Executive Summary

- **Name of Project**: Equity-minded High-impact Practices at the University of Wisconsin - Green Bay
- **Team Leads**: Caroline Boswell & Alison Staudinger; Leadership Team: Caroline Boswell, Kate Burns, Kinga Jacobson, Vince Lowery, Ryan Martin, Amanda Nelson, Alison Staudinger, and Clif Ganyard. Mix of faculty, part-time administrators/faculty, IR analyst, and administrators.
- **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 their plans for Community-Based Learning and Undergraduate, Research, Scholarship, and Creative Activity in Fall 2019, after a year of professional development and planning centered on equity in HIPs, while HIPs and their quality development (along with student success) are highlighted in campus strategic planning.

Accomplishments / Completed Tasks / Completed Action Times

- 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
  - building culturally responsive course content.
- Integrated equity-minded HIPs into the 2019 Academic Strategic Priorities document for Academic Affairs.
- Communicated the value of HIPs to campus community through programming like the Instructional Development Institute and NASH grant specific workshops, 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 HIP work and student/instructor workload.

Planned Tasks / Next Steps / To Dos

- Assessing Fall Pilot through quantitative and qualitative measures (pre- and post-test, NSSE HIP 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.

**Opportunities and Challenges**

Our original PI/team lead resigned; our Chancellor and Provost resigned; and the second PI for this project in the Provost’s Office took a different position on campus and is no longer affiliated with the project.

**Opportunities:**
- Wider range of people on campus engaged.
- Helped shape the strategic planning occurring around new leadership.
- Leadership team members are part of the pilot.

**Challenges:**
- More 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.
- Workload of HIPs.

**Supporting Documentation**

- 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.
Value statement:

The Office of Student Life (OSL) supports student success and satisfaction at UWGB by helping students get connected, explore their interests and create their own unique college experience through events and activities, student organizations, leadership development opportunities and community service. The OSL has coordinated the annual campus-wide Make a Difference Day in October for a number of years, and now wishes to cultivate a culture of service year-round through the CUE GB web platform. The platform may also serve as a tool for faculty implementing community-based learning as part of their curriculum.

Program goals of grant

1. Design a plan to increase equity in both access, but also experience of curricular and co-curricular HIPs.
2. Work with other URSCA/CBL teams to develop a flexible taxonomy you will use to assess the quality of the problem-focused HIP in your program.
3. Develop a plan for how you will assess student access and student learning/experience within the HIPs experience.
4. Develop a communication plan for how you will express the value of high-impact experiences you are designing for students.
5. Implement your program’s plan in fall 2019.
6. Assess and share results.
7. Other goals you may develop.

Learning outcomes we will assess as part of grant

1. Students will demonstrate the ability to identify and address problems from an interdisciplinary perspective. (Institutional Level Learning Outcome).
2. One of your program/area outcomes.
   a. Students will be able to identify and engage opportunities for community service that align with their interests through the CUE GB portal.
<table>
<thead>
<tr>
<th>Project goal</th>
<th>Potential Strategies and Activities</th>
<th>Resources needed</th>
<th>Who leads</th>
<th>How will you assess success (due April 15)</th>
</tr>
</thead>
</table>
| Design a plan to increase equity in access to your curricular/co-curricular HIPs. | • **Summer 2019:** Use the CUE GB platform as the registration tool for the GB Welcome First-Year Community Service Project – this will introduce all incoming first-years to the website  
  o Opportunity to integrate with First-Year Seminars?  
  • **Sept/Oct 2019:** Use the CUE GB platform as the registration tool for the annual, campus-wide Make a Difference Day – this will introduce all interested students, faculty and staff to the website  
  o Consider incorporating a qualitative reflection assignment to assess value of experiences?  
  • **Oct/Nov 2019:** Analyze data  
  o Who is utilizing CUE GB and are there identity-based disparities?  
  o If so, identify strategies to address, such as: MESA collaboration, attending student org meetings, etc.  
  • **Nov/Dec 2019:** Develop a second campus-wide day of service during the Spring semester to bookend Make a Difference Day – this will keep service top of mind during the second semester  
  o Implement strategies to reduce identity-based disparities | • May need some training / technical assistance from Galaxy Digital, the company that created CUE GB, to help develop training modules and materials for various user groups: individual students, student org officers, faculty, staff | • Stephanie Kaponya  
  • John Landrum  
  • Megan DuFrane-Groose  
  • PEA Intern?? | • CUE GB is utilized to register incoming first-years for the Community Service Project during GB Welcome  
  o Approx. 500 new users  
  • CUE GB is utilized to register the campus community for Make a Difference Day  
  o Approx. 300 users  
  • A Spring semester campus-wide service day is implemented  
  o Approx. 200 users  
  • At least 5 faculty adopt CUE GB for their classes  
  • At least 33% of student organizations use the CUE GB platform to track service hours |
<p>| Design a plan to increase equity in student learning and experience in your curricular/co-curricular HIPs. | <strong>Design a plan to increase equity in student learning and experience in your curricular/co-curricular HIPs.</strong> | <strong>Design a plan to increase equity in student learning and experience in your curricular/co-curricular HIPs.</strong> |
| Work with other URSCA/CBL teams to develop a flexible taxonomy you will use to assess the quality of the problem-focused HIP in your program. | <strong>Work with other URSCA/CBL teams to develop a flexible taxonomy you will use to assess the quality of the problem-focused HIP in your program.</strong> | <strong>Work with other URSCA/CBL teams to develop a flexible taxonomy you will use to assess the quality of the problem-focused HIP in your program.</strong> |
| Develop a communication plan for how you will express the value of high-impact experiences to students. | <strong>Develop a communication plan for how you will express the value of high-impact experiences to students.</strong> | <strong>Develop a communication plan for how you will express the value of high-impact experiences to students.</strong> |
| Collect and assess participation data | <strong>Collect and assess participation data</strong> | <strong>Collect and assess participation data</strong> |
| • <strong>Sept/Oct 2019:</strong> Connect with faculty and offer classroom visits to engage students in service via CUE GB | <strong>Sept/Oct 2019:</strong> Connect with faculty and offer classroom visits to engage students in service via CUE GB | <strong>Sept/Oct 2019:</strong> Connect with faculty and offer classroom visits to engage students in service via CUE GB |
| • <strong>Sept/Oct 2019:</strong> Reach out to student organizations and encourage them to use CUE GB to create group service opportunities and to track service hours | <strong>Sept/Oct 2019:</strong> Reach out to student organizations and encourage them to use CUE GB to create group service opportunities and to track service hours | <strong>Sept/Oct 2019:</strong> Reach out to student organizations and encourage them to use CUE GB to create group service opportunities and to track service hours |
| • <strong>Oct/Nov 2019:</strong> Assess the number and variety of agencies posting Needs on CUE GB, evaluating populations served in an effort to ensure opportunities to work with diverse communities | <strong>Oct/Nov 2019:</strong> Assess the number and variety of agencies posting Needs on CUE GB, evaluating populations served in an effort to ensure opportunities to work with diverse communities | <strong>Oct/Nov 2019:</strong> Assess the number and variety of agencies posting Needs on CUE GB, evaluating populations served in an effort to ensure opportunities to work with diverse communities |
| • Conducted targeted outreach to agencies that serve diverse communities and encourage them to post Needs on CUE GB | • Conducted targeted outreach to agencies that serve diverse communities and encourage them to post Needs on CUE GB | • Conducted targeted outreach to agencies that serve diverse communities and encourage them to post Needs on CUE GB |
| • <strong>Quantitative and qualitative data will be collected and shared with University Marketing and Communications for internal (The Log, UWGB home page) and external news fodder</strong> | <strong>Quantitative and qualitative data will be collected and shared with University Marketing and Communications for internal (The Log, UWGB home page) and external news fodder</strong> | <strong>Quantitative and qualitative data will be collected and shared with University Marketing and Communications for internal (The Log, UWGB home page) and external news fodder</strong> |
| • Opportunities will be featured in Student Life's weekly e-newsletter, The Phoenix News Phlash | <strong>Stephanie Kaponya</strong> | <strong>Stephanie Kaponya</strong> |
| <strong>John Landrum</strong> | <strong>John Landrum</strong> | <strong>John Landrum</strong> |
| <strong>Megan DuFrane-Groose</strong> | <strong>Megan DuFrane-Groose</strong> | <strong>Megan DuFrane-Groose</strong> |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible</th>
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<tbody>
<tr>
<td>Share stories (blogs, vlogs) of students describing the benefits of</td>
<td>Claudia Guzmán</td>
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<tr>
<td>service and community-based learning on Student Life and UWGB</td>
<td></td>
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<tr>
<td>social media</td>
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<td>Develop an implementation plan to pilot part of/your entire plan in</td>
<td>Stephanie Kaponya</td>
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<tr>
<td>Fall 2019.</td>
<td>John Landrum</td>
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<td>Megan DuFrane-Groose</td>
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<td></td>
<td>Claudia Guzmán</td>
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<tr>
<td>Share results of pilot with university community, Spring 2020</td>
<td>Stephanie Kaponya</td>
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HIGH-IMPACT PRACTICE: SERVICE LEARNING

Resources / Inputs:
- C.U.E. GB (the system)
- Students (the users)
- Faculty (align service with course curriculum)
- Staff (Admissions and other on-campus service opportunities)
- Agencies

Activities:
- GB Orientation Community Service Project (Aug/Sept)
- Make A Difference Day (Oct)
- C.U.E. GB (next step... year-round, Needs-based)

Outcomes:
- CUE GB survey tool + Profile x SIS data
- Reflection tool designed and assessed by faculty

Impacts:
- UWGB graduates more civically engaged students who continue to stay engaged in the community after graduating.
- Students understand the reciprocal value of community engagement.
- UWGB is seen as a valued partner in serving the community.

Outputs:
- # of students engaged ➔ need disaggregated data to identify and address equity gaps
- # of hours provided
- # of engagements by single individuals (hope to see sustained engagement)
- # of agencies served

Targeted Interventions to Reduce Equity Gaps:
- Classroom visits
- Student org meeting visits
- MESA collaboration
- Critical evaluation: Are the agencies offering relevant opportunities for underrepresented students? How can we help students connect to relevant needs?