Digging Deeper

Using HIPs Data to Expand Access
Introductions

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Today’s Session

HIPs at Binghamton: An Introduction

Tracking

Deep Dive #1: Non-participants

Deep Dive #2: Sequencing

Next Steps
HIPs at Binghamton University
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
| 01 | Internships | • For-credit courses; not-for-credit via campus offices and senior exit survey |
| 02 | Undergraduate Research and Creative Endeavors | • For-credit courses; awards and experiences reported by offices |
| 03 | Community Engaged Learning | • Courses designed as CEL each semester |
| 04 | Education Abroad | • For-credit study abroad experiences |
| 05 | Capstone/Thesis | • Designated courses |
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

identify and validate experiences
Peer-to-peer relationships

- Take time and persistence
- Continue to evolve

Top-down directives

obtain buy-in from campus partners
maximize efficiencies

- Schedule processes
- Automate where possible
- Pre-validate
- Rely on trusted sources
Tracking.

A continuous and evolving process.
Questions
Non-Participants
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.
- Have lower GPAs compared to the overall cohort.
- Demographic categories that see a larger proportion of non-participants include:
  - Transfer
  - Male
  - International
  - Asian or Pacific Islander
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
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

<table>
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<tr>
<th>Year</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>4,159</td>
<td>22%</td>
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<tr>
<td>Year 2</td>
<td>4,829</td>
<td>25%</td>
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<tr>
<td>Year 3</td>
<td>5,407</td>
<td>28%</td>
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<tr>
<td>Year 4</td>
<td>4,582</td>
<td>24%</td>
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<tr>
<td>Total</td>
<td>18,977</td>
<td>100%</td>
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Which HIP characterizes each class year?

- Internships
- Research
- Service
- Capstone
- Abroad

Year 1:
- Internships: Low
- Research: High
- Service: Moderate
- Capstone: Low
- Abroad: Very Low

Year 2:
- Internships: Moderate
- Research: High
- Service: Moderate
- Capstone: Low
- Abroad: Low

Year 3:
- Internships: High
- Research: Moderate
- Service: Low
- Capstone: Moderate
- Abroad: Low

Year 4:
- Internships: Moderate
- Research: Low
- Service: Low
- Capstone: High
- Abroad: Very Low
When does each HIP naturally occur?

- **Internship**: Year 1, Year 2, Year 3, Year 4
- **Research**: Year 1, Year 2, Year 3, Year 4
- **Service**: Year 1, Year 2, Year 3, Year 4
- **Capstone**: Year 1, Year 2, Year 3, Year 4
- **Abroad**: Year 1, Year 2, Year 3, Year 4
<table>
<thead>
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<th>Year 2</th>
<th>Year 3</th>
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<td>2a</td>
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<td>2b</td>
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<tr>
<td>Service</td>
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<td>2b</td>
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<tr>
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<td>1</td>
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<tr>
<td>Abroad</td>
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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!

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