NASH TS3 High Impact Practices Grant

Implementation Plan: University Wisconsin System Administration

Campuses:

University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-Milwaukee
University of Wisconsin-Parkside
University of Wisconsin-Whitewater

Time frame:

Spring 2018: Planning
Fall 2018: Implementation semester
Spring 2019: Implementation semester
Fall 2019: Final assessment and plan for scaling

Implementation:

**Goal One:** Create HIPs pathways to expend HIPs across institutional curricula to increase access and to address equity gaps for underserved students

**Goal Two:** Develop HIPs assessments that reflect institutional learning outcomes using the VALUE Rubrics

**Goal Three:** Design system-wide data collection processes for reporting of student learning and student participation in HIPs to ensure monitoring of equity

Learning Infrastructure:

- Implement VALUE rubrics for the assessment of student learning and for measuring equity gaps
- Use VALUE rubrics to collect system-wide data about underserved populations through the use a common lens; will provide a common approach to look at discrete components of student learning to see equity gaps across our underserved populations
- Convene assessment coordinators to look at common approaches to report assessment data
- Work on cohesive strategy to report on student learning in HIPs using a common reporting format for common learning outcomes
- Support workshops to allow faculty to engage in new thinking about proficiency and how to aggregate and disaggregate assessment findings related to assessments embedded in the HIPs courses that they teach
GOAL ONE: CREATE HIPS PATHWAYS TO EXPEND HIPS ACROSS INSTITUTIONAL CURRICULA TO INCREASE ACCESS AND TO ADDRESS EQUITY GAPS FOR UNDERSERVED STUDENTS.

**Strategy One**
Convene UW institution HIPS teams to engage faculty in a review of possible HIPS pathways based on successful models.

**Action Steps**
Institutional faculty teams will collaboratively review various HIPS pathways or frameworks to identify ways to:
- Expand HIPS across the undergraduate curriculum in general education
- Expand HIPS across the undergraduate curriculum in the majors
- Enable more students to have access to high impact opportunities
- Create common definitions of HIPS by institutional teams to obtain consensus on HIPS expectations across the System.
- Teams will create a draft HIPS pathway for their campus HIPS offerings
- Teams share draft models and receive feedback/comments from expert panel and/or other facilitators from other states

**Strategy Two**
Collaborate with institution based Teaching and Learning Centers to promote faculty engagement in this work and to continue professional development based on a common set of expectations about HIPS from the system-wide convening.

**Action Steps**
- Institution teams participate in a case-study activity and apply it to broader institution work
- Teams collaborate with Institutional Research to uncover data that exists about HIPS participation to begin to identify gaps
- Institution-wide teams explore HIPS pathway models based on models from the UW System convening
- Faculty engage in workshops that provide HIPS best practices in pedagogy and assessment

**Strategy Three**
Create institution level implementation teams that are more inclusive of other institution personnel such as advising, general education program directors and faculty, department chairperson, Teaching and Learning Center directors.

**Action Steps**
- Review institution current practices and draft models
- Review institutional level data about rates of participation of underserved populations
GOAL ONE: CREATE HIPS PATHWAYS TO EXPEND HIPS ACROSS INSTITUTIONAL CURRICULA TO INCREASE ACCESS AND TO ADDRESS EQUITY GAPS FOR UNDERSERVED STUDENTS.

STRATEGY FOUR
Reconvene system-wide institutional faculty teams to review institution level pathway models.
Action Steps
- Faculty team sharing and review current model development
- Facilitate next steps associated with HIPS pathways design

STRATEGY FIVE
Institutional review and approval of HIPS Pathway designs.

STRATEGY SIX
Facilitate a HIPS pathway workshop for all UW System faculty at the System Spring Conference on Teaching and Learning.
Action Steps
- Build understanding of what a HIPS pathway is at the SCoTL event to heighten awareness across System

STRATEGY SEVEN
Design faculty development workshops for implementation at institution level Center of Teaching and Learning implementation.
Action Steps
- Faculty engage in professional development workshops on pedagogy and assessment of HIPS in general education and the major
- Faculty redesign current HIPs course or seek approval of new HIPs courses in general education and the major

STRATEGY EIGHT
Faculty implement new courses with HIPs pedagogies, designs, assessments.

STRATEGY NINE
Conduct Scholarship of Teaching and Learning projects related to individual HIPs that target underserved populations.
Action Steps
- Engage faculty in studying the equity gaps issues related to HIPs
- Design SoTL projects focusing on new HIPS pedagogies
GOAL ONE: CREATE HIPS PATHWAYS TO EXPEND HIPS ACROSS INSTITUTIONAL CURRICULA TO INCREASE ACCESS AND TO ADDRESS EQUITY GAPS FOR UNDERSERVED STUDENTS.

**Metrics**
- ✓ Completion of institution level redesign and pilots
- ✓ Number of courses redesigned
- ✓ Number of faculty completing campus level workshops
- ✓ Number of faculty completing SCoTL workshops
- ✓ SoTL project results
- ✓ Benchmark data at institution level for number of students participating in HIPs
- ✓ Participation rates of underserved students in HIPs after one and two years

GOAL TWO: DEVELOP HIPS ASSESSMENTS THAT REFLECT INSTITUTIONAL LEARNING OUTCOMES USING THE VALUE RUBRICS.

**Strategy One**
Convene UW System HIPs faculty teams to engage in professional development to reinforce common assessment expectations by using the VALUE rubrics to assess HIPs.

**Action Steps**
- Offer workshops to assist faculty to align HIPs assessments with VALUE rubrics
- Offer workshops to create customized HIPs assignment rubrics for distinct HIPs
- Identify best practices through systemwide faculty convenings about undergraduate HIPs assessment
- Create Signature assessments through faculty collaborations that are based on common learning outcomes and VALUE rubrics
- Share HIPs frameworks, policies, and pedagogies through the Innovation HUB

**Strategy Two**
Support institution level collaborations to design HIPs assessment through faculty development workshops for implementation at the institution Centers for Teaching and Learning for assessment of HIPs.

**Action Steps**
- Explore HIPs assessment methods among institutional stakeholders to create assessment models that are mindful of the experience of all students
- Develop or revise institutional assessment plans to include HIPs assessment
- Share institution HIPs metrics, rubrics, and assessments through the Innovation HUB
**Strategy Three**
Conduct HIPs assessment workshop for all System faculty in the system-wide Spring Conference on Teaching and Learning.

*Action Steps*
- Conduct UW System best practices in HIPs assessment presentations/poster session focusing on use of data

**Strategy Four**
Conduct Scholarship of Teaching and Learning projects related to individual HIPs that target underserved populations.

*Action Steps*
- Engage faculty in studying the equity gaps issues related to HIPs using assessment

**Metrics**
- Number of faculty reporting new assessment designs
- Quality review of assessment designs
- Number of faculty completing campus level workshops
- Number of faculty completing SCoTL workshops
- SoTL project results
- Base line assessment reports from faculty
- Follow up monitoring reports from faculty about learning gains

**Goal Three: Design Systemwide Data Collection Processes for Reporting of Student Learning and Student Participation in HIPs to Ensure Monitoring of Equity. (System Level Goal)**

**Strategy One**
UW System-wide meeting with faculty and staff from the five institutions to review current HIPs frameworks, policies, evaluation metrics, rubrics, as well as UW System metrics.

*Action Steps*
- Convene faculty panels from institutions that have already scaled HIPS to provide examples of HIPs pathways from System institutions and/or institutions from other states
- Use case-study methodology activities of System institutions and/or institutions from other states who have identified useful metrics and other evidence to document learning gains of underserved populations who participate in HIPs in the undergraduate program
• Engage institutions in discussions about current UW System and institutional data related to underserved student retention, graduation, and participation in HIPs
• Create common definitions of HIPS by institutional teams to obtain consensus on HIPs expectations across the System
• Conduct institution team activities that identify possible metrics for underserved populations
• Identify and develop draft systemwide metrics and reporting for HIPs that are intentional about underserved populations for institutions to pilot

**Strategy Two**
Institution teams participate in a case-study activity using HIPs definitions and data points from the System team and apply it to institution-level work.

**Action Steps**
• Teams collaborate with Institutional Research to uncover data that exists about HIPs participation to begin to identify gaps at the institution level
• Teams create a draft institution-level report based on the System template

**Strategy Three**
System faculty workgroup reconvenes to look at pilot institutional reports.

**Action Steps**
• Analysis of institution reports
• Seek consensus on System level reporting that provides the most useful evidence to both institutions and the System
• Identify a methodology for institutions to benchmark data about HIPs

**Metrics**
✓ Identification of system-wide definitions and metrics for reporting participation of underserved populations in HIPs
✓ Identification of system-wide reporting template for the achievement of all students with a section on underserved populations in HIPs
✓ Baseline data on participation of underserved students in HIPs