RISE Assessment Update

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Institutional Research and Decision Support

RISE Retreat
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Overview

• What constitutes a High Impact Practice?
• What RISE assessment activities have been implemented at IUPUI?
• What are the results of assessment?
• What have we learned based on assessment of RISE?
• What are the next steps?
The Impetuses

• Pascarella and Terenzini—
  – Impact of college is largely determined by quality of effort and level of involvement in academic and non-academic activities (1991)

• AAC&U’s—College Learning for the New Global Century (LEAP, 2007)

• Kuh (2008)—positive effects of participation in high-impact activities as measured by National Survey of Student Engagement (NSSE)
High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

★ 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 and Projects
What Constitutes High Impact Practices?

- Intentional
- Connections/integrations
- Educationally purposeful activities (in and out of class)
- Highly interactive
- Deeper approaches to learning
- Application
- Analyzing/synthesizing
- Reflection and analysis
HIP Benefits and Outcomes

High Impact practices are positively associated with:

• Persistence and GPAs
• Deep approaches to learning
• Higher rates of student-faculty interaction
• Increases in critical thinking and writing skills
• Greater appreciation for diversity
• Higher student engagement overall

Bronwell, J & Swaner, L (2010); NSSE, (2007); Kuh (2008); Hansen, Chism, & Trujillo, (2011)
Six Conditions That Mark High Impact Educational Practices

1. Time on Task (Invest time and effort)
2. Interact with faculty and peers about substantive matters
3. Experience diversity
4. Get more frequent feedback
5. Discover relevance of their learning through real-world applications
6. Experience a context of coherent, academically challenging curriculum
Markers of HIPs Done Well

- Expectations set at appropriately high levels
- Significant investment of time and effort
- Interactions with faculty and peers
- Experiences with diversity
- Frequent and constructive feedback
- Periodic and structured opportunities for reflection
- Relevance through real-world applications
- Public demonstration of competence

(Finley & Kuh, in press; Kuh & O’Donnell, 2013; Kuh, 2008)

- Examined: Learning Communities, First-Year Seminars, Service-Learning, Capstone, Undergraduate Research
- Outcomes
  - Higher GPA/grades
  - Gains in writing, critical thinking, reading, integrative thinking, research skills,
  - Higher rate of civic engagement, gains in commitment to social justice, multicultural awareness
  - Increased retention and persistence
  - Ease of college transition
  - Higher rate of graduate school
- Are there conditions under which positive outcomes are more likely to be found, and, if so, what design and implementation strategies should practitioners employ to maximize the impact of these practices?
Within Service Learning Programs

- Create opportunities for structured reflection.
- Ensure that faculty connect classroom material with the service experience.
- Require enough service hours to make the experience significant.
- Focus on the quality of the service, ensuring that students have direct contact with clients.
- Oversee activities at the service site.

Within Undergraduate Research Programs

- Encourage faculty to provide mentoring, rather than just program oversight, and attend to the quality of the mentoring relationship (balancing challenge with support).
- Provide opportunities for “real-life” applications, whether through publication, presentations, or project implementation.
- Offer intentionally designed curricula that enhance students’ research skills and build those skills over time, including prior to intensive undergraduate research experiences.

RISE/HIP Experiences Assessment
Original Framework for Assessment of RISE

- Registrar provides annual data regarding transcript designations
- Institutional Researchers help to assess outcomes related to student success
- Assessment of student learning Faculty assess students’ level of competence aligned with IUPUI Principles of Undergraduate Learning
  - Prompts to guide student reflections are provided (students encouraged to respond in electronic portfolio)
- Currently developing fidelity checks for RISE courses
Challenges to RISE Assessment

• Course Tags not accurate indicators of actual participation in RISE.
• PUL rating process not viewed as valid or useful.
• Lack of fidelity of RISE implementation and course tagging system.
HIP Program Fidelity

- Fidelity is defined by Webster as “the quality or state of being faithful, the accuracy in details, exactness.”
- Program fidelity assessment offers another level of detail about the program as implemented by examining the degree to which interventions are implemented as theoretically planned.
  - Poor Fidelity Examples
    - LC implemented with no integrative learning assignments.
    - SL implemented with no structured reflection.
- It is not possible to test the effectiveness of an intervention if the intervention failed to be implemented as planned (Scott & Sechrest, 1989).
What We Have Done and In Progress

- Conducted analyses of fall 2014 course tag data
- Designed a questionnaire to assess students’ experiences with RISE and administered it to all students in 2014 tagged courses
- Designed questions specific to RISE that were incorporated on the 2015 IUPUI Faculty Survey
- Added questions to the Entering Student Survey
- Administered the National Survey of Student Engagement (NSSE) in spring 2015
- Conceptualized more effective ways to identify and assess RISE experiences (development of taxonomies to ensure fidelity, quality of experiences, and appropriate data analyses).
### RISE Course Tags by School of Major

<table>
<thead>
<tr>
<th>School of Major</th>
<th>RISE Experiential Learning</th>
<th>RISE International/Study Abroad</th>
<th>RISE Research</th>
<th>RISE Research and Experiential Learning</th>
<th>RISE Research and Service Learning</th>
<th>RISE Service Learning</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students</td>
<td>3</td>
<td>0%</td>
<td>55</td>
<td>8%</td>
<td>1</td>
<td>0%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Undergraduate Non-Degree</td>
<td>17</td>
<td>0%</td>
<td>30</td>
<td>4%</td>
<td>4</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Business Undergraduate</td>
<td>1010</td>
<td>20%</td>
<td>215</td>
<td>31%</td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Education Undergraduate</td>
<td>1012</td>
<td>20%</td>
<td>0%</td>
<td>13</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering and Technology UGRD</td>
<td>292</td>
<td>6%</td>
<td>31</td>
<td>5%</td>
<td>75</td>
<td>11%</td>
<td>0%</td>
<td>1</td>
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<tr>
<td>Liberal Arts &amp; General Studies UGRD</td>
<td>286</td>
<td>6%</td>
<td>12</td>
<td>2%</td>
<td>195</td>
<td>30%</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Health &amp; Rehab Sci Ugrd</td>
<td>25</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Herron Art Undergraduate</td>
<td>137</td>
<td>3%</td>
<td>0%</td>
<td>103</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Informatics Undergraduate</td>
<td>114</td>
<td>2%</td>
<td>1</td>
<td>0%</td>
<td>42</td>
<td>6%</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Social Work and Labor Studies UGRD</td>
<td>83</td>
<td>2%</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1</td>
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<tr>
<td>Medicine Undergraduate</td>
<td>281</td>
<td>6%</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Nursing Undergraduates</td>
<td>800</td>
<td>16%</td>
<td>0%</td>
<td>11</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Philanthropy Undergraduate</td>
<td>24</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Phys. Educ. &amp; Tourism Mgmt</td>
<td>232</td>
<td>5%</td>
<td>100</td>
<td>15%</td>
<td>41</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pub &amp; Envir Aff Undergraduate</td>
<td>166</td>
<td>3%</td>
<td>3</td>
<td>0%</td>
<td>5</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Public Health Undergraduate</td>
<td>49</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Science Undergraduate</td>
<td>223</td>
<td>4%</td>
<td>7</td>
<td>1%</td>
<td>153</td>
<td>23%</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>University College Undergraduates</td>
<td>330</td>
<td>6%</td>
<td>229</td>
<td>33%</td>
<td>13</td>
<td>2%</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>5084</strong></td>
<td><strong>100%</strong></td>
<td><strong>685</strong></td>
<td><strong>100%</strong></td>
<td><strong>660</strong></td>
<td><strong>100%</strong></td>
<td><strong>20</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note: School of Major is as of fall 2014 census

Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.
## RISE Course Tags Totals by Student

<table>
<thead>
<tr>
<th></th>
<th>RISE Experiential Learning</th>
<th>RISE International/Study Abroad</th>
<th>RISE Research</th>
<th>RISE Research and Experiential Learning</th>
<th>RISE Research and Service Learning</th>
<th>RISE Service Learning</th>
<th>Total N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>282</td>
<td>6%</td>
<td>40</td>
<td>6%</td>
<td>23</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>Native to IU Undergraduates</td>
<td>2963</td>
<td>58%</td>
<td>366</td>
<td>53%</td>
<td>374</td>
<td>57%</td>
<td>15</td>
</tr>
<tr>
<td>Undergraduate Transfers</td>
<td>1837</td>
<td>36%</td>
<td>225</td>
<td>33%</td>
<td>262</td>
<td>40%</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Degree-Seeking Students</td>
<td>2</td>
<td>0%</td>
<td>54</td>
<td>8%</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>5084</strong></td>
<td><strong>100%</strong></td>
<td><strong>685</strong></td>
<td><strong>100%</strong></td>
<td><strong>660</strong></td>
<td><strong>100%</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.
## RISE Course Tags Totals and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>RISE Experiential Learning</th>
<th>RISE International/Study Abroad</th>
<th>RISE Research</th>
<th>RISE Research and Experiential Learning</th>
<th>RISE Research and Service Learning</th>
<th>RISE Service Learning</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>(null)</td>
<td>53</td>
<td>1%</td>
<td>4</td>
<td>1%</td>
<td>6</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>3</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>170</td>
<td>3%</td>
<td>24</td>
<td>4%</td>
<td>34</td>
<td>5%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>450</td>
<td>9%</td>
<td>34</td>
<td>5%</td>
<td>62</td>
<td>9%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>271</td>
<td>5%</td>
<td>32</td>
<td>5%</td>
<td>45</td>
<td>7%</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Island</td>
<td>6</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>NR-Alien</td>
<td>166</td>
<td>3%</td>
<td>240</td>
<td>35%</td>
<td>21</td>
<td>3%</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>157</td>
<td>3%</td>
<td>13</td>
<td>2%</td>
<td>25</td>
<td>4%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>3808</td>
<td>75%</td>
<td>336</td>
<td>49%</td>
<td>465</td>
<td>70%</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>5084</td>
<td>100%</td>
<td>685</td>
<td>100%</td>
<td>660</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.
Students are counted once for every RISE course enrolled in. They may be enrolled in more than one course tagged as RISE. This is duplicated headcount.
RISE Student Questionnaire Fall 2014

Designed collaboratively between IRDS (formerly OSDAE), Jennifer Thorington-Springer, RISE committee, and other offices on campus.

Gain understanding of students’ experiences in RISE courses.

Sent at the end of Fall 2014 semester.

All students in courses tagged “R”, “I”, “S”, “E”

- Also multiple tags
- From registrar

284 full responses (314 partial)
Were you aware you were signing up for a RISE course?

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>S</th>
<th>E</th>
<th>S+R</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>38</td>
<td>43</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>43.3</td>
<td>35.5</td>
<td>60.6</td>
<td>37.9</td>
<td>42.3</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>69</td>
<td>28</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>56.7</td>
<td>64.5</td>
<td>39.4</td>
<td>62.1</td>
<td>57.7</td>
</tr>
<tr>
<td>Type of Course (self-identified)</td>
<td>Number</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided independent research projects (R)</td>
<td>33</td>
<td>11.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Abroad (I)</td>
<td>8</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning (civic engagement) (S)</td>
<td>110</td>
<td>38.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship, field work, practicum, capstone (E)</td>
<td>73</td>
<td>25.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community based learning combined with Research Project (S+R)</td>
<td>32</td>
<td>11.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Abroad combined with Service Learning (I+S)</td>
<td>1</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (?)</td>
<td>27</td>
<td>9.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIP Characteristics</td>
<td>R</td>
<td>S</td>
<td>E</td>
<td>S+R</td>
<td>?</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Spend a great deal of time on a project or assignment</td>
<td>3.15</td>
<td>2.68</td>
<td>3.07</td>
<td>3.19</td>
<td>2.70</td>
</tr>
<tr>
<td>Felt personally invested in a project or assignment</td>
<td>3.33</td>
<td>2.93</td>
<td>3.48</td>
<td>3.19</td>
<td>2.77</td>
</tr>
<tr>
<td>Engage in structured opportunities for reflection on your experience</td>
<td>2.73</td>
<td>3.13</td>
<td>3.32</td>
<td>2.97</td>
<td>2.58</td>
</tr>
</tbody>
</table>

4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often
<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>S</th>
<th>E</th>
<th>S+R</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain a sense of clarity about my career goals</td>
<td>3.42</td>
<td>3.51</td>
<td>4.14</td>
<td>3.55</td>
<td>2.78</td>
</tr>
<tr>
<td>Feel a sense of purpose in pursuing my degree</td>
<td>3.63</td>
<td>3.67</td>
<td>4.26</td>
<td>3.71</td>
<td>3.11</td>
</tr>
<tr>
<td>Decide on a future career or major</td>
<td>3.16</td>
<td>3.09</td>
<td>3.93</td>
<td>3.13</td>
<td>2.59</td>
</tr>
<tr>
<td>Gain technical skills related to my chosen/intended career or major</td>
<td>3.74</td>
<td>3.05</td>
<td>4.16</td>
<td>3.48</td>
<td>3.07</td>
</tr>
</tbody>
</table>

*5-point scale: 1=Very little, 2=Little, 3=Some, 4=Much, 5=Very Much*
Qualitative Analysis of Open-Ended Comments

• See Handout
Transfer students are significantly less likely to expect to participate in service learning compared to Beginners (based on independent samples t-test p< .01)
High Impact Practices: Research Project With a Professor

Full-Time Beginners’ and External Transfers’ Bachelor Degree Seeking College Expectations and Planned Behaviors

<table>
<thead>
<tr>
<th></th>
<th>No Chance</th>
<th>Very Little Chance</th>
<th>Some Chance</th>
<th>Very Good Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNERS</td>
<td>18%</td>
<td>58%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>NEW TRANSFERS</td>
<td>5%</td>
<td>24%</td>
<td>57%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Transfer students are significantly less likely to expect to participate in a research project with a professor compared to Beginners (based on independent samples t-test p< .05)
High Impact Practices: Study Abroad or Internal Travel

Full-Time Beginners’ and External Transfers’ College Expectations and Planned Behaviors

- No Chance
- Very Little Chance
- Some Chance
- Very Good Chance

**BEGINNERS**
- 2% No Chance
- 18% Very Little Chance
- 58% Some Chance
- 23% Very Good Chance

**NEW TRANSFERS**
- 5% No Chance
- 24% Very Little Chance
- 57% Some Chance
- 14% Very Good Chance

Transfer students are significantly less likely to expect to participate study abroad or international travel related to school compared to Beginners (based on independent samples t-test p< .01)
## Faculty Engagement in High Impact Practices

<table>
<thead>
<tr>
<th>Percentage and number of faculty who have done the following in the past two years:</th>
<th>Tenure-track Faculty</th>
<th>Lecturer</th>
<th>Part-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include an internship, co-op, field experience, student teaching, or clinical placement for credit as part of a course</td>
<td>37.7% 81</td>
<td>36.6%* 34</td>
<td>14.7%*** 21</td>
</tr>
<tr>
<td>Include a study abroad/international travel experience as part of a course</td>
<td>8.4% 18</td>
<td>10.8% 10</td>
<td>1.4%* 2</td>
</tr>
<tr>
<td>Require an undergraduate research project as part of your course</td>
<td>55.9% 119</td>
<td>39.8% 37</td>
<td>21.0%*** 30</td>
</tr>
<tr>
<td>Teach as part of a Themed Learning Community for first-year students or some other formal program where groups of students take two or more classes together</td>
<td>4.7% 10</td>
<td>30.1%* 28</td>
<td>11.9%*** 17</td>
</tr>
<tr>
<td>Mentor an undergraduate student on a research project</td>
<td>59.3% 127</td>
<td>36.6% 34</td>
<td>15.4%*** 22</td>
</tr>
<tr>
<td>Teach a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td>
<td>44.6% 95</td>
<td>33.3% 31</td>
<td>4.9%*** 7</td>
</tr>
<tr>
<td>Require students to participate in a community-based project (service-learning) as part of a course</td>
<td>23.3% 50</td>
<td>32.3% 30</td>
<td>19.6% 28</td>
</tr>
<tr>
<td>Provide periodic and structured opportunities for reflection</td>
<td>53.1% 113</td>
<td>57.0% 53</td>
<td>44.1% 63</td>
</tr>
<tr>
<td>Advise a student organization or group</td>
<td>31.3% 67</td>
<td>49.5%* 46</td>
<td>13.4%*** 19</td>
</tr>
</tbody>
</table>

***p<.001; **p<.01; *p<.05, group compared to tenure-track facility. Not all faculty responded to all the items.

Respondents: 300 Tenure Track Faculty, 103 Lecturers, 208 Part-Time Faculty. 815 total respondents, response rate = 43%
First Year Students HIPs (NSSE 2015)

Number of FY Students Done or in Progress

- Internship or Experiential Learning: 51
- Study Abroad Program: 11
- Undergraduate Research: 34
- Learning Community: 147
- Leadership Role in Student Org. or Group: 69
- Senior Capstone: 15
- Service Learning: 376

*Service Learning Question: About how many of your courses at this institution have included a community-based project (service-learning)?
Senior Year Students HIPs (NSSE 2015)

Number of Senior Students Done or in Progress

*Service Learning Question: About how many of your courses at this institution have included a community-based project (service-learning)?
HIP Participation First-Year Students
Learning Community, Undergraduate Research, Service Learning

Number of HIP Participated In

- None: 133
- One: 286
- Two: 119
- Three: 11
HIP Participation Senior Students
Learning Community, Undergraduate Research, Service Learning, Internships, Leadership, Capstone

Number of HIP Participated In

- None: 84
- One: 177
- Two: 206
- Three: 179
- Four: 153
- Five: 66
- Six: 15
## NSSE Report – HIP Participation at IUPUI and Comparison Data

<table>
<thead>
<tr>
<th></th>
<th>IUPUI</th>
<th>Official Peers</th>
<th>Pub Research Univ</th>
<th>All NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>Effect size *</td>
<td>%</td>
<td>Effect size *</td>
</tr>
<tr>
<td><strong>First-year</strong></td>
<td></td>
<td></td>
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<tr>
<td>11c. Learning Community</td>
<td>27</td>
<td>19 *** 0.19</td>
<td>19 *** 0.20</td>
<td>15 *** 0.32</td>
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<tr>
<td>12. Service-Learning</td>
<td>70</td>
<td>52 *** 0.37</td>
<td>46 *** 0.47</td>
<td>49 *** 0.41</td>
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<tr>
<td>11e. Research with Faculty</td>
<td>5</td>
<td>6 *** -0.02</td>
<td>6 *** -0.02</td>
<td>5 * 0.01</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>76</td>
<td>58 *** 0.39</td>
<td>55 *** 0.44</td>
<td>56 *** 0.44</td>
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<tr>
<td><strong>Participated in two or more</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>15 *** 0.21</td>
<td>13 *** 0.26</td>
<td>11 *** 0.32</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11c. Learning Community</td>
<td>29</td>
<td>25 ** 0.10</td>
<td>25 ** 0.09</td>
<td>24 ** 0.11</td>
</tr>
<tr>
<td>12. Service-Learning</td>
<td>74</td>
<td>53 *** 0.44</td>
<td>54 *** 0.42</td>
<td>59 *** 0.33</td>
</tr>
<tr>
<td>11e. Research with Faculty</td>
<td>25</td>
<td>24 ** 0.04</td>
<td>26 *** -0.01</td>
<td>24 ** 0.02</td>
</tr>
<tr>
<td>11a. Internship or Field Exp.</td>
<td>55</td>
<td>47 *** 0.15</td>
<td>52 ** 0.06</td>
<td>51 * 0.08</td>
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<tr>
<td>11d. Study Abroad</td>
<td>13</td>
<td>11 ** 0.05</td>
<td>15 ** -0.05</td>
<td>14 ** -0.03</td>
</tr>
<tr>
<td>11f. Culminating Senior Exp.</td>
<td>54</td>
<td>46 *** 0.16</td>
<td>42 *** 0.25</td>
<td>44 *** 0.20</td>
</tr>
<tr>
<td><strong>Participated in at least one</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>91</td>
<td>84 *** 0.20</td>
<td>85 *** 0.18</td>
<td>85 *** 0.17</td>
</tr>
<tr>
<td><strong>Participated in two or more</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>58 *** 0.27</td>
<td>61 *** 0.22</td>
<td>61 *** 0.21</td>
</tr>
</tbody>
</table>

**Cohen's h:** The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). *p < .05, **p < .01, ***p < .001 (z-test comparing participation rates).
Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
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HIPs – Higher Order Learning Senior Students

Means Higher-Order Learning Scores

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
HIPs – Discussions with Diverse Others
Senior Students

Means Discussions with Diverse Peers

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
Finley and McNair, 2013

- Mixed Method Analysis Of High Impact Practices For Historically Underrepresented Students
- Data from 38 institutions (CA, OR, WI)
- NSSE data from 2006-2008
- HIPs examined
  - LCs
  - Service learning
  - Study Abroad
  - Internship
  - Capstone
  - Student/Fac. Res.
  - 0-6 experiences

http://www.aacu.org/meetings/annualmeeting/AM13/documents/McNairFinleyPPT.pdf
What Is The Cumulative Impact Of Participation In HIPs Experiences On Learning Outcomes?

- Students who participated in multiple high impact practices (5-6) had higher gains in all areas compared to students who did not participate in any or 1-2 or 3-5 HIPs.
- When students in the same underserved group participate in a HIP, scores on learning outcomes are significantly higher than when they do not.
- Students who participated in Service Learning had highest gains.

http://www.aacu.org/meetings/annualmeeting/AM13/documents/McNairFinleyPPT.pdf
Students Define High-Impact Learning (based on Student Focus Group Results)

- Collaborative group work
- Sharing ideas/Communicating knowledge
- Engaging with people from diverse backgrounds
- Connecting learning across disciplines
- Hands-on learning (internships, research projects)
- Community engagement (service learning)
- Real-world application
- Connect to lived experience of the student
- Asking questions
- Caring professor

“You learn it, you apply it, and then you explore it”

http://www.aacu.org/meetings/annualmeeting/AM13/documents/McNairFinleyPPT.pdf
Lessons Learned From Published Research

- High Impact Practices have differential impacts.
- Underserved and underrepresented students benefit from HIPs. So reach out and encourage participation.
- Need to design internally valid studies that employ comparison groups.
- Important to clearly describe HIPs (activities, instructional strategies, assignments, intended outcomes).
- Lack of studies that investigate direct measures of learning.
Considerations and Next Steps
Considerations for Expanding Engagement in HIPs

• Historically underrepresented students benefit substantially from HIPs, yet not all take part
  – First-generation, racial-ethnic groups, underrepresented students, transfer students, returning adults

• Introduce HIPs early and often -- get experience on students’ radar

• Explore students’ assumptions about practices
  (who participates, cost, demands, etc.) – debunk myths

• How might student affairs & academic affairs work together to make these experiences more widespread?
Potential Challenges

• Beneficial for all students, yet not all take part – differences by major, racial-ethnic groups, transfer status, first-generation
• How to ensure more widespread participation?
• Maximizing the “compensatory effects” (for underserved students)
• How to ensure underserved student participation?
• Cost
• Getting experience on students’ radar
• Institutional impediments
• What else??
Rise Assessment Vision for the Future

• Course tags or other tracking systems are accurate and indicate the students actually participated in a RISE or HIP experience.
• There is a data infrastructure and processes in place that allows us to accurately identify if students participated in a RISE or HIP experience.
• We have procedures in place to ensure that RISE/HIP experiences are done well with fidelity.
• We are able to conduct systematic investigations of the effects of RISE/HIP experiences on student success.
• Procedures, processes, and tools have been developed to systematically assess student learning outcomes directly and indirectly.
• Decision makers across IUPUI have the data and information they need about RISE/HIP experiences to make effective decisions about improving student learning and success.