System equity-minded approach to scale HIPS

Access for all students
HIPs: A UWSA 2020FWD Strategic Priority

“To grow a more creative and engaging education experience so all learners can compete and succeed in a global environment.”

“Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated “high-impact.” (Kuh, 2008)

High-Impact Practices as the vehicle to engagement
Characteristics of High-Impact Practices

• Demand considerable time and effort
• Facilitate learning outside of the classroom
• Require meaningful interactions between students and faculty
• Encourage collaboration with a diverse range of students and faculty
• Provide frequent and substantive feedback

(Kuh, 2008)
## HIPs Learning Experiences

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TS3 NASH/Lumina Grant

• Create HIPs pathways to extend HIPs across curriculum, to increase access, and to address equity gaps for underrepresented students
• Develop HIPs assessments using VALUE Rubrics
• Design system-wide data collection processes for reporting of student learning and student participation in HIPs to ensure equitable participation
System Approaches

• Maintaining the focus on equity
• Using data constructively
• Broadening the engagement of others in HIPs
• Communicating continuously
• Creating Networks
• Bringing inquiry to our collaborative design work
The effects of participating in high-impact practices are positive for all types of students.

But historically underserved students tend to benefit more from engaging in educationally purposeful activities than majority students.

Sadly, some groups of historically underserved students are less likely to participate in high-impact activities – those first in their families to attend college and African American students in particular.
UW SYSTEM Transfer Exploration Meeting:

Dr. Carleen Vande Zande, Associate Vice President, UW System
Dr. Tracy Davidson, Sr. Academic Planner
June 26, 2019
What connects us? Building on existing foundations across the System

Joint Statement on Transfer-ACE, CHEA, AACRO
UWSA Policy-115, 135, 140
GE Alignment and Knowledge Domains
Associate Degree Standards
Shared Learning Outcomes
Articulation Agreements
TIS/TES/Transferology
Math Initiative
Broad Academic Areas and Transfer

• SYS 135 language
• I. For All Transfer Students
  • The following principles of accommodation apply to all students transferring into a UW System institution:
    • Institutions should apply transfer credits to degree requirements where appropriate.
    • Institutions should recognize general education/liberal arts requirements in terms of broad academic areas (social sciences, humanities, natural sciences, etc.) as well as specific courses.

• II. For Students Transferring Within the UW System
  • The following additional principles of accommodation apply to students transferring within the UW System:
    • A course designated as fulfilling a general education/breadth requirement at one UW institution should transfer as general education/breadth at the receiving UW institution. This principle should apply whether or not the receiving institution has a direct course equivalent.