

HHMI Project: Empowering Institutions to Develop DEIJA-Centered Systems for Teaching and Learning: Data-Informed Improvement of DEIJA Outcomes Track

Skidmore College

High-Impact Educational Practices

Overview

Skidmore College has joined a Howard Hughes Medical Institute (HHMI) learning community investigating using practices that center diversity, equity, inclusion, justice, and access (DEIJA). As part of the track to use data-informed improvement of DEIJA outcomes, Kelly Sheppard, faculty director of assessment and associate professor of chemistry has partner with the IPPC Subcommittee on Institutional Effectiveness (SIE) to focus on student participation in high impact practices.

High-impact practices (HIP) have been identified as educational practices that engage students, ultimately increasing retention and graduates rates¹. Working from George Kuh's work, the Association of American Colleges and Universities has adopted a defined set of practices as part of its Liberal Education and America's Promise (LEAP) initiative. LEAP promotes high-impact practices as pedagogical and programmatic approaches to ensure student learning within an increasingly complex and global world.

These values are aligned with Skidmore College's own Goals for Student Learning and Development². Skidmore's expectations for student learning as situated in four broad areas such as interdisciplinary knowledge in global contexts; intellectual skills and practices such as creative thinking and analytical skills; abilities to examine one's own personal and social values across difference and within societal scales. All of which are meant to culminate in the power of education as a transformative experience to instill lifelong investment to intellectual passion, curiosity and commitment.

During the 2022-2023 academic year, the SIE reviewed the published list of high impact practices and identified curricular and co-curricular experiences on campus. The committee noted that several high impact practices are under the umbrella of the revised general education curriculum including:

- General First-Year Experiences
- Diversity/Global Learning (Bridge Experience, Language, Global Cultural Inquiry)
- Capstone Courses and Projects (Senior Coda)

¹ <https://www.aacu.org/leap/hips>

² <https://www.skidmore.edu/assessment/goals-for-student-learning.php>

- Writing-Intensive Courses

Given that these experiences are required of all students beginning with the class of 2024, these high impact practices will not be included in the assessment.

The committee also identified high impact practices that they felt met the definition and spirit of high impact practices or were common intellectual experiences (see Appendix for full list). Further, our selection depended on the availability of obtaining student data. In some cases, these experiences are for credit and therefore available in our student information system. In others, it will require using records from individual offices. The final option we have explored is using student employment records as we noted that multiple experiences are often paid positions at the college, though we noted similar positions are titled differently (e.g., student research assistants) that makes including challenging.

Category	Practice	Where Data is Stored
Internship	Internships for credit	Banner
	Internships not for credit	CDC-internal reporting
Learning Community	Pre-Orientation	Banner(?)
	Athletics	Banner
	Opportunity Program (OP)	Banner
	FYE London	Banner
	Honors Forum	Banner(?)
Service Learning/Civic Engagement	Identified Courses	Banner (name change)
Student Academic Leadership	FYE Peer Mentors	Banner course(?) + Student employment
	Peer Academic Coaches	Banner course(?) + Student employment
	Peer-Led Team-Learning Mentors	Student employment
	Peer Health Educators	Banner course(?) + Student employment
	Writing Center Tutors	Student employment
	Study Away (Domestic & International, Travel Seminars)	Banner
Undergraduate Research	Research for Credit – Fall/Spring, 100/200 Level-Natural Sciences	Banner(?) Source US News version
	Research for Credit – Fall/Spring, 300 Level-Natural Sciences	Banner(?) Source US News version
	Research for Credit – Fall/Spring, Outside of the Natural Sciences	Banner(?) Source US News version
	Summer Research (Collaborative) Internal Grants	Sponsored Research
	Summer Research (Collaborative) External Grants	Sponsored Research
	Field Experiences-Credit (e.g., Education, Social Work, & Political Science)	Banner(?)

Demographic Data

The next step was to identify available demographic data through the college's data structures and make decisions regarding which variables to include. Within each variable, we will use available categories that are often defined by federal sources (i.e., race).

- Class year (first, second, third, or fourth year)
- Gender
- Race (IPEDS)
- Disability
- Citizenship
- Pell
- Skidmore Need Grant Aid
- First Gen (Upon Entry)
- Majors – 1 and 2
- AQR (Upon Entry)
- Language spoken at home
- First Language

The Assessment Project

Current State

The Faculty Director of Assessment and the Institutional Effectiveness Specialist are collaborating with the Office of Institutional Research to assess who is participating in high impact practices at Skidmore College.

Research Question 1: Are students across different dimensions of identity at Skidmore participating equally in high impact practices? If not, we need to ask the follow-up of why not.

1. Timeframe: 10 years
2. Utilization within each academic year
3. Demographics: Yearly except where noted
4. Identified high impact practices and data source: see Appendix
5. Summer will be included as beginning of academic year (example of an academic year: SU2023, FA2023, SP2024)

Future State














Ideally, student participation in high impact practices would be coded for and automatically put into a central data system to enable real-time monitoring of who is participating in high impact practices based on various social and Skidmore dimensions of identity (e.g., race/ethnicity, gender, citizenship, Pell eligibility, Skidmore grant aid, first generation status, disability status, major, year at college) to identify equity gaps as well as to determine if the high impact practices are actually improving student success, retention, and graduation at Skidmore as we hypothesize. In turn, such a system would allow us to routinely assess the high impact practices and any interventions to improve these practices and in addressing any equity gaps.

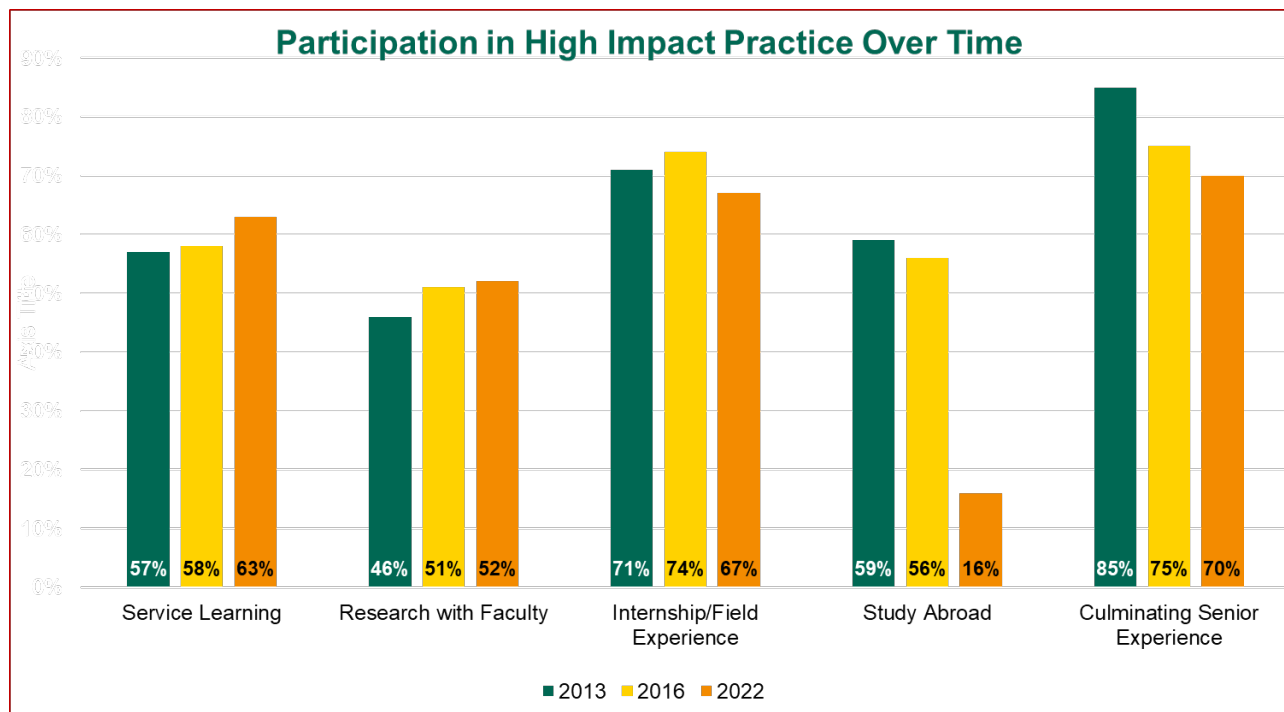
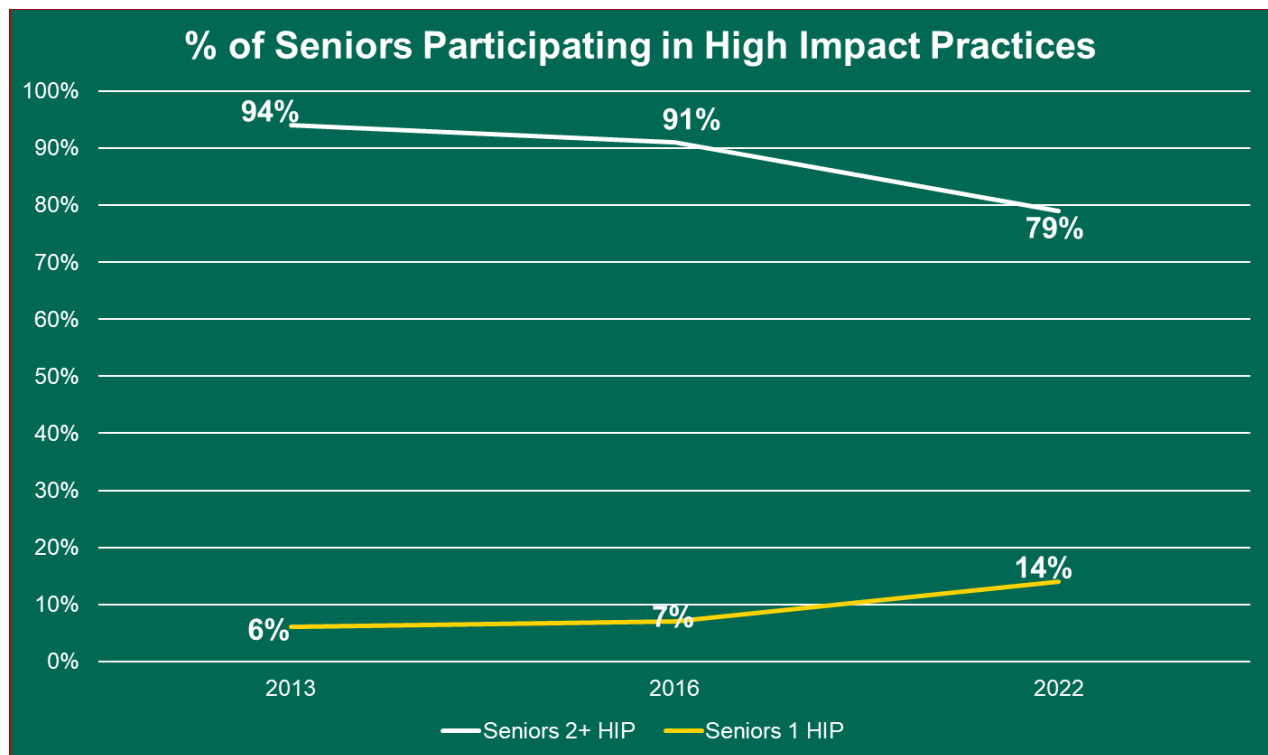
Included would be high impact practices currently not easily captured in our data systems (e.g., Freirich Competition, Davis Project for Peace, co-curriculars, and student employment positions listed under multiple different titles).

Create standards for student employment titles and categories.

NSSE Data on HIP

The National Survey of Student Engagement (NSSE) includes questions concerning activities that are considered high impact practices. The 2022 NSSE results include a comparison between first year and seniors self-reporting their involvement or anticipated involvement in a few examples of high impact practices. Skidmore College's results are included here.

	Skidmore	Selected Peers	
<i>First-year</i>	%	<i>Difference^a</i>	
Service-Learning	40		-7
Learning Community	5		-5
Research with Faculty	5		-2
<i>Participated in at least one</i>	45		-9
<i>Participated in two or more</i>	4		-5
<i>Senior</i>			
Service-Learning	63		-1
Learning Community	22		-8
Research with Faculty	52	+3 	
Internship or Field Exp.	67	+1 	
Study Abroad	16		-6
Culminating Senior Exp.	70		-12
<i>Participated in at least one</i>	93		-4
<i>Participated in two or more</i>	79		-8



Seniors –

- Men are less likely than women to report doing research with faculty, internship/field experience, culminating senior experience.
- US nonresident students were less likely to report doing research with faculty.
- First generation students were less likely to report doing research with faculty, internship/field experience. Continuing generation students were less likely to report doing service learning, culminating senior experience.

First-Years –

- Students in major categories of biological sciences, physical sciences, math, and computer science more frequently reported doing research with faculty

Analysis

Appendix

Category	HIP	Dept/Program	Data Source
Beyond Skidmore	Davis Project for Peace (\$10,000)	SAS	SAS/Davis World Scholars Program (External)
Beyond Skidmore	Freirich Entrepreneurship Competition	Mgt./Business	Cathy Hill, Alumni database for judges (Susan Kopi)
Beyond Skidmore	Skidmore/Saratoga Consulting Partnerships	Mgt./Business	Colleen Burke; MB360 Strategic Consulting?
Beyond Skidmore	SEF-Summer Experience Fund	CDC/Advising	Extracurricular; internal
Beyond Skidmore	SEE- Beyond	CDC/Aaffairs	Marla Melito; internal reporting
Diversity/Global Learning	Bridge Experience Power & Justice (GE)	AA	Banner
Diversity/Global Learning	Language Study (GE)	AA, WL&L, Asian Studies, Classics	Banner
Diversity/Global Learning	Racial Justice Teaching Challenge courses	AA	Not coded in Banner; Beck Krefting, Winston Grady-Willis
Diversity/Global Learning	Inter-Group Relations	AA-IGR	Banner
Internship	Internships for credit	AA	Banner-for credit
Internship	Internships not for credit	SA-CDC	CDC-internal reporting
Learning Community	Pre-Orientation	SAS	Banner
Learning Community	Athletics	SA-Athletics	Banner
Learning Community	Opportunity Program (OP)	AA	Banner
Learning Community	FYE London	AA	Banner
Learning Community	Periclean Honors Forum	AA	Banner for designated HF courses, cocurricular - Lisa Bradshaw/Flagg Taylor
Learning Community	Gardenside Sustainability Community	AA-Sust.	Academic credit Fall '23
Learning Community	Athletics		Banner
Learning Community	S3M		Banner/Becky Trousil
Learning Community	IGR Peer mentors		
Learning Community	Pre-Orientation		
Service Learning	Identified Courses	AA	Banner
Student Leadership	FYE Peer Mentors	AA-FYE	Banner + Student Employment
Student Leadership	Peer Academic Coaches	SA-SAS	Banner-course for credit + student employment
Student Leadership	North Woods Stewards	AA- Sust.	Student employment??
Student Leadership	SGA	SA	Student affairs --> Alumni Affairs Carlos Navarro/Skidsync
Student Leadership	Student Employment?	Financial Aid	Types of student employment we have on campus??
Student Leadership	PLTL-Peer Led Team Learning Mentors	AA-Chemistry	Student Employment
Student Leadership	Peer Health Educators	SA-Wellness	Banner
Student Leadership	Admissions Ambassadors	Admissions	Student employment
Student Leadership	Diversity Initiatives Interns	Admissions	Student employment
Student Leadership	Writing Center Tutors	AA	Student Employment
Student Leadership	Resident Assistants	SA- Res. Life	Res Life/Student Employment
Study Abroad	Study Away (Domestic & Int'l)	AA-OCSE	Banner
Study Abroad	Travel Seminars	AA-OCSE	Banner
Undergraduate Research	Field Experiences (Credit Bearing)	AA	Banner
Undergraduate Research	Teaching/Lab Assistants		
Undergraduate Research	Research Assistants		
Undergraduate Research	Collaborative Research - Fall/Spring	AA	Debbie P & Sponsored Research; Banner if during the semester, summer different-paid through grant funding, not in Banner
Undergraduate Research	Conference Presentations	AA/SA	Watermark if tracked by faculty member for workload
Undergraduate Research	Collaborative Research - Summer	AA	
	Startup Skidmore	AA	

Appendix 2: High Impact Student Employee Positions

Category	HIP	Data Source
Student Leadership	Writing Center tutor	OFA
Student Leadership	Peer Academic Coaches	OFA
Student Leadership	Sustainability	OFA
Student Leadership	Tang	OFA
Student Leadership	Theatre/Zankel	OFA
Student Leadership	Admissions Ambassadors	OFA
Student Leadership	Admissions Diversity Initiatives Interns	OFA
Student Leadership	America Reads	OFA
Student Leadership	FYE Peer Mentors	OFA
Student Leadership	Dining Service Supervisors	OFA
Student Leadership	Advancement- Donor Relations Ambassadors	OFA
Student Leadership	Education-TA	OFA
Student Leadership	Greenburg Classroom Aids	OFA
Student Leadership	Peer Health Educators	OFA
Student Leadership	OP Program GOAL	OFA
Student Leadership	Idea lab assistants	OFA
Student Leadership	IT helpdesk	OFA
Student Leadership	Digital/Media VR assistants	OFA
Student Leadership	MDOCS	OFA
Student Leadership	Media Services Technician	OFA
Student Leadership	Research Assistants	
Student Leadership	Resident Assistants	Not available through OFA
Student Leadership	Student Mindfulness student leader	OFA
Student Leadership	Machine Shop Assistants	OFA
Student Leadership	Library circulation assistants	OFA
Student Leadership	Library peer research assistants	OFA