

# Digging Deeper

Using HIPs Data to Expand Access

# Introductions



Dr. Kim Yousey-Elsener  
Director Student Affairs Assessment  
and Solutions for Engagement  
Binghamton University  
[kyousey@binghamton.edu](mailto:kyousey@binghamton.edu)



Kirsten Pagan  
Student Engagement Analyst  
SAASE  
Binghamton University  
[krowe@binghamton.edu](mailto:krowe@binghamton.edu)

# Today's Session

**HIPs at  
Binghamton:**  
An Introduction

**Deep Dive #1:**  
Non-participants

**Next Steps**

**Tracking**

**Deep Dive #2**  
Sequencing



# **HIPs at Binghamton University**



**Student  
Stories**

# HIGH-IMPACT LEARNING EXPERIENCES

# Institutional Context

## Roadmap to Premiere Strategic Priority 2 (SP2)

*Provide a transformative learning community that prepares students for advanced education, careers and purposeful living.*

Deep Dives every December

## High Impact Practices Innovations Council (HIPIC)

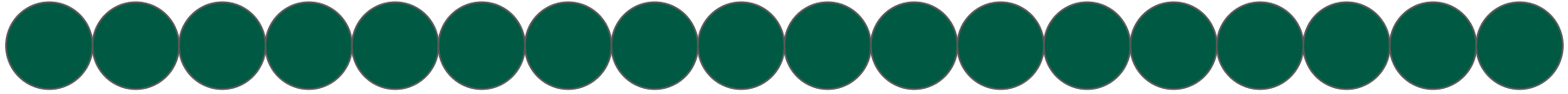
Campus Leadership, Civic Engagement, Career Services, Undergraduate Research, Education Abroad, Dean's office, Student Affairs Assessment, University Communications & Marketing, Development

# Take Five!

01	<b>Internships</b>	<ul style="list-style-type: none"><li>• For-credit courses; not-for-credit via campus offices and senior exit survey</li></ul>
02	<b>Undergraduate Research and Creative Endeavors</b>	<ul style="list-style-type: none"><li>• For-credit courses; awards and experiences reported by offices</li></ul>
03	<b>Community Engaged Learning</b>	<ul style="list-style-type: none"><li>• Courses designed as CEL each semester</li></ul>
04	<b>Education Abroad</b>	<ul style="list-style-type: none"><li>• For-credit study abroad experiences</li></ul>
05	<b>Capstone/Thesis</b>	<ul style="list-style-type: none"><li>• Designated courses</li></ul>

# Tracking





# How are you currently tracking HIPs?

[Audience participation: Please respond via the Chat feature]



# A Co-curricular Engagement Tool!

## Centralization


Makes reporting easy  
...or, at least, easier

## Platform Migration

Accommodates changing  
needs

Provides opportunity to  
reconsider what we define as  
a HIP

# Three Challenges



identify and  
validate  
experiences

obtain buy-in  
from campus  
partners


maximize  
efficiencies



Gather from university  
databases/partner offices

Ensure each record meets the  
institution's criteria

Quickly maximize the volume  
of data for decision-making




obtain buy-in  
from campus  
partners

## **Peer-to-peer relationships**

- Take time and persistence
- Continue to evolve

## **Top-down directives**



maximize  
efficiencies

Schedule processes

Automate where possible

Pre-validate

Rely on trusted sources

Tracking.

A  
continuous  
and  
evolving  
process.

BRAND CAMP

by Tom Fishburne

## EVOLUTION OF CREATIVITY

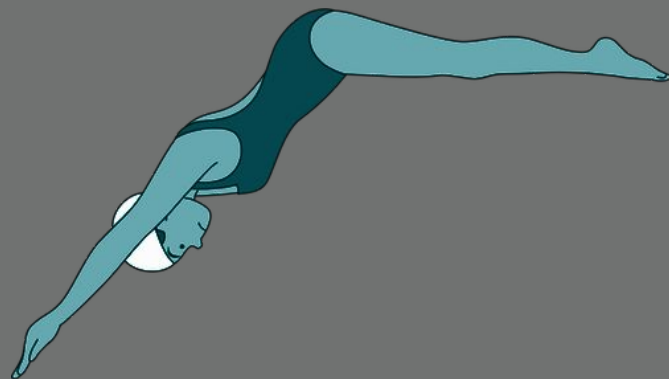




Questions







**Non-Participants**

*DEEP DIVE*

# Two Years. Two Approaches.

## Quantitative

- compare groups

## Qualitative

- open-ended survey questions/data coding

## Non-participants in HIP (15%)



Have lower placement rates six months after graduation compared to the overall University



Are more likely to receive financial aid, PELL and TAP compared to the overall University



Over 90% of non-participants are Harpur students



Demographic categories that see a larger proportion of non-participants include:

- Transfer
- Male
- International
- Asian or Pacific Islander



Have lower GPAs compared to the overall cohort

## Summary of Findings

What do students  
want to complete?

54%  
Internships

36%  
Undergraduate  
Research

31%  
Study Abroad

What stands in  
their way?

Financial,  
academic, &  
scheduling barriers  
prevent students  
from applying.

These & other  
barriers may  
prevent those who  
apply from  
securing positions.

The value of  
these  
opportunities are  
outweighed by  
combinations of  
these other  
factors.

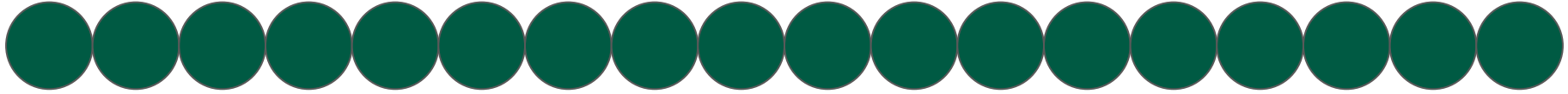
What are next  
steps?

Consider attainable  
solutions to address  
barriers

Conduct a wider survey  
with connections to  
department and  
student demographics

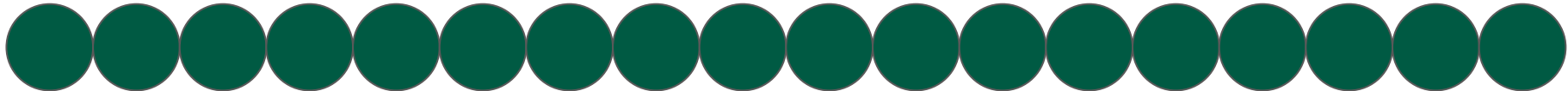
Conduct focus groups  
and/or interviews for  
deeper understanding

Note: Students could check all that apply  
therefore percent will add up to more than 100%



# What barriers have you found for students participating in HIPs?

[Audience participation: Please respond via the Chat feature]



?

?

Questions

?

¿

# DEEP DIVE

## Sequencing

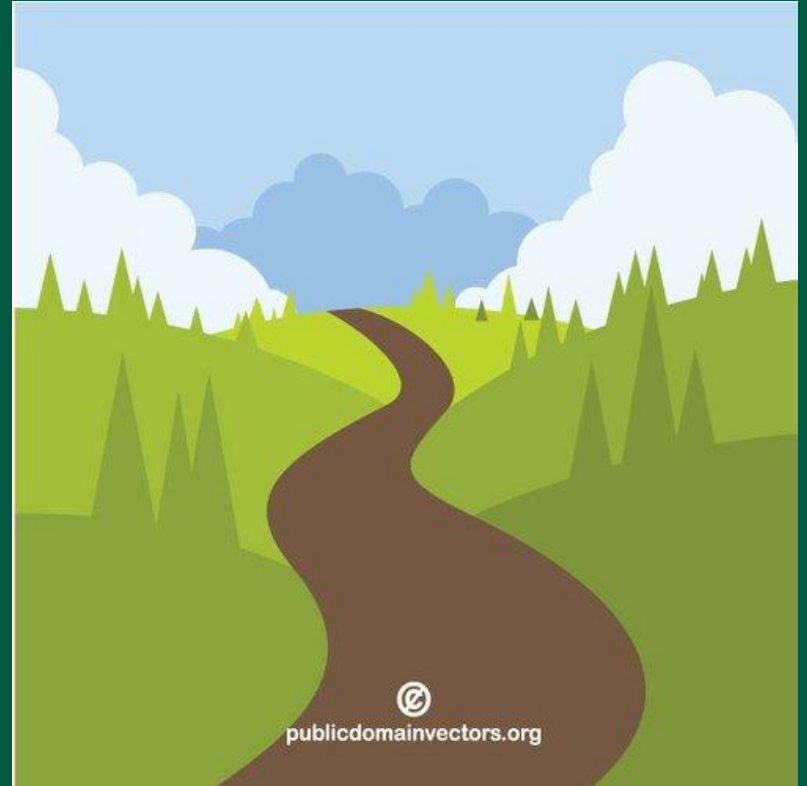


# Background

Use students' natural progressions to develop intentional paths

Start from entrance year through the students' fourth year

11,192 new first-year, first-time admitted 2014-15 to 2017-18

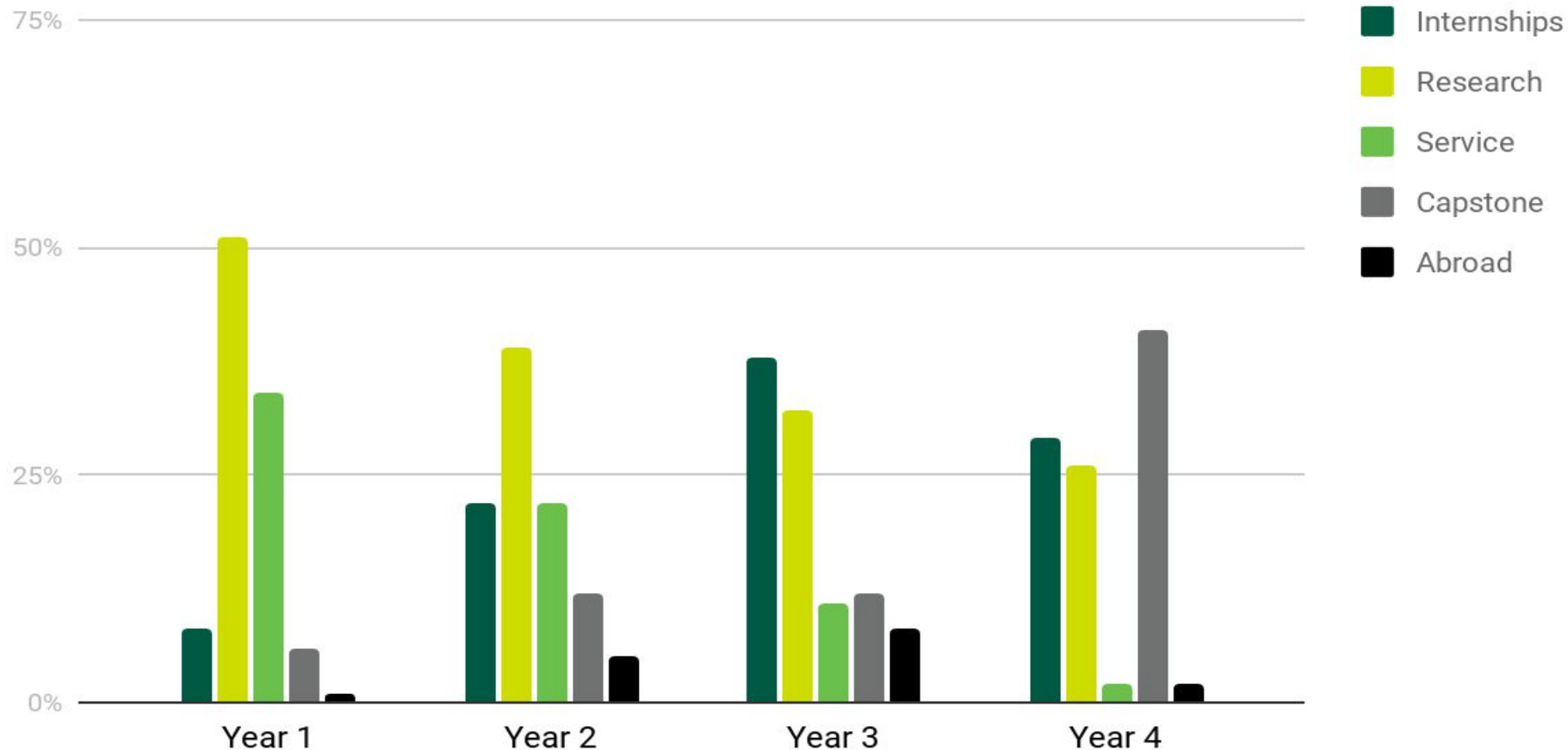




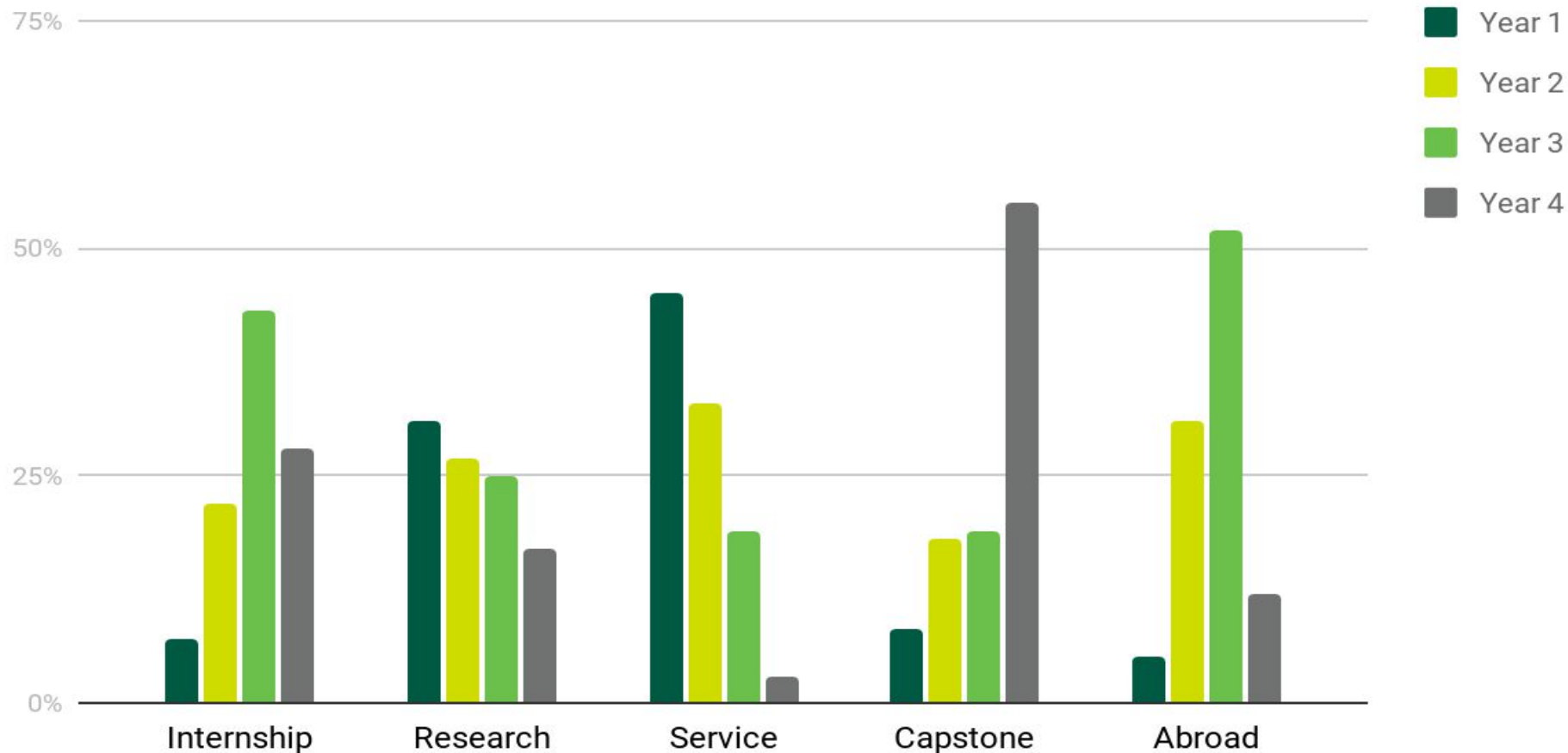
# HIPs (Nearly) Equally Distributed Across Years

	Year 1	Year 2	Year 3	Year 4	Total
Count	4,159	4,829	5,407	4,582	18,977
Percent	22%	25%	28%	24%	100%

# Which HIP characterizes each class year?



## When does each HIP naturally occur?

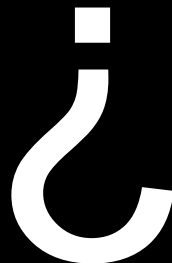


# Suggested Sequence

	Year 1	Year 2	Year 3	Year 4
Internships		2a	1	2a
Research	1	1	2	2b
Service	2	2b		
Capstone				1
Abroad				



Questions



# Next Steps

# Future Directions

Reconvene HIPIC following COVID-19 delays

Pull themes from these projects together

Dive deeper into non-participants

Continue to support students (funding, increased awareness)

Begin looking at first generation, pell eligible, and URM

?

?

**Questions**

?

?



# Contact Us!



Dr. Kim Yousey-Elsener  
Director Student Affairs Assessment  
and Solutions for Engagement  
Binghamton University  
[kyousey@binghamton.edu](mailto:kyousey@binghamton.edu)



Kirsten Pagan  
Student Engagement Analyst  
SAASE  
Binghamton University  
[krowe@binghamton.edu](mailto:krowe@binghamton.edu)