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FULLERTON[™]

Tracking the Fidelity of High Impact Practice (HIPs) Implementation through Data Triangulation

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Overview

- HIPs at CSUF
- HIPs Implementation
- Data Triangulation
- Important findings
- Discussion



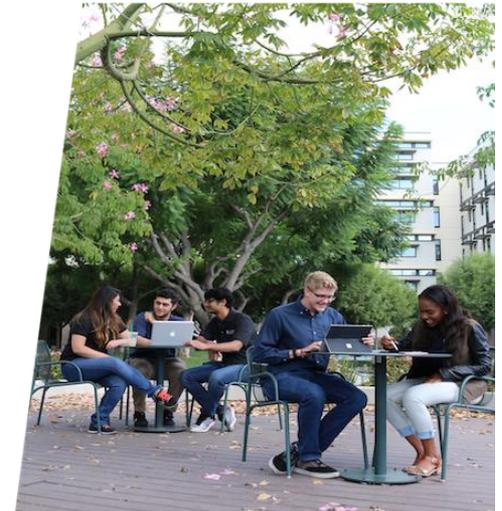
What are High Impact Practices (HIPs)?

HIPs occur when students are actively engaged in the learning process:

- Students involved in HIPs report greater gains in learning and personal development.
- Underrepresented students benefit even more when they participate in these practices

“Students who talk about substantive matters with faculty and peers, are challenged to perform at high levels, and receive frequent feedback on their performance typically get better grades, are more satisfied with college, and are more likely to persist.”

- George D. Kuh (2007)



Defining HIPs at CSUF

High Impact Practices (HIPs) are transformational learning opportunities inside and outside of the classroom that provide:

- performance expectations at appropriately high levels
- significant student engagement by investment of **time and effort**
- meaningful and substantive learning **interactions** with faculty, staff, students, or external entities
- experiences with **diversity***, complexity, and change
- frequent and meaningful **feedback**
- reflective and **integrated learning**
- **experiential learning**

HIP Characteristics

**wherein students are exposed to and must contend with people and circumstance that differ from those with which students are familiar (AAC&U Publication "Taking HIPs to the Next Level", George D. Kuh)*

Six HIPs Characteristics

Interactions

Time & Effort

Diversity

Feedback

Reflective Learning

Experiential Learning

Example HIPs Courses

Natural Science and Mathematics

- Math 115 and 125

Communications

- HCOM 102 , HCOM 235

Health and Human Services

- HESC 101, CAS301

Humanities and Social Sciences

- English 101, English 301

Education

- EDEL 315

ART

- Art 104, Dance 222, Music 469

Business and Economics

- BUAD 300, BUAD 301, Marketing 353, Management 465A

Engineering and Computer Science

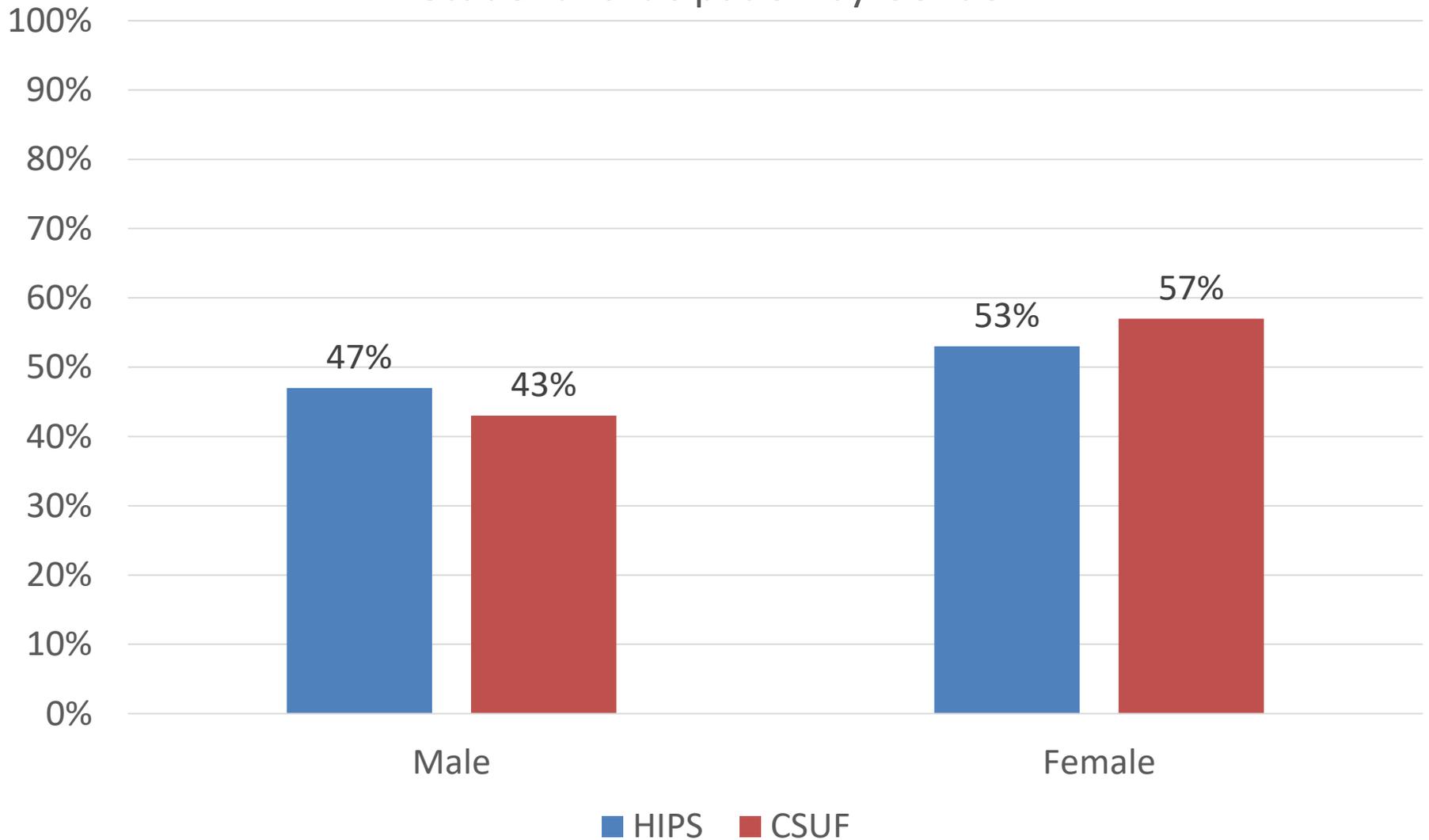
- CS 120, CS 121, EGOP 381, EGME 304, EGME 306, EGEE 280, EGEE 430

Participation from all colleges and all course levels

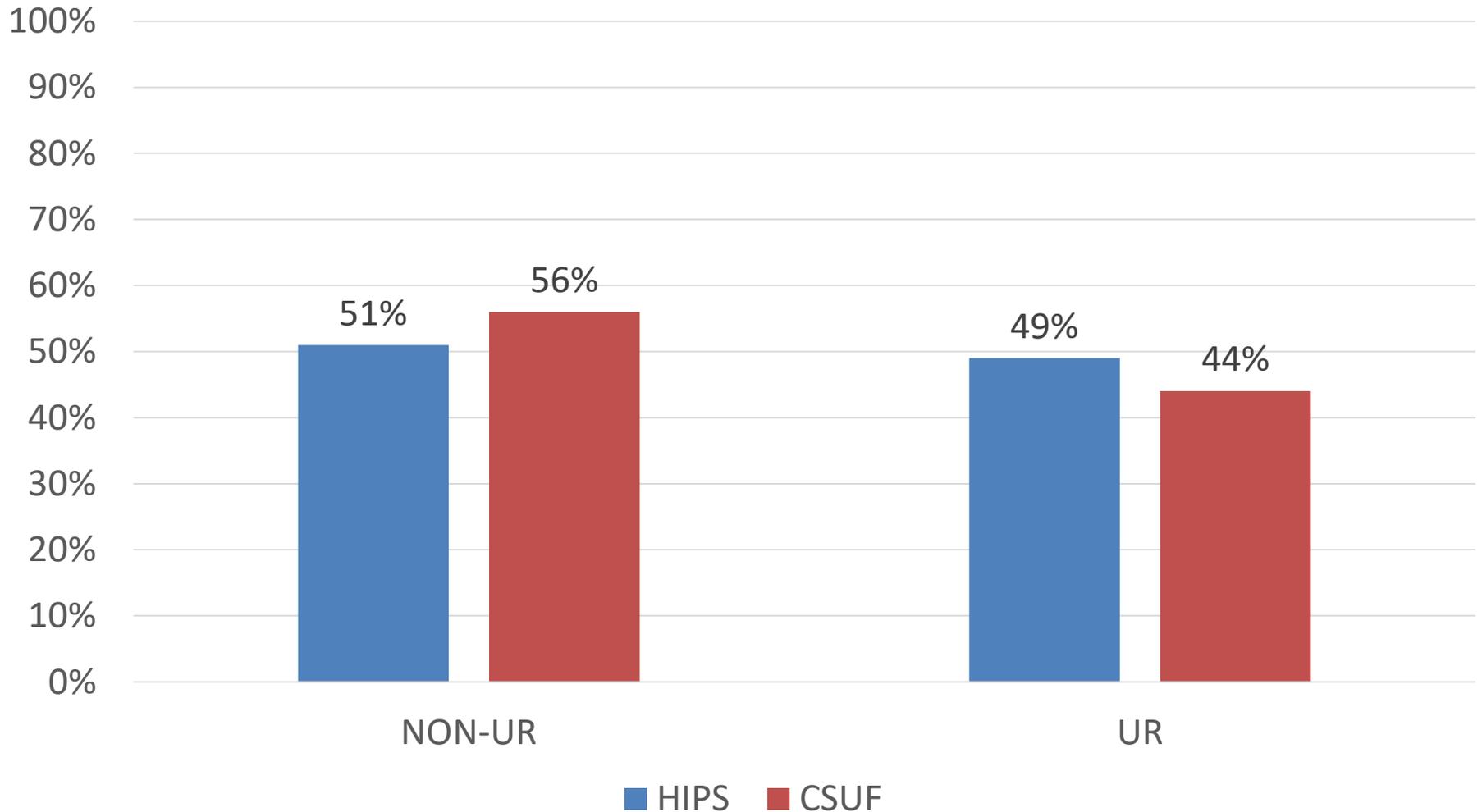
HIPs Participation at CSUF: Curricular

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
# of Colleges	5	8	8	6	8	8
# of Faculty	22	37	68	52	102	61
# of Classes	35	58	102	90	176	98
# of Students	980	1431	4026	2618	4871	2578

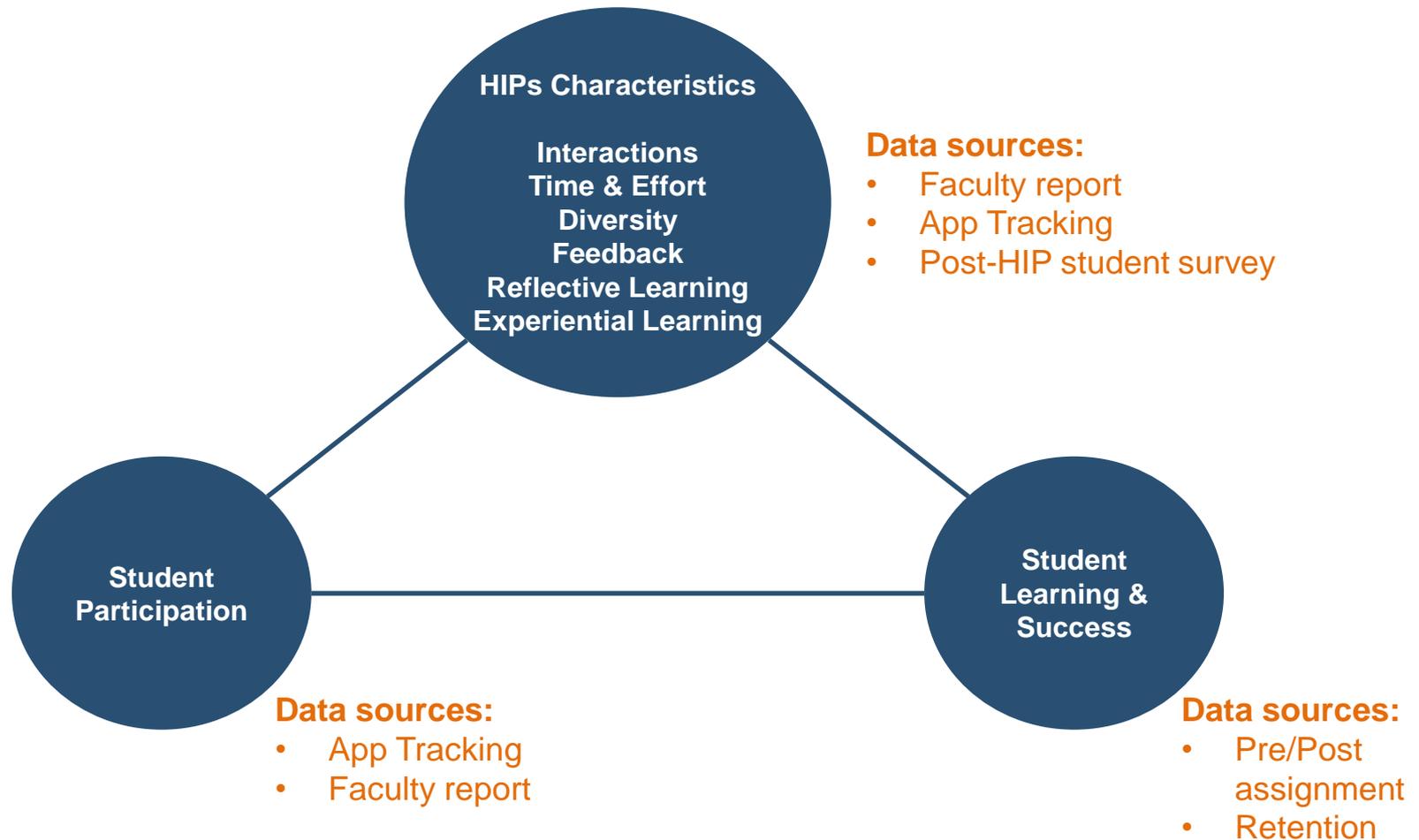
HIPs AY16 & AY17: Student Participation by Gender



HIPs AY16 & AY17: Student Participation by Under-Represented Student Status



Triangulated Approach to Ensure HIPs Quality

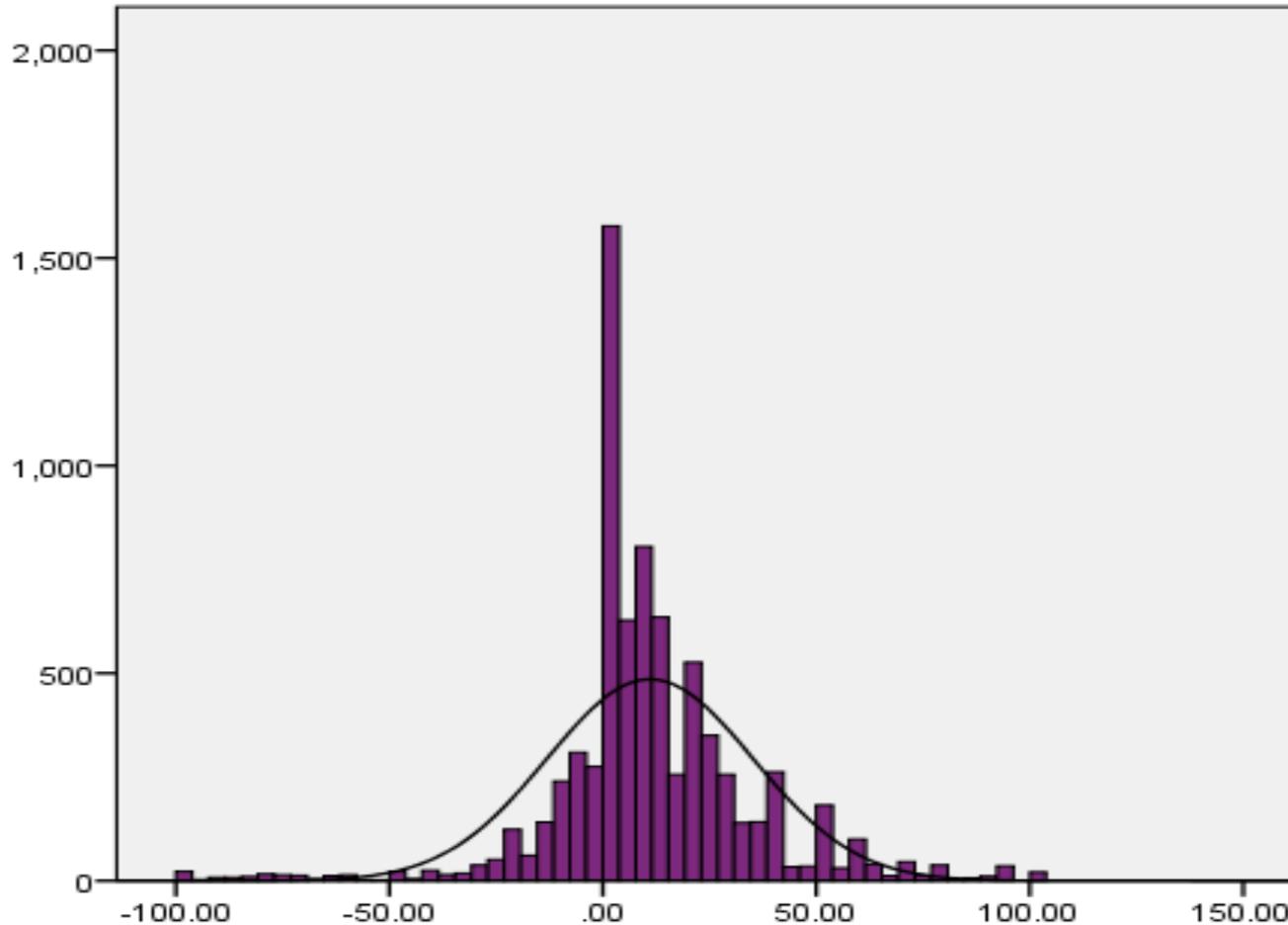


Learning Gain Assessment

- Assessment across colleges and disciplines
- Unique examples
 - Art vs Computer Science
- Pre/post learning gain



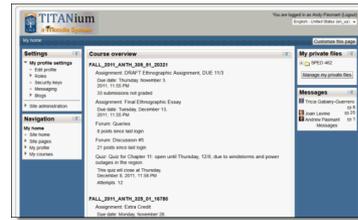
Learning Gain Distributions



**AVG
Learning
Gain: 11.04%**

Difference in post-test and pre-test, in percentage points

HIPs Full Tracking



Technology Tools
Data Collection

Learning
Management
System HIPs
Templates

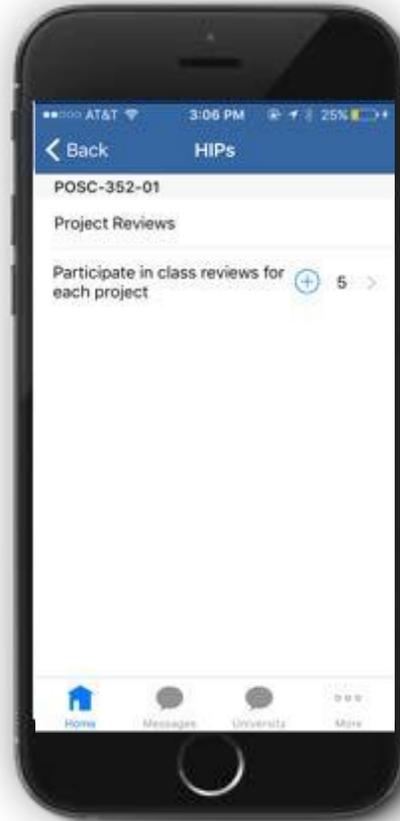
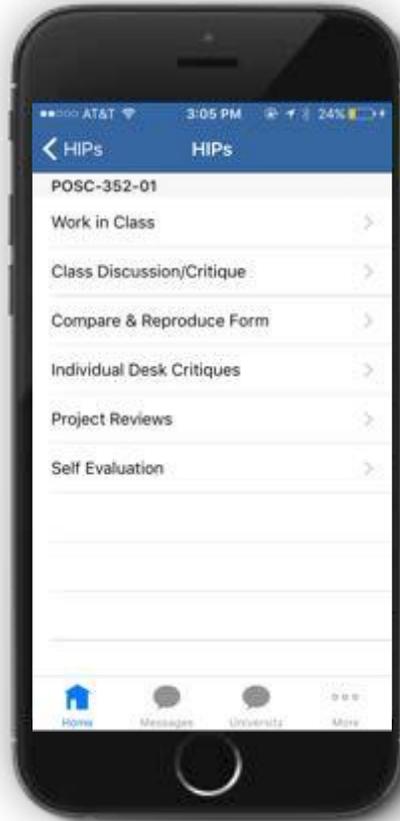
PeopleSoft
Tracking and
Designation

Tracking Student Experience in HIPs

REAL-TIME
STUDENT
TRACKING



Customizing HIPs Tracking for Individual Classes



Faculty Expectations Survey

Q15.

[P3] Meaningful and substantive learning interactions with faculty, staff, students or external entities

	HIP Characteristic Description for Your HIP Course/Program <i>(The same description will appear in iFullerton tracking)</i>	Associated Activities that Students will be Engaged in <i>(The same description will appear in iFullerton tracking)</i>	Estimated Amount of TIME over the Entire Course/Program
	<i>Example: Instructional or study sessions</i>	<i>Example: Office Hour</i>	<i>Example: Office Hour</i>
1	Conferences With instructors, tutors, and classmates	Teacher conferences	<input type="text" value="1 hour"/>
2	Leave This Text Box Blank	Writing center visits	<input type="text" value="1 hour"/>
3	Leave This Text Box Blank	Peer reviews sessions	<input type="text" value="7 hours"/>
4	Leave This Text Box Blank	Full/small group discussion	<input type="text" value="30+ hours"/>
5	Leave This Text Box Blank	Discussion leaders	<input type="text" value="3 hours"/>
6	Leave This Text Box Blank	Instructor feedback	<input type="text" value="6 hours"/>

Real-time Integration in LMS

High Impact Practices Activity Report

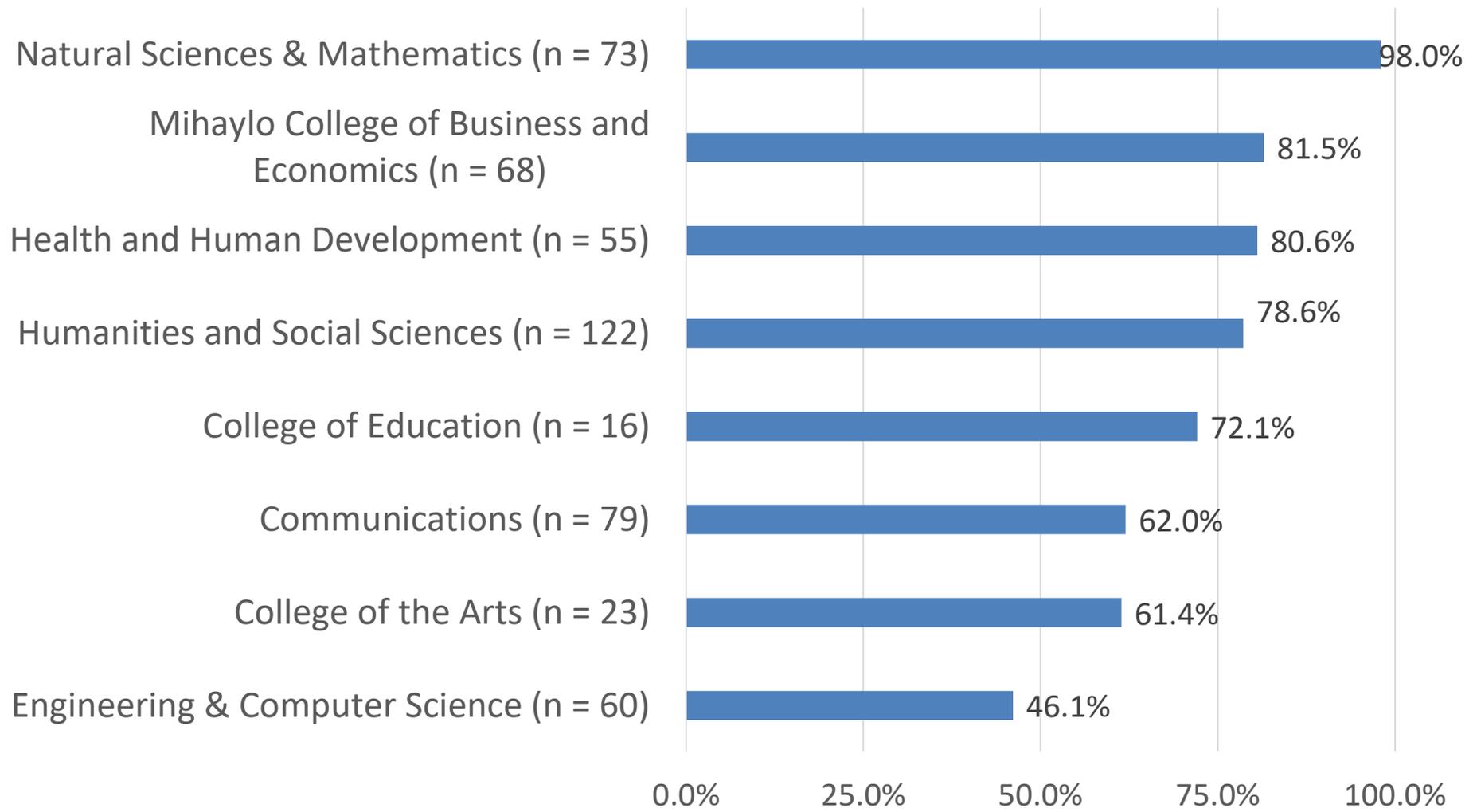
Fall 2016 BUAD 300-04 20352

Attendance

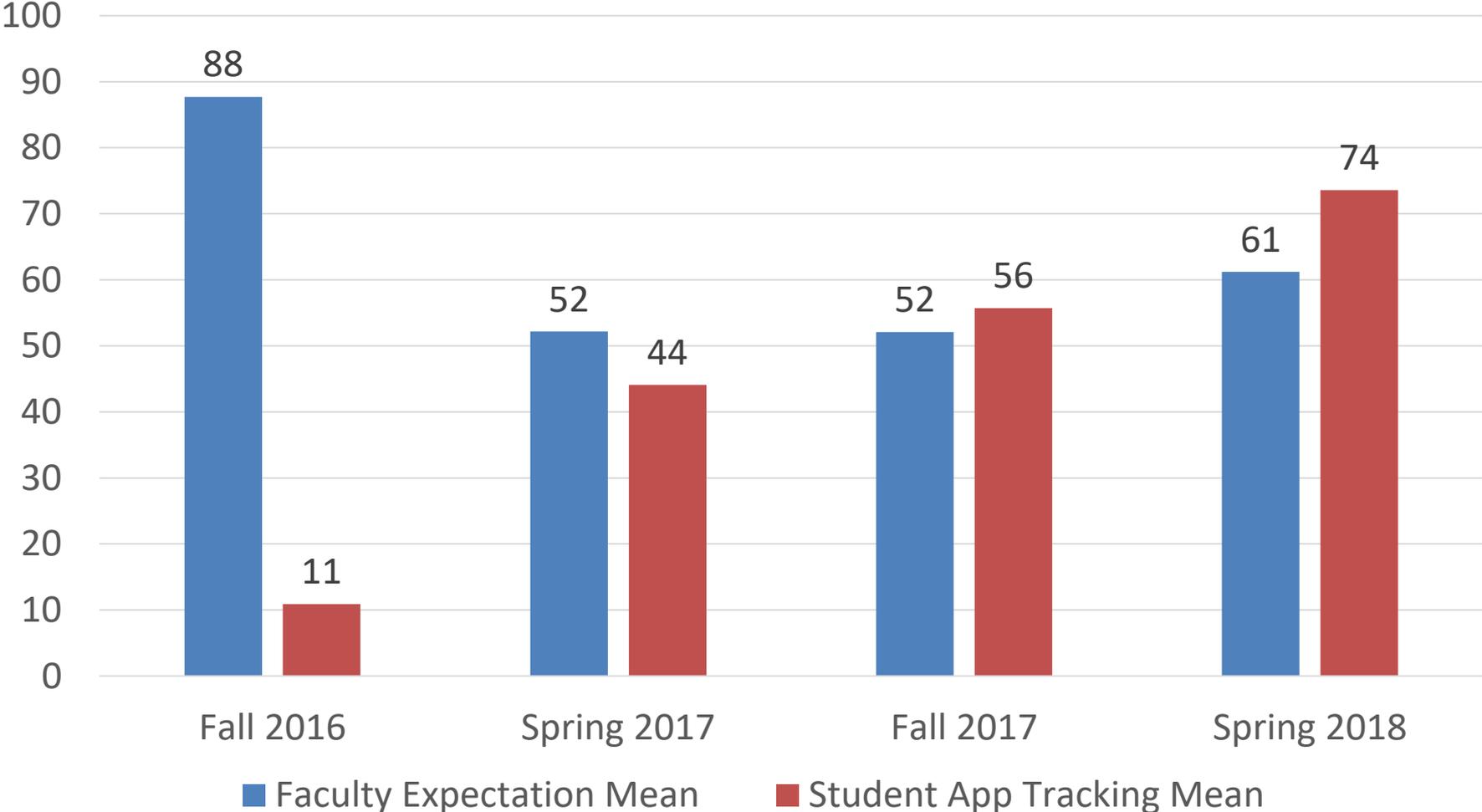
CWID	Name	No	Attendance	Time and effort invested by students	Interactions - faculty, staff, peers, etc.		Opportunities to experience diversity
		No		Reading/working on assignments	Preparation for presentation	Interactions with faculty in class	Engage in in-class activities
		Yes	14	22	12	6	10
		Yes	17	20	3	3	0
		Yes	15	14	3	10	3
		Yes	14	1	1	1	1
		Yes	14	3	2	0	0
		Yes	17	0	0	0	0
		Yes	15	16	2	0	0
		Yes	13	1	1	1	1
		Yes	0	0	0	0	0
		Yes	18	18	12	9	9

Student identifier omitted

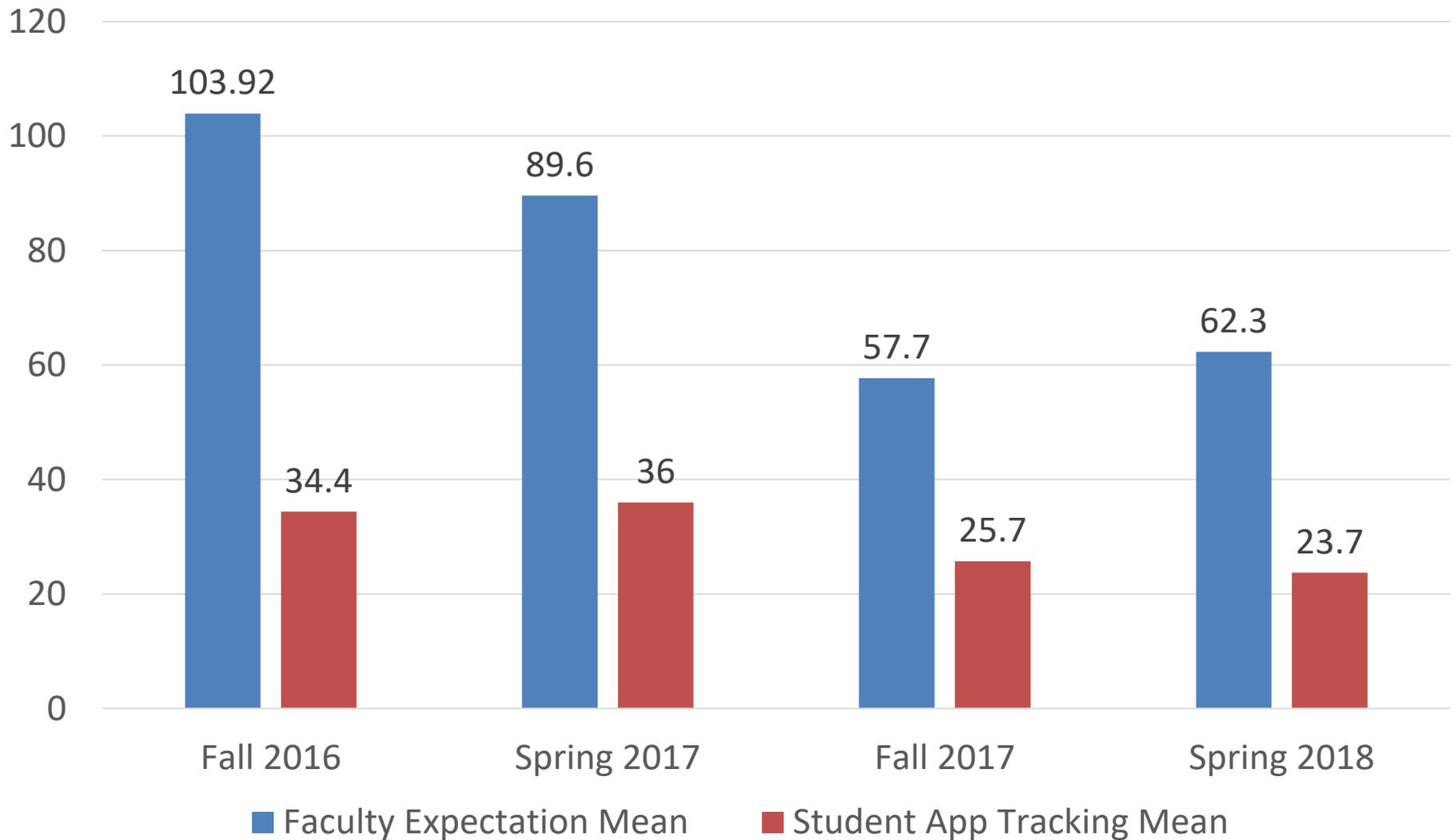
Overall Tracking Participation by College % (any tracking by sections in AY16 & AY17)



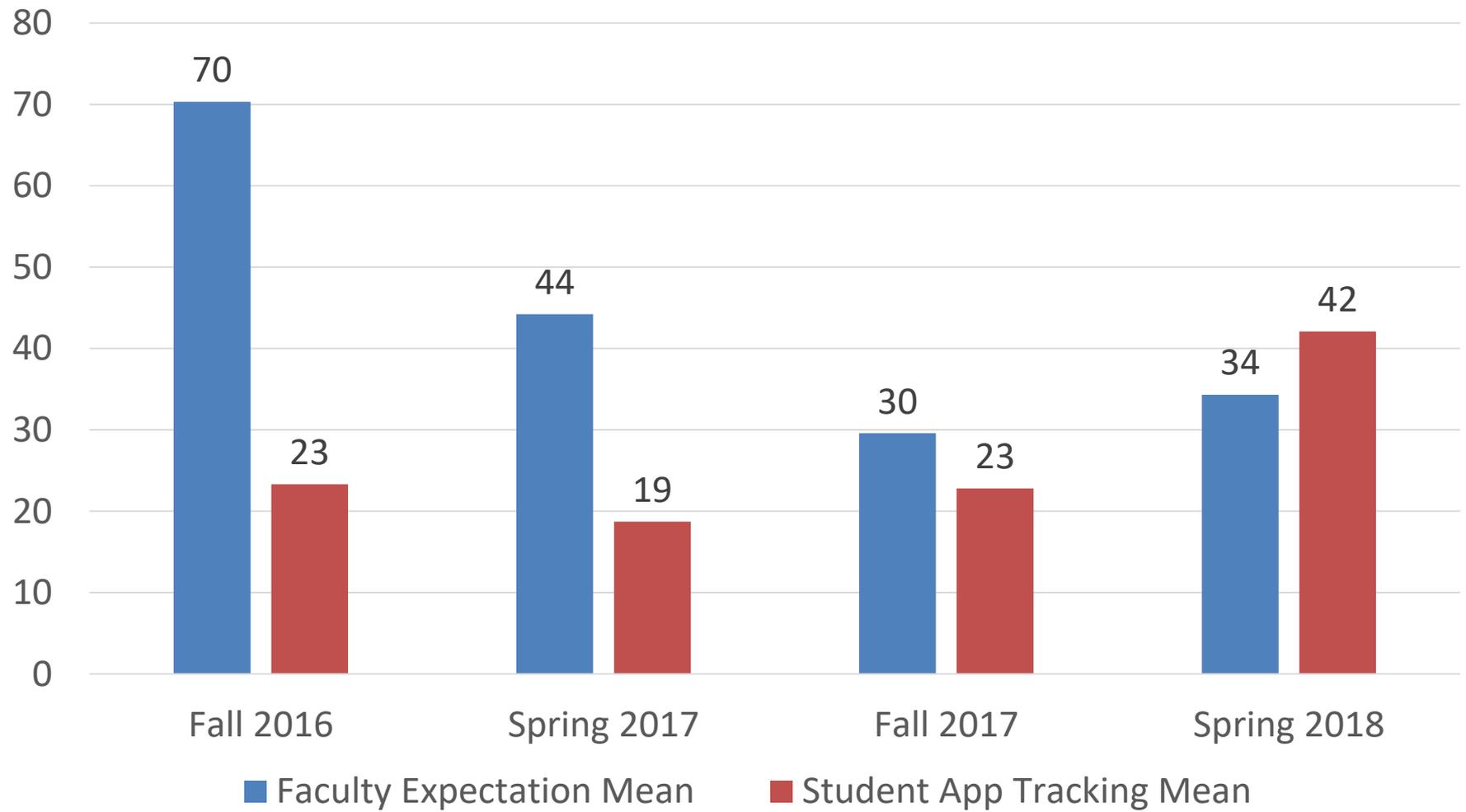
of times worked on topic or issue that involved unfamiliar or different perspective (diversity)



hours spent preparing for course (time)



times worked with real world problems as part of learning new material (experiential)



HIPs Student Experience Survey

1 HIP Student Experience Survey - HIP Course

1.1 CWID:

Please answer the following questions based on your experience in this course.

MEANINGFUL AND SUBSTANTIVE INTERACTIONS WITH INSTRUCTOR(S)

1.2 How much time, over the entirety of the course, have you spent in meaningful interactions (including class sessions) with the instructor(s)?

- 0-10 hour 11-20 hours 21-30 hours
 More than 30 hours

To what extent do you agree with the following statements:

Completely Agree
Somewhat Agree
Neither Disagree/Agree
Somewhat Disagree
Completely Disagree

1.3 I have had adequate opportunities to interact (including class sessions) with the instructor(s).

Completely Agree
Somewhat Agree
Neither Disagree/Agree
Somewhat Disagree
Completely Disagree

1.4 My interactions with the instructor(s) was helpful for my academic or personal growth.

Tableau Dashboards

- Faculty expectations vs survey responses
- Faculty expectations vs tracking data
- Faithfull of implementation

Individualized Course Data & Reports

HIPs Faculty Course Report

Course: MGMT XXX-XX (XXXXX)

Instructor:

Semester: Spring, 2016

OVERVIEW:

This report contains a general overview of the data for your course from the HIPs project. There are seven key characteristics of HIPs. These include interaction with faculty, interaction with peers, feedback from instructor, time spent on the course, engaging in reflection, engaging in diversity, and engaging in experiential learning. In addition, we used the HIPs App to allow the students to track how much time they spent in each of HIPs characteristics. We looked at learning gain, based on the pre-test and post-test data, as well as the demographic characteristics of each of the students, in relation to each of the HIPs characteristics. Lastly, we examined the relationship between learning gain in the course and student retention. The results of this analysis is in this report.

If you have any questions or want to look at the raw data, please do not hesitate to contact the office of Assessment and Educational Effectiveness at assessment@fullerton.edu or 657.278.2593

We appreciate your participation in making this project successful!

ANALYSIS OF HIP IMPLEMENTATION

The following data is taken from the student tracking results and the information provided by faculty at the beginning of the semester (expectations).

What did the tracking results demonstrate regarding each of the HIPs characteristics?

In general, tracking data and faculty expectations are similar, with the exception of diversity and feedback, which are lower than expectations.

<u>HIPs Characteristic</u>	Faculty Expectations of HIPs Characteristics (in hours)	Tracking Data from Students Average hours (Std. Deviation) N=30
Interaction with Faculty and Peers	15	9.5 (10.6)
Diversity	15	1.4 (3.4)
Feedback	15	4.6 (9.0)
Time	10	18.1 (15.0)
Reflection	4	1.0 (1.9)
Experiential	5	2.4 (2.5)

Final Thoughts

- Similarities and differences observed across implementation
- Differences by discipline
- Take away for faculty



References

- Brownell, J. E., & Swaner, L. E. (2010). *Five high-impact practices: Research on learning outcomes, completion, and quality*. Washington, DC: Association of American Colleges and Universities.
- Inkelas, K. K., Vogt, K. E., Longerbeam, S. D., Owen, J., & Johnson, D. (2006). Measuring outcomes of living-learning programs: Examining college environments and student learning and development. *The Journal of General Education*, 55(1), 40–76.
- Kuh, G. D. (2007). What student engagement data tell us about college readiness. *Peer Review*, 9(1), 4.
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