High Impact Practices at UW-Eau Claire
Executive Summary: HIPs at UW-Eau Claire

• Progress as of October, 2019

• Focused on moving toward equity by taking a deeper look at how students of color experience high impact practices

• Have completed initial data gathering and analysis and are integrating our data sources with the goal of identifying appropriate interventions to increase equity
Signature High Impact Practices

UW-Eau Claire’s Guidepost Goals include the goal that 100% of students will complete at least one of three high impact practices prior to graduation:

- International or domestic immersion (including study abroad)
- Internship
- Student/faculty collaborative research
We’ve explored HIPs experiences of students of color in three areas:

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<tr>
<th>Participation</th>
<th>Experience</th>
<th>Learning</th>
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| Understanding the rates at which students of color participate in HIPs at UW-Eau Claire is a first step in moving toward equity in HIPs.  
  • We are examining existing participation data to understand how the share of groups of students of color in HIPs aligns with the share of those students in the total population.  
  • This allows us to see how patterns may differ across HIPs.  
  • This allows us to see how patterns may differ across particular groups of students of color.  
  • Once we better understand participation inequities, we will identify changes to help reduce them. | Equity must go beyond participation numbers. We need to know that the experiences students of color have in HIPs are equitable.  
  • We will conduct focus groups with students of color who have participated in HIPs to learn about their experiences.  
  • We will conduct focus group with students of color who have not participated in HIPs to learn about their experiences at UW-Eau Claire.  
  • We will ask both groups about barriers they may have encountered in considering or participation in HIPs.  
  • We hope to gather information that will allow us to build practices that reduce any inequity we discover in student experience. | It is important to understand what and how student learn in HIPs in order to achieve equity in learning. We are developing and piloting learning outcomes and rubrics for HIPs (to supplement whatever disciplinary outcomes already in place).  
  • Students operate with autonomy  
  • Students respond to obstacles with persistence and through creative problem solving  
  • Students interact appropriately to the context of their HIP  
  • Students demonstrate awareness of individual strengths and challenges  
  We will be able to compare achievement of outcomes between groups of students to examine equity in learning and make change as needed. |
Accomplishments:

**Participation**
Shares data revealed strengths in some areas, challenges in others.

For example:
- African American students participate in research, immersion, and internship at rates roughly proportional to the average student population, but study abroad at a much lower rate.
- American Indian students participate at a rate lower than the average student population in all HIPs.
- Southeast Asian students participate at a proportional rate in internship and study abroad but at a higher rate in research and immersion.

**Experience**
Conducted focus groups with African-American, Latinx, American Indian, and Southeast Asian students.

Select Themes:
- Students received information from a variety of sources. Found advisors to be both encouraging and discouraging of some HIPs.
- Students were sometimes uncomfortable as the only student of color in a HIP situation.
- Students found benefits of participation outweighed costs/challenges.
- Students identify challenges particular to students of color.
- Students have concerns about the time and money needed for HIPs.

**Learning**
Analysis of learning data is in progress. We did learn some things about the process:

- Building an assessment tool that allows for disaggregation of data by race/ethnicity is a challenge.
- Faculty are interested in assessing student learning in HIPs.
- We packed too much into the first iteration of our rubric, we are piloting a second version.
Next Steps

• Integrate the analysis of data in all three areas to determine how to enhance equity in high impact practices

• Develop interventions to improve equity in participation/access, experiences, and outcomes if needed

• Make the assessment of high impact practices more systematic

• Perhaps use the same processes to focus on other underrepresented groups
HIPS at UW-Eau Claire

First Year
- First Year Experience
- Learning Communities
- Blugold Fellows Research Experience
- Domestic Intercultural Immersion
- Service Learning

Second Year
- S/F Research
- Blugold Fellows Research
- Study Abroad
- Domestic or International Intercultural Immersion
- Service Learning

Third Year
- S/F Research
- Study Abroad
- Intercultural Immersion
- Internship
- Service Learning

Fourth Year
- S/F Research
- Study Abroad
- Intercultural Immersion
- Internship
- Departmental Capstones
- Service Learning
Executive Summary

- 10/24/19

- First-Year Seminars (FYS) & the FYS Symposium Experience

- Phyllis King, Vice Provost; David Clark, L&S Sr. Assoc. Dean; Kay Eilers, Student Success Director; Jihee Beak, OAIR; Dylan Barth, CETL; Diane Reddy, CETL Director

- Recruited underserved students, implemented FYSs of exceptional quality & established FYS Symposium, a special opportunity to deepen integrative learning.

- Significant Progress
Accomplishments

• Increased number of FYS by 33%
• Diversified offerings to include more FYSs in the social & natural sciences
• Enrolled more underserved students
• Created the UWM FYS Taxonomy & refined the taxonomy with instructor feedback, which facilitated the implementation of equity-minded, high quality courses
• Established FYS Community of Practice
• Integrated Equity Frameworks in FYS Instructor Retreat & Faculty/Staff and TA Orientations
• Organized special university-wide professional development programming on achieving equitable student outcomes
• Established the UWM FYS Symposium
• Projected a 4-fold increase in FYS Symposium participation
• Applied Integrative Learning VALUE Rubric to assess outcomes in FYS Symposium

First-Year Seminar Symposium

✓ I was challenged to reflect on what I learned and what this learning meant to me now and in my future career.
✓ I was thrilled that I was able to explain how our findings might affect parents, communities, schools, & mental health professionals.
Next Steps

Analyze and Disaggregate Data

• Determine to what extent students are able to:
  o connect to experience
  o connect to discipline
  o transfer knowledge
  o exhibit integrated communication

• Determine to what extent program goals were met—e.g., how well did underserved students perform in relation to peers who did not take FYSs?

• Determine how instructors revised their courses to achieve greater quality & equitable outcomes; what is the relationship to student outcomes?

Scale

• Disseminate findings in Spring 2020 onward

• Incentivize instructors to disseminate their effective practices to scale equity-minded, engaging, & transformative learning experiences

• Create campaign to scale participation of underserved students in FYSs & other HIPs
Supporting Documentation

Promoting Equity

• Chose texts from a wide range of life experiences and cultural identities
• Provided choice for students in course topics and final projects
• Varied in-class activities to give every student a voice in discussions
• Developed daily check-in prompts to invite students to participate daily
• Incorporated low-stakes assessments and scaffolded assignments with feedback
• Used free or low-cost options for course materials, readings, and screenings

Incorporating FYS Taxonomy

• Emphasizing the revision process for semester-long projects
• Providing optional, out-of-class events with the instructor or peer mentor
• Inviting guest speakers to discuss their real-world experiences with the field
• Asking students to relate course content to their own lives through self-reflection
• Developing projects that will go on public display in a UWM art gallery
Team Leader: Joan Cook (Interim Associate Provost)

Core Team Members (Student Employment): Kim Adams, Bob Barry, Ron Buchholz, Catherine Chan, Beth John, Amanda Murphy

Core Team Members (Community-Based Learning): Liz Hachten, Susan Johnson, Jodie Parys

10/24/2019
UW SYSTEM HIPs INITIATIVE WORKGROUP

NASH TS3 TAKING STUDENT SUCCESS TO SCALE PROJECT UPDATE

STUDENT EMPLOYMENT & COMMUNITY BASED LEARNING AS HIGH-IMPACT PRACTICES

**UW System HIPs Initiative**

**Team Leader:** Catherine Chan (Interim Director, Academic Assessment)

**Team Members:**
- Heather Pelzel (Director, LEARN Center)
- Ron Buchholz (Director, Career and Leadership Development)
- Beth John (Director, First Year Experience)
- Amanda Murphy (Coordinator, Mentor Programs)
- Jeannine Rowe (Associate Professor, Social Work)
**ACCOMPLISHMENTS**

**Student Employment**

- Developed six Student Learning Outcomes (SLOs)
- Organized workshop to share drafted SLOs and assessment templates with 27 supervisors across campus (Jan 2019)
- Developed project website to share resources (Jan 2019)
- Established timeline to assess student learning in different employment settings (Jan 2019)
- Developed a year-by-year HIPs opportunity roadmap draft (shared at the Board of Regents HIPs presentation (April 4, 2019)
- Organized two follow-up meetings with supervisors to check for project updates (Sept 2019)
- Established a Google Site for collaboration and feedback (Sept 2019)
- Identified data sources for student employment participation related to student outcomes (Ongoing)
ACCOMPLISHMENTS

Community-Based Learning

• Organized a workshop for 13 participants to explore mechanisms to scale up the implementation of community-based learning (Jan 2019)

• Updated Community-based learning website (Spring 2019)

• Developed campus-wide SLOs (Spring 2019)

• Developed a pilot community-based learning rubric that was tested in 4 different courses (Spring 2019)

• Developed criteria for designating specific course sections as community-based learning (approval process underway)

• Completed drafting pre- and post-participation surveys to evaluate student experience; completed draft community partner feedback survey (Sept 2019)
NEXT STEPS

Student Employment

• Compile SLOs data from the initial group of student employee supervisors
  
  o **TARGET DATE:** January 2020

• Organize and implement the second workshop for student employee supervisors to further discuss SLOs and share drafts for implementation of best practices
  
  o **TARGET DATE:** January 2020

• Engage additional supervisors in sharing successes and best practices in student employment
  
  o **TARGET DATE:** Spring 2020
NEXT STEPS

Community-Based Learning

• Finalize pre- and post-participation surveys and community feedback surveys
  
  o **TARGET DATE:** Spring 2020

• Secure curricular approval for designating specific community-based learning course sections
  
  o **TARGET DATE:** Fall 2020

• Administer pre- and post-participation student survey and community partner survey
  
  o **TARGET DATE:** Fall 2020
Student Employment and Community-Based Learning

Opportunities:

• Wide-spread support

• Good existing resources and tools for supervisor support

• Good foundational infrastructure

Issues:

• Need to broaden engagement

• Budgetary/resource constraints
**Student Employment**

Resources from supervisor workshop

https://www.uww.edu/assessment/resources/nash-hips

Student worker testimonials

https://www.youtube.com/watch?v=SZNVxG4ZPEQ&t=66s

**Community-Based Learning**

Resources and opportunities

https://www.uww.edu/ce/cbl/faculty-resources
UW-Parkside Executive Summary

October 24, 2019
UW-Parkside HIPs Development
HIPs Leadership Team-Co-chaired by Provost Rob Ducoffe and Debra Karp, Director of CBE

Summary: This project increases quality and equity and improves campus-wide documentation and assessment of CBL, Internships and Campus Employment.

Status: CBL in advanced phase; developing rubrics and assessment for internships; planning pilot for campus employment in Spring ‘19
## Accomplishments

### Community Based Learning Goals
- Developed CBL learning goals, rubric and assessment
- Designed/won approval for **CBL Course Designation Process**
- Won funding for faculty- $500 for each designated course taught
- Improved and delivered **CBL Fellows** program to 17 faculty
- Reviewed and approved 19 CBL course designations for fall, 2019

### Internships and Campus Employment
- Presented first *Internship Workshop* to 10 faculty/instructors
- Inventoried current internship and campus employment practices
- Created and won approval of common internship definition
- Hired new Internship and Campus Employment Specialist and Faculty Director for Internships
- Formed team and prepared to pilot HIP campus employment

- Developed and delivered *Diversity in the College Classroom* to 12 students, 26 non-instructional staff and 9 faculty/instructors
NEXT STEPS

• Recruit faculty to teach Gen Ed CBL courses and attend CBL Fellows (by 3/20)
• Deliveer Diversity in the College Classroom (by 7/20)
• Finalize rubric and assessment tool for internships (by 1/20)
• Convene representatives from other local campuses to collaborate and work with employers (by 12/19)
• Improve and deliver Internship Workshop (by 8/20)
• Revise job descriptions, develop performance evaluation and reflection tools, and supervisor training for campus employment pilot (by 1/20)
  – Implement and evaluate pilot (by 6/20)
Opportunity

Potential Study: *Making Career Development Work for Working Students*

Center for Research on College-Workforce Transitions, UW-Madison
Parkside’s commitment to HIPs’ Contribution to Student Success

- Strategic Plan
- Civic Action Plan
- Academic Plan

Be. Real. Amazing.
Title: Equity-minded High Impact Practices at the University of Wisconsin Green Bay

Team Lead: Caroline Boswell & Alison Staudinger; Leadership Team: Kate Burns, Kinga Jacobson, Vince Lowery, Ryan Martin, Amanda Nelson, Clif Ganyard

Summary: We seek to increase equity of access to curricular and co-curricular problem-focused HIPs that are relevant to student and community needs. To do this we must transform our institutional culture and structures, starting at the program level.

Status: Six programs are implementing plans for Community-Based Learning and Undergraduate, Research, Scholarship, and Creative Activity in Fall 2019 after a year of professional development/planning centered on equity in HIPs; HIPs and their quality development (along with student success) are highlighted in campus strategic planning.
Accomplishments

• Supported six programs, five academic and one in student affairs, as they developed a plan to improve equity in HIPs in their area.

• Implementation of equity/HIPS plan in six programs; highlights include creative use of peer mentors, scaffolding HIPs experiences throughout the major or minor, and building culturally-responsive course content.

• Integrated equity-minded HIPs into the 2019 Academic Strategic Priorities document.

• Communicated the value of HIPs to campus community through programming like the Instructional Development Institute and NASH grant specific events and communications.

• Obtained IRB approval for faculty/staff survey in Fall 2018, pre-/post- student surveys, including the NSSE HIPs module, for the Fall 2019 implementation.

• Raised profile of campus conversation around HIPs through professional development opportunities.

• Began process of identifying what makes a high-quality HIP in our context.

• Began conversations around HIPs and student/instructor workload.
Next Steps

• Assessing Fall Pilot through **quantitative and qualitative measures** (pre- and post- test, NSSE HIPs Quality Survey, targeted interviews at HIPs “Going Public” events).

• **Sharing results** of project with campus constituents, including students, to shape their curricular decision-making.

• **Expanding program-based** work and support to more departments and programs on campus (Fall 2020).

• Continuing to work on technical and intellectual work of identifying **what makes a high-quality HIP in our context** and tracking or recording it (Time remaining unknown).
Opportunities & Challenges

Our original lead resigned, our Chancellor and Provost both resigned, and the second PI for this project in the Provost’s Office took a different position on campus.

Opportunities:

• **Wider range of people** on campus.
• Help shape the **strategic planning** occurring around new leadership.
• Leadership team members are **part of the pilot**.

Challenge:

• **Pressure** on leadership team members.
• **Slowing of timeline** during major campus transitions.
• Campus community **waiting** to see how HIPs fit into the future of UWGB.
77 faculty & staff members expressed interest in joining the project.

- **605 student experiences** in HIPs-infused URSCA/CBL courses participating in the pilot.
  - Scaffolding across program will enable assessment for gains in low-impact/medium impact and high-impact HIPs.
  - Will be able to disaggregate data at assignment, course/experience, program, and project-levels.

- Working with **Student Life on “Make a Difference Day”** on Friday, October 25.
  - Using new “CueGB” software to support community engagement and community-based learning.