Assessing HIPs Well
Moving Toward an Institutional Assessment Plan

Thomas F. Nelson Laird
Our Four Questions

• How (effectively) are HIPs currently being assessed at your institution?
• What challenges do we face in doing HIP assessment well?
• What can be done to improve HIP assessment processes?
• How can the assessment of different HIPs be stitched together into an institution-wide assessment plan?
Why Assess HIPs?
High-Impact Practices

First-Year Seminars & Experiences
Common Intellectual Experiences
Learning Communities
Collaborative Assignments & Projects
Writing Intensive Courses
Undergraduate Research
Diversity & Global Learning
Service/Community-Based Learning
Internships
Capstone Courses & Projects
ePortfolios
Extended period of High-Impact Practice + Time result in:

- Notably greater engagement
- High levels of learning
5 Reasons to Assess HIPs

But why is it high-impact?
What Should be Assessed about a HIP?
Focus Assessment On

- **Participation/participants**
  - How many, who, and why
  - Disaggregate!

- **Participant experience and environment**
  - Key elements of the HIP process (things that lead to impact)
  - Disaggregate!

- **Impact**
  - Goal achievement, unexpected learning
  - Differential impact!
Interesting & Incomplete HIP Findings
## Institutional HIP Participation Rates

<table>
<thead>
<tr>
<th>HIP</th>
<th>FYS</th>
<th></th>
<th></th>
<th>SR</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
<td>Mean</td>
<td>Min</td>
<td>Max</td>
<td>Mean</td>
</tr>
<tr>
<td>Service-learning</td>
<td>24%</td>
<td>100%</td>
<td>58%</td>
<td>30%</td>
<td>99%</td>
<td>68%</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>0%</td>
<td>11%</td>
<td>3%</td>
<td>6%</td>
<td>97%</td>
<td>54%</td>
</tr>
<tr>
<td>Study abroad</td>
<td>0%</td>
<td>28%</td>
<td>10%</td>
<td>10%</td>
<td>89%</td>
<td>53%</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>0%</td>
<td>26%</td>
<td>7%</td>
<td>0%</td>
<td>75%</td>
<td>29%</td>
</tr>
<tr>
<td>Learning community</td>
<td>0%</td>
<td>44%</td>
<td>14%</td>
<td>5%</td>
<td>61%</td>
<td>28%</td>
</tr>
<tr>
<td>Internship</td>
<td>0%</td>
<td>14%</td>
<td>4%</td>
<td>0%</td>
<td>78%</td>
<td>14%</td>
</tr>
<tr>
<td>At least one HIP</td>
<td>33%</td>
<td>97%</td>
<td>66%</td>
<td>52%</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Two or more HIPs</td>
<td>4%</td>
<td>46%</td>
<td>19%</td>
<td>15%</td>
<td>100%</td>
<td>68%</td>
</tr>
</tbody>
</table>
# Student HIP Participation Differences

<table>
<thead>
<tr>
<th>Less likely</th>
<th>Mixed results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>International students</td>
</tr>
<tr>
<td>First Generation</td>
<td>Service learning</td>
</tr>
<tr>
<td>Transfer</td>
<td>Study abroad</td>
</tr>
<tr>
<td>Younger</td>
<td>Internships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More likely</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Athletes</td>
</tr>
<tr>
<td>Frat/sorority</td>
<td>Service learning</td>
</tr>
<tr>
<td>Fulltime</td>
<td>Internships</td>
</tr>
<tr>
<td>Higher grades</td>
<td>Study abroad</td>
</tr>
</tbody>
</table>

- Latinx/Hispanic Americans

- African Americans

- Asian Americans

- STEM majors

- International students

- Athletes

- Service learning

- Study abroad

- Internships

- UG research

- Culm Sr Exp

- UG Research
HIPs and Outcomes

• In general, HIP participation linked to greater
  • Student engagement in effective educational practices
  • Satisfaction
  • Self-reported learning

• Specific outcomes for specific HIPs in specific contexts
Exercise 1

• How (effectively) are HIPs currently being assessed at your institutions?

• Task—At your table...
  • Describe how participation, experience/environment and impact are assessed for a HIP at each person’s institution
  • Which of these assessment practices result in good evidence about impact?
  • Which assessment practices result in good evidence for improving those HIPs?
Exercise 2

• What challenges do we face in doing HIP assessment well?
• Task—At your table, discuss the following
  • What are the key challenges you each face?
  • What is needed to avoid, work through, or get around these challenges?
Got an Assessment Model?
Assessment and the Culture of Evidence

- Planning & Budgeting
- Assessable Outcomes
- Application of Findings
- Tracking
- Data Collection
- Analysis
- Assessment & Evaluation
- Improvement
- Implementation
- Instrumentation

Adapted from Banta et al. (2007)
Assessment Methods
Common Methods + Examples

• Counting/cataloguing
• Observing
• Snapshot surveying
• Pre-post testing/surveying
• Interviewing (individual or group)
• Tracking over time
• Comparing
Common Informal Methods

• Casually observing
• Checking in with key people
• Talking with participants
• Reflecting on experience

*These do not necessarily produce data but still inform our work
*These should not be the only methods used
Exercise 3

- What can be done to improve HIP assessment processes?
- Task—At your table, discuss the following
  - What guides the assessment of a HIP at your institution?
  - What information are you collecting unnecessarily?
  - What information are you missing?
  - What analyses need to be done?
  - How is the assessment of one HIP connected to the assessment of another?
Might an Assessment Plan Help?
Plan Components

- Mission, goals, outcomes
  - Striving for alignment and differentiation
- Map(s) of educational process(es)
- Assessment/evaluation methods
- Implementation plan
- Reporting plan (audience and format)
- Dissemination plan
Mission

- Goal 1
  - Outcome 1.1
  - Outcome 1.2
  - Outcome 1.3
- Goal 2
  - Outcome 2.1
  - Outcome 2.2
- Goal 3
  - Outcome 3.1
Exercise 4a

• At your table...
  • Pick a HIP
  • Write 1 or 2 goals for that HIP, 1 per sticky note
  • Write 1-3 specific, measurable outcomes for each goal, 1 per sticky note of 2^{nd} color
  • Post your goals and outcomes on the wall
Map Example 1.1: Simple HIP Map

Input → HIP → Outcome
Map Example 1.2: Study Abroad Map

Input

- Pre-departure Experiences
- Courses abroad
- Co-curric abroad
- Reflective exercise while abroad
- Transition home

Outcome
Map Example 2: Guided Learning Pathways

THEMATIC COURSE CLUSTERS
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

SECOND-YEAR INQUIRY SEMINAR
Cross-disciplinary questions and student signature project

THEMATIC COURSE 1

THEMATIC COURSE 2

THEMATIC COURSE 3

SIGNATURE WORK
A student’s best work, which can take many forms (e.g., capstone, internship, field work, research, community-based research)

E-PORTFOLIO SHOWS STUDENT’S PROBLEM-BASED LEARNING AND PROFICIENCIES OVER TIME

- Diversity and global learning courses
- High-Impact Practices (HIPs)
- Courses related to major field

Writing intensive
Intensive in quantitative analysis
Both writing intensive and intensive in quantitative analysis

*For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.
Exercise 4b

• Create an educational experience map for your table’s HIP
  • What are the key components or experiences?
  • In what order do they occur?
  • What’s optional and what’s required?
  • What key work do participants do?
  • What artifacts are produced?

• What information do you need to collect—put on sticky notes 3rd color
Exercise 4c

• How you will collect the information from exercises 4a & b
  • What specific method(s) will be used?
  • Which instruments will be used?
  • When will information be gathered?
  • How will the information be analyzed?

• Summarize on sticky notes
Exercise 4d

• How can the assessment of different HIPs be stitched together into an institution-wide assessment plan?

• Look at the wall

• Reflect
  • Could you do this exercise on your campus?
  • Who would need to be there?
  • How might it be helpful?
  • What are next steps?
Final Thoughts & Questions
Thank you!