UW-Green Bay
NASH TS3 Grant
HIPs Presentation

Madison, WI
February 13, 2020

Kate Burns
Clifton Ganyard
Vince Lowery
Project Goal

Increase equity of access to HIPs, focusing on problem-focused HIPs that are relevant to student and community needs and prioritizing access for historically underserved students. **To do this we must transform our institutional culture and structures.**
Project Structure

Fall 2018 – Survey of all faculty
Gather current data on HIPs on our campus, disaggregated so that we can understand the equity and access issues we face.
Identify programs "that seek to improve the equity and quality of HIPs within their programs and provide structured support for development of HIP action plan."

January 2018 – Project Kickoff: HIPs Camp

2018-2019 – Selected departments developed and implemented plans in collaboration with the leadership team.

URSCA
  Computer Science
  History
  Psychology

CBL
  Democracy and Justice Studies
  Public and Environmental Affairs
  Student Life
Attitude and Confidence Toward Research

- I feel like a researcher.
- I understand the relevance of research to my coursework.
- I am confident in my ability to conduct research.
- I am confident in my ability to analyze data, evidence, sources or artifacts.

<table>
<thead>
<tr>
<th>% of Students Agreed or Strongly Agreed</th>
<th>Psychology Pre</th>
<th>Psychology Post</th>
<th>History Pre</th>
<th>History Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel like a researcher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the relevance of research to my coursework.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident in my ability to conduct research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident in my ability to analyze data, evidence, sources or artifacts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Experience: Analyzing and Understanding
Other Research Experience

Bar chart showing the percentage of students who reported "Extensive" or "Much" experience in different research activities. The activities include:
- Formulating research question
- Problem-solving in general
- Figuring out next step in research
- Sharing my research or process publicly

The chart compares data before and after for Psychology and History disciplines.
Confidence and Understanding of Social Issues and Injustice
CBL Traits

The bar chart shows the percentage of students reporting "Extensive" or "Much" of certain traits over time. The traits are:

1. Understanding own values and sense of purpose.
2. Empathy for and understanding of others who are not like me.
3. Problem-solving in general.

The chart compares data from DJJ Pre, DJJ Post, PEA Pre, and PEA Post.
CBL Experience

% of Students reporting "Extensive" or "Much"

- Benefit underserved populations
- Working with community partners on shared issues or problems
- Participate in civic activities, such as voting or volunteering

Graph showing data for DJSS Pre, DJSS Post, PEA Pre, PEA Post.
Reflections

• Assessment Issues
• Staffing Challenges
• Benefits depend on program
• How to ensure focus on equity?
• How to interpret decreased confidence in URSCA?
• How to build students’ CBL experience?
Next Steps & Future Endeavors

- Assessment Day – May 20, 2020
  - Workshop led by Ashley Finley
- Expand HIPs project to additional departments and programs
- Develop guidelines for identifying HIPs courses
- Consider HIPs for the Quality Initiative