

Engaging Students: High Impact Experience Analysis

DEFINITION / QUESTIONS / METHODOLOGY

- Howard Hughes Medical Institute grant on Inclusive Excellence under the stewardship of Kelly Sheppard for data informed culture project
- In collaboration with IPPC Subcommittee on Institutional Effectiveness (SIE)
- Align with strategic planning/DEI Focus/Middle States
- Using disaggregated data in institutional decision making





Defining High Impact Experiences:

- **Performance expectations** set at appropriately high levels
- Significant investment of **time and effort** by students over extended period of time
- **Interactions** with experts and peers about substantive matters
- Experience with <u>diversity</u>, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive **feedback**
- Periodic structured opportunities to <u>reflect and integrate</u> learning
- Opportunities to discover relevance of learning through **real-world applications**
- **Public demonstration** of competence*

*Kuh, George D. & O'Donnell, K. (2013). Ensuring quality & taking high-impact practices to scale. Washington, DC: Association of American Colleges & Universities.





Research questions:

 Are students across different dimensions of identity at Skidmore participating equally in high impact practices?

• How are HIEs tracked in our current data structures?





Methodology:

- 2022 2023 academic year
 - Literature review of HIEs
 - Developed a list of HIEs at Skidmore
 - Reviewed where we document HIE participation to inform what to include
 - Decided demographic categories
 - Selected academic years to include in the dataset (2016/2017 2022/2023)
- Summer 2023
 - Collaborated with Institutional Research to develop the dataset
- 2023 2024 academic year
 - Analysis





What did we include?

DEMOGRAPHICS

Race/Ethnicity (IPEDS)

Gender (IPEDS Binary)

Documented Disability

Pell Eligible at Entry

Institutional Need for Aid

First Generation/Continuing Generation

Major(s)

EXPERIENCES

Communities: Athletics, Honors Forum, London FYE, Opportunity Program, Pre-Orientation

Engaged Liberal Learning Practices: Civic Engagement Courses, Internship for Credit, Practica/Field Experiences, Research for Credit, Senior Experiences (Outside of Research/Practica/Field Experiences), Study Abroad, Summer Research on Campus, Summer Funded Experiences

Academic Leadership Experiences: FYE Peer Mentors, Peer Academic Coaches, Peer Health Educators, Sustainability Interns, Tang Interns, Writing Center Tutors



Analysis

SUMMARY / FINDINGS

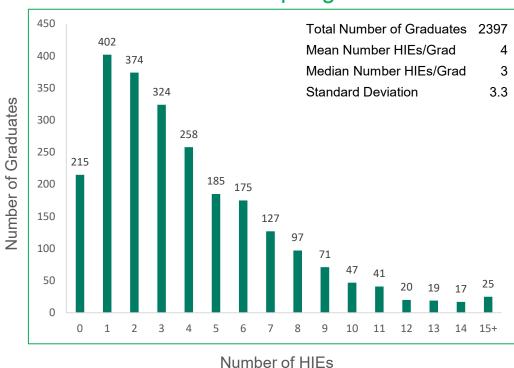
- Participation
- COVID



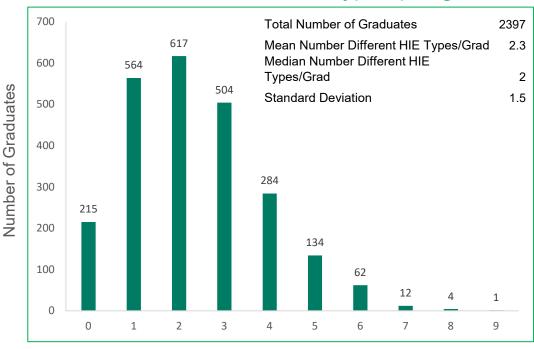


Summary of graduates 2020-2023:

Number of HIE per graduate



Total number of different HIE types per graduate



Number of Different Types of HIEs

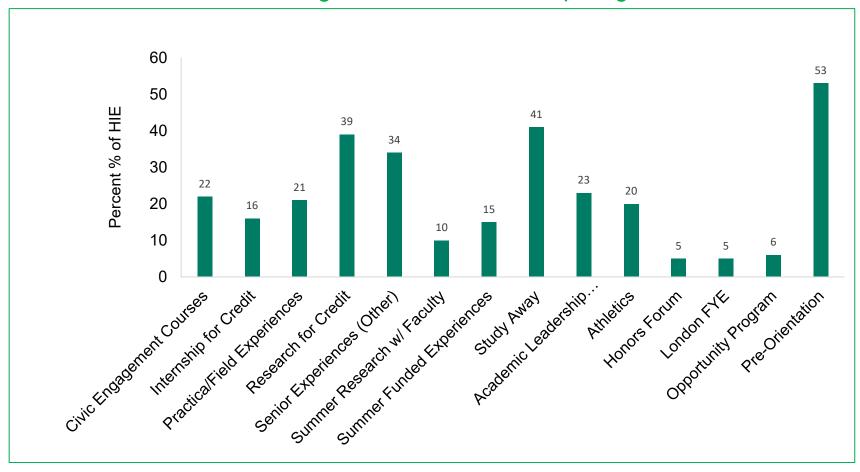
HIEs above those required in general education curriculum and does not include participation in the community HIEs.





Summary: Overall participation by type

Percentage of Graduates Participating







Findings: † participation in select HIEs

- Participation in summer research and summer funded experiences have increased for Pell eligible students as compared to previous analysis a decade ago as a result of the following interventions:
 - Greater outreach to students
 - Creation and expansion of SEE-Beyond
 - Increased funding for Summer Experience Fund
- The results demonstrate equal participation in senior level research for credit between domestic students of color and white students
 - This is true for natural sciences as well as our other academic divisions, which differs from previous research and national trends
 - Within natural sciences this also holds true for exploratory research for credit
- Overall, student participation in research for credit has increased
 - Increased emphasis & HELIOS





Findings: Participation First-Gen

Demographic	Internship for Credit	Research for Credit	Summer Research	Summer Funded Experiences
Pell Eligible				
Not Pell Eligible				
First-Generation				
Cont. Generation				

	Legend											
Low Participation												High Participation

- Overall, Pell eligible students are enriched for summer research and especially summer funded experiences and are slightly under participating in internship for credit
- Overall, first-generation students are participating as expected in internship for credit and research for credit, slightly under participating for summer research, and slightly enriched in summer funded experiences
- However, there is significant overlap between students who are first-generation and are also Pell eligible





Findings: Participation First Gen

Controlling for First-generation

Demographic	Internship for	Research for	Summer	Summer Funded
	Credit	Credit	Research	Experiences
Pell Eligible				

Controlling for Pell Eligible

Demographic	Internship for	Research for	Summer	Summer Funded
	Credit	Credit	Research	Experiences
First-Generation				

	Legend											
Low Participation												High Participation

- Controlling for first-generation status reveals high participation in research for credit, summer research, and especially sum funded experiences for Pell eligible students
- Pell eligibility is masking a participation gap for first-generation students
 - Summer funded experiences
 - Research for credit
 - Summer research
- Internship for credit is higher when controlling for Pell eligibility





Findings: Differential participation in internship for credit

- Students of color are under participating in internship for credit
- International students are participating highly in internship for credit

Demographic	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Overall
Asian American								
Black or African American								
Hispanic/Latinx								
Two or More								
International								
White								

Low Participation High Participation

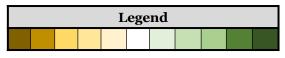




Findings: Differential participation in Pre-Orientation

Demographic	Pre-Orientation
Asian American	
Black/African American	
Hispanic/Latinx	
Two or More	
International	
White	
Pell Eligible	
Not Pell Eligible	
Institutional Need	
No Inst. Need	
First-Generation	
Cont. Generation	

- First-generation students, students with financial need (especially Pell eligible students), Asian American students, and especially Black/African American and Hispanic/Latinx students have lower rates of participation in Pre-Orientation.
- International students have high rates of participation in Pre-Orientation



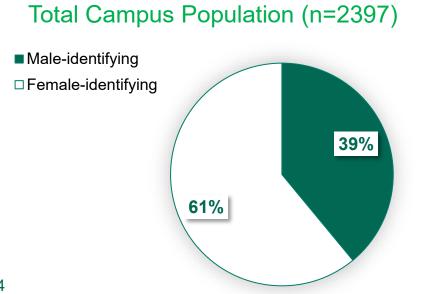
High Participation



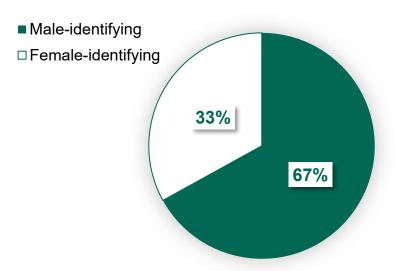


Findings: Overall, male-identifying students participate less

- Though 39% of the campus population identifies as male, of the students who did not participate in an additional HIE, 67% identified as male
- Male identifying students are less likely to participate in all HIEs except internship for credit and athletics





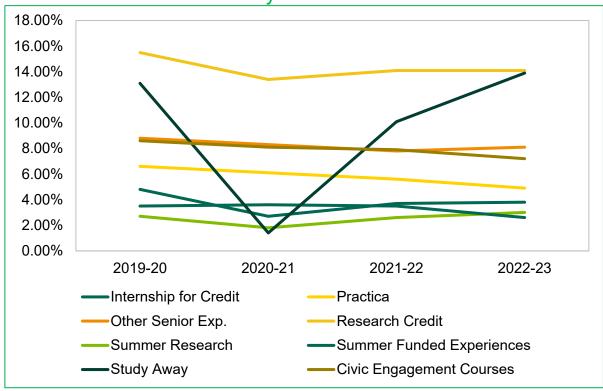






Findings: effects of COVID are not universally experienced

Percentage of Students Engaging in Particular ELLPs by Academic Year



- Overall there was a drop in participation rates in HIEs as a result of COVID
- Study away dropped significantly but has since rebounded
- Internship for credit, civic engagement, practica, and research for credit show a decrease from pre-COVID participation rates and have not recovered



Findings: effects of COVID are not universally experienced

Average Number of HIEs Per Academic Year

Demographic	2019-20	2020-21	2021-22	2022-23
Asian American				
Black or African American				
Hispanic/Latinx				
Two or More				
White				
First Generation				
Continuing Generation				

Low Dorticipation	Legend									High Participation		
Low Participation												nigh Participation

- Hispanic/Latinx students initially lower participation but then rebounded
- Black/African American students participation started going down post-COVID-19
 - Not explained by firstgeneration status.
- Students identifying as two or more races (IPEDS), have had lower participation in HIEs overall.



Next Steps

INTERVENTIONS / IMPLEMENTATION





What interventions can we imagine?

• Interventions:

- Currently, participation in additional HIEs is concentrated in junior/senior year. What high impact experiences are available for first year and second year students? What is the right timing that makes sense in the student life cycle?
- How do we increase first-generation students participation in summer experiences and research for credit?
- How do we increase students of color and Pell eligible students involvement in internship for credit?
- Overall, how do we increase Black/African American students participation in HIEs?
- Overall, how do we increase male identifying students participation in HIE's?
- Tracking our progress: Student success project SIE





How do we make these analyses routine to track participation?

- We're currently limited to the information captured by Banner, our student information system (SIS)
- Student participation in some HIEs are recorded in spreadsheets within individual offices
- Student participation in some HIEs are recorded in database systems that are not connected to our SIS
- Designated staff and software to routinize data collection and analysis
- Development of shared practices for data entry to ensure consistency
- What could you imagine tracking how students are engaging?



Questions?

COMMENNTS? CONCERNS? IDEAS?



THANK YOU!

