



Assessing the Faculty Role in High-Impact Practices

Kyle T. Fassett, Indiana University Bloomington
Allison BrckaLorenz, Indiana University Bloomington
Thomas F. Nelson Laird, Indiana University Bloomington

Presentation at the annual Assessment Institute— October, 2020 — @NSSEsurvey #indyai20

1

Outline

- Introduction of presenters and session
- Kick-off with questions about why attendees are at the session, what high-impact practices they currently assess, and what aspects of high-impact practices they assess?
- Brief discussion of faculty roles in high-impact practices, assumptions about workload, and constraints of assessing high-impact practices
- Overview of survey instrument and data used to illustrate faculty participation in high-impact practices
- Interactive presentation of findings about faculty participation in high-impact practices broken down by discipline, race, gender identity, and other important faculty groupings; attendees will be invited to share their insights and reactions as well as their own personal challenges and successes with assessment
- Facilitated discussion on the implications of findings and how they might inform improvements high-impact practices at one's institution
- Q&A

2

Outcomes

- Describe the differences in faculty participation in high-impact practices
- Apply strategies for analyzing faculty participation in high-impact practices to one's own institutional datasets
- Compare national findings about faculty emphasis on high-impact practices to one's own institutional context
- Describe challenges associated with measuring faculty roles in high-impact practices

3

Warm-Up Questions

1. Which HIPs are important to your institution?
2. What HIPs do you currently assess from the perspectives of faculty?
 - 2b. How do you go about doing that?
3. How is faculty participation in HIPs considered in terms of faculty workload or success (merit, promotion, tenure, etc.)?
4. How often do you have conversations with your faculty about the importance of HIPs for students?
 - 4b. How do these conversations happen?

4

Faculty Survey of Student Engagement

- The Faculty Survey of Student Engagement (FSSE) measures faculty perceptions of and involvement in undergraduate student engagement at four-year colleges and universities
- 2020 administration of the instrument received over 12,000 responses from 90+ institutions
- With respect to HIPs, FSSE measures faculty participation and importance to faculty that students participate in six practices: learning communities, undergraduate research, service-learning courses, internships, study abroad, and culminating senior experiences

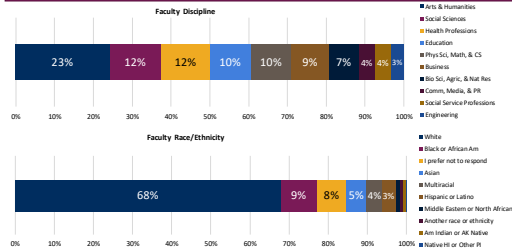
5

Data: Institutions

Institution Characteristics	(%)
Doctoral Universities (Very high research activity)	7
Doctoral Universities (High research activity)	9
Doctoral/Professional Universities	16
Master's Colleges and Universities (Larger programs)	20
Master's Colleges and Universities (Medium programs)	18
Master's Colleges and Universities (Smaller programs)	9
Baccalaureate Colleges—Arts & Sciences Focus	6
Baccalaureate Colleges—Diverse Fields	17

6

Data: Faculty



7

Measures: HIPs

How important is it to you that undergraduates at your institution do the following before they graduate?
 Response options: *Very important, Important, Somewhat important, Not important*

- Participate in an **internship**, co-op, field experience, student teaching, or clinical placement
- Participate in a **learning community** or some other formal program where groups of students take two or more classes together
- Participate in a **study abroad** program
- Work with a faculty member on a **research project**
- Complete a **culminating senior experience** (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- Participate in a **community-based project (service-learning)** as part of a course

8

Measures: HIPs

During the current school year, have you participated in the following activities?
 Response options: *1 Yes, 0 No*

- Supervising undergraduate **internships** or other field experiences
- Supervising, mentoring, or teaching undergraduates in a **learning community** or some other formal program where groups of students take two or more classes together
- Supervising undergraduates in a **study abroad** program
- Working with undergraduates on **research**
- Mentoring or teaching undergraduates completing a **culminating senior experience** (capstone course, senior project or thesis, comprehensive exam, portfolios, etc.)

About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?
 Response options: *All, Most, Some, None*

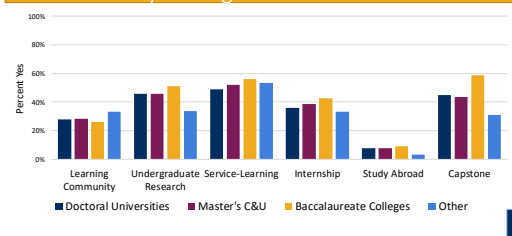
9

Tips & Findings

- Understand the institution & department culture
 - HIPs as Identity v. Checklist
- Less can be more
 - Focus on one HIP and drill down
- Fidelity of the HIP
 - What elements comprise a quality experience?
 - Leverage qualitative & quantitative methods
- Disaggregate differently
 - Disciplines, demographics, length of participation, semester
- Compare & Contrast
 - Look at national results with FSSE

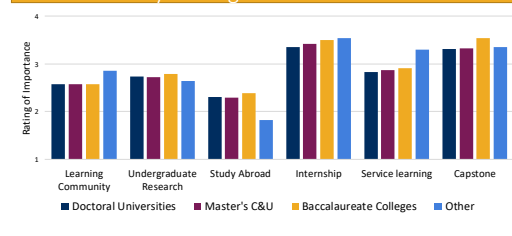
10

Faculty Participation in HIPs by Carnegie Classification



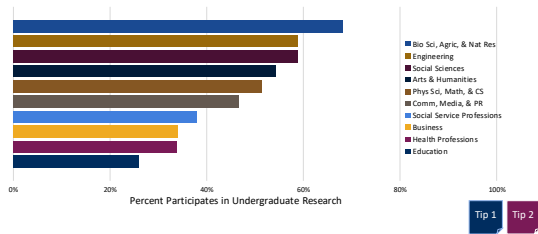
11

Importance of HIPs by Carnegie Classification



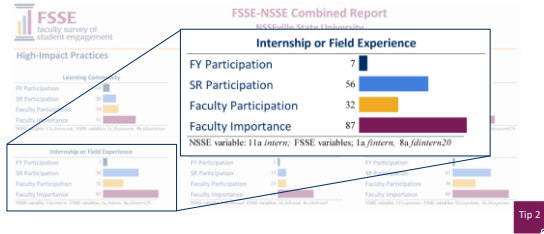
12

Faculty Participation in Undergraduate Research by Disciplinary Area



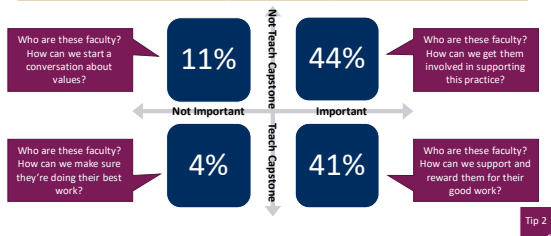
13

Focus Your Efforts— Results from NSSEville State University



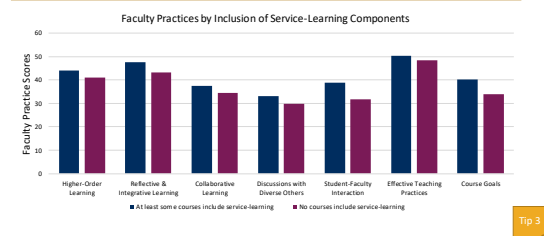
14

Crossing Importance and Participation for Culminating Senior Experiences



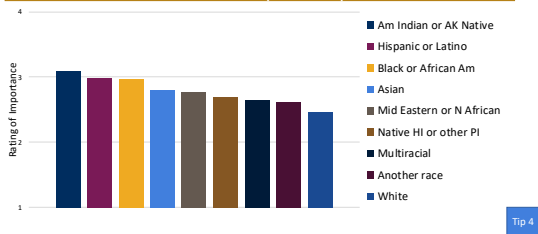
15

Focus on Quality over Quantity



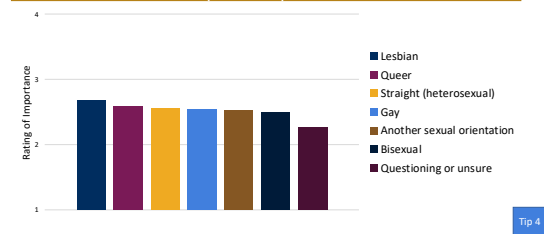
16

Importance of Participating in Learning Communities by Faculty Race



17

Importance of Participating in Learning Communities by Faculty Sexual Orientation



18

Create Benchmarks

Importance of High-Impact Practices

Importance	Min	Q1	Median	Q3	Max
Learning in and out of the classroom	1.00	1.25	1.50	1.75	2.00
Engaging in research	1.00	1.25	1.50	1.75	2.00
Engaging in service	1.00	1.25	1.50	1.75	2.00
Engaging in leadership	1.00	1.25	1.50	1.75	2.00
Engaging in community	1.00	1.25	1.50	1.75	2.00
Engaging in global	1.00	1.25	1.50	1.75	2.00
Engaging in diversity	1.00	1.25	1.50	1.75	2.00
Engaging in social justice	1.00	1.25	1.50	1.75	2.00
Engaging in environmental	1.00	1.25	1.50	1.75	2.00
Engaging in sustainability	1.00	1.25	1.50	1.75	2.00

Average Importance

FSSE staff developed a series of interactive Tableau dashboards with filters for faculty, course, and institutional demographics.

See our newest visualization on HIP importance and participation here: <https://tableau.bi.iu.edu/#/site/prd/views/FSEHighImpactPractices/FSEHIPs?id=1>

Find other visualizations on the FSSE website: <https://nsse.indiana.edu/fsse/findings-data-reports/interactive-reports/index.html>

Tip 5

19

Discussion

1. Do you have other tips or suggestions?
2. Do you have any other questions about the tips or suggestions we presented here?
3. What can you do tomorrow to start doing more to assess the faculty role in HIPs?
4. Who can you partner with to begin this endeavor?
5. How will you assess your success in this work?
6. What other ways can large-scale assessments such as FSSE help with this work?

20

Question & Answer

Thanks so much for joining!

Kyle Fassett: kfassett@iu.edu
@Kyle_Fassett

Email: fsse@indiana.edu
Website: FSSE.indiana.edu
Blog: NSSEightings.indiana.edu
Twitter: [@NSSE_Survey](https://twitter.com/NSSE_Survey)

21

References

- Brckalorenz, A., Garvey, J. C., Hurtado, S. S., & Latopolski, K. (2017). High-impact practices and student-faculty interactions for gender-variant students. *Journal of Diversity in Higher Education*, 10(4), 350-366.
- Fassett, K. T., & Brckalorenz, A. (2020). FSSE psychometric portfolio: High-impact practices. <https://nsse.indiana.edu/fsse/psychometric-portfolio/index.html>
- Garvey, J. C., Brckalorenz, A., Latopolski, K., & Hurtado, S. S. (2018). High-impact practices and student-faculty interactions for students across sexual orientations. *Journal of College Student Development*, 59(2), 210-226.
- Geary Schneider, C. (2008). Introduction. In G. D. Kuh (Ed.) *High-impact educational practices: What they are, who has access to them, and why they matter* (pp. 1-8). Washington, DC: AAC&U.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: AAC&U.
- Kuh, G., O'Donnell, K., & Schneider, C. G. (2017). HIPs at ten. *Change: The Magazine of Higher Learning*, 49(5), 8-16.

22