INSTITUTIONAL ASSESSMENT PLANS FOR HIPS
QUALITATIVE AND QUANTITATIVE METHODS

Thomas F. Nelson Laird

CENTER FOR POSTSECONDARY RESEARCH
INDIANA UNIVERSITY
School of Education
Bloomington

6/22/15
Workshop at AAC&U’s 2016 Institute on High-Impact Practices & Student Success
Blah Blah Blah
+Blah
__________
= Meh
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
High-Impact Practice

Extended period

Time
Time
Time
Time
Time
Time
Time
Time
Time
Time

Energy
Energy
Energy
Energy
Energy
Energy
Energy
Energy
Energy
Energy

Result in...

Greater engagement

Greater learning
5 Reasons to Assess HIPs

But why is it high-impact?
Models of Assessment
Assessment and the Culture of Evidence

Planning & Budgeting

Assessable Outcomes

Application of Findings

Tracking Data Collection Analysis

Assessment & Evaluation

Instrumentation

Implementation

Improvement

Adapted from Banta et al. (2007)
Defining Features of SoTL

Teaching portfolio
Presentations
Publications

Questioning

What do I want to know about my teaching or student learning?

Going Public

Making improvements based on what you’re learning and assessing changes in your teaching

Gathering & Exploring Evidence

What evidence do I have?
What evidence can I collect and how?
What do I do to or with this evidence?

Trying Out & Refining Insights

Adapted from Huber & Hutchings (2005)
Assessment Process

- Problem
- Purpose
- Where to get the information
- Assessment methods
- Who collects the data
- What instruments
- How will data be collected
- Who to study
- Data analysis
- Study implications
- Effective reporting

Adapted from Schuh, Upcraft, & Associates (2001)
Continuum of Assessment Planning
Continuum of Assessment Planning

- Nothing much
- Bits and pieces
- Cobbled parts
- Coordinated
- Part of the fabric
Areas to Assess
Areas to Assess

- Program/practice existence
- Practice/process
- Participation
- Participant background
- Participant feedback
- Participant satisfaction
- Experience/engagement
- Learning
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
Assessment Plans
Assessment 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 (who gets what when)
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 1

- In groups of 2-3
  - Write down one of the HIP goals for your institution
  - Write 2-3 specific, measurable outcomes for your goal
  - Exchange goals and outcomes to get feedback from your group members
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.

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 2

- Create an educational experience map for your institution that incorporates some or all of the HIPs you are here to work on
  - What are the key experiences?
  - In what order do they occur?
  - What’s optional and what’s required?
  - What key work occurs?
Exercise 3

For one of the outcomes from Exercise 1, plan one qualitative and one quantitative way to assess the outcome

- Who will gather information from?
- When will you gather information?
- How will the information be gathered?
- How will the information be analyzed?
Issues, Challenges, & Opportunities
Thank you!