



# System quality and equity-minded approach to scale HIPS

University of Wisconsin System

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# 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)*

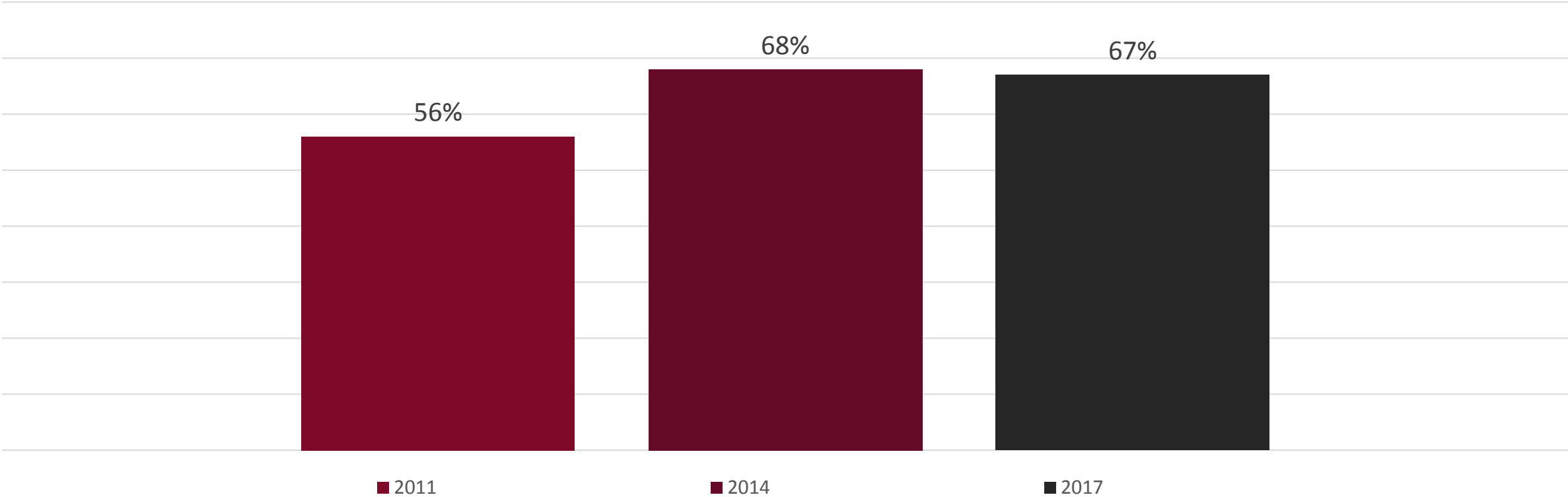
High-Impact Practices as the vehicle to engagement



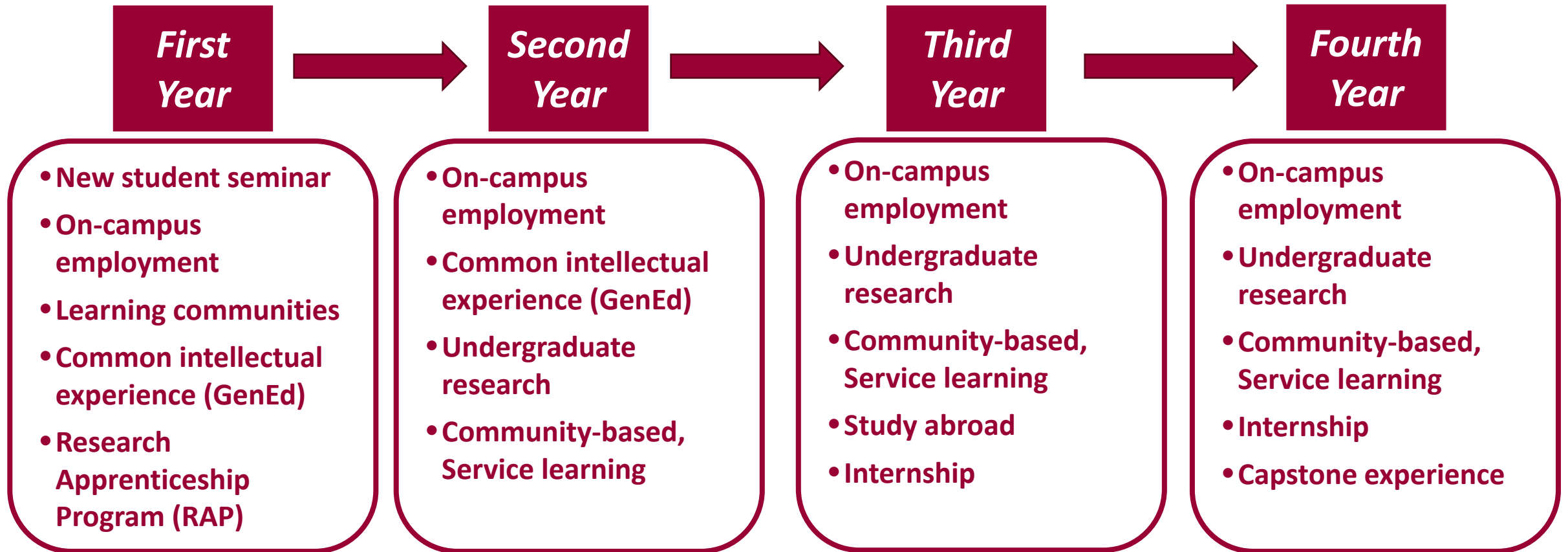


# Systemwide Student Participation in Two or More High-Impact Practices

Percent of Seniors Reporting Participation in Two or More High Impact Practices  
National Survey of Student Engagement (NSSE)



# HIPs at UW-Whitewater



# UW System Approaches

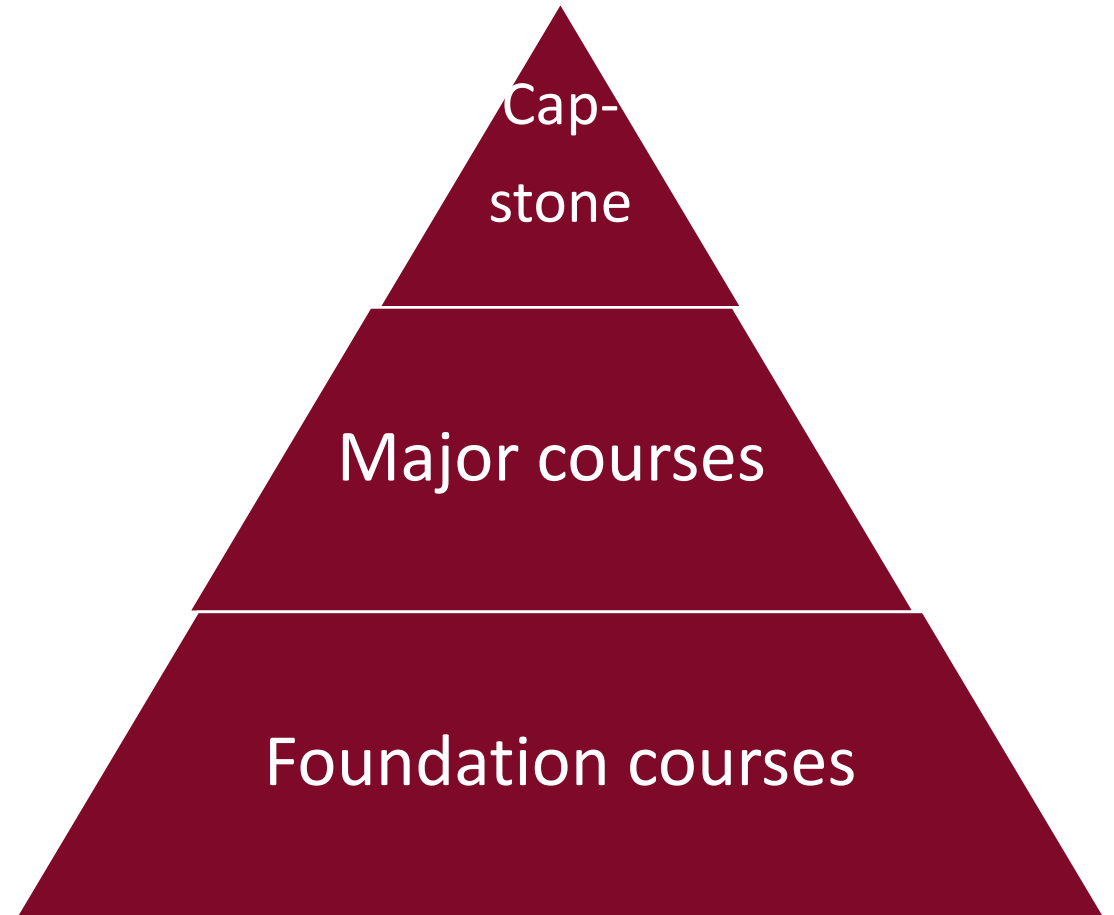
- Maintaining the focus on quality and equity
- Scaling to increase access to HIPS
- Broadening the engagement of others in HIPs
- Using data constructively
- Creating networks across campuses
- Building consensus around quality and design of HIPS

# NASH Definition for High Impact Practices



Activities that require reflection & metacognition

Evidence of sustained effort over an extended period of time culminating in a major accomplishment such as a research project or applied learning experience





## NASH Definition, continued



Vetted demonstration of outcomes such as persistence, increased engagement, interpersonal competence & writing proficiency

# Integrated and Applied Learning

An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus

*AAC&U VALUE Rubric*

*<https://www.aacu.org/value/rubrics/integrative-learning>*

# Equity-Minded

- Learning experiences that recognize and address racialized structure, policies, and practices that produce and sustain inequities. (Bensimone & Malcom, 2012)



|   |   |
|---|---|
| <p><b>HIPS Quality Definitions:</b></p>   | <p><b>First-Year Seminars and Experiences</b></p> <p>Curriculum first-year seminars that bring small groups of students together with faculty or staff on a regular basis. Experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.</p> |
| <p><b>Quality 1:</b><br/>Activities that require reflection &amp; metacognition.</p>  |   |
| <p><b>Quality 2:</b><br/>Evidence of sustained effort over an extended period of time culminating in a major accomplishment such as a research project or applied learning experience.</p>  |   |
| <p><b>Quality 3:</b><br/>Vetted demonstration of outcomes such as persistence increased engagement, interpersonal competence &amp; writing proficiency.</p>   |   |
| <p><b>Quality 4:</b><br/>Definition of Integrated Learning Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. (AAC&amp;U)</p> |   |
| <p><b>Quality 5:</b><br/>Equity-Minded: actions that demonstrate individual's capacity to recognize and address racialized structure, policies, and practices that produce and sustain inequities. (Bansimon &amp; Malscom, 2012)</p>   |   |

Optimize administrative infrastructures and routines that sustain delivery of HIPs, measure progress, and evaluate the impact on students.

- Professional development, including incentives to support faculty review of curricula and learning assessment practices,
- Share equity-minded and proven strategies for HIPS
- Data collection methods to obtain reliable and consistent student and course-level data for all HIPs,
- Policies to support shared definitions and practices to identify and deliver HIPs.
- An equity-minded inventory of HIPs offerings, and student enrollment in programs disaggregated by race.

# As a System

- Deliver regional, and campus-based faculty development opportunities and a digital learning environment to sustain faculty collaborations.
- Engage UW institution leaders to implement system wide collaborations and convenings that will enable institutions to operationally optimize the delivery of proven HIPs, including the development of equity-minded HIPs frameworks.
- Implement system wide activities to develop shared methodologies to measure, track, and report HIPS participation across all UW institutions.
- Implement communities of practice to increase undergraduate research, internships, and service learning experiences and collaborations; to secure funding to sustain and grow these efforts.
- Implement and coordinate communication routines

# Culture Shifts

- From unclear to a focused vision
- From general observations to more nuanced understandings
- From glossed over questions to inquiry minded questions
- From working in isolation to emerging system networks
- From silence on equity to awareness, commitment, examination of barriers in resources, policies,
- Moving beyond looking at participation to achievement of all students

# Next Steps



- Engage all UW institutions to apply our lessons learned from the grant participants
- Define a systemwide HIPs taxonomy
- Develop a common tracking strategy for reporting
- Design professional development for faculty and staff
- Create a repository of HIPs assessment tools and strategies