



20th Annual End of the Year Miniconference





Shake your HIPs at the 20th Annual End of the Year Miniconference



Join us for the hippest HIPs
Friday, May 10, 12:00 – 4:00 p.m., Alumni Room

For much of Parkside's 50 year history, students have been engaged in high impact practices before there were HIPs. No SHIPS, No LIPS at this session. Learn about HIPs from faculty and students experiences at our 20th annual end of the year celebration.

Program Agenda

11:45 – 12:00	Registration
12:00 – 12:30	CBL Lunch
12:15 – 12:20	Welcome
12:20 – 1:00	2018 CBL Summer Workshop Participants Panel Showcase
1:00 – 1:40	Communication Internships A Catalyst for Student Success
1:40 – 2:10	Internships in Professional Theaters: Parkside Theatre Works
2:10 – 2:20	Break
2:20 – 2:50	HIP's in the National Sales Arena for Parkside Sales Team
2:50 – 3:20	Creating a HIP Curriculum: A Departmental Approach to High-Impact Practices
3:20 – 3:50	Flexible Option Bachelor of Science in Business (Flex BSBA) Degree: Design and Implementation
3:50 – 4:00	Wrap-up



Session Summaries



2018 CBL Summer Workshop Participants Panel Showcase

Panelists will discuss their experience with incorporating the high-impact practice of community-based learning in their courses. Discussion will include:

- Challenges/opportunities they encountered
- How CBL affected their students
- How CBL impacted their teaching, the class, and the curriculum
- Their experience using critical reflection

Facilitator: Penny Lyter, Health Exercise Science Management, UW-Parkside

Panelist: Doug Singsen, Art, UW-Parkside

Tannette Elie, Communication, UW-Parkside

Laura Khoury, Sociology, UW-Parkside

Students: Matthew Flowers and Sarah Ratliff

Communication Internships A Catalyst for Student Success

Internships are a high impact practice that connect students, learning, and career professional development. The Communication Department has had a Communication Internship class for over 20 years that has helped to foster student career preparedness and student reflection of department learning goals. This panel session will address what has made this class successful and the high impact it has had on graduate's success. Academic internship supervisors will discuss the class and assignment structure, and alumni will discuss the impact of their undergraduate internships.

Panelist: Theresa Castor, Communication, UW-Parkside

Mary Waid, Internship and Campus Employment Specialist UW-Parkside

Rita Thomas, Creative Manager, Ally Financial Charlotte, NC

Nicole Doleshal, Area Sales Manager, CHN Industrial Capital, Sturtevant, WI

Internships in Professional Theaters: Parkside Theatre Works

A student panel discussion comprised of Theatre Majors who have begun to build their professional resumes in regional theatre while pursuing their undergraduate degrees in the Theatre Arts Department.

Panelist: Brian Gill, Theatre, UW-Parkside

Lyric Simonson, Senior - Acting Internship with The Shakespeare Project of Chicago

Maxwell Alexander, Senior - Acting Internship with The Shakespeare Project of Chicago

Kyle Racas, Junior, - Acting Internship with The Shakespeare Project of Chicago; Acting Internship MHK Productions

Jennifer Nelson, Junior - Understudy Acting Internship with Renaissance Theaterworks

Christiane Laskowski, Senior - Understudy Acting Internship with Renaissance Theaterworks; Acting Internship MHK Productions

Cole Conrad, Senior - Understudy Acting Internship with Renaissance Theaterworks

Samantha Feiler, Junior - Stage Management Internship with Milwaukee Chamber Theatre

Jordan Stanek, Senior - Props Internship with The Public Theatre, NY

HIP's in the National Sales Arena for Parkside Sales Team

Students enrolled in the Sales Program at UW-Parkside have had tremendous success as a result of competing in national sales competitions across the Country. Companies such as: Microsoft, Johnson and Johnson, ULINE, Catalyst Systems, Tom James, Johnson Financial Group and many others; have recruited and hired many of our students locally as well as nationally. These competitions change their lives and provide confidence and training in many different areas. Students will present some of their personal experiences at these national competitions and the effect that it has had on their careers.

Presenters: James McPhaul , Small Business Development Center, UW-Parkside,
Peter Knight, Business, UW-Parkside

Students: Sarah Coughlin and Dipal Patel

Creating a HIP Curriculum: A Departmental Approach to High-Impact Practices

The Communication Department has a long history of using high-impact practices starting in the 1980's with our senior seminar. Now, a Communication student would minimally experience five high-impact classroom experiences before graduating. We take a departmental approach to HIPS which benefits our students in their academic success and career readiness. Our panel will provide an overview of the HIPS that are infused within our curriculum such as community-based learning, diversity courses, undergraduate research, collaborative learning, sophomore seminar, electronic portfolios, and capstone experiences. We will discuss our curricular scaffolding and the inter-relationship between a HIP curriculum and teaching with an equity-mindset.

Panelists from the Communication Department : Theresa Castor, Linda Crafton, Jonathan Shailor, and Adrienne Viramontes

Flexible Option Bachelor of Science in Business (Flex BSBA) Degree: Design and Implementation at UW-Parkside

UW-Parkside now offers the Bachelor of Science in Business Administration (BSBA) degree in the competency-based education (CBE) format. CBE programs focus on student learning and eliminate the time constraints of traditional semester-based programs. Rather than focusing on completing a course within a semester timeframe, CBE programs require students to demonstrate mastery of competencies through practical, application-centered curriculum. Students in CBE programs are able to apply their prior learning, knowledge, and skills to successfully master program competencies. CBE programs implement high-impact practices such as one-to-one interactions between faculty and students and application-oriented curriculum.

Panelist: Suresh Chalasani, Professor, MIS, UW-Parkside

Peter Knight, Associate Professor, Marketing, UW-Parkside

Musa Ayar, Associate Professor, Economics, UW-Baraboo (UW-Platteville)

Jill Halverson, Associate Professor, Accounting, UW-Fox Valley (UW-Oshkosh)

Sahar Bahmani, Associate Professor, Economics, UW-Parkside

Parag Dhumal, Associate Professor, Operations Management and Quantitative Methods, UW-Parkside

Joe Essuman, Associate Professor, Economics, UW-Waukesha (UW-Milwaukee)

High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year 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.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.