



Implementing High-Impact Practices on Campus and Online: Research, Resources, and Requests

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Overview

High-impact educational practices (HIPs) are touted for their association with student retention and engagement; however, implementation of these practices at most institutions is “unsystematic” (Kuh, 2008, p. 9). To address this concern, my institution is developing an intentional approach to foster faculty engagement with HIPs with the goal of embedding them across the curriculum. This initiative has led to the development of resources to support faculty and staff work in HIPs including a review of research, revealing significant gaps in what we know about them. This session will summarize research on HIPs, analyze the dependent variables measured in this work, and provide recommendations for future research and collaboration. An online document of research regarding each HIP (i.e., student research, capstones, ePortfolios, internships, writing intensive courses, service-learning, and diversity and global learning) will be shared with attendees with a request to contribute additional research citations to expand this resource to facilitate HIP initiatives across our institutions.

Learning Outcomes

1. Review criticisms of institutional implementation of high-impact educational practices (HIPs)
2. Analyze existing research on HIPs
3. Review resources to systematically implement HIPs
4. Explore ways to contribute to HIPs research

Criticisms of Institutional Implementation

Though high-impact practices may provide the opportunity to positively impact student learning, few institutions implement them systematically and equitably across the curriculum.

Kuh (2008) “unsystematic to the detriment of student learning”

Kuh, O’Donnell, & Schneider (2017) “participation in HIPs remains inequitable”

Reflection: *How would you describe the way HIPs are implemented at your institution?*



Research to Guide Institutional Implement of HIPs

Scholarly opinion and theoretical pieces, literature reviews, and application tools can be beneficial for sharing with institutional offices and administrators to gain buy-in and provide suggestions for how support can be offered.

Kezar & Holcombe (2017), HIPs Tool for Admins

Murray (2015), library support for HIPs

Fraser Riehle & Weiner (2013), information literacy and HIPs

First-hand empirical research can provide support for the implementation of HIPs to facilitate student learning. Participation in HIPs is positively associated with student perceptions of learning.

Finley & McNair (2013)

Coker, Heiser, Taylor, & Book (2017)

Myers, Myers, & Peters (2019)

Participation in HIPs is positively associated with large self-reported learning gains for underserved students.

Kuh (2008)

Finley & McNair (2013)

Faculty support for HIPs is positively associated with student participation in HIPs.

Laird, BrckaLorenz, Zilvinskis, & Lambert (2014)

Zilvinskis & Dumford (2018)

But, HIPs are not consistently associated with positive outcomes.

Kilgo, Sheets, & Pascarella (2015)

Johnson & Stage (2018)

Zilvinskis (2019)

Reflection: *What HIPs are appropriate for students at your institution? What scholarly articles and/or research might be useful for support HIPs at your institution? What research in your discipline has examined student learning artifacts instead of self-reports of perceived learning?*



The existing research on HIPs reveals the following limitations.

1. Few quasi-experimental studies with comparison groups
2. Selection bias for those with HIP experiences
3. Participation in HIPs (yes vs. no) ignores quality of the experience
4. Limited explanations of HIP implementation and techniques with fewer descriptions of online implementation

The following text provides examples for implementing HIPs in online contexts.

Linder, K. E., & Hayes, C. M. (2018). *High-impact practices in online education: Research and best practices*. Stylus.

Resources to Support HIPs Implementation

In collaboration with the Faculty Center for Teaching and Learning, a group of faculty members are creating a community in our learning management system to provide resources to support faculty implementation of HIPs into the curriculum in their disciplines.

We created a template to structure materials and requirements for each HIP utilized at our institution.

[HIP] Description, Guidelines, and Requirements

1. AAC&U Description of [HIP]
2. Institutional Description of [HIP]
 - a. Guidelines
 - b. Requirements
 - c. Syllabus Information
 - d. Institutional Learning Outcomes
3. Research Related to [HIP] Experiences
4. Assessment of [HIP] Experiences

We created a shared Google sheet to organize research related to each HIP, Research Supporting High-Impact Educational Practices. This sheet includes full citations for all sources cited in this presentation.

(https://docs.google.com/spreadsheets/d/1P66D4O4s_tKdT7GLVuYxk538jIxbwYFryseaFQvWBME/edit#gid=0)



Reflection: *How important is a research basis to guide HIPs implementation at your institution? What support is provided for faculty/staff who teach HIP courses and/or lead HIP initiatives? What resources could strengthen HIPs work at your institution?*

Requests for Collaboration

Please contribute additional HIPs research to the Google sheet to facilitate HIP initiatives across our institutions with the shared goal of promoting student success.

Please consider designing and conducting new research to expand our understanding of the role of HIPs in improving learning and identifying elements critical to their quality.

Brownell & Swaner (2009)

The following groups are excellent resources for implementing HIPs and quality learning experiences on campus and online.

HIPs in the States, track in the Assessment Institute, October 24-27, 2020 (virtual)

Quality Matters ConnectLX Conference, November 3-5, 2020 (virtual)

HIPs Community of Practice, Hosted by [Dr. Rajeeb Das](#), Texas A&M University

Reflection: *How might students at your institution benefit from HIPs? What student learning outcomes would you like to see achieved by the inclusion of a particular HIP? What research designs are possible at your institution? What institution offices can support your research project on HIPs?*

Conclusions

Existing research provides a foundation to create an intentional path for implementing HIPs. They need to be tailored to institutional needs and student characteristics, inclusive of all students, embedded across the curriculum, guided by learning outcomes, and improved by assessment.

More research is needed to expand our understanding, including the impact of HIPs on student learning assessed via student artifacts, the critical qualities of HIPs to promote learning, and strategies to facilitate online implementation of HIPs.