

High Impact Practices (HIPs) – What, Why, How and When?

Abstract:

High Impact Practices. Have you heard the term HIPs and wondered what, why, how, and when? Or are you ahead of the curve and already implementing HIPs into your program and curriculum? If you answered yes to either of these questions, this roundtable discussion has a seat open for you! The purpose of this roundtable discussion is to collaboratively tap into the experiences of participants in generating *impact* with HIPs in the classroom and HIPs programs in higher education institutions. The authors will provide a brief overview of HIPs and share some of their HIPs examples and institutional insights.

Keywords: High-Impact Practices, Higher Education, Experiential Learning

Introduction

High Impact Practices (HIPs). Have you heard the term HIPs and wondered what, why, how, and when? Or are you ahead of the curve and already implementing HIPs into your program and curriculum? If you answered yes to either of these questions, this roundtable discussion has a seat open for you! The purpose of this roundtable discussion is to collaboratively tap into the experiences of participants in generating *impact* with HIPs in the classroom and HIPs programs in higher education institutions. The authors will provide a brief overview of HIPs and share some of their HIPs examples and institutional insights. Another goal is also is to generate discussion that identifies new avenues and potential collaborations for HIPs research.

Theoretical Foundation/Teaching Implications

High impact practices (HIPs) are effective means for improving student success, building community among students, faculty, and staff, and creating lasting memories and connections with host intuitions. According to our University's Center for the Advancement of Teaching and Learning (CATL), HIPs “engage students with real-world problems, allow students to interact with their instructors, fellow students and community members, encourage students to explore new interests and develop new passions, and provide students with opportunities to challenge themselves and achieve things they may not have thought possible.” Stated alternatively, and in the language of AACSB accreditation, HIPs drive Impact (AACSB, 2020)!

As an overview, the following are universal elements of HIPs, as defined by Kuh (2008) and agreed upon by the authors' institution (Fischer, Wilkum, Immel, & Laura, 2018). Each HIP must include a majority of:

“Appropriately high performance expectations

Significant investment of time/effort by students over extended time

Faculty/peer interactions regarding substantive matters

Experiences with diversity [Definition: engage in activities and inquiry regarding diverse communities, cultures, and/or ideas]

Frequent, timely, and constructive feedback

Periodic & structured opportunities to reflect & integrate learning

Opportunities to discover relevance of learning through real-world applications

Public demonstration of competence” (p. 1).

Examples of common HIPs include first year seminars, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/community-based learning, internships, and capstone courses (AAC&U Report, 2007).

Research shows that when faculty are invested in HIPs and convey to students that these experiences are very important, student participation in HIPs increases drastically (52% for First-years, 35% for Seniors) compared to when faculty believe HIPs are only somewhat important (Kuh, 2008). As stated by Kuh (2008), who developed and extensively studied the concept of HIPs, “The effects of participating in high-impact practices are positive for all types of students.... but, historically underserved students tend to benefit more from engaging in educational purposeful activities than majority students” (p. 17). The same is true for students with moderately lower ACT scores and first year GPAs (Kuh, 2008). Therefore, it could be argued that HIPs contribute to a school’s access and inclusivity efforts. However, some recent

researchers have findings that raise the flag for further investigation into this assumption.

Roldan, Kothari, and Dunn-Jensen (2020) dug a bit deeper into the data from the Association of American Colleges and Universities report *Assessing underserved students' engagement in high impact practices* by Finley and McNair (2013), and discovered that when comparing outcomes for students who were involved in three or more HIPs, the learning boost gaps widen for underrepresented minorities (URM) (27% for African Americans and 26% for Hispanics) compared to groups not considered underrepresented (47% for Asian Americans and 37% for Whites). Additionally, Roldan and colleagues (2020) study results showed that although all fully participating students did see an increase in their graduation rate, the achievement gap in terms of graduation rate for the URM compared to the non-URM students, widened for those students who participated fully in the HIPs program. In sum, HIPs worked to increase graduation rates, but not as strongly for the URM students with full participation, therefore widening the achievement gap. These findings stress the importance of seeking answers through further discussions and research on the impact of HIPs for URM students.

This roundtable discussion session contributes to effective teaching and learning in the field of management by bringing together educators who want to share and/or learn more about how to increase *impact* in their classrooms through the implementation of HIPs. This session is timely in that we are seeing a major push for more HIPs in our institutions of higher education through key initiatives and multi-year grants put towards HIPs (e.g., <https://www.wisconsin.edu/hips-initiative/>). This session will allow a synergistic effect to occur as participants will all learn from each other in the sharing of individual/institution experience. In addition to the practical application of how instructors can implement HIPs in their classroom and how institutions can incorporate HIPs into their programs; the goal is also to generate

discussion that identifies new avenues and potential collaborations for research. Lastly, this roundtable discussion session supports the *Tradition Meets Technology: Finding Ways Forward* theme as we would include examples of how to implement and measure HIPs in a virtual environment.

Session Description

The session would begin with first defining HIPs, then moving into a brief overview of the current research on HIPs. To start, the authors will briefly share their own experience with HIPs, both in the classroom and with the HIPs program being implemented in their business school. The authors business school is currently in the process of implementing a HIPs structured program into their curriculum. The authors will also share the student learnings from surveys and reflections from semester end reviews about their participation in a HIPs activity. Then, we will move into a roundtable discussion where the participants share their examples of HIPs, either in the classroom or at their institution of higher learning, in a *timed round robin* style sharing (dependent on number of participants). What did you do? What worked? What did not work? What was the outcome? Is it working for URM students? How do you know? The discussion will then move to an identification of areas for future research and/or research collaboration opportunities. A summary of the discussion key points will be provided to participants after the conference.

The timeline for our session is summarized in the table below.

Time	Length (mins.)	Activity	
0:00-0:05	5	Introductions	Authors
0:05-0:20	15	HIPs Overview	Authors
0:20-0:50	30	Roundtable Discussion	Authors and Session Participants
0:50-0:60	10	Future Research and Collaborations	Authors and Session Participants

Post Session: All participants who send in their email address will be sent the summary of the discussion key points from the session. Collaborative research partnerships will be encouraged.

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