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
NASH Grant

Grant Overview: Quality, Scaling, Equitable Access

Goals:
• Create HIPs designs to extend across the curriculum
• Assessment of integrated and applied learning
• Design system-wide data collection for reporting student learning and to monitor opportunity gaps
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)

- 2011: 56%
- 2014: 68%
- 2017: 67%
HIPs at UW-Whitewater

First Year
- New student seminar
- On-campus employment
- Learning communities
- Common intellectual experience (GenEd)
- Research Apprenticeship Program (RAP)

Second Year
- On-campus employment
- Common intellectual experience (GenEd)
- Undergraduate research
- Community-based, Service learning

Third Year
- On-campus employment
- Undergraduate research
- Community-based, Service learning
- Study abroad
- Internship

Fourth Year
- On-campus employment
- Undergraduate research
- Community-based, Service learning
- Internship
- Capstone experience
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
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)
### HIPS Quality Definitions:

- **First-Year Seminars and Experiences**
  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.

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<th>Quality 1: Activities that require reflection &amp; metacognition.</th>
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<td>Quality 2: Evidence of sustained effort over an extended period of time culminating in a major accomplishment such as a research project or applied learning experience.</td>
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<td>Quality 3: Vetted demonstration of outcomes such as persistence increased engagement, interpersonal competence &amp; writing proficiency.</td>
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<td>Quality 4: 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)</td>
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<td>Quality 5: Equity-Minded: actions that demonstrate individual's capacity to recognize and address racialized structure, policies, and practices that produce and sustain inequities. (Bensimon &amp; Malcolm, 2012)</td>
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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