

From: University of Wisconsin-Parkside Office of the Chancellor <chancellor@uwp.edu>

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Subject: MONDAY UPDATE: "HIPs Ideas!"



Colleagues,

Our Academic Plan refers to the insight from George Kuh's scholarship that the more time and energy students devote to their university experience, the more likely they are to obtain the desired outcomes of an undergraduate education,^[i] first among them, persistence and degree completion. Engagement-building teaching techniques, or "high impact practices" (HIPs), include, for example, undergraduate research, community-based learning, internships, and capstone courses and projects. A three-year grant from the National Association of System Heads (NASH) to support HIPs has helped us:

- adopt learning goals, a common rubric, and assessment for community-based-learning (CBL);
- develop a CBL course designation process that 38 courses have passed with more in the queue;
- fund a \$500 stipend for each CBL-designated course taught;
- offer a CBL Fellows program to 17 colleagues;
- deliver a seminar, Diversity in the College Classroom, to 12 students, 26 non-instructional staff, and 9 faculty/instructors;
- present a new Internship Workshop with 10 faculty/instructor participants;
- inventory current internship and campus employment practices;
- approve a common definition for internships;
- appoint a new Faculty Director for Internships (Theresa Castor) and a Campus Employment Specialist (Mary Waid); and
- form a team to pilot turning campus employment into a high impact practice.

In the goal-setting effort for the Academic Plan, five of six constituent groups surveyed, all except students, indicated "increasing student success through strengthening high impact pedagogical practices" was one of their top five Academic Plan goals. Students, the Plan noted, may be unfamiliar with the "high impact" designation and might explain why they gave this goal less emphasis. On the other hand, they did emphasize two highly related Academic Plan goals: "Build career knowledge and planning into curricula," and "Increase career relevance of programs." These are widely understood as high impact, engagement-building strategies from students' points of view.^[ii] They also suggest two opportunities.

The first is to ensure all our students have at least two HIPs experiences as undergraduates. This is an Academic Plan goal and an aim in the UW System 2020FWD Strategic Framework. Our data indicate that 7-in-10 UW-Parkside graduates do and most occur when students are juniors and seniors.^[iii] Since we lose about 45 percent of our first-time, full-time freshman by the junior year (ugh!), if we design HIPs experiences that reach more lower-division students, we hope to grow retention and continue to improve graduation rates.

The second has to do with internships. An important gateway experience to prepare students for post-graduate employment, internships for most UW-Parkside undergraduates just don't work. Each year, well under 10 percent of our students do an internship for credit. In a 2018 survey conducted by the Center for

College and Workforce Transitions at UW-Madison, 61 percent of UW-Parkside student respondents indicated the biggest barrier to doing internships is “having a job.”^[iv] What if, with learning goals specified, a set of academic deliverables, faculty and staff supervision that is compensated, and the approval of employer supervisors, we would award academic credit for selected non-internship work our students already do? This would remove the structural barrier our students face in obtaining academically guided work experience for credit, help them progress toward degree-completion, and strengthen university-employer collaboration in talent development, a critical economic development challenge in our region. A team of faculty and staff is collaborating in a study with the Center for College and Workforce Transitions in the coming months to explore the possibilities.

Thanks for reading this far.

Rob Ducoffe
Provost

Five Things You Should Know...

- Lunch and Learn with Jacki Black, Associate Director of Hispanic Initiatives at Marquette University, Monday from 12 pm to 1 pm in the Walnut Room (Nov 18)
- [AIGA Pop Up Shop](#) (Nov 20-23)
- [Galleries: Deanna Antony: What Remains](#) (Nov 20 Exhibition/Artist Talk, Nov 21 Reception)
- [UW-Parkside Symphony and Community Orchestra, “Star Wars: Saga”](#) (Nov 23)
- [UW-Parkside Arts & Crafts Fair Winter 2019](#) (Nov 23)

^[i] George D. Kuh, What Student Affairs Professionals Need to Know About Student Engagement, Journal of College Student Development, Volume 50, Number 6, November/December 2009, pp. 683-706.

^[ii] Recommitting to our Vision: Renewing an Academic Plan to Lead UW-Parkside toward 2020: Aiming High and Making Excellence Inclusive-2017-2020, <https://www.uwp.edu/explore/offices/academicaffairs/upload/Academic-Plan-2017-2020-Web.pdf>, pp. 15-16.

^[iii] As a side note, I wonder if we can use an accepted HIP category called, “collaborative assignments and projects” to capture significant portions of the curricula in theater and music for their engagement-building traits.

^[iv] Results from the College Internship Study at University of Wisconsin-Parkside, Matthew T. Hora, Matias Scaglione, Emily Parrott, Zi Chen, Matthew Wolfram and Arun Kolar, Center for College and Workforce Transitions, University Of Wisconsin–Madison, December 2018.