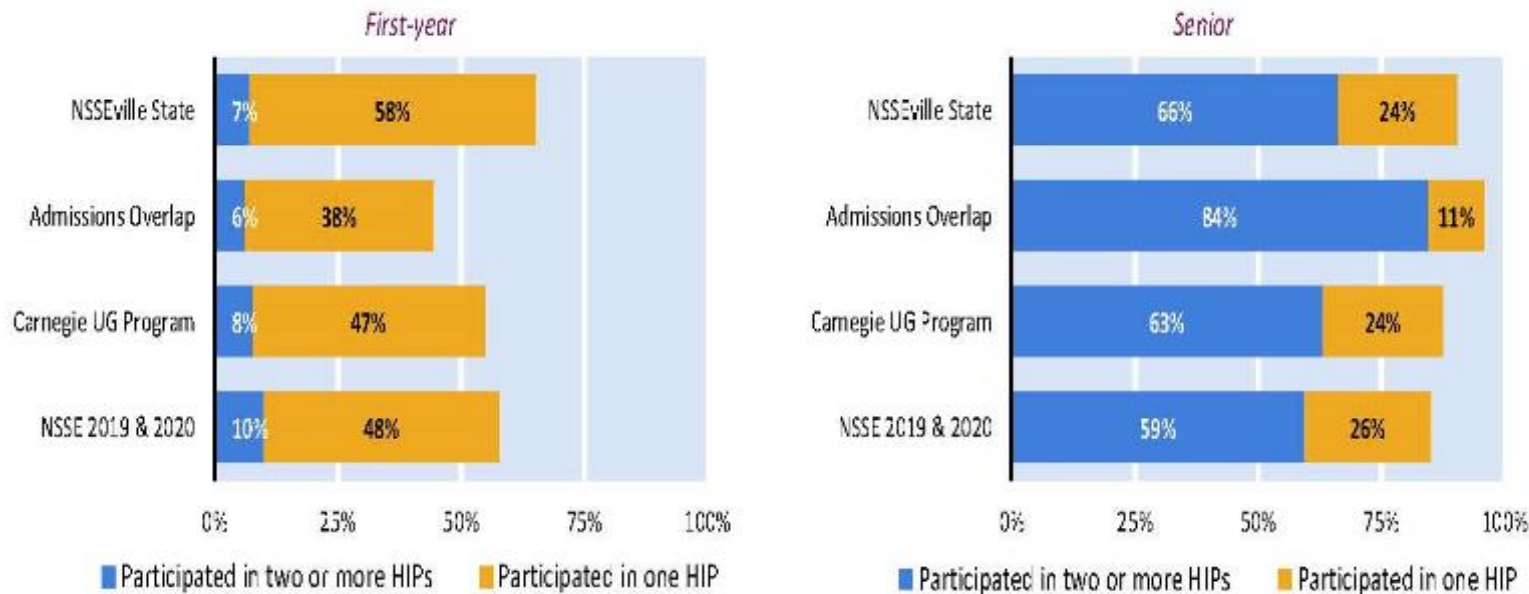
**Hundreds of colleges and universities are working to scale currently existing HIPs and add others so more students can participate in a HIP.**

*How do we know HIPs are reaching all students?*



# Reminder about HIP Report in Your NSSE 2020 Institutional Report

- NSSE 2020 High-Impact Practices Report
- Overall HIP Participation, Statistical Comparisons, HIP Participation by Student Characteristics



# Annual Results January 2021

What puts the impact in High-Impact Practices (HIPs) and do students have equitable access to their benefits?



Photo courtesy of Ashland University

## High-Impact Practices (HIPs): Interrogating Quality and Equity

HIPs continue to be a priority for colleges and universities to boost student outcomes. We share new findings from 2020, including results from the faculty survey and from an exploration of the quality of HIPs from an equity lens.

[Read the story](#)

# What Do We Know about HIP Participation Over Time?

## HIP participation remains stable

- From 2015 to 2020, **58%** of first-years & **85%** of seniors had participated in one or more HIPs
  - 60% of seniors had participated in two or more

## Participation varies by student characteristics

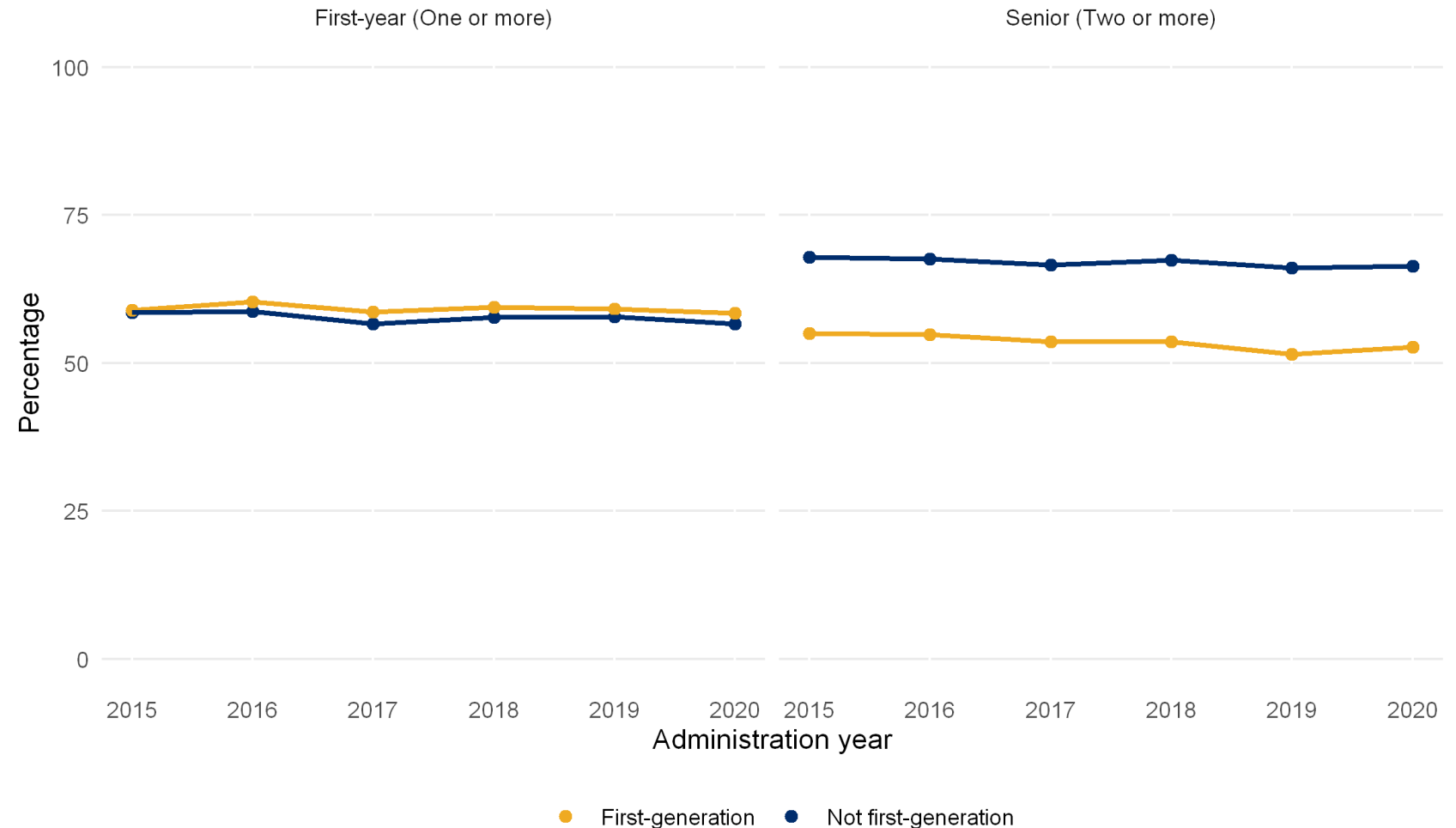
- Differences in participation apparent among seniors

**15%**

of seniors did not participate in any of the 6 HIPs on NSSE

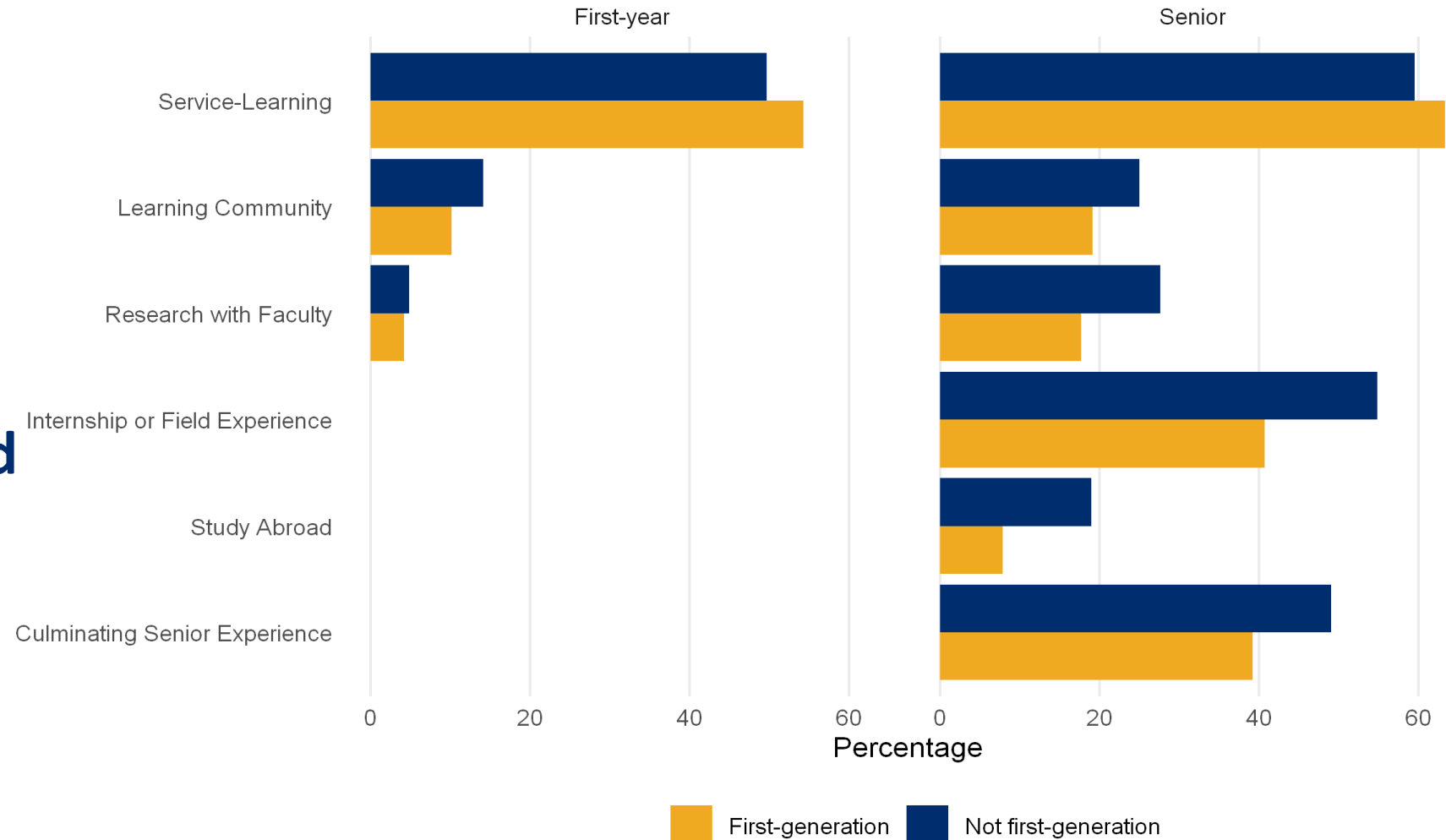
# First-generation Seniors' Participation Lags That of Peers

- Participation parity disappears by senior year
- ~1 in 5 FG, 1 in 8 non-FG seniors completed no HIP
- 54% FG, 67% non-FG seniors had completed two



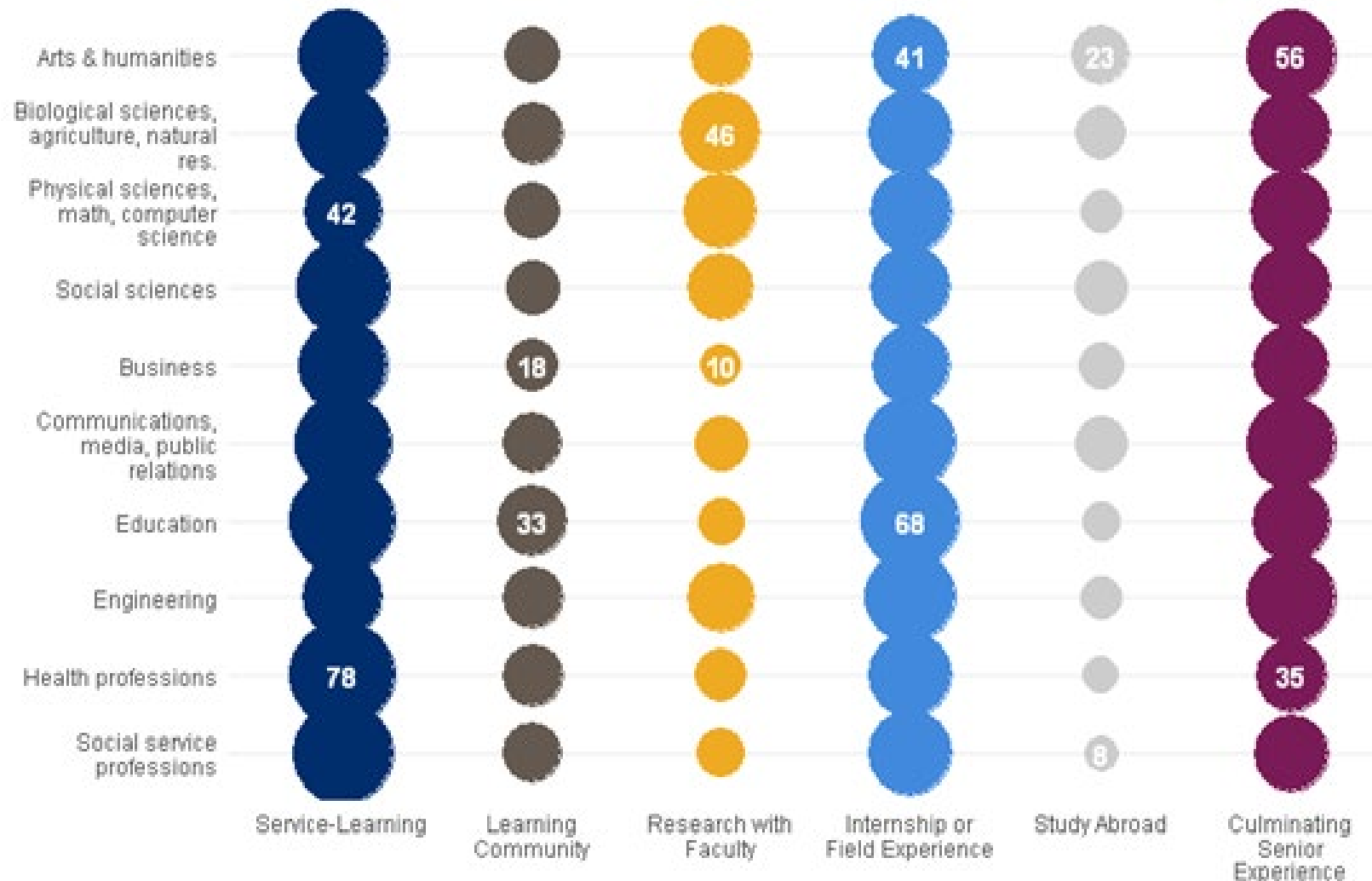
# First-generation Seniors' Participation Lags That of Peers

- **Non-FG seniors more likely to do**
  - **Research with faculty (1.5x)**
  - **Internships etc. (1.3)**
  - **Study abroad (2.7)**
- **FG seniors participated in service-learning slightly more**
- **Patterns consistent since 2007**



# Major Field Shapes Participation

- STEM seniors likeliest to do research with faculty
- Education seniors highest participation in learning communities, internships
- Business students minority participants in LC, undergraduate research
- Arts & Humanities lead in culminating senior experiences, study abroad



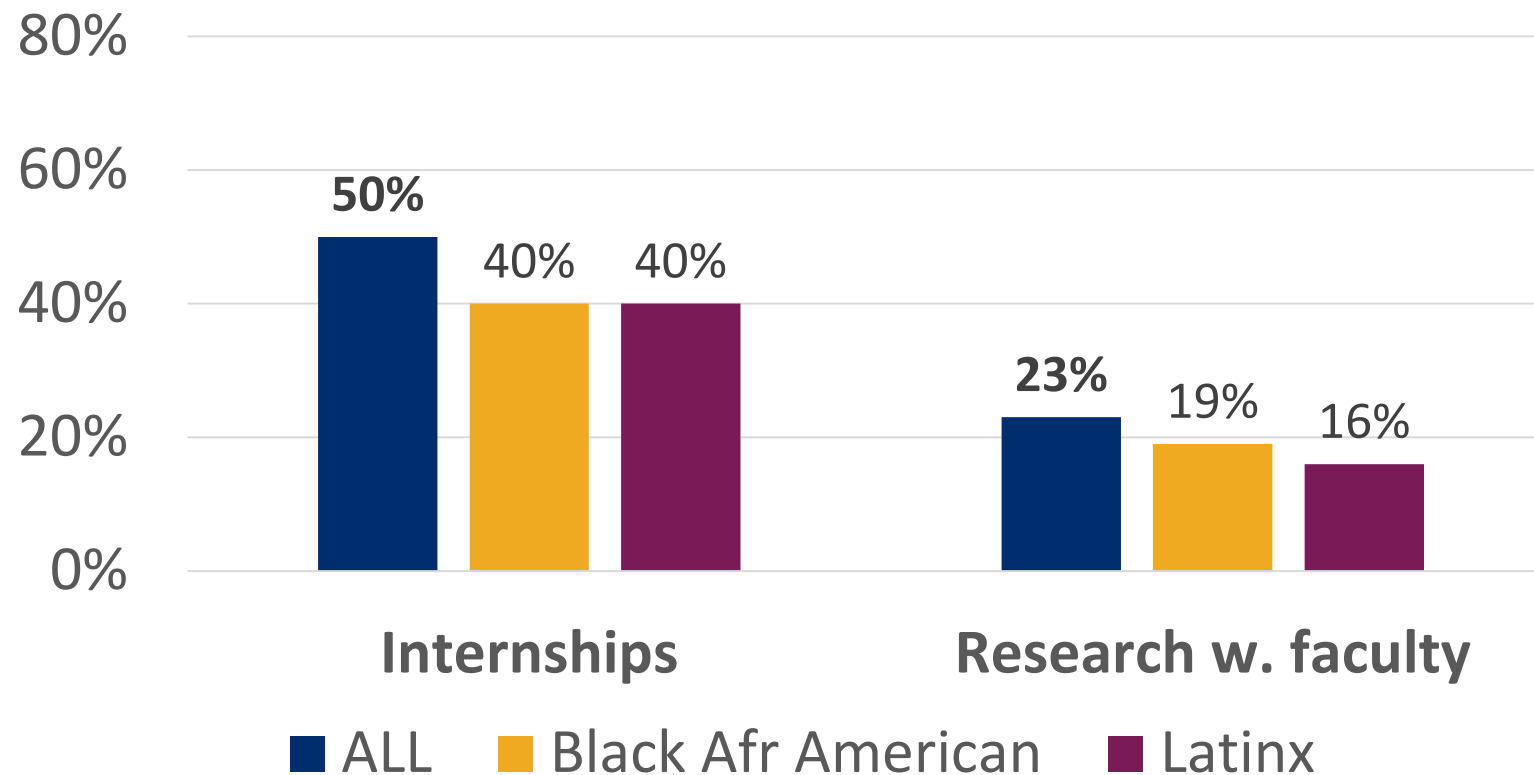
# HIP Prescription: Small Differences by Gender, Race/ethnicity

- Senior women participated in HIPs at slightly higher rates overall than men, but rates are near equal for first-years
- 3 in 5 White, Asian, Multiracial seniors had **done at least two**
- 55% of American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or Pacific Islander seniors **had done two**
- While slight, participation gaps raise concerns about opportunities for students



# In Some HIPs, Participation Varies by Racial Identity

## Percentage Seniors in HIPs



# Let's CHAT

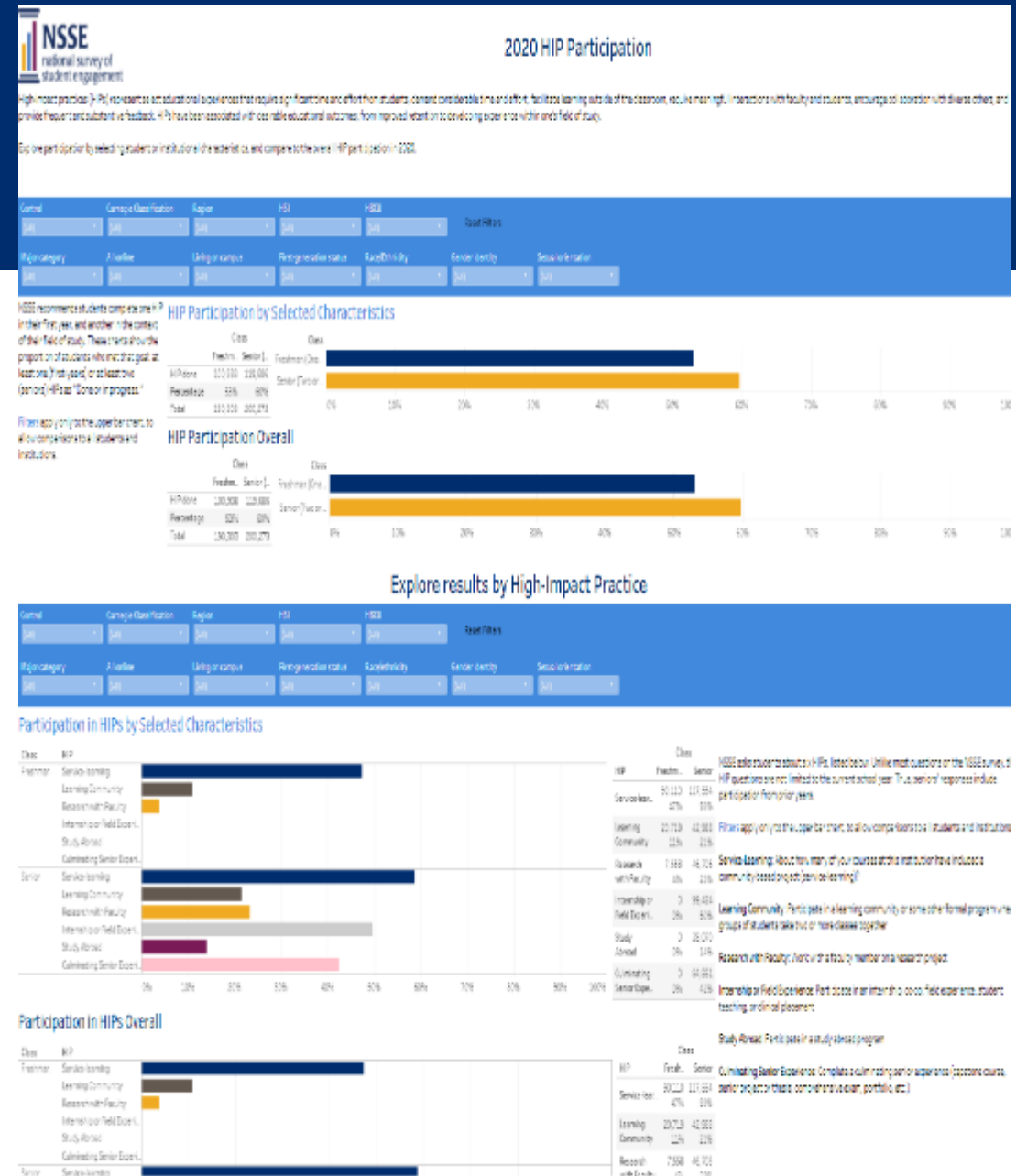
**What populations or groups of students are you most interested in exploring HIP participation?**



# Explore HIP Participation: Tableau Dashboard

- Explore HIP participation by selecting student or institutional characteristics, and compare to overall HIP Participation in 2020
- To see findings and comparisons for subgroups of students see our [Tableau dashboard](https://go.iu.edu/3EqH)

<https://go.iu.edu/3EqH>



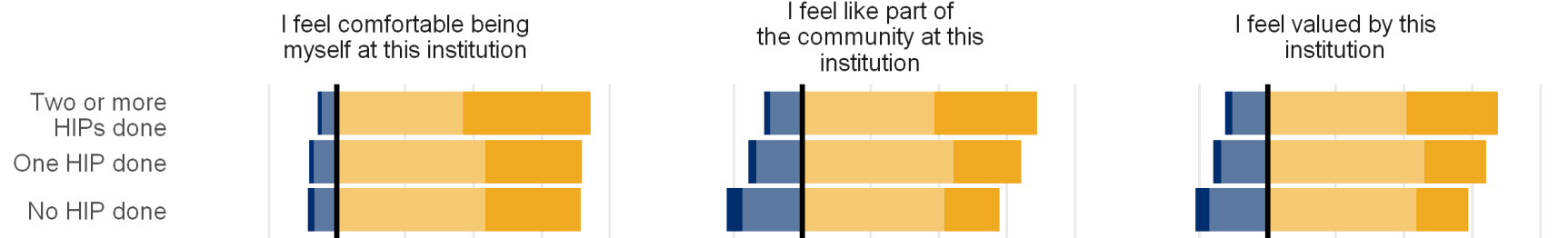
# HIPs and Sense of Belonging

- Three items added in 2020 inquire about sense of belonging:
  - I feel comfortable being myself at this institution
  - I feel like part of the community at this institution
  - I feel valued by this institution
- **Higher overall HIP participation appears connected to sense of belonging**

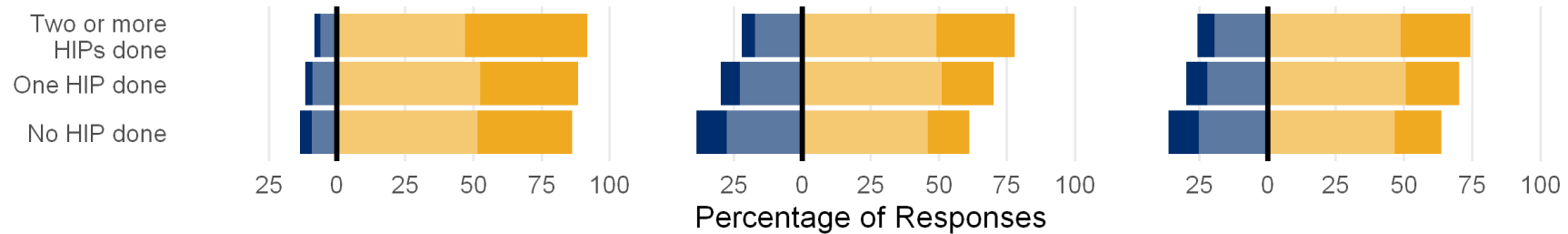


# HIPs and Sense of Belonging

Freshman (1st year)



Senior (4th year)



# Faculty and HIPs

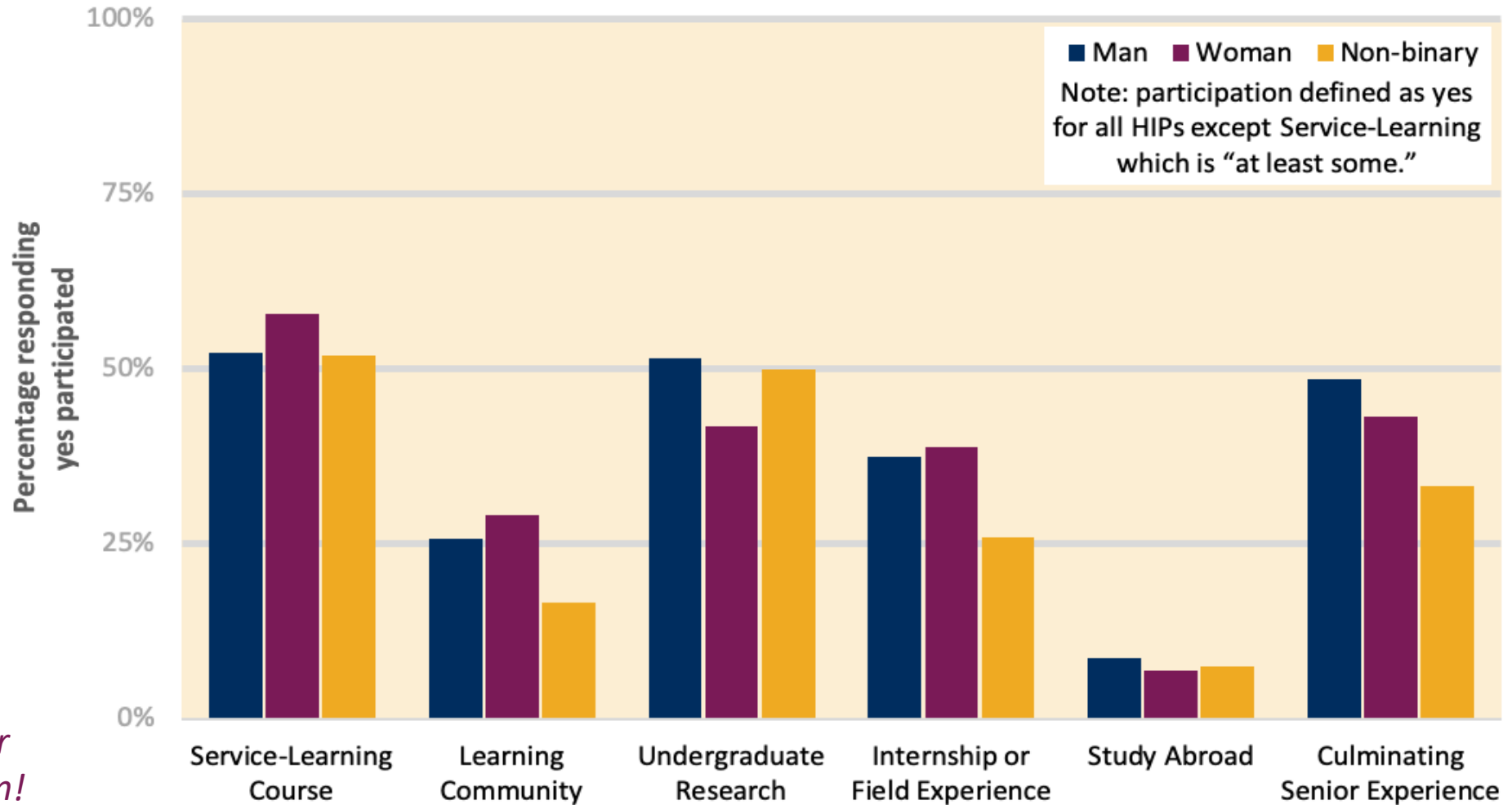
- Faculty generally agree that HIPs are important
- Faculty placed the most importance on participating in internships (85%) and the least on study abroad (40%)
- Women (88%) placed the most importance on internships followed by men (83%), and non-binary (72%) faculty



# Faculty and HIPs

Faculty most often include service-learning experiences in their courses, and least often are involved in supervising study abroad programs.

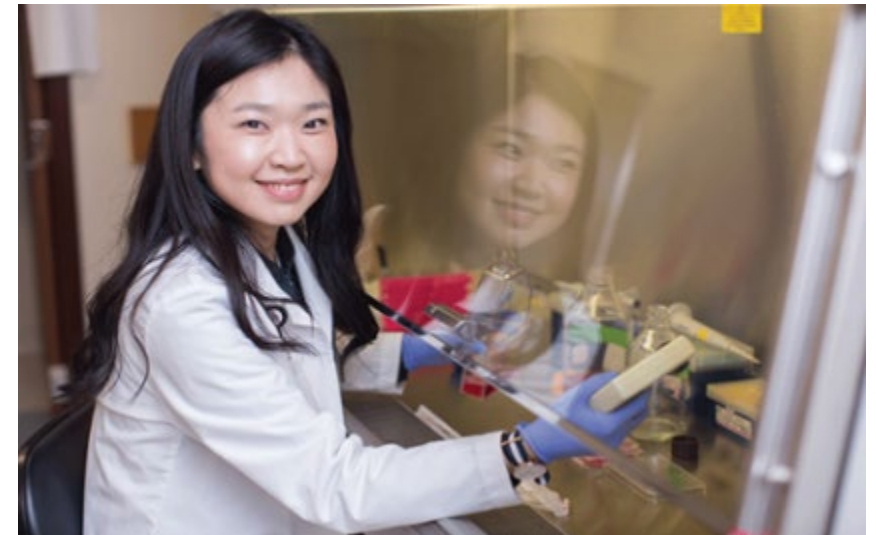
*View the Tableau Dashboard for More NSSE-FSSE HIP Exploration!*



# Institutional Action on HIPs

## Colleges and universities have used their HIP data and results to:

- Showcase students' participation in HIPs
- Make the case to granting agencies and donors about the importance of HIPs
- Explore evidence of HIP participation and quality in accreditation and quality improvement projects
- Feature HIP data in institutional dashboards
- Share HIP results from NSSE and FSSE to stimulate discussions
- Build evidence of HIP demand and to advocate for enhanced practice



# Institutions Making an Impact with their HIPs!

## Showcasing HIPs

Pitzer College, Washington State University, and Samford University

## Enhancing Access and Quality

Marian University, CSU San Marcos, and IUPUI

## HIP Data Displays

University of Toronto and Utah State University

## Accreditation/Quality Improvmt.

Middle Georgia State University and Martin Methodist College

## Samford Students Confirm High-Impact Education In National Survey



Martin Methodist College (Pulaski, TN) created a Quality Enhancement Plan (QEP) to help infuse evidence-based high-impact practices (HIPs) into the academic curriculum.

<https://nsse.indiana.edu/research/annual-results/hips/hip-is.html>



# HIP Quality & Equity Study

Supported by Lumina Foundation



# How well do experiences labelled as HIPs deliver on their transformational promise?

- Findings from a *special NSSE-affiliated 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
- Explores the extent to which HIP experiences incorporate 8 elements theorized to account for their educational benefits and who has access to high-quality HIPs
- Custom-designed item set



## Comprehensive Report

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

[Read the report](#)

# Assessing Elements of HIP Quality and Equity

Explores the extent to which HIP experiences incorporate 8 elements theorized to account for their educational benefits and who has access to high-quality HIPs.

1. High performance expectations
2. Significant investment of student time and effort over an extended period
3. Interactions with faculty and peers about substantive matters
4. Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

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

# Sample HIP Quality Questions

## Feedback

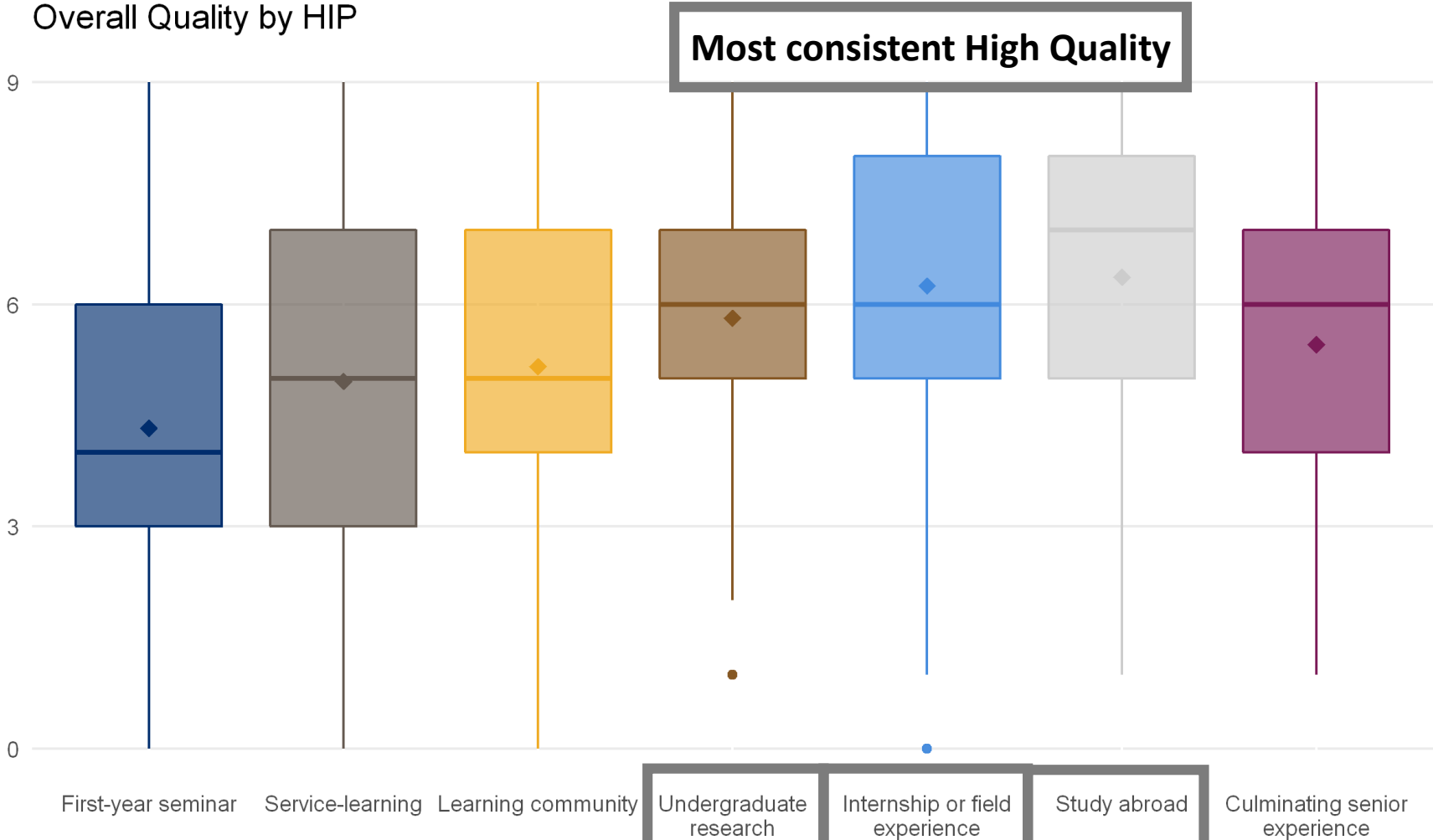
During this experience, about how often did you receive feedback from the following individuals?

*[Very often ... Never; NA]*

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

**View Item set:**  
**<http://tinyurl.com/y6nql759>**

# Distribution of Overall Quality Scores by HIP



# HIPs and Equity

- Although small and variable differences existed for racially minoritized students, results overall suggest relative parity in the quality of HIP experiences across subgroups.
- *How do we ensure HIPs are set up to be accessible, welcoming, fair and educationally beneficial for ALL students, particularly students who have been historically underserved in higher education?*

# The HIP Quality & Equity Project Continues: Investigating the Features and Benefits of High-Quality HIPs

## Want HIPs at your institution to be part of Phase 2?

- The second phase of the project will collect more contextualized data through purpose-built surveys keyed to two HIP experiences.
- We intend to survey students participating in learning communities (both residential and nonresidential) and culminating senior experiences (capstone courses, senior projects or theses, etc.).

*To express interest in participating in this phase of the project, contact us at [nsse@indiana.edu](mailto:nsse@indiana.edu) and include "HIP Quality Phase 2" in the subject.*

# George Kuh Comments: Institutional Action on HIPs

- What should institutions do to provide **quality** HIPs to **more** students?
- What strategies should colleges and universities deploy to integrate HIPs in the curriculum and co-curriculum?



# Q&A and Lingerin Questions...

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# Thank you

Find our slides and the recording of this webinar on the NSSE website [nsse.indiana.edu/support-resources/webinars/index.html](https://nsse.indiana.edu/support-resources/webinars/index.html)

Blog: [NSSEsightings.indiana.edu](https://nsse.sightings.indiana.edu)  
@NSSEsurvey

**Upcoming Annual  
Results Releases:**



Photo courtesy of University of the Cumberland

## **Identifying the Trust Gap Among Undergraduates**

Trust in American institutions has been declining over time and higher education is not exempt from this trend. We investigate how undergraduates' trust in institutions, their college, media, others, and civil society vary across student populations.

*Coming February 2021*



## **Happy 20th, NSSE! Foundational Research and Emerging Ideas for NSSE's Third Decade**

As NSSE celebrates 20 years in the field, we look back at some of our key findings and lessons about institutional assessment and look forward to new approaches in the coming decade.

*Coming February 2021*