



Assessing the Impact: Building a Model for Measuring Learning Across High Impact Practices

University of Wisconsin-Eau Claire

Thank you to the National Association of System Heads-Taking Student Success to Scale and the University of Wisconsin System for funding to support this project

Introducing HIPs Culture at UW-Eau Claire

UW-Eau Claire Guidepost goal: 100 percent of students will participate in one of three HIPs (immersion/study abroad, internship, or research) during their time at UW-Eau Claire

At the conclusion of 2019-20, 89.2 percent of graduating seniors had participated in one of these HIPs.

Responsibility for these practices are spread around campus units.



Outcomes

At the conclusion of this session, participants will:

- be able to explain one model for assessing learning in high impact practices (HIPs)
- begin to identify over-arching outcomes for their high impact practices
- begin to articulate how those outcomes can be operationalized for individual HIPs

Overview of Presentation

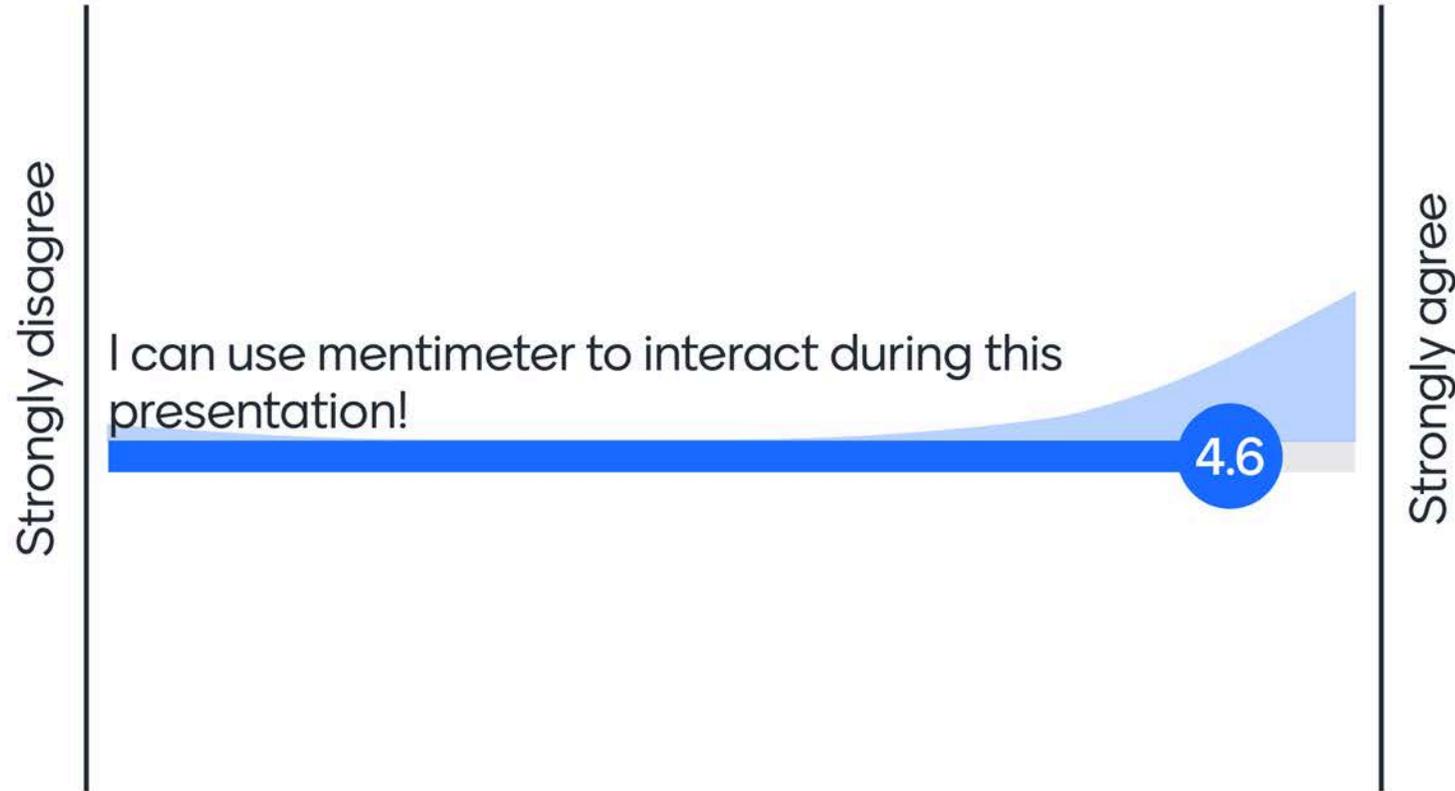
- Identifying shared outcomes across HIPs
- Operationalizing shared outcomes for individual HIPs
- Gathering data on student learning in HIPs
- Identifying next steps in assessing student learning

How will you
participate
today?



- We'll present
- You'll do some independent work.
- You'll interact with us using Mentimeter.
- We'll answer any questions you have.

Practice!



Presenters

Facilitator: Kristine Knutson, Associate Professor, Communication and Journalism

Presenters:

Karen Havholm, Professor Emerita, former Assistant Vice Chancellor for Research and Sponsored Programs

Mary Hoffman, Interim Associate Vice Chancellor for Academic Affairs

Cheryl Lochner-Wright, Senior Study Abroad Coordinator, Center for International Education

Katie Weichelt, Learning Analyst, Marshfield Clinic Health System



HIPs on Your Campus

Handout Question #2: How do those HIPs further key institutional goals and/or learning outcomes?

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experience in industry

Meet Strategic Compass Goal 2.

Support career readiness

Prepare students for careers and jobs

Helps with our goal to have all students engage in experiential learning

They align with goals in our strategic plan.

They promote deeper engagement which helps with retention and course success.

Create a sense of belonging, improve retention, improve academic success

aligned to GenEd SLOs (e.g., Critical Thinking, Information Literacy, etc.)



HIPs on Your Campus

Handout Question #2: How do those HIPs further key institutional goals and/or learning outcomes?



help to cultivate global citizens and career/graduate readiness

Retention and graduation

Tie int our QEP for accreditation

They provide integrated assessments of higher-order SLOs.

Retention

University strives for high research output, and high rate of placement for jobs and/or grad school positions after graduation, particularly in STEM

They facilitate integrative learning

Service learning in particular speaks to social responsibility And personal responsibility ILOs.

Writing instruction is part of our continuous improvement plan.



HIPs on Your Campus

Handout Question #2: How do those HIPs further key institutional goals and/or learning outcomes?



One of our institution's goals is to develop leaders in service to other. Service-learning and internships align with this goal.

Relate to undergraduate SLOs

Provide students with the KSA needed in their major for their future professions

They expand community engagement and diversity goals in our strategic plan.

Certain HIPs are especially related to outcomes the institute is most interested in (student success; career outcomes), ie co-op, internship and study abroad

Community engagement is a strategic priority for the campus. A new, campus-wide CE learning goal was just adopted

Funding

Increase retention

help students succeed through exploration, collaboration, and rigor, uniting a diverse spectrum of backgrounds and talents



HIPs on Your Campus

Handout Question #2: How do those HIPs further key institutional goals and/or learning outcomes?

 Mentimeter

Test.

They are in our Title III Grant and other grant initiatives.

Why Assess HIPs?

- We make strong claims about the impact of HIPs on student progress
- Not all HIP experiences are created equal
- HIPs may be expensive to provide
- If carefully planned, assessment can help us identify points of inequity in our HIPs practices
- We should assess HIPs at a variety of points: Access, Experience, Learning

Identifying Learning Outcomes Across HIPs

- Team members familiar with our signature HIPs used literature from their fields to identify common learning outcomes.
- Used a NASH-TS3 retreat to work on finding and agreeing on common elements across the experiences.
- Focused on those outcomes that transcended the disciplinary or experience-specific outcomes.
- Considered what outcomes were key to the development and success of all students.

Identifying Learning Outcomes Across HIPs

Common Student Learning Outcomes

At the conclusion of their high impact learning experience students will:

- operate with autonomy
- respond to obstacles with persistence and through creative problem-solving
- interact appropriately to the context of their high impact experience
- demonstrate awareness of individual strengths and challenges.

Operationalizing Learning Outcomes Across HIPs

- Team members used knowledge of individual HIPs to determine what the shared outcomes would look like in specific HIPs.
- They used those operationalized outcomes to create rubrics describing what it looks like for students to not meet, meet, or exceed expectations on the outcomes.
- Once the draft rubrics were in place, team members used them to design data gathering instruments.

Operationalizing the Outcomes and Building the Rubrics: Student/Faculty Research

Elements	Benchmark Not Met	Benchmark Met	Benchmark Exceeded
Student operates with autonomy.	Does not communicate challenges and obstacles to mentor (and team); does not ask questions. Completes only assigned tasks; does not initiate or suggest alternatives. Does not put in the expected time or meet deadlines.	Communicates challenges and obstacles to mentor (and team). Asks appropriate/independent questions of mentor. Takes initiative in project, within appropriate boundaries. Puts in expected time and completes tasks on schedule.	Questions processes and suggests changes or next steps. Offers insights and initiates new lines of thinking. Manages own schedule in light of project timeline and collaborator schedules.
Student responds effectively to obstacles.	Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions or pathways.	Offers suggestions to problems. Considers alternative solutions when encountering setbacks. Asks questions of more experienced team members and mentor when appropriate.	Implements effective strategies to overcome obstacles. Remains calm in the face of uncertainty or ambivalence. Develops solutions or alternative pathways as needed to accomplish goals. Willing to question initial assumptions and change direction.
Student interacts/ communicates appropriately to the context of the research project.	Does not utilize language appropriate to the situation or the task when writing or speaking about the research project. Does not listen to mentor or team members.	Communicates professionally in writing and speaking, using correct terminology and scholarly language as appropriate. Listens and responds to mentor and team members.	Consistently uses language appropriate to audience expertise. Writes with polish in correct disciplinary style. Listens and communicates well with mentor, team members and professionals.
Student demonstrates self-awareness, understanding individual strengths and challenges.	Does not demonstrate awareness of limitations to their skill set. Cannot articulate skills and knowledge learned from the research experience.	Demonstrates awareness of skill attainment and limitations. Articulates challenges faced and lessons learned from experience.	Articulates skills and knowledge gained, and how individual strengths and limitations contributed to their learning and to project outcomes.

Student responds effectively to obstacles.

	Does Not Meet Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions or pathways.	Meets Offers suggestions to problems. Considers alternative solutions when encountering setbacks. Asks questions of more experienced team members and mentor where appropriate.	Exceeds Implements effective strategies to overcome obstacles. Remains calm in the face of uncertainty or ambivalence. Develops solutions or alternate pathways as needed to accomplish goals. Willing to question initial assumptions and change direction.	Unable to assess from this experience
Student 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1

Autonomy



Student operates independently and takes initiative.



Student demonstrates an ability to work independently and identify when guidance is needed.

Student accepts constructive criticism and uses feedback effectively.

Student uses time well to ensure work gets accomplished on deadline.

Student demonstrates initiative within appropriate boundaries; offers insights and new ideas

	Very Consistently	Frequently	About Half the Time	Sometimes	Rarely	Did Not Observe
Student demonstrates an ability to work independently and identify when guidance is needed.	<input type="radio"/>					
Student accepts constructive criticism and uses feedback effectively.	<input type="radio"/>					
Student uses time well to ensure work gets accomplished on deadline.	<input type="radio"/>					
Student demonstrates initiative within appropriate boundaries; offers insights and new ideas	<input type="radio"/>					

From Rubric to Data Gathering: Research

EvaluateUR:
<https://serc.carleton.edu/evaluateur/index.html>

Operationalizing the Outcomes and Building the Rubrics: Study Abroad and Immersion

Outcome	Does Not Meet	Meets	Exceeds
Student operates independently and takes initiative.	Rarely meets deadlines or complete required documents and assignments. Asks questions already answered in standard resources provided.	Meets deadlines and completes required documents and assignments. Carefully reads materials and asks questions that go beyond standard information provided.	Completes required documents and required/suggested assignments thoroughly and ahead of schedule. Evaluates processes and suggests changes for future groups.
Student responds to obstacles with persistence and through creative problem solving	Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions or pathways.	Offers suggestions to problems. Considers alternative solutions when encountering setbacks. Asks questions of host country contacts, UWEC staff members or others as necessary	Remains calm in the face of uncertainty or ambivalence. Uses their own skills and previous experiences to respond to challenges and/or to assist other students in responding to challenges. Asks questions as necessary.
Student interacts appropriately to the context of their high impact experience	Rarely uses a culturally appropriate approach when communicating with others.	Sometimes uses a culturally appropriate approach when communicating with others.	Usually demonstrates understanding of how cultural differences may require a different approach to addressing a situation in the host country than it would have at home.
Student demonstrates awareness of individual strengths and challenges	Rarely demonstrates awareness of limitations of own skill set. Cannot articulate skills learned from the experience abroad.	Sometimes demonstrates awareness of skill attainment and limitations. Recognizes challenges faced and skills learned from the experience.	Understands how individual skills and challenges contributed to their learning abroad. Articulates how they have applied/plan to apply skills learned from the experience to personal, academic or career settings.

Survey directions:

Please check the most appropriate response for you using the following scale. Go with your gut reaction; there are no correct or incorrect answers.

Items for Survey in w/Question Order Indicated:

Independence (Autonomy/Self-Efficacy)

- 1. I effectively schedule my tasks to complete assignments and projects in a timely manner.
- 16. I read all information provided carefully to try to understand assignments.
- 9. I am comfortable asking questions when I need a concept to be clarified.
- 17. I am comfortable taking the lead in group situations.
- 5. I am comfortable suggesting improvements to processes or ideas.

Resilience: (Persistence/ability to respond effectively to obstacles)

- 2. If I do not understand something, my first thought is to ask someone else to explain.
- 15. I have a hard time forgetting my failures.
- 10. When something does not go to plan, it affects my self-confidence.
- 18. When confronted with a problem, I can often find several solutions.
- 6. I am confident that I can deal effectively with unexpected events.

Appropriate (Intercultural) Communication

- 3. I often find that cultural differences affect communication.
- 14. I adjust my communication style depending on the situation.
- 11. I am aware of how my own cultural background has influenced how I think and act.
- 19. I am comfortable in situations where I don't understand what is going on.
- 7. I can compare my own cultural perspective with that of a person from another culture.

Strengths/Weaknesses: awareness of

- 4. I can name my three greatest strengths.
- 12. I can name my three greatest weaknesses.
- 12. I apply skills I learn in my education to my personal life.
- 20. I understand how skills I have gained in my education will apply to my career.
- 19. I have clear goals and plans for how to achieve them.

From Rubric to Data Gathering: Study Abroad

Operationalizing the Outcomes and Building the Rubrics: Internships

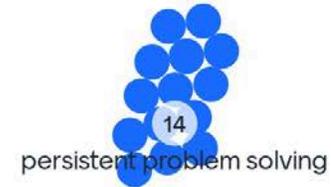
Outcome	Does Not Meet	Meets	Exceeds
Students will operate with autonomy.	Does not utilize time effectively. Does not communicate obstacles to supervisor or peers. Fails to complete tasks regularly.	Meets deadlines regularly. Communicates challenges and obstacles to team members and supervisor. Asks appropriate questions of supervisor. Demonstrates flexibility and a willingness to try new things.	Completes assignments ahead of schedule. Initiates and volunteers for more projects under supervision. Offers insight to team and supervisor to effectively complete tasks.
Students will respond to obstacles with persistence and through creative problem solving.	Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions.	Offers insight to more effectively complete tasks. Considers alternative solutions when encountering setbacks. Asks questions of more experienced team members and supervisor when appropriate.	Implements more effective strategies to complete tasks. Remains calm in the face of uncertainty. Utilizes their own experiences to help team members respond to obstacles.
Interact appropriately to the context of their high impact practice.	Does not utilize appropriate language when communicating with professional team members and supervisor.	Communicates appropriately and professionally.	Models appropriate and professional communication to others. Consistently demonstrates understanding of varied communication styles in different professional contexts.
Students will demonstrate awareness of individual strengths and challenges.	Does not demonstrate awareness of limitations to their skill set. Cannot articulate skills learned from the internship experience.	Demonstrates awareness of skill attainment and limitations. Articulates challenges faced and lessons learned from experience.	Understands strengths that they brought to the position. Demonstrates understanding of how individual strengths and limitations contributed to their learning and to the organization.



Consider Your Outcomes

Handout Question #6: Which of the following learning outcomes are fostered by than one HIP on your campus?

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Consider Your Outcomes

Handout Question #7: Using one of the outcomes you indicated, how would the operationalization of that outcome look different across two HIPs?

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communicating professionally
(internship/research) vs. communicating culturally

Introductory level autonomy in first-year

Writing is faculty driven. Internships would need employer cooperation. Study Abroad would be run by staff.

Communication (disciplinary) vs. Communication (broadly)

Communication effectiveness will vary widely with applicable medium, collaboration pedagogy, and intended audience parameters of the HIP.

Autonomy in personal curriculum planning vs. autonomy for personal learning

Autonomy may be minimal in research, maybe more so in study abroad when their experience doesn't have a single strong overseer

In internships students are doing experiences individually versus in community engaged learning it's often a collective experience

SL (empathy in communication)UR (clarity of communication)



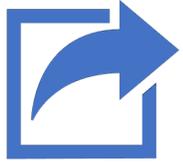
Consider Your Outcomes

Handout Question #7: Using one of the outcomes you indicated, how would the operationalization of that outcome look different across two HIPs?

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Posing questions in order to problem-solve effectively, especially in first-year success course.



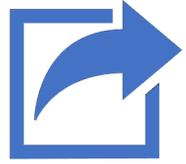


Moving Forward

Handout Question #9: What barriers to development and/or implementation of an institutional HIPs assessment practice exist on your campus?

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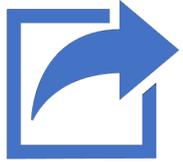


Moving Forward

Handout Question #8: How easy would it be to implement an institutional HIPs assessment practice on your campus?

Mentimeter





Moving Forward

Handout Question #10: What is one thing you could do in the next month to move forward on assessment of HIPs on your campus?

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meet with SoTL FLC to share this great model!

Talk to Institutional Research

Prep assessment committee for planning, and contact HIPs Fellows

Talk to Gen Ed Faculty Committees

Talk with faculty about assessment ideas.

connect with IR and student success committee

Combine initiative efforts

Re-form my assessment committee.

Speak to Assessment Committee and facilitate a brainstorming session



Handout Question #10: What is one thing you could do in the next month to move forward on assessment of HIPs on your campus?

Create a plan with IR&A. Bring to advisory group.

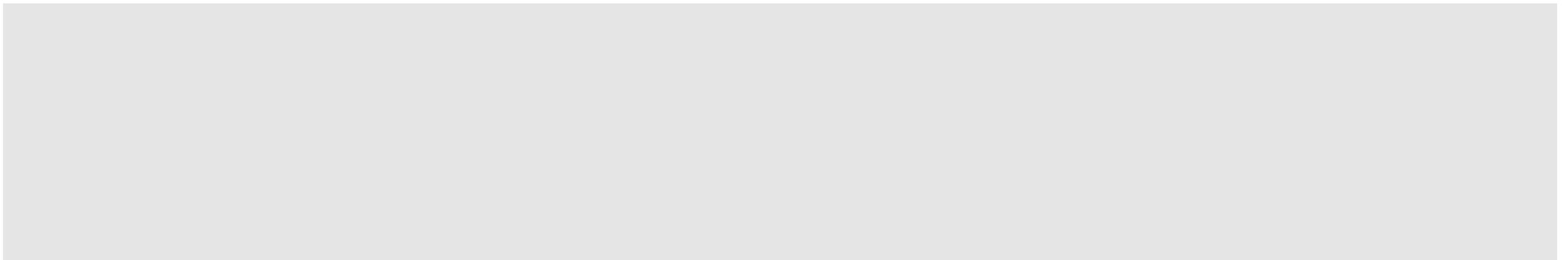
Create and leverage cross-college collaborations

We will:

Next Steps at
UW-Eau Claire

- use our internship rubric again this fall semester, supported by a UW System grant to allow faculty and staff to meet and discuss the rubric and process during winter term.
- use the research rubric again in the spring.
- resume use of our study abroad/immersions rubric when those experiences resume.
- expand assessment of HIPs to gather data on more of our students' learning in AY 21-22.
- convene faculty and others to discuss how to improve learning in HIPs based on our findings.
- continue to refine our process and rubrics.

Questions?





Thank you!

Questions?

contact
hoffmamf@uwec.edu

Assessing the Impact: Building a Model for Measuring Learning Across High Impact Practices

University of Wisconsin-Eau Claire

2020 Assessment Institute

Context

Institutional HIPs landscape:

1. What HIPs have the broadest or strongest support at your institution?
2. How do those HIPs further key institutional goals and/or learning outcomes?

Key personnel:

3. Who is the key point person/leader for each HIP?
4. Who else needs to be involved to develop a successful assessment effort?
5. By what process would such an assessment practice receive support/approval?

Identifying and Operationalizing Outcomes:

6. Identify one or more learning outcomes you think are fostered by more than one campus HIP.
7. Select one outcome from your list to operationalize for at least two different HIPs. How would they be a little different from each other? Consider both the language used to

articulate the outcome(s) as well as the structure(s)/mechanism(s) through which the assessment would be accomplished.

Implementing an Assessment Process:

8. What timeline could you imagine for development and implementation?

9. List potential barriers to development/implementation of an institutional HIPs assessment practice. Any immediate thoughts about how to overcome each barrier?

10. What is one thing you could do in the next month to move forward on assessment of HIPs on your campus?

UW-Eau Claire High Impact Practices Learning Outcome Rubric: Internship Experiences

Outcome	Does Not Meet	Meets	Exceeds
Students will operate with autonomy.	Does not utilize time effectively. Does not communicate obstacles to supervisor or peers. Fails to complete tasks regularly.	Meets deadlines regularly. Communicates challenges and obstacles to team members and supervisor. Asks appropriate questions of supervisor. Demonstrates flexibility and a willingness to try new things.	Completes assignments ahead of schedule. Initiates and volunteers for more projects under supervision. Offers insight to team and supervisor to effectively complete tasks.
Students will respond to obstacles with persistence and through creative problem solving.	Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions.	Offers insight to more effectively complete tasks. Considers alternative solutions when encountering setbacks. Asks questions of more experienced team members and supervisor when appropriate.	Implements more effective strategies to complete tasks. Remains calm in the face of uncertainty. Utilizes their own experiences to help team members respond to obstacles.
Interact appropriately to the context of their high impact practice.	Does not utilize appropriate language when communicating with professional team members and supervisor.	Communicates appropriately and professionally.	Models appropriate and professional communication to others. Consistently demonstrates understanding of varied communication styles in different professional contexts.
Students will demonstrate awareness of individual strengths and challenges.	Does not demonstrate awareness of limitations to their skill set. Cannot articulate skills learned from the internship experience.	Demonstrates awareness of skill attainment and limitations. Articulates challenges faced and lessons learned from experience.	Understands strengths that they brought to the position. Demonstrates understanding of how individual strengths and limitations contributed to their learning and to the organization.

Implementation: The project team recruited on-campus and off-campus intern supervisors. The project team sent recruited internship supervisors the rubric in the form of a Qualtrics survey to assess student learning during the internship experience.

UW-Eau Claire High Impact Practices Learning Outcome Rubric: Study Abroad and Immersion Experiences

Outcome	Does Not Meet	Meets	Exceeds
Student operates independently and takes initiative.	Rarely meets deadlines or complete required documents and assignments. Asks questions already answered in standard resources provided.	Meets deadlines and completes required documents and assignments. Carefully reads materials and asks questions that go beyond standard information provided.	Completes required documents and required/suggested assignments thoroughly and ahead of schedule. Evaluates processes and suggests changes for future groups.
Student responds to obstacles with persistence and through creative problem solving	Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions or pathways.	Offers suggestions to problems. Considers alternative solutions when encountering setbacks. Asks questions of host country contacts, UWEC staff members or others as necessary	Remains calm in the face of uncertainty or ambivalence. Uses their own skills and previous experiences to respond to challenges and/or to assist other students in responding to challenges. Asks questions as necessary.
Student interacts appropriately to the context of their high impact experience	Rarely uses a culturally appropriate approach when communicating with others.	Sometimes uses a culturally appropriate approach when communicating with others.	Usually demonstrates understanding of how cultural differences may require a different approach to addressing a situation in the host country than it would have at home.
Student demonstrates awareness of individual strengths and challenges	Rarely demonstrates awareness of limitations of own skill set. Cannot articulate skills learned from the experience abroad.	Sometimes demonstrates awareness of skill attainment and limitations. Recognizes challenges faced and skills learned from the experience.	Understands how individual skills and challenges contributed to their learning abroad. Articulates how they have applied/plan to apply skills learned from the experience to personal, academic or career settings.

Study abroad data collection is via a 20-question pre/post self-report survey, with 5 items per outcome. Students receive a link to the survey as part of their pre-departure preparation after they have been accepted to study abroad and a second link shortly after

they return. Because students complete the survey anonymously, there is no individual correlation between pre-departure and post-return data.

Immersion data collection is via a Qualtrics survey that asks faculty/staff immersion leaders to evaluate each student on each element of the rubric.

UW-Eau Claire High Impact Practices Learning Outcome Rubric: Student/Faculty Collaborative Research Experiences

Elements	Benchmark Not Met	Benchmark Met	Benchmark Exceeded
A. Student operates with autonomy.	Does not communicate challenges and obstacles to mentor (and team); does not ask questions. Completes only assigned tasks; does not initiate or suggest alternatives. Does not put in the expected time or meet deadlines.	Communicates challenges and obstacles to mentor (and team). Asks appropriate/independent questions of mentor. Takes initiative in project, within appropriate boundaries. Puts in expected time and completes tasks on schedule.	Questions processes and suggests changes or next steps. Offers insights and initiates new lines of thinking. Manages own schedule in light of project timeline and collaborator schedules.
B. Student responds effectively to obstacles.	Does not attempt to troubleshoot problems. Becomes frustrated when encountering setbacks. Does not search for alternative solutions or pathways.	Offers suggestions to problems. Considers alternative solutions when encountering setbacks. Asks questions of more experienced team members and mentor when appropriate.	Implements effective strategies to overcome obstacles. Remains calm in the face of uncertainty or ambivalence. Develops solutions or alternative pathways as needed to accomplish goals. Willing to question initial assumptions and change direction.
C. Student interacts/ communicates appropriately to the context of the research project.	Does not utilize language appropriate to the situation or the task when writing or speaking about the research project. Does not listen to mentor or team members.	Communicates professionally in writing and speaking, using correct terminology and scholarly language as appropriate. Listens and responds to mentor and team members.	Consistently uses language appropriate to audience expertise. Writes with polish in correct disciplinary style. Listens and communicates well with mentor, team members and professionals.
D. Student demonstrates self-awareness, understanding individual strengths and challenges.	Does not demonstrate awareness of limitations to their skill set. Cannot articulate skills and knowledge learned from the research experience.	Demonstrates awareness of skill attainment and limitations. Articulates challenges faced and lessons learned from experience.	Articulates skills and knowledge gained, and how individual strengths and limitations contributed to their learning and to project outcomes.

Implementation: Rubric converted to an online questionnaire to be sent to faculty research mentors to use to assess their individual student researchers.

Revised version:

Descriptors changed significantly in the process of converting to an online survey, and were further refined via a faculty pilot.

(Rank each bulleted attribute with one of the following:

Very consistently, frequently, about half the time, sometimes, rarely, or did not observe)

Autonomy

Student operates independently and takes initiative

- Student demonstrates an ability to work independently and identify when guidance is needed.
- Student accepts constructive criticism and uses feedback effectively.
- Student uses time well to ensure work gets accomplished on deadline.
- Student demonstrates initiative within appropriate boundaries; offers insights and new ideas.

Resilience

Student responds effectively to obstacles

- Student is not discouraged by unforeseen problems and perseveres when encountering challenges or setbacks.
- Student shows flexibility and a willingness to take risks and try again.
- Student trouble-shoots problems and searches for ways to do things more effectively.
- Student manages ambivalence and uncertainty associated with research and demonstrates an appreciation for what isn't known.

Communication

Student interacts/communicates appropriately to the context of the research project.

- Student understands and uses discipline-specific language.
- Student expresses ideas orally in an organized, clear, and concise manner, appropriate to the audience.
- Student writes clearly and concisely using correct grammar, spelling, syntax, and sentence structure.
- Student communicates well with mentor and (if applicable) other collaborators.

Self-awareness

Student demonstrates self-awareness and understands individual strengths and challenges.

- Student displays accurate insight into the limits of his/her own knowledge and an appreciation for what isn't known.
- Student articulates their strengths and challenges, and lessons learned from experience.
- Student accurately describes their role in the research progress and outcomes
- Student articulates how research skills relate to academic and/or professional/work plans.