

Integration of High-Impact Practices (HIPs) in QEPs: An Overview Research Project Summary

The purpose of this project was to capture the extent to which educational High-Impact Practices (HIPs¹) identified by Kuh (2008) and advanced by AAC&U are integrated by SACSCOC institutions in the Quality Enhancement Plans (QEPs). The following questions guided the study -- Does research on effective educational practices inform development of QEPs? To what extent do institutions integrate HIPs in QEPs? Do different types of institutions utilize different HIPs in QEPs? Do QEPs on different topics utilize different HIPs?

The sample consisted of **391** institutional QEPs accepted by SACSCOC between 2007 and 2011. Two researchers conducted textual analysis and deductive coding of QEP interventions based on modified HIPs framework (Kuh, 2008).

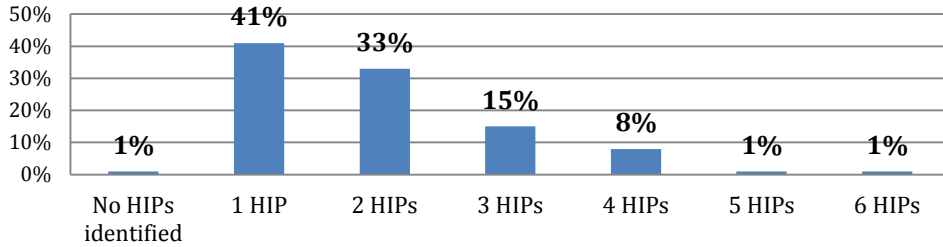
Key Observations:

- Educational research appears to be informing institutional planning efforts and designs of QEPs. An overwhelming majority (99%) of QEPs integrate at least one HIP. More than half (58%) of QEPs integrate two or more HIPs. A quarter (25%) of QEPs integrates three or more HIPs.
- Institutions appear to take advantage of the flexibility afforded by the Commission in selecting QEP interventions. QEPs integrate varied HIPs. All ten HIPs are utilized by institutions in the design of QEPs. Each HIP is utilized by at least 7-10% of QEPs.
- Some HIPs are integrated by institutions in the QEPs at higher rates than others. For example, three modified/expanded HIPs appear to be most popular across all types of institutions (FY Seminars & Experiences / Orientation / Placement / Developmental Ed / Advising; "[Skill] Across the Curriculum" / Writing / IL / CT / Reading-Intensive Courses; and Collaborative Assignments and Projects / Peer Tutoring / Supplemental Instruction).
- There appears to be a variation in the extent to which HIPs are integrated in the QEPs by institutional type. For example, institutions in different degree level categories appear to slightly differ in "QEP HIPs multidimensionality" (i.e., differ in the types of HIPs integrated in QEPs) and "QEP HIPs intensity" (i.e., differ in the proportion of institutions integrating HIPs in QEPs).
- There appears to be a variation in the extent to which HIPs are integrated in the QEPs by QEP focal outcome. In other words, QEPs focusing on different outcomes tend to utilize different HIPs.

¹ <http://www.aacu.org/leap/hip.cfm>

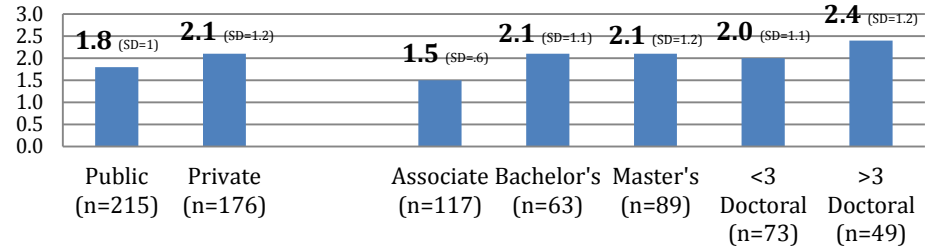
Number of HIPs Identified in QEPs

(% of institutions)



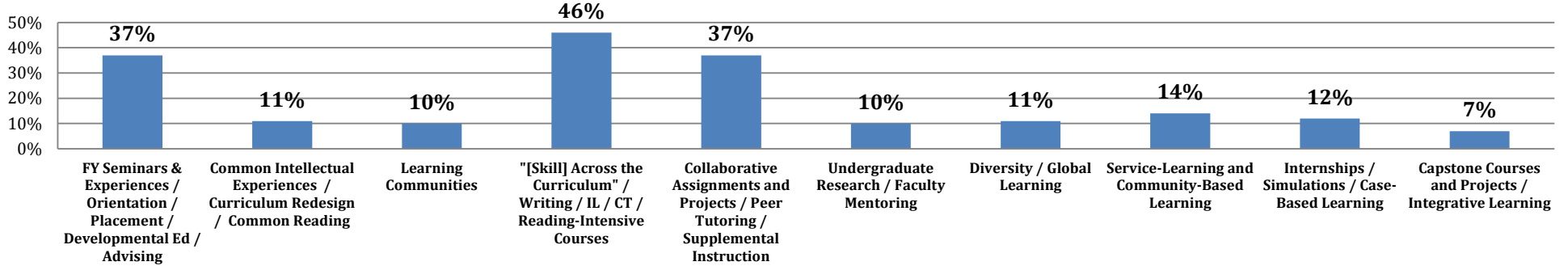
Number of HIPs Identified in QEPs

(Mean for institutional type)



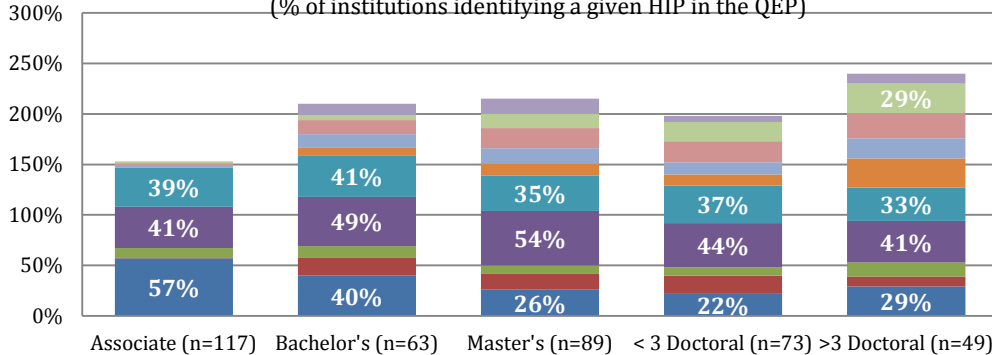
Distribution of HIPs in QEPs

(% of institutions identifying a given HIP in the QEP)



Distribution of HIPs in QEPs by Institutional Degree Level

(% of institutions identifying a given HIP in the QEP)



- Capstone Courses and Projects / Integrative Learning
- Internships / Simulations / Case-Based Learning
- Service-Learning and Community-Based Learning
- Diversity / Global Learning
- Undergraduate Research / Faculty Mentoring
- Collaborative Assignments and Projects / Peer Tutoring / Supplemental Instruction
- "[Skill] Across the Curriculum" / Writing / IL / CT / Reading-Intensive Courses
- Learning Communities
- Common Intellectual Experiences / Curriculum Redesign / Common Reading
- FY Seminars & Experiences / Orientation / Placement / Developmental Ed / Advising

For more information, please contact Alexei Matveev, Coordinator of Training and Research, at amatveev@sacscoc.org