



High-Impact Practices

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses/Projects
- ★ E-portfolios



HIPs: What We Know for Sure

Relationship of High-Impact Practices^a with Engagement and Students' Assessment of Their Experiences

	High-Impact Practices								
	First-Year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Study Abroad	Internship or Field Experience	Culminating Senior Experience
Engagement Indicators									
Higher-Order Learning	++	++	+++	++	++	++	+	++	++
Reflective & Integrative Learning	+++	++	+++	+++	+++	++	++	++	++
Quantitative Reasoning	++	++	+++	+++	++	+++	+	++	++
Learning Strategies	++	++	+++	++	++	++	ns	+	+
Collaborative Learning	+++	++	+++	+++	+++	++	++	+++	++
Discussions with Diverse Others	++	++	++	++	++	++	+	++	++
Student-Faculty Interaction	+++	+++	+++	+++	+++	+++	++	+++	+++
Effective Teaching Practices	++	++	++	++	++	++	+	+	++
Quality of Interactions	++	++	++	++	++	++	+	+	+
Supportive Environment	++	++	++	++	+++	++	++	++	++
How Students Assess Their Experiences									
Perceived Gains ^b	++	+++	+++	+++	+++	++	++	++	++
Satisfaction with Entire Educational Experience	++	++	++	++	++	++	+	+	+

- HIP participation is positively related to
- Engagement Indicators
 - Perceived gains in learning and development
 - Satisfaction

HIPs and Students of Color

While participation in HIPs generally benefit all students, the salutary effects are even greater for students who begin college at lower achievement levels, as well as students of color, compared with White students



Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. AAC&U.

HIPs and Students of Color

- Students of color less likely to participate in most HIPs
- Deficit-minded campus practices are barriers to increasing underserved student participation

LEAP

Assessing Underserved Students' Engagement in High-Impact Practices

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WITH AN ASSESSING EQUITY IN HIGH-IMPACT PRACTICES TOOLKIT
DEVELOPED BY ESTELIA WAXA BENJUMON, ALICIA C. BOWD, AND
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Critical Theory and Race-Conscious Practice Concerns about HIPs

Scholars don't study "high-impact" from the perspective of students of color

HIP assessment may not examine inequities, stereotype threat, feelings of representation

HIP assessment does not ask students deep questions about their inclination or disinclination to participate in HIPs

HIPs may enable micro-aggressions & stereotyping

Onus for HIP engagement falls unjustly on students

See Harper, 2009; Patton, Harper, & Harris, 2015

HIP Critique: The “Hypothesis of Harm”

HIPs are designed for, appeal to, and advantage White students

HIPs perpetuate inequities – fostering underrepresentation and promoting stereotypes

Intense HIPs may expose students of color to micro-aggressions



Can NSSE data shed light on this worrisome hypothesis?





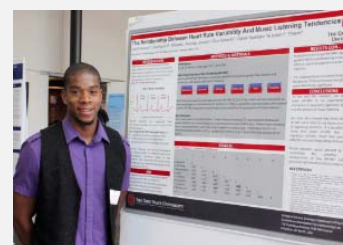
Outcomes

- Quality of Interactions (5 items; $\alpha=.86$, .83)
- Quality of Interactions with Faculty (single item)
- Supportive Environment (8 items; $\alpha=.88$, .88)
- Satisfaction with Overall Educational Experience (2-item index)

Research Questions

Relative to peers who *did not participate* in HIPs, do students of color who *did participate*...

- evidence **lower quality of interactions** with others on campus, and **faculty in particular**?
- evidence **lower levels of campus support**?
- express **lower overall satisfaction** with their educational experience?



Sample

- Spring 2017 NSSE administration
- 636 U.S. bachelor's degree-granting institutions
- 268,720 first-year (45%) and senior (55%) students
- Students taking all courses online were excluded

Sample

	First-year		Senior	
	Count	%	Count	%
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

First-Year HIP Participation and Plans

		American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Other Pac. Islander	White	Other	Multi-racial	Total
		%	%	%	%	%	%	%	%	%
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

Senior HIP Participation

		American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian/ Other Pac. Islander	White	Other	Multi-racial	Total
		%	%	%	%	%	%	%	%	%
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



Analytic Method

- Separate multiple regression models on the four outcomes for each of seven racial/ethnic groups
- All eligible HIPs included (2 for first-years, 6 for seniors)
- Dependent variables **standardized** (coefficients are thus effect sizes)
- Controls
 - **Student-level:** gender, traditional-age status, enrollment status, parents' highest education level, and major (or intended major)
 - **Institution-level:** Basic Carnegie type, control, selectivity, and minority-serving status

Summarizing Results

28 models per class level

- 4 outcomes x 7 racial/ethnic groups

First-year students

- HIPs: Learning community & service-learning
- 2 HIP coefficients x 28 models = **56 coefficients**

Seniors

- HIPs: Learning community, service-learning, research with faculty, internships & field placements, study abroad, culminating experience
- 6 HIP coefficients x 28 models = **168 coefficients**

Summary of Findings

	First-Year			Senior		
	HIP coefficients		Significant ES range	HIP coefficients		Significant ES range
Sig. & Positive	46	82%	.08 - .53	105	63%	.02 - .50
Not Significant	10	18%		63	38%	
Sig. & Negative	0	0%		0	0%	
Total	56	100%	.08 - .53	168	100%	.02 - .50

Of Special Note

The relationship between research with faculty & quality of interactions with faculty offers the most direct HIP test

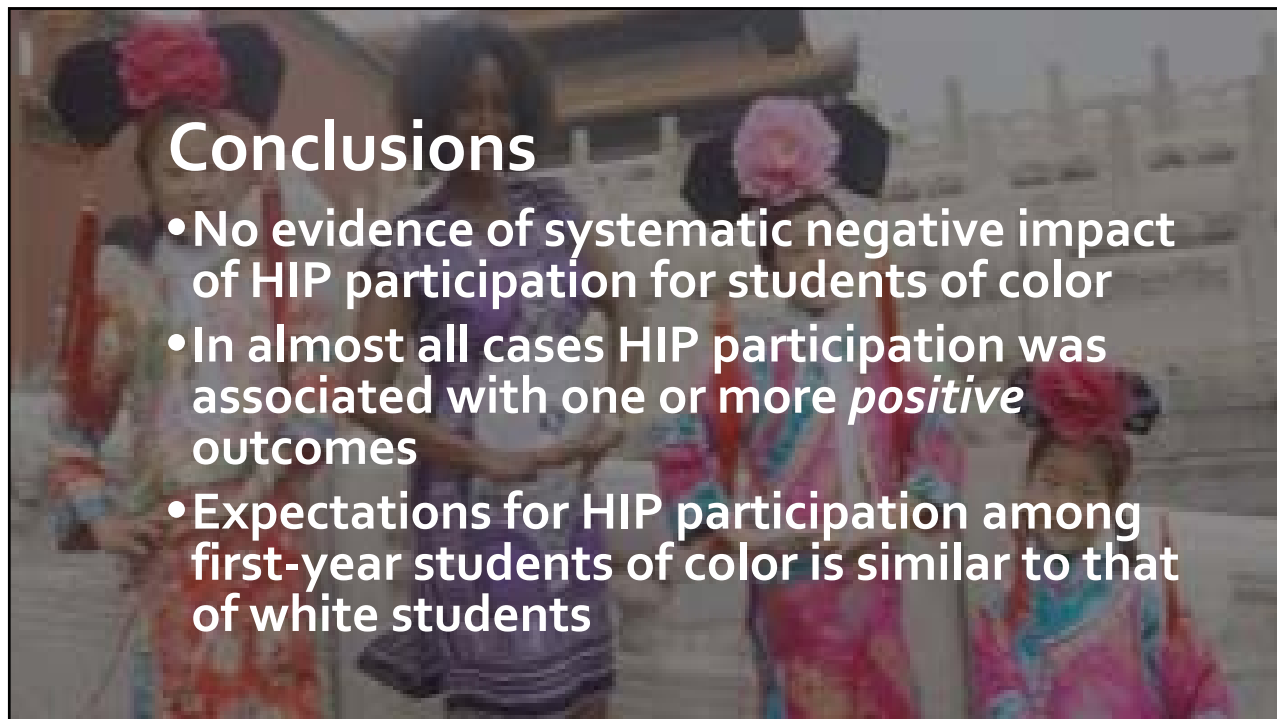
- Significant positive effect for 6 of 7 groups, ES from .19 (multiracial) to .28 (American Indian or Alaska Native)

Largest effects: First-year students

- Learning community participation on supportive environment, ES .17 (White) to .53 (Native Hawaiian & other Pacific Islander)

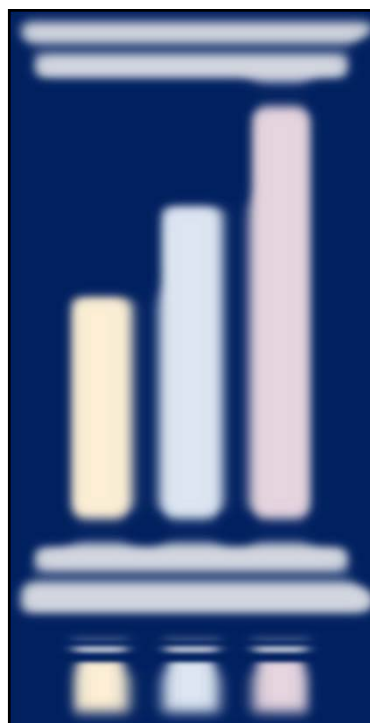
Largest effects: Seniors

- Service-learning on supportive environment, ES .26 (White) to .42 (American Indian or Alaska Native)



Conclusions

- No evidence of systematic negative impact of HIP participation for students of color
- In almost all cases HIP participation was associated with one or more *positive* outcomes
- Expectations for HIP participation among first-year students of color is similar to that of white students



Caveats...

- Enthusiasm for HIPs is high, yet not all HIPs are the same – implementation matters
- No assurance of uniformly positive experiences for HIP participants
- Students of color may still be subject to negative experiences
- Important to investigate further the experiences of students of color in HIPs using a variety of methods

What to Do?

- Take equity concerns seriously
- Institutions must examine HIPs by race-ethnicity
 - End-of-experience evaluations & feedback from under-represented students in HIPs should be regularly collected and examined for quality and equity concerns
 - Campuses with NSSE data can study HIPs, by disaggregating their HIP data and reproducing our analyses
- Identify institutional shortcomings in practice and focus attention on equity in HIPs
- Address realities of students' lives that make access to HIPs challenging
- Assume institutional responsibility for students of color HIP participation
- Empower educators to engage in race-conscious practice and embody equity-mindedness



Let's leverage enthusiasm for HIPs and redouble our efforts to ensure students of color have inclusive, high-quality experiences.