



FEBRUARY
18 - 21 **2020**



CONFERENCE PROGRAM

High-Impact Practices
IN THE STATES
TEXAS A & M UNIVERSITY

EXPERIENCE DOWNTOWN BRYAN

A TEXAS CULTURAL DISTRICT

Every third Thursday of the month, Downtown Bryan hosts its monthly "ART STEP" - an art & artist-inspired showcase of our community's creative offerings in our local restaurants, galleries, and retail shops.



THURSDAY NIGHT SHUTTLE SERVICE

Get dinner in charming Historic Downtown, Bryan

- dozens of walkable, accessible restaurants
- scan the QR code to find out more!
- shuttle pickup at the Century Ballroom Foyer
shuttle starts running at 5:00
- last shuttle leaves downtown at 7:45
- meet at the Queen Theatre for shuttle pickup



special thanks to *Experience*

BRYAN
COLLEGE STATION

WORDS OF WELCOME

Howdy!

Welcome to Texas A&M University. We are incredibly pleased you could join us for the third HIPS in the States conference. Texas A&M is home to 69,465 students and, for academic year 2019-2020, the university has the largest enrollment in the nation. Despite its size, you will find a warm, welcoming campus with students, faculty, and staff who are steeped in tradition, committed to innovation, and inspired to excellence. For three years, the HIPS in the States conference has brought together a committed and fiercely enthusiastic group of staff and faculty who understand the benefits that high-impact practices have on our students. We could not be happier to announce that HIPS in the States will now permanently meet as part of the IUPUI Assessment Institute in Indianapolis on October 25-27, 2020. It is our hope that you will share this news with your colleagues and submit your work to the conference. You will hear more information about the event during your time at Texas A&M University.

Michael T. Stephenson

Texas A&M University

Ken O'Donnell

California State University Dominguez Hills

Jerry Daday

Indiana University-Purdue University Indianapolis

TEXAS A&M UNIVERSITY PLANNING TEAM

Alicia M. Dorsey

Assistant Provost for Institutional Effectiveness

Cynthia L. Hernandez

Associate Vice President for Student Affairs

Ann L. Kenimer

Associate Provost for Undergraduate Studies

Sarah M. Misemer

Associate Director for LAUNCH: Undergraduate Research

Timothy P. Scott

Associate Provost for Student Success & Academic Affairs

Cruz Rios

Assistant Director, Multicultural Services

Michael T. Stephenson

Vice Provost for Academic Affairs

Cathy Cordova

Executive Assistant to the Vice Provost

AGENDA

AT A GLANCE

TUESDAY
February 18th

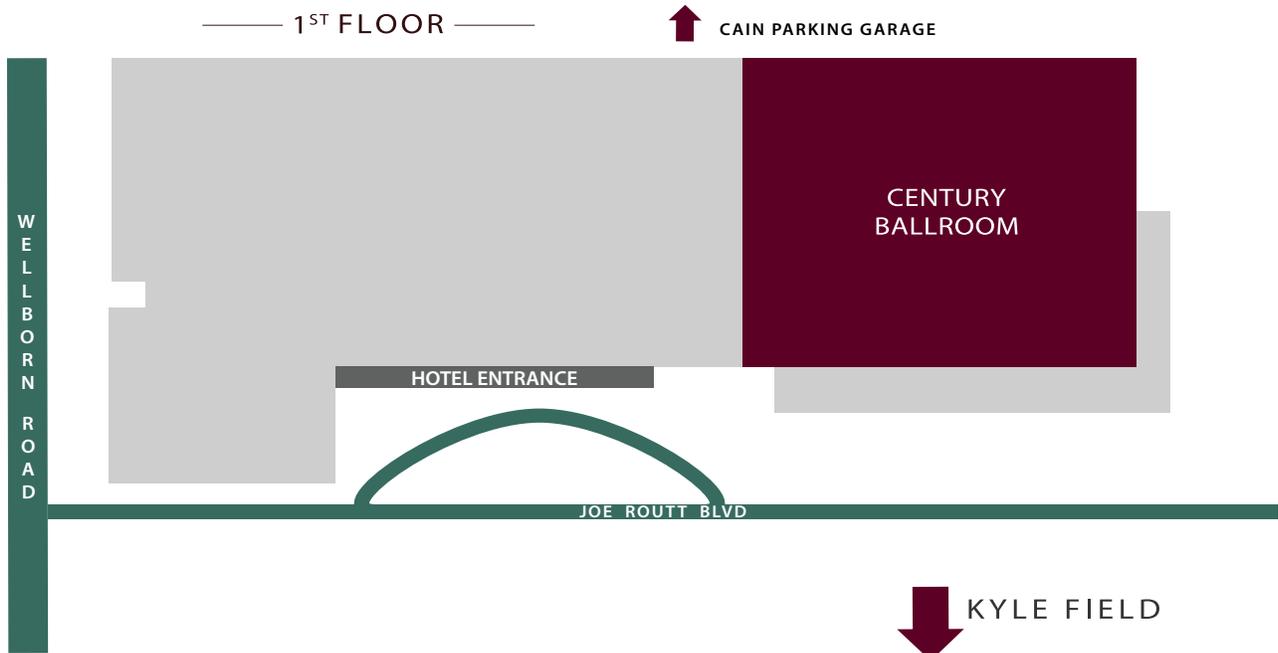
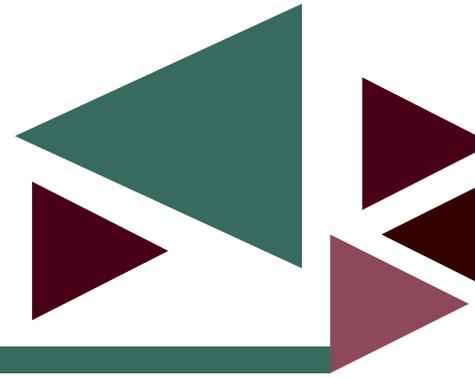
WEDNESDAY
February 19th

THURSDAY
February 20th

FRIDAY
February 21th

Time	Tuesday (Feb 18th)	Wednesday (Feb 19th)	Thursday (Feb 20th)	Friday (Feb 21st)
6 AM				
7 AM		Breakfast Buffet Available	Breakfast Buffet Available	Breakfast Buffet Available
8 AM		Concurrent Breakout Sessions 1 & 2	Concurrent Breakout Sessions 6 & 7	Concurrent Breakout Sessions 11 & 12
9 AM				
10 AM			Networking Break	Planning & Reflection
11 AM		Lunch & Featured Speaker: Dr. Ruth Simmons	Concurrent Breakout Session 8	
12 PM	Conference Check-in Available and Experience Aggieldand Tours		Lunch & Featured Speaker: LaVar Charleston	
1 PM		Concurrent Breakout Sessions 3 & 4	Concurrent Breakout Session 9	
2 PM			Networking Break	
3 PM		Networking Break	Concurrent Breakout Session 10	
4 PM		Concurrent Breakout Session 5	Proposal Discussion and Collaboration for IUPUI conference	
5 PM	Welcome Reception & Undergraduate Research Poster Session			
6 PM	Dinner & Featured Speaker: Dr. George Sanchez			
7 PM				

Doug Pitcock '49 Texas A&M Hotel and Conference Center



CONFERENCE CHECK-IN

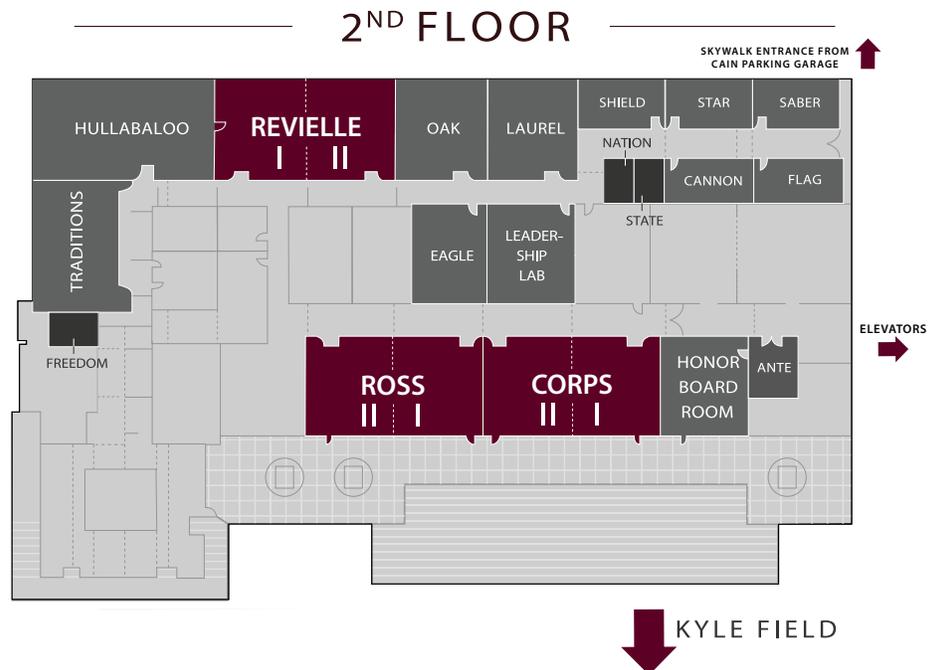
The check-in desk and our sponsors are located at tables in the 1st floor hallway just outside the Century Ballroom.

MEALS & FEATURED SPEAKERS

Meetings of the full conference including meals and featured speakers will occur in the Century Ballroom on the 1st floor.

BREAKOUT SESSIONS

Breakout sessions will be held on the 2nd floor in Ross I and II, Corps I and II, and Reveille I and II.



DINING OPTIONS

NORTHGATE

15 MINUTE WALK / 5 MINUTE BIKE / 5 MINUTE DRIVE



AMERICAN BAR & GRILL

An Aggieland Landmark



CENTURY SQUARE

27 MINUTE WALK / 9 MINUTE BIKE / 6 MINUTE DRIVE



DOWNTOWN BRYAN

30 MINUTE BIKE / 13 MINUTE DRIVE

caffé capri

authentic Italian



Madden's Casual Gourmet



eclectic fresh



award-winning BBQ



DINING OPTIONS

ON CAMPUS DINING OPTIONS

DINING LOCATION		MON. - THU.	FRI.	SAT.	SUN.
CENTRAL CAMPUS	STARBUCKS @ EVANS	7:30AM - 12AM	7:30AM - 5PM	9AM - 5PM	10AM - 12AM
	REV'S GRILL @ MSC	8AM - 12AM	8AM - 10PM	12PM - 8PM	12PM - 12AM
	BEE CREEK PIZZA @ MSC UPPER	10AM - 4PM	10AM - 4PM	CLOSED	CLOSED
	BRAZOS VALLEY BBQ @ MSC UPPER	CLOSED	CLOSED	CLOSED	CLOSED
	CABO MEXICAN GRILL @ MSC UPPER	10AM - 4PM	10AM - 4PM	CLOSED	CLOSED
	M20 DELI @ MSC UPPER	10AM - 4PM	10AM - 4PM	CLOSED	CLOSED
	ZATAR @ MSC UPPER	CLOSED	CLOSED	CLOSED	CLOSED
	CHICK-N-GRILL @ MSC LOWER	11AM - 9PM	11AM - 4PM	CLOSED	CLOSED
	PANDA EXPRESS @ MSC LOWER	11AM - 10PM	11AM - 10PM	11AM - 10PM	11AM - 10PM
	SMOOTHIE KING @ MSC LOWER	10AM - 10PM	10AM - 8PM	12PM - 8PM	12PM - 10PM
	UNIVERSITY CLUB @ RUDDER TOWER	11AM - 2PM	11AM - 2PM	CLOSED	CLOSED
	AGGIE EXPRESS @ PAVILION	7:30AM - 12AM	7:30AM - 7PM	12PM - 6PM	10AM - 12AM
	THE PAVILION GRILL	8AM - 7PM	8AM - 3PM	CLOSED	CLOSED

   @AGGIEDINING | DINING.TAMU.EDU

FOOD DELIVERY OPTIONS (APP)



OUR FEATURED SPEAKERS



Dr. George Sanchez

University of Southern California

George J. Sanchez, professor of American Studies & Ethnicity and History, has served as Director of USC Dornsife Diversity since April 2008. He is responsible for ensuring that the USC Dornsife fundamental commitment to the benefits of a diverse USC Dornsife community is effectively translated into best practices in areas such as faculty recruitment and retention, graduate student programs, and undergraduate research experiences and advancement. He works with all college departments to address what the commitment to diversity means in various disciplinary settings. Sanchez received his bachelor's from Harvard in 1981 and his Ph.D. from Stanford University in 1989.



Dr. Ruth Simmons

Prairie View A&M University

Ruth J. Simmons serves as President of Prairie View A&M University. She was President of Brown University from 2001-2012. Under her leadership, Brown made significant strides in improving its standing as one of the world's finest research universities. A French professor before entering university administration, President Simmons held an appointment as a Professor of Comparative Literature and Africana Studies at Brown. After completing her Ph.D. in Romance Languages and Literatures at Harvard, she served in various faculty and administrative roles at the University of Southern California, Princeton University, and Spelman College before becoming president of Smith College, the largest women's college in the United States.



Dr. LaVar Charleston

University of Wisconsin-Madison

LaVar J. Charleston is the inaugural Associate Dean for Diversity and Inclusion at the University of Wisconsin-Madison's School of Education. In this role, he provides leadership to faculty, staff, and students in developing and implementing strategic initiatives that promote the School of Education and UW-Madison's mission for diversity, equity, and inclusion. Prior to assuming this position in June 2019, Charleston served as the inaugural Assistant Vice Chancellor (AVC) for Student Diversity, Engagement and Success (SDES) at the University of Wisconsin-Whitewater (UW-W). Charleston currently directs the Graduate School Academy, held annually at the International Colloquium for Black Males in Education.

CONFERENCE & HOTEL CHECK-IN, EXPERIENCE AGGIELAND

12:00 PM - 5:00 PM | Texas A&M Hotel & Conference Center

WELCOME RECEPTION & UNDERGRADUATE STUDENT RESEARCH POSTER SESSION

5:00 PM - 6:00 PM | Century Ballroom

Please grab an appetizer, reconnect with old friends or meet new ones during the Welcome Reception. Undergraduate participants in the Aggie Research Program will be on hand with their research posters to share their experiences and their results, so please take some time to look at their work and visit with a few of them.

The Aggie Research Program is a research-intensive community model developed at Texas A&M to bring together those who are seeking research leadership opportunities with undergraduates seeking research opportunities. For more information, visit aggieresearch.tamu.edu.

DINNER & FEATURED SPEAKER

6:00 PM - 7:30 PM | Century Ballroom

Dinner and Opening Remarks

Michael T. Stephenson

Vice Provost for Academic Affairs & Strategic Initiatives

Texas A&M University

Christopher M. Quick

Professor of Physiology & Pharmacology

Director, Aggie Research Scholars Program

Texas A&M University

Martina Ramirez

Senior, Kinesiology Major

Texas A&M University



Featured Speaker

Dr. George Sanchez

Professor of American Studies & Ethnicity and History

Director, Center for Diversity and Democracy

University of Southern California



WEDNESDAY

FEBRUARY 19TH

BREAKFAST BUFFET 6:30 AM - 8:00 AM | Century Ballroom

CONCURRENT BREAKOUT SESSION #1 - INDIVIDUAL PRESENTATIONS 8:00 AM - 9:15 AM

	CORPS I	CORPS II	REVEILLE I
8:00AM	<p>The IUPUI Experiential and Applied Learning Record: Tracking and Assessing Learning from Students' Engaged Activities</p> <p>Thomas Hahn, Jerry Daday <i>IUPUI</i></p>	<p>Navigating Freshman Year</p> <p>Laura Dunn, Bailey Lehmann <i>Mississippi State University</i></p>	<p>What is the Effect of First-Generation Freshmen Participating in Intentional Diversity/Global Learning Experiences on Persistence Rates?</p> <p>Catheryn J. Weitman, David Allen <i>Texas A&M International</i></p>
8:15AM	<p>High-Impact Practices on the Crossing Ground of Student and Academic Life at the University of Kentucky</p> <p>Patrick Lee Lucas, Katherine McCormick <i>University of Kentucky</i></p>	<p>UTRGV's Promise Program: A Continuous Improvement Model in the College of Business and Entrepreneurship</p> <p>Linda Matthews <i>University of Texas Rio Grande Valley</i></p>	<p>Selling HIPs to First-Generation Students</p> <p>Raymond J. Green, Mary Cheek, Jennifer Hudson <i>Texas A&M University-Commerce</i></p>
8:30AM	<p>Expanding Access to Experiential Learning: Challenges and Opportunities</p> <p>Karen Laughlin, Craig Filar <i>Florida State University</i></p>	<p>Data Collection in Undergraduate Research: Best Practices and Lessons Learned</p> <p>Sara Evans, Jocelyn Evans <i>Kennesaw State University, University of West Florida</i></p>	<p>HIPs for All: Connecting HIPs with General Education</p> <p>Jason T. Hilton, Brad Wilson <i>Slippery Rock University</i></p>
8:45AM	<p>Are We HIP Enough? Establishing a Campus Culture of Student Success Through Collaboration and HIP-Focused Activities</p> <p>Deborah Korth, Brande Flack, Lisa Summerford <i>University of Arkansas</i></p>	<p>Pass It Back, Ags! Engaging Aggie Preservice Teachers in Writing-Intensive, High-Impact Peer Mentoring</p> <p>Sharon Matthews, Ambyr Rios, Susan Fields <i>Texas A&M University</i></p>	<p>Reframing Student Success: Lessons from our Students</p> <p>John T. Smith <i>Pellissippi State Community College/ University of Tennessee</i></p>
9:00AM		<p>Implementing High-Impact Practices and Service Learning Experiences in Undergraduate Curricula to Gain Mastery of National Responsibilities and Competencies for Health Education Specialists</p> <p>Charity Bishop <i>IUPUI</i></p>	<p>Transitioning Students from Course-Embedded to Independent Undergraduate Research</p> <p>Laura Lee, Kristi Wilkum <i>University of Wisconsin-Stevens Point at Marshfield, University of Wisconsin Oshkosh, Fond du Lac Campus</i></p>

	REVEILLE II	ROSS I	ROSS II
8:00AM	<p>Tarleton's First-Year Experience (FYE) Peer Leader Program: Preliminary Research Findings and Lessons Learned</p> <p>Laurie A. Sharp <i>Tarleton State University</i></p>	<p>Creating a Campus Environment where Faculty, Staff, and Students Can Create Their Own Future</p> <p>Kimberly McElveen, Tim Howard <i>Columbus State University</i></p>	<p>High-Impact Practices and The Paideia Philosophy</p> <p>Sarah Brackmann <i>Southwestern University</i></p>
8:15AM	<p>Building the Teaching Team for the Learning Community: Practitioners' Reflections on Collaboration and Intentionality in Teaching a Freshman Interdisciplinary Learning Community</p> <p>Thomas Lilly, David Minchew, Elizabeth Harrison <i>Georgia Gwinnett College</i></p>	<p>Study Abroad Experience: A High-Impact Interdisciplinary Practice for Cultural Competence Development</p> <p>Phyllis Robertson, Lynn Hemmer, Jana Sanders <i>Texas A&M University-Corpus Christi</i></p>	<p>Historical Program Curriculum Converted to a High-Impact Practice Model: The Why, How, and Results</p> <p>Chelsea Ratcliff <i>University of Alabama</i></p>
8:30AM	<p>Seven Essential Rules</p> <p>Cody Miller, David Rath <i>Roane State Community College</i></p>	<p>Student Employment as a High-Impact Practice</p> <p>Melanie Ribaric, Andy Cross <i>Chattanooga State Community College</i></p>	<p>A Deep Dive into Study Abroad High-Impact Practice</p> <p>Rajeeb L. Das <i>Texas A&M University</i></p>
8:45AM	<p>What Makes Undergraduate Research HIP?: Case Studies of Student Experiences with Writing, Reflection, and Undergraduate Research</p> <p>Natasha Oehlman, Quentin Sedlacek, Heather Haeger, Lily Amador <i>California State University-Monterey Bay</i></p>	<p>Student Affairs and Academics: What Happens When Two Trains Collide?</p> <p>Sara Lawrence, Liz Patterson, Tyler Lawrence <i>Texas A&M University-Texarkana</i></p>	<p>HIPs in the Co-Curricular</p> <p>Eric Webb <i>Texas A&M University</i></p>
9:00AM	<p>Supporting Multilingual, Multicultural, and First-Generation Writers at an Hispanic-Serving Institution: Our (Multi) Culture of Writing</p> <p>Steven J. Corbett <i>Texas A&M University-Kingsville</i></p>	<p>Natural Science, Travel-Study, and HIPs</p> <p>Billy Morris <i>Georgia Highlands College</i></p>	<p>How High is the Impact? The Impact of Undergraduate Research on Academic Success</p> <p>Heather Haeger <i>California State University - Monterey Bay</i></p>

WEDNESDAY

FEBRUARY 19TH

CONCURRENT BREAKOUT SESSION #2 - INDIVIDUAL PRESENTATIONS 9:30 AM - 10:45 AM

	CORPS I	CORPS II	REVEILLE I
9:30AM	<p>Counting HIPs and Making HIPs Count</p> <p>Jennifer Baumgartner, Ashley Clayton <i>Louisiana State University</i></p>	<p>The Transformative Power of a Critical Mentor: Engaging and Sustaining Minority Student Participation in High-Impact Practices</p> <p>Buffie Longmire-Avital <i>Elon University</i></p>	<p>Assessment Through the Ages: Raising an Infant Program Into a "HIP" Teenager</p> <p>Brandi Gilbert, Nawara Abufares <i>IUPUI</i></p>
9:45AM	<p>E3: Bringing Second-Year HIPs to First-Generation Students</p> <p>Amy Bickel, Quoc Hoang <i>University of Alabama</i></p>	<p>Trailblazing Connections: Sense of Belonging and Engagement in the First-Year Experience</p> <p>Erin Ortiz, Nancy Hauck, Jay Sorensen, Jeff Hoyt, Sarah Vandermark <i>Dixie State University</i></p>	<p>Web Rules 101: Digital Information Literacy as a HIP in the "Mind over Chatter" Project</p> <p>Paul Cook <i>Indiana University Kokomo</i></p>
10:00AM	<p>BioFirst - A Vertically Integrated Learning Community for 1st Generation College Students in Biology</p> <p>Asha Rao <i>Texas A&M University</i></p>	<p>High-Impact Educational Practices and the Student Athlete Experience: The Implementation and Barriers of HIPs in the Student Athlete Support Setting</p> <p>Farah J. Ishaq <i>State University of New York College at Cortland</i></p>	<p>Negotiating Difference, Identity, and Community Amongst First-Generation Students and First-Generation Faculty: High-Impact Practices and Communicating Belonging</p> <p>Adrienne Viramontes, Theresa Castor <i>University of Wisconsin Parkside</i></p>
10:15AM	<p>Using HIPs to Cross Boundaries Without Leaving Your Zip Code</p> <p>Angie E. Wood <i>Chattanooga State Community College</i></p>	<p>Model United Nations as a High-Impact Signature Experience: The Midwestern State University Experience</p> <p>Steve Garrison <i>Midwestern State University</i></p>	<p>Predispositions for Participation in High-Impact Practices</p> <p>Stephanie Webb, Dustin Grabsch <i>Texas A&M University, Southern Methodist University</i></p>
10:30AM			

CONCURRENT BREAKOUT SESSION #2 - PANEL & INTERACTIVE PRESENTATIONS

9:30 AM - 10:45 AM | Reville II

Creating HIPs That Have a Lasting Impact: A Panel Discussion from 4 Perspectives

Carol Swayze, Janet McCormick, Odie Blackmon, Mike Boyle

Middle Tennessee State University

Some college students have an amazing capacity to do well in a course, but struggle with incorporating what they have learned into their daily lives after the courses ends. This panel presentation by Middle Tennessee State University administrators and faculty focuses on high-impact activities and strategies that help students take what they learn the classroom and implement it immediately. Panelists will discuss administration and assessment issues as well as the use of active learning, service learning, and other experiential learning activities in undergraduate, graduate, face-to-face, and online courses.

9:30 AM - 10:45 AM | Ross I

Present, Network, and Reflect – G-Double-O-D, J-O-B

Jennifer McGee Reyes, Yusra Aziz, Iris Carillo, Mark Dawson

Texas A&M University

In the summer of 2018, Texas A&M University's Office for Diversity launched a remodeled program for student employees using research-based, intentional learning practices for undergraduate and graduate student employees. The new model addressed written and oral presentation skills, critical thinking, and social, cultural, and global competence. Student employees conducted research, presented at local and national conferences and engaged with peers, staff, faculty, and administrators. They read "An Inclusive Academy" (from Stewart and Valian), met with author Abigail Stewart, and presented to the Office for Diversity on ways the book's research impacted their learning. Attendees will learn how these activities and others enriched the students' sense of belonging and engagement in the campus community.

9:30 AM - 10:45 AM | Ross II

Shaping High-Impact Professional Development: Lessons from the Academy for Writing

Christopher Basgier, Amy Cicchino, Leslie Cordie

Auburn University

A follow-up to Auburn University's 2019 HIPs in the States panel about professional development for the faculty and staff who deliver HIPs in curricular and co-curricular spaces, this year's discussion begins with the premise that HIPs-focused professional development must itself be high impact. HIPs-focused professional development should be designed with HIPs' fundamental features, such as significant investments of effort over time, interaction with colleagues about substantive pedagogical and curricular matters, and opportunities to reflect and integrate learning (Kuh, et al., 2017). With these features in mind, Auburn's Office of University Writing (OUW) developed a faculty-focused HIPs Academy. The panel will share Auburn's original vision for the HIPs Academy, describe the changes made since implementation, and share faculty perspectives on high-impact professional development.

LUNCH & FEATURED SPEAKER

11:00 AM - 12:30 PM | Century Ballroom

Natalie Coleman
Senior, Civil Engineering Major
Texas A&M University



Dr. Ruth Simmons
President
Prairie View A&M University



CONCURRENT BREAKOUT SESSION #3

12:45 PM - 1:45 PM | Corps I

Expanding Your HIPs: Exploring Outcomes of Expanding a First-Year Seminar Course

Dawn Y. Matthews, Nina Flanagan
Florida State University

Starting a High-Impact Practice (HIP) can be an exciting time for any department, and looking back on a successful year of implementation and the impact of HIPs on a cohort of students can be even better. However, practitioners often avoid having difficult conversations surrounding the paradox of success, including tracking outcomes and success measures, finding ways to remain innovative, and even making arrangements for scaling the HIPs to serve more students. Utilizing student development theory and organizational leadership theory, our program has reflected on the rewards and pitfalls of expanding HIPs to serve more students. This workshop will share successes, impactful activities, challenges faced while expanding HIP initiatives, and ways to avoid common issues.

12:45 PM - 1:45 PM | Corps II

Success for All Students: Implementing a Rural Student Support Initiative

Lindsay Coco, Rosemary Gay, Thomas Chase Hagood, Naomi Norman
University of Georgia

Data show that at the University of Georgia (UGA) rural students—a group that includes many first-generation, minoritized, and Pell-eligible students—have lower retention and graduation rates than their non-rural peers. UGA is not the only institution in this situation. Recent national discourse on higher education has brought to light the very real challenges facing students from rural America. This session discusses the ALL Georgia program, a comprehensive network of resources designed to support these students and help close this equity gap by using many high-impact practices in a creative collaboration among academic affairs, student affairs, and public service and outreach units.

12:45 PM - 1:45 PM | Reveille I

Leading Institutional Change and Leveraging Innovative Technology

Erin Webster Garrett, Chris Freire

Virginia Commonwealth University

Established in 2017 as a presidential directive, Virginia Commonwealth University's (VCU) Relevant, Experiential, and Applied Learning Initiative, or REAL, promises students high-quality, transformative, career-building activities. Webster Garrett was hired as REAL's founding leader in 2018 and engaged her campus to define REAL in terms of student experiences, pedagogy, and learning. In fall 2019, a prototype of a REAL data dashboard was shared with stakeholders, indicating the presence of REAL credit-bearing experiences by level and type and participation. This session will cover the work VCU REAL has undertaken and the innovative use of technology to accomplish goals. The panel will reflect on the opportunities and challenges in leading an institution-wide initiative in a newly created position at an urban anchor institution.

12:45 PM - 1:45 PM | Reveille II

The Common Problem Project: A New Pedagogy for Cross-Disciplinary, Problem-Based Learning and Civic Engagement

James Liszka, Leigh Wilson

State University of New York (SUNY) Plattsburgh, SUNY Oswego, SUNY Oneonta, SUNY Cortland, SUNY Albany

The Common Problem Project is a consortium of five State University of New York campuses: SUNY Plattsburgh, SUNY Oswego, SUNY Oneonta, SUNY Cortland, and SUNY Albany. Funded by the National Science Foundation, the State University of New York, and the Teagle Foundation, its purpose is to promote cross-disciplinary teaching and learning, while developing problem-solving skills, teamwork, and civic engagement in students. Faculty from different disciplines are paired, and their relevant, existing classes are coordinated to include a joint project, focused on a problem or problems of common interest. The session will include an overview of the pedagogy, the impact on students and communities, and interactive exercises concerning the practice and logistics of doing common-problem projects.

12:45 PM - 1:45 PM | Ross I

Designing a Multi-Campus Learning Community

Victoria Bryan, Matthew Lexow

Cleveland State Community College, Southwest Tennessee Community College

This panel will explore the creation and execution of Tennessee's first multi-campus Learning Community (LC). This LC consists of an English Composition II course and an Introduction to Ethics course, each taught at a different college. The colleges are located on opposite sides of the state and serve drastically different student bodies: Cleveland State's student body is approximately 85% Caucasian, while Southwest Tennessee is approximately 63% African American and 6% Hispanic. Students from each campus enroll in both courses, and instruction alternates from campus to campus via Zoom Video Communications. Panelists will discuss course design, instructional methods, LMS integration of two courses offered at two separate schools, and how they have overcome the "red tape" surrounding enrollment and records.

WEDNESDAY

FEBRUARY 19TH

12:45 PM - 1:45 PM | Ross II

Intra-System Synergies: Equity-Minded HIPs for First-Generation Student Success

Fay Akindes, Caroline Boswell, Chanaka Mendis, Diane Reddy

University of Wisconsin System

This interactive panel presentation will be of interest to administrators and faculty leaders, particularly from statewide systems responsible for developing and implementing equity-minded high-impact practices for student success. Each panelist is a faculty member and a center for teaching and learning director responsible for professional development programs for faculty and instructors. They also serve at the system level as elected members of an executive committee within a systemwide advisory council, and participate on their respective institutional HIPs team that convenes periodically at systemwide meetings. The session will provide an overview of the University of Wisconsin System and its 13 institutions and branch campuses, highlighting how the system works collectively in strengthening equity-minded HIPs for students.

CONCURRENT BREAKOUT SESSION #4

2:00 PM - 3:00 PM | Corps I

Global & Cultural Awareness HIP Taxonomy Creation: The What, The Why, and The How

Melanie Ribaric, Juan Antonio Alonso, Mary Knaff, Jessica Miller, Oakley Atterson

Chattanooga State Community College, Pellissippi State Community College, Southwest Tennessee Community College

Five members of the Global and Cultural Awareness creation team will provide participants with an overview of the purposes and uses of the systemwide HIP taxonomies and how faculty can petition for new HIPs, gather a cross-campus collaborative workgroup, and submit new taxonomies for approval. The team will discuss the challenges faced, obstacles encountered, and lessons learned. Participants will be engaged in discussion and activities using resources from the HIP taxonomy creation process to contemplate iterations that might be used within their own institutions or systems. Presenters will encourage participants to offer suggestions, viewpoints, ideas, and questions in an effort to further develop and improve the HIP taxonomy creation process to build collegiality and collaboration within and beyond Tennessee.

2:00 PM - 3:00 PM | Corps II

I'm Not a Blank Slate: Empowering Adult Learners Using Prior Learning Portfolios as a High-Impact Practice

Diane Treis Rusk, Lauren Smith

University of Wisconsin System

This session will explore how Prior Learning Assessment (PLA) Portfolio can be implemented as a high-impact practice early in students' academic careers. To launch the discussion, the presenters will share findings of a PLA Portfolio case study that directly assessed student integrative learning performance, and indirectly assessed student learning using student/alumni interview data. As a community of practice, the attendees will share ideas and evidence to examine how PLA by portfolio activities can support students' metacognitive growth, internal validation of learning, academic confidence, and their ability to transfer and integrate learning throughout their academic experience and beyond.

2:00 PM - 3:00 PM | Reveille I

The Quality Enhancement Plan: Leveraging High-Impact Practices Across the Institution

Lisa Bunkowski, Roslyn Schoen, Andria Schwegler

Texas A&M University Central Texas

This session will explore the school's Quality Enhancement Plan (QEP), launched in 2018, that focuses on building a "Community of Writers" across disciplines. Currently an undergraduate-level initiative, the QEP addresses a need for improved writing instruction across the university, with particular emphasis on Writing Instructive (WI) courses. The plan aspires to "create a culture that fosters the development of student writing through deep learning experiences." Working collaboratively, the Faculty Center for Teaching and Learning, the University Writing Center, and the University Library provide support, resources, and professional development to faculty who leverage high-impact practices in their classrooms to improve student writing.

2:00 PM - 3:00 PM | Reveille II

Getting to 100%: Embedding HIPs Throughout the Student Journey at Scale

Chris Freire, Christopher Hyde

Texas A&M University

The primary guiding question of this presentation will be: How do we provide experiences to every student so they are ready for a great life and career? As society faces increasingly tumultuous changes, career pathways are becoming more competitive and dynamic. These changes will put additional economic pressure on recent graduates and require the student development and outcomes that HIPs have been shown to deliver. The presenters will discuss centralizing HIP opportunity listings/participation data to establish a benchmark; matching students to the right opportunities at the right time; embedding these experiences into the curriculum; maintaining quality control at scale/latest assessment practices; analyzing participation data, and finding the gaps in participation and filling those gaps.

WEDNESDAY

FEBRUARY 19TH

2:00 PM - 3:00 PM | Ross I

Get Real About HIPs: Reacting to the Past and Preparing Today's Students for the World of Tomorrow - PART 1 of 2 *(Note: this session continues until 4:30 PM)*

Thomas Chase Hagood, Naomi J. Norman

University of Georgia

This workshop gives participants an opportunity to experience the empowering potential of Reacting to the Past (RTTP), an active-learning pedagogy. The session will ask participants to reflect on current research on the pedagogy as well as how Centers for Teaching and Learning or other similar instructional support units can equip and develop faculty to utilize role-playing games or game-based learning as a research-based strategy to engage all students for deeper learning. Key questions explored in session include what can RTTP and its ability to set minds on fire for learning tell us about HIPs? And how can faculty use RTTP to prepare today's students for the world of tomorrow?

2:00 PM - 3:00 PM | Ross II

You Can Do This! Building Faculty Relationships and Implementing DGL & Culturally Inclusive Practices (CIP)

Tiko Hardy

Pikes Peak Community College

This workshop will present ways in which colleges and universities can engage in Diversity Global Learning (DGL) and Culturally Inclusive Practices (CIP) by building faculty-led learning opportunities via Communities of Practice. Both DGL and CIP signify a continuation of learning and should be rooted in experiential learning for both faculty and students. The presenter will describe three successful ways to build HIPs practices: Offer faculty an opportunity for the DGL representative to come to their classroom for curricular enhancements and training; highlight college-wide diversity events, partnering with Student Life and teaching with one another across curricula; and focus on experiential learning such as the practicality of content in the workplace.

BREAKTIME

3:00 PM - 3:30 PM | Century Ballroom

During this time, feel free to enjoy a 30-minute break for refreshments, networking, social media, and e-mail in the Century Ballroom on the 1st floor.

CONCURRENT BREAKOUT SESSION #5

3:30 PM - 4:30 PM | Corps I

Designing HIPS for CITS: Designing High-Impact Practices for Collaboration & Inclusion Through Sport

Caroline Rogers, Rebecca Aslinger, Melanie Ribaric

Chattanooga State Community College

Attendees will learn how students from the Education Department and the Physical Therapist Assistant Program at Chattanooga State Community College joined community partners in Therapeutic Recreation for a three-hour interactive experience using adaptive sports and recreation. This cross-discipline HIP allowed students to explore how the various disciplines interact in the workplace to meet the needs of students/clients with special needs. Attendees will develop a blueprint of cross-disciplinary HIPs to incorporate in their classroom and reflect on participation to examine how such activities can facilitate cross-disciplinary HIP experiences.

3:30 PM - 4:30 PM | Corps II

Fostering Faculty Buy-in for Meaningful and Measurable Assessment of High-Impact Practices

Heather Haeger, Corin Slown, Corin White

California State University Monterey Bay

This interactive session will provide examples and strategies for creating robust research and assessment plans for assessing the impact of HIPs, both in and out of class. Examples will be provided from the Undergraduate Research Opportunities Center and course-based undergraduate research experience Faculty Fellows program at California State University, Monterey Bay to demonstrate how to engage an interdisciplinary team of faculty and staff to create assessment instruments and an assessment plan. Participants will learn to identify meaningful and measurable outcomes for their course or program along with strategies for fostering faculty buy-in and creating a collaborative assessment instrument. Participants will reflect on what they learned and create potential timelines and plans to move forward in implementing their assessment plan.

3:30 PM - 4:30 PM | Reville I

Combining HIPs: Enhancing a First-Year Seminar Common Read Through Service Learning

Hayley Kazen, Daniel De la Miyar, Marcela Uribe, Cihlalli Perez

Texas A&M International University

The attendees will learn how the school is supplementing the regular common reading curriculum with a service-learning experience in selected seminar sections. Attendees will be given summaries/excerpts from popular common read books, along with notecards with names of community resources. In groups, attendees will form connections between themes in the book with community resources and describe possible partnerships. Attendees will make connections between book themes and community partners. Participants will then join in a reflective activity on how service learning can engage first-generation and underrepresented populations by expanding their horizons outside of their immediate home/school community.

3:30 PM - 4:30 PM | Reveille II

Using Very-Large-Scale Campus Events to Assure HIPs Consistency and Fidelity

Ken O'Donnell, Dominguez Hills, Ellie Ertle, Nate Millard

California State University, California State University Chico

Two institutions in the California State University System have addressed the quandary that the most powerful educational experiences are often the most difficult to reproduce by adding large-scale high-impact practices anchored by highly visible, annually recurring campus events. CSU Chico embeds public sphere pedagogy into its first-year experience, culminating in heavily promoted events like the Town Hall Meeting and the Great Debate. These are student-led and embedded in courses required for the degree. Both institutions will share details of how the events are organized and sustained through more than 10 years of budget swings and multiple generations of administrative turnover. They will also share assessment and institutional research data showing how this long-term, large-scale approach to HIPs provides validity, consistency, and reliably high-impact.

3:30 PM - 4:30 PM | Ross I

Get Real About HIPs: Reacting to the Past and Preparing Today's Students for the World of Tomorrow - PART 2 of 2

Thomas Chase Hagood, Naomi J. Norman

University of Georgia

This workshop gives participants an opportunity to experience the empowering potential of Reacting to the Past (RTTP), an active-learning pedagogy. The session will ask participants to reflect on current research on the pedagogy as well as how Centers for Teaching and Learning or other similar instructional support units can equip and develop faculty to utilize role-playing games or game-based learning as a research-based strategy to engage all students for deeper learning. Key questions explored in session include what can RTTP and its ability to set minds on fire for learning tell us about HIPs? And how can faculty use RTTP to prepare today's students for the world of tomorrow?

3:30 PM - 4:30 PM | Ross II

Designing to Scale: HIP First-Year Seminar and Experience

Judi Haskins, Chris Kearns, David J. Singel

Montana State University

This presentation will detail how Montana State University built a cross-cutting coalition of design partners, implemented the resulting model(s), measured outcomes, and revised subsequent iterations of the initiative to employ HIPs to improve student outcomes while transforming campus culture. The project at MSU (in its third year) is called the Sophomore Surge, where mentors engage and support the freshmen throughout their first year of college in order to Surge them into their sophomore year. The program is a collaboration between Academic Affairs and Student Affairs and works with both interdisciplinary and discipline-specific university seminar programs open to all first-year students. The use of ePortfolios helps the mentors identify their overall leadership, service, skills, competencies, and other transferable skills important for their future.

BREAKFAST BUFFET

6:30 AM - 8:00 AM | Century Ballroom

CONCURRENT BREAKOUT SESSION #6

8:00 AM - 9:00 AM | Corps I

Undergraduate Research as Equity-Driving HQ-HIP

David J. Singel, Colin A. Shaw, Tricia A. Seifert, Greg Young, Shelly Hogan

Montana State University

The participation of undergraduates in faculty-mentored research and creative activities represents a quintessential high-quality, high-impact practice (HQ-HIP). It requires a significant investment of time and effort, facilitates deeper learning of course concepts, entails a longer-term project, engages students in team collaboration, demands self-reflection, and furnishes a feedback-rich environment. There is a growing body of research that illuminates the positive impacts of undergraduate research both on individual student attainment of higher learning outcomes, and the institutional goals of student retention and completion – particularly among historically underrepresented students. This presentation will review this work and detail significant trends in undergraduate research as a HQ-HIP and student success program at Montana State University (MSU).

8:00 AM - 9:00 AM | Corps II

High-Impact Practices: An Educator's Guide - An Introduction to NASH's Free Online HIPs Professional Development Modules

Claire Jacobson

National Association of System Heads (NASH)

NASH is developing a series of interactive online modules related to HIPs. The modules are a mechanism for sharing lessons from the NASH TS3: HIPs project. In addition, they provide HIPs-related professional development to the higher education community and create a type of “onboarding” for future campus and system leaders who want to (or will be asked to) implement and scale HIPs. The session will offer a hands-on demonstration about how the modules can be used and allow ample time for Q&A.

8:00 AM - 9:00 AM | Reveille I

The Case for Collaboration in Designing HIPs

Jason Mastrogiovanni, Jean Peden Christodoulou

Texas A&M University, Hofstra University

For the last 12 years, these two presenters have explored collaboration in HIPs through their own research and professional practice at four different institutions. Collaborative efforts in HIPs work is not well understood, but they are being increasingly utilized for several reasons, including shrinking resources and the efficacy of academic and student affairs partnerships for increasing student success outcomes. Despite increased utilization, some believe we are only beginning to understand the components of collaboration practice in higher education. The presenters will address the challenges of creating truly collaborative programs that go beyond cost sharing and resource negotiation. Presenters will also engage participants in strategies to join in collaborative work throughout the creation and implementation of HIPs.

8:00 AM - 9:00 AM | Reveille II

High-Impact Practices of Faculty Development: INSPIREd Conversations Among the SEC

Jennifer Baumgartner, Lynda Moore, Lorraine Wolf

Louisiana State University, Mississippi State University, Auburn University

Large research-focused institutions have unique challenges when it comes to faculty engagement related to teaching. In this session, panelists from two SEC schools (Louisiana State University and Mississippi State University) will share how faculty on their campuses are engaging with the national conversation around HIPs. Universities in the SEC (Southeastern Conference) have met over the last three years and shared their ideas about faculty development to support HIPs at the INSPIRE conference. Representatives from two of those campuses will share their thoughts about faculty development gained from these conversations and the current efforts and initiatives on their campuses that support faculty learning about HIPs.

8:00 AM - 9:00 AM | Ross I

Finding Our Way with High-Impact Practices, Equity, and the First-Year Experience: Lessons from a Multi-Campus Southern Appalachian Community College

John T. Smith, Rachel Glazener, Antija Allen, Rick Patton

Pellissippi State Community College

The Pellissippi Academic Center for Excellence (PACE) began with a Department of Education Title III grant in 2016 and was created as a one-stop shop for professional development. It has become an essential environment for quality professional development, where faculty and student support services staff have found a safe, collaborative space. PACE promotes high-impact practices while enhancing the faculty members' abilities to serve as mentors, allies, and guides for their students and colleagues. Panelists in this session will share project reports from the first-year experience and Mobile and Emerging Technology Faculty Fellows.

8:00 AM - 9:00 AM | Ross II

Community-Based Learning from Professional Development to the Classroom and Beyond....

Penny Lyter, Doug Singsen, Tannette Elie, Jon Verdegan

University of Wisconsin-Parkside

This panel will focus on a campus professional development program designed to increase the quantity and quality of community-based learning (CBL) opportunities for all students across the curriculum. After a brief discussion about the development of the professional development program, the panel members will describe their experience participating in the campus Summer CBL Faculty Workshop and the year-long CBL Faculty Fellows program. Panelists will share their views on the impact of the professional development program, challenges and rewards of course/project development, unique aspects of implementing CBL in their course, and student feedback about the CBL experience.

CONCURRENT BREAKOUT SESSION #7

9:15 AM - 10:15 AM | Corps I

Improving Student Success Outcomes Through Incentive-Based Scholarships

Cassandre Alvarado, Kyle Clark

University of Texas Austin

With increased institutional focus on improving four-year graduation rates, the University Leadership Network (ULN) program at UT Austin has gained national recognition for its incentive-based model. This structure, coupled with a campus focus on student success, has yielded an increase in persistence and, ultimately, completion rates for students with the lowest predicted four-year graduation rates from UT Austin. The session will detail how the incentive-based scholarship model functions, identify the core components of the ULN program, explore results of implementing an incentive-based model on four-year graduation rates, and pinpoint components needed to administer an incentive-based program.

9:15 AM - 10:15 AM | Corps II

ePortfolios and Professional Identity Development in Higher Education

Megan Haskins, Heather Stuart

Auburn University

ePortfolios, like other high-impact practices, contribute to student learning, success, and engagement across a range of different contexts (Kuh, 2008). ePortfolios can also offer students a platform to develop and display their professional identity. Recent scholarship indicates that the opportunity to explore and articulate one's identity is especially beneficial to historically under-served populations, including first-generation students (Conefrey, 2017; Finley & McNair, 2013; Watson, et al., 2016). ePortfolios offer students a space to consider how their learning and engagement has contributed to identity development and begin the process of curating that identity for a specific audience. The workshop will focus on how outward-facing ePortfolios can enhance the development of a professional identity.

9:15 AM - 10:15 AM | Reveille I

HIPs that INSPIRE: SEC Strategies to Advance and Assess Student Learning

Alicia Dorsey, Pam Bowers, Ginger Bishop

Texas A&M University, University of South Carolina, University of Alabama

How do large universities take strategies to advance student learning to scale, such as engaging students in high-impact practices (HIPs)? How can large institutions ensure that specific populations, such as first-generation students and students of color, participate in HIPs? And once implemented, how can large institutions assess their impact to student learning and student success?

Representatives from across the Southeastern Conference (SEC) have gathered annually for three years at the INSPIRE conference (Inspiring Novel and Successful Practices that Impact Retention and Engagement) to exchange strategies and tackle common challenges in an effort to answer these and related questions. Session presenters will lead discussions and share some of the lessons learned related to the implementation and assessment of HIPs at large universities.

9:15 AM - 10:15 AM | Reveille II

Ensuring Quality While Scaling HIPs

Lindsay J. Holland, Kenneth Goldsmith, Shawn Brabham

Chattanooga State Community College

As the field of post-secondary education becomes increasingly committed to implementing high-impact practices (HIPs), attention must be paid to the quality of the HIPs if they are to be successful. This presentation will showcase the model that Chattanooga State Community College uses to ensure the quality of HIPs in the classroom. The college selected six faculty members from across the school's divisions to work through the Center for Academic Research and Excellence as HIPs Master Faculty. Their work revealed the importance of a systematic evaluation process to ensure the quality of HIPs being implemented and facilitate the course proposal process. Workshop participants will be asked to identify existing resources within their institution they can leverage to implement a process for assessing the quality of HIPs.

9:15 AM - 10:15 AM | Ross I

Online and On-the-Ground: Using Applied Learning for More Engaging Online Courses

Sean Nixon

State University of New York (SUNY) Ulster

When High-Impact Practices use the “see it, hear it, smell it, and touch it” model, students tend to have more in-depth experience. But how can institutions square that with the convenience and accessibility of screen-based learning? Research is showing that courses that are 100% online can lead to a disconnect for students. The student of tomorrow will be better served when we design online educational environments that supplement their screen tasks with the physical world that surrounds them. This session will detail teaching models that connect technology to applied learning, including examples such as having students participate in treasure hunts that take them on location to capture the physical engagement of assignment subjects.

9:15 AM - 10:15 AM | Ross II

Fellowship Advising as a High-Impact Practice: Recruiting and Mentoring Underrepresented Students

D. Craig Filar, Josh Stanek, Jesse Wieland

Florida State University

This workshop will explain the work of fellowship offices and fellowship advisors to provide a low-risk and high-reward environment for students to explore extraordinary opportunities through impactful writing, research, and reflection. The fellowship advising process introduces students to new or expanded paths for their growth and development and presents them with the challenge of writing with concision, clarity, and persuasion about themselves and their plans. The workshop will detail how Florida State University's Office of National Fellowships combats the obstacles barring underrepresented students from knowing about and applying for fellowships. Attendees will learn how fellowship offices and advisors can become an integral partner in an institution's efforts to have more students engage in high-impact practices.

BREAKTIME

10:15 AM - 10:45 AM | Century Ballroom

During this time, feel free to enjoy a 30-minute break for refreshments, networking, social media, and e-mail in the Century Ballroom on the 1st floor.

CONCURRENT BREAKOUT SESSION #8

10:45 AM - 11:45 AM | Corps I

Innovate, Advocate, and Impact: Fighting for First-Generation Student Leaders

Tearney Woodruff, Alexis Lambert, Andrea Gonzalez

Texas A&M University

This session will share how the Peer Leadership and Service Program (PLSP) at Texas A&M University found champions at the university, secured funding, and made a shift in its programming to address a significant need in the university landscape – retention, belonging, and engagement of first-generation students. Presenters will outline a model that addresses the engagement and leadership development of first-generation students, including best practices in advocating for valuable programs and navigating difficult political challenges in a time when budgets are tight. Participants will discuss gaps in their leadership programming and student populations that are not engaging in leadership on campus.

10:45 AM - 11:45 AM | **Corps II**

Is Your HIPs Program Ready for the Benefits of Quality System Elements?

Tracie Clifford

Chattanooga State Community College

Quality systems are well known as improvement models in product and service organizations, and many of those elements are suited for application in academic environments. Attendees will come away with a method to identify their HIPs program processes and responsibilities and a gap analysis tool that determines how applying a quality system will bring consistency and standardization by benchmarking current HIP practices. The presentation will also explain how to apply the “Plan, Do, Act, Check” model. Key areas with respect to quality system element application will be discussed, including HIP program vision, mission, and leadership; HIP implementation, continuity and training; and HIP auditing and measurement.

10:45 AM - 11:45 AM | **Reveille I**

Using Technology to Scale Purposeful Peer Interaction to Foster Student Success

George D. Kuh, John C. Hayek, William Hudson, Jr., Samyr Qureshi

Indiana University Bloomington

Most campuses have two things in common. First, they are trying to improve student success metrics including degree completion and attainment of what are widely confirmed to be essential learning outcomes and dispositions increasingly important for thriving in the 21st century. Second, they have a largely untapped pool of instructional and student support resources in the form of talented, strong-performing undergraduates. Decades of research show that one’s peers have considerable influence on students’ attitudes and behavior. This session will review the benefits of educationally purposeful peer-to-peer interactions, with an emphasis on the potential for technology-enriched peer tutoring and mentoring to incorporate the features of a high-impact practice (HIP) that boosts the performance of students from historically underrepresented groups.

10:45 AM - 11:45 AM | **Reveille II**

Inspiring Career Exploration and Development Among First-Generation Students at Minority-Majority Campuses in the United States

Heather Butler, Yvonne Villanueva-Russel, Beth Manke, Brenda Mendez

California State University Dominguez Hills

Career exploration and development is a critical part of emerging adulthood. Transitions at any stage of life are difficult, but the transition from college to career is especially difficult and is often fraught with anxiety and depression (Rottinghaus, Jenkinds, & Jantzer, 2009). The Design Your Life program aims to reduce the amount of anxiety that emerging adults feel by helping them explore their career options, connect with those in occupations they want to pursue, and prepare them for the realities of a 21st century marketplace. The program does this by enhancing students’ career development agency. This panel will include presentations from three universities that have implemented an innovative career exploration and preparation program known as Design Your Life.

10:45 AM - 11:45 AM | Ross I

From the Drawing Board to Liftoff: Starting a Program for First-Generation College Students

Leroy G. Dorsey, Zuleika Carrasco-Martinez, Larry Walker, Tim Woods

Texas A&M University

In 2017 the College of Liberal Arts at Texas A&M University initiated the yearlong Freshman Innovation Group (FIG) Program for first-generation students. The FIG program provides these students a learning community to help ease the social transition into college life, along with an academic environment that brings these students one step closer to the successful completion of their degree. The program features a small network of faculty, administrators, mentors, advisors, and development officers working together to create a unique environment for student success. The workshop will highlight strategic choices made at Texas A&M to create a successful and ongoing first-generation program.

10:45 AM - 11:45 AM | Ross II

Under-Represented Minority (URM) Students' Perceived Barriers to HIP Participation

Morgan Barber, S. A. Welch, Joan Cook, Catherine Chan

University of Wisconsin Whitewater

The number of under-represented minorities (URM) enrolled in college has increased over the last 10 years, yet the graduation rate of this group has not grown in proportion to the increase (U.S. Department of Education). Related is a growing concern for the need to involve more URM students in the full range of academic experiences beyond the classroom (O'Donnell, et al, 2015). Participation in High Impact Practices (HIPs) has been documented to be beneficial to all students and, in particular, for URM students. This workshop addresses lower participation by URM and shares data from graduating URM students about the HIPS they participated in, along with perceived/experienced obstacles and the lessons learned to increase student engagement in high-impact practices.

LUNCH & FEATURED SPEAKER

12:00 PM - 1:15 PM | Century Ballroom

Abraham van Helmond
Senior, Chemistry Major

Texas A&M University



A First-Generation College Student's Journey: Finding Scholarly Identity Through HIPS

Dr. LaVar Charleston

Inaugural Associate Dean for Diversity and Inclusion, School of Education

University of Wisconsin-Madison



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

CONCURRENT BREAKOUT SESSION #9

1:30 PM - 2:30 PM | Corps I

Supporting Integrative Learning Through Prompted Reflection: Developing a Mentoring Toolkit for HIPs

Jessie L. Moore, Paul C. Miller, Danielle Lake

Elon University

Elon University's ongoing commitment to experiential learning and high-impact practices (HIPs) fostered questions about how to further enrich student learning and how best to foster integrative learning while advancing the potential of Elon graduates. Committee work identified "mentoring excellence" as an avenue to further enrich student learning. Workshop attendees will learn how Elon University developed a mentoring toolkit and how it challenges students to develop their own educational mission and a plan to execute that mission. Attendees will complete abstract laddering and project kick-starter activities to reflect on their goals and the potential opportunities for mentoring on their campus.

1:30 PM - 2:30 PM | Corps II

What Makes High-Quality HIPs? Lessons for Quality and Equity

Jillian Kinzie, Alexander C. McCormick, Brendan Dugan, Bob Gonyea, Samantha Silberstein

Indiana University Bloomington

Many colleges and universities promote the value of high-impact practices (HIPs) such as service-learning, undergraduate research, internships, and study abroad. Findings from the National Survey of Student Engagement (NSSE) demonstrate that students benefit from engagement in HIPs, yet simply offering such activities does not guarantee high-quality learning or even participation. In practical terms, institutional and collaborative initiatives to elevate and expand HIPs need straightforward measures to assess HIPs, study their effectiveness, and inform implementation efforts. This presentation will detail the process Indiana University Bloomington used to develop a survey aimed at gathering information on students' experiences with HIPs. Presenters will also detail the process and decisions the university uses to define a high-quality HIP.

1:30 PM - 2:30 PM | Reville I

Learning-Centered Employers: HIPs for the Workplace of 2020 and Beyond

Caroline M. Coward, Jonathan Abary, Nujoud Merancy, Mark Lemmon, Sergio Sandoval, Liz Warren

NASA Johnson Space Center, Space Station Institute, International Space Station U.S. National Laboratory

This panel presentation will explore the latest developments at the intersection between high-tech, high-touch, and high-stakes industries and high-impact practices (HIPs), with a special focus on first-generation students, DREAMers, and other groups that benefit most from HIPs. Representatives from NASA Johnson Space Center, Shell Oil, and others will discuss these transformations, both in the workplace and in recent alumni, and how curricula steeped in HIPs produce desirable graduates and successful employees.

1:30 PM - 2:30 PM | Reveille II

Examining the Impact of Three HIPs on First-Generation College Students: Are We Meeting Student Needs?

Laurie A. Sharp, R. Michael Haynes, Lesley F. Leach, Denaë Dorris

Tarleton State University

Demographic changes have dramatically reshaped student populations in higher education, a shift that now includes more traditionally underserved students, such as first-generation college students. The research is clear that High-Impact Practices (HIPs) have the potential to promote deep learning and improve educational outcomes among all students, particularly students whose parents may not hold a four-year college degree. Tarleton State University has integrated HIPs into multiple courses within the general education core curriculum and engaged in other HIPs practices. A recent deep dive into the components of the first-year curricular experience, the first-year research experience, and applied learning experiences has revealed the impact of these HIPs on first-generation students. The panel presentation will feature presentations about each of these HIPs and reveal their respective impacts, revealed through a comprehensive statistical analysis.

1:30 PM - 2:30 PM | Ross I

Service-Learning Across the Nation: Three Case Studies of Providing Access to Underrepresented Students

Marcela Uribe, Claire King, Melissa Shehane

Texas A&M International University, Stella and Charles Guttman Community College at CUNY, Texas A&M University

Service learning is a high-impact practice that allows students to have real-life opportunities, make connections between theoretical and practical experience, enhance personal or professional skills and dispositions, and develop civic responsibility. Service learning was conceptualized for traditional students, meaning mostly white, middle class, full-time, and enrolled directly from high school. However, in the last decade, minority students are enrolling in post-secondary education at higher rates. Limited research is available on how these students experience service-learning courses and how colleges and universities adapt to the needs of a diverse student population. This presentation will showcase how different universities adapt practices, curriculum, and strategies to engage non-traditional students in service-learning pedagogy and how these students perceive service-learning courses.

1:30 PM - 2:30 PM | Ross II

Leveraging Student Reflection for High-Impact Learning - PART 1 of 2

(Note: this session continues until 4:00 PM)

Laurel Willingham Mclain, Nancy Simpson

Independent Scholar, Texas A&M University

Student reflection on learning is a key element across all high-impact practices (HIPs) (Kuh, 2008). HIPs engage students in various real-life learning experiences that are complex and open-ended. In order for students to grow as self-directed learners, and learn in ways that are meaningful and lasting, they need to reflect throughout the process. This two-part workshop explores the why and how of reflection as critical to successful learning. Findings from learning research will help explain why reflection is a component of all high-impact practices, and examples from a variety of disciplines will give insight into how to incorporate opportunities for reflection in our classes. Participants will learn practical techniques for prompting, guiding, and responding to student reflection in multiple phases of learning experiences.

BREAKTIME

2:30 PM - 3:00 PM | Century Ballroom

During this time, feel free to enjoy a 30-minute break for refreshments, networking, social media, and e-mail in the Century Ballroom on the 1st floor.

CONCURRENT BREAKOUT SESSION #10

3:00 PM - 4:00 PM | Corps I

HIPS in the Freshman College Summer Experience at the University of Georgia

Lindsay Coco, Thomas Chase Hagood

University of Georgia

Presenters will share strategy, innovations, successes, and challenges for the work in the University of Georgia's Freshman College Summer Experience as a key first-year program. It was established in 2000 based on a model at Harvard University to provide an opportunity for a small cohort of first-year students to complete an early start program during July. A key component has been hiring graduate student mentors to work in the program and complete service-learning with students, live in-residence, and provide near-peer mentoring to assist students in their transition. Presenters will engage attendees in discussion about embedding HIPS within first-year academic programs and how to think creatively, particularly regarding early start first-year programs.

3:00 PM - 4:00 PM | Corps II

The Real Networked Improvement World: A Multi-University Approach to Student Success via NICs

Michael Preston

Florida Consortium of Metropolitan Research Universities

In a session similar to a murder mystery, the facilitator will take the audience through an immersive timeline simulation using the case study of when three metropolitan universities in Florida collaborated to scale student success along a college-to-career continuum to address gaps in transfer success, employability, and teaching and learning. Each participant will be given the circumstances, resources, and decisions the team made, but they will be out of order and without any structure. Throughout the session they will be asked to interact with the facilitator and each other to arrange these "clues" into a logical order, and at each stage the results will be dictated by how well they work together. At the end, the host will reveal the complete story.

3:00 PM - 4:00 PM | Reveille I

Strategies to Implement Community-Based Service-Learning Projects as a Teaching Pedagogy of Higher Education

Vuddandam Rajesh, Jacqueline Abernathy, Sharon Bowers, Matthew Hallgarth, Edward Randle
Tarleton State University

In this interactive session, participants will be introduced to and become familiar with the importance of community-based service learning; see examples on how to implement service-learning activities into traditional teaching styles and study-abroad programs; learn how faculty can provide continuous feedback on student reflection; and learn how the new teaching pedagogy will promote scholarship activity. This session is designed with four learning activities to engage and educate participants with best practices and tools to implement community-based service-learning projects into the course curriculum. At the end of the session participants will be able to appreciate the importance of community-based service-learning and leave with ideas on how to implement it at their institutions.

3:00 PM - 4:00 PM | Reveille II

Exploring a Consortium to Increase Undergraduate Research Opportunities Based on the Research-Intensive Community Model

Christopher Quick, Andrew McNeely, Trudy Bennett, Glen Laine
Texas A&M University

The Aggie Research Program has created a large-scale undergraduate research program by pairing junior faculty, postdoctorates, and graduate students seeking leadership opportunities with teams of undergraduates seeking research opportunities. With a distributed administrative structure that cuts across traditional boundaries between undergraduate research, graduate studies, and faculty development, the Aggie Research Program is becoming one of the nation's largest undergraduate research programs, while supported by an administrative budget of less than \$50,000 a year. Participants will get an overview of the strategies that structure the program while building high-impact assessment capacity and be invited to the first discussions of forming a multi-institute consortium to propagate this model.

3:00 PM - 4:00 PM | Ross I

Public Demonstrations of Competence at Texas A&M University-Corpus Christi

Chelsie Hawkinson, Rita Sperry, Michelle Evans
Texas A&M University - Corpus Christi

Texas A&M University-Corpus Christi's University College places a strong emphasis on public demonstration of competence as a central feature of the student experience. This panel will highlight the design and implementation of three program-wide forums for showcasing student work to the campus community: (1) First-Year Symposium, a student poster session required for all students; (2) the First-Year Research Conference (FYRC), an academic conference experience; and (3) the Honors Symposium, a day of sessions led by Honors Program students.

3:00 PM - 4:00 PM | Ross II

Leveraging Student Reflections for High-Impact Learning – Part 2 of 2

Laurel Willingham McLain, Nancy Simpson

Independent Scholar, Texas A&M University

Student reflection on learning is a key element across all high-impact practices (HIPs) (Kuh, 2008). HIPs engage students in various real-life learning experiences that are complex and open-ended. In order for students to grow as self-directed learners, and learn in ways that are meaningful and lasting, they need to reflect throughout the process. This two-part workshop explores the why and how of reflection as critical to successful learning. Findings from learning research will help explain why reflection is a component of all high-impact practices, and examples from a variety of disciplines will give insight into how to incorporate opportunities for reflection in our classes. Participants will learn practical techniques for prompting, guiding, and responding to student reflection in multiple phases of learning experiences.

WRITE, COLLABORATE, BRAINSTORM: PROPOSAL PLANNING FOR HIPs AT IUPUI

4:15 PM - 5:00 PM | Century Ballroom

This informal session will provide participants an opportunity to hear more about the October conference at IUPUI, learn about the Assessment Institute, see the proposal submission system, and work on a proposal. Exemplar proposals will be available for review. Participants can use this time for discussing collaborations, brainstorming ideas with others, or submitting a proposal. The session will be facilitated by Tom Hahn (IUPUI), Ken O'Donnell (CSU Dominguez Hills), and Mike Stephenson (Texas A&M).

BREAKFAST BUFFET

6:30 AM - 8:00 AM | Century Ballroom

CONCURRENT BREAKOUT SESSION #11

8:00 AM - 9:00 AM | Corps I

Developing Professionals, Not Workers: “We Believe You Can Succeed”

Thi Pham, Anna Schmidt, Jeffery Grogan

IUPUI

IUPUI programs implemented at little to no cost or time help first-generation college students see and position themselves as independent-minded professionals, not just workers. The internship program at IUPUI is designed for second- and third-year undergraduate students to gain early, hands-on, professional experience to help them explore career paths, develop professional skills, and increase self-awareness to maximize success. The activities can be tailored for both curricular and co-curricular experiences. Some of the outcomes for the students include recognizing the importance of role models and mentors, expanding professional networks, and adaptability to different environments.

8:00 AM - 9:00 AM | Corps II

How ePortfolio Works with Reflection to Help First-Generation College Students Envision Future Success

Chris Lykins

Chattanooga State Community College

While ePortfolio is typically used in one or two classes to meet objectives or goals for particular instructors, this is not enough. In order to be effective and be “done well,” ePortfolio needs to be adopted at the program level, at a minimum, and at the institutional level for maximum impact. This interactive session will help attendees consider attitudes and behaviors of first-generation students or other underserved students and reveal strategies to overcome those attitudes and behaviors. Attendees will build an ePortfolio assignment reflection that guides a student from the artifact to the embedded lessons in the process of creating the artifact and connecting those lessons to their success as a student and a future practitioner in their chosen field.

8:00 AM - 9:00 AM | Reville I

Supporting First-Generation Students Through Academic Coaching

Maggie K. Blanton, Thomas Chase Hagood

University of Georgia

Academic Coaching at the University of Georgia (UGA) utilizes research-based methods to help students achieve academic success. Coaching is particularly impactful for first-generation college students by promoting a growth mindset, fostering self-efficacy, and empowering them to adopt metacognitive learning strategies. In this interactive session, participants will simulate the flow of an Academic Coaching session by identifying the strengths of first-generation college students before considering barriers to their success. Presenters will moderate a discussion on how first-generation students can leverage their strengths to overcome challenges by engaging in metacognitive strategies, reflecting on their own learning, and investigating additional campus resources. Takeaways will be shared, including this program's learning outcomes, meeting protocol, embedded assessment methodology, and citations of the research framework.

8:00 AM - 9:00 AM | Reville II

Infusing Leadership Development into Student Employment: A High-Impact Practice and a Moral Imperative

Adam Peck

Stephen F. Austin State University

This session will make the case for infusing leadership learning into student employment experiences in order to expand the transformative impact beyond those deeply engaged students who opt into our programs. By doing this, we can reach students who are more at risk and who arguably need this learning the most. Participants will work in small groups to discuss how effectively student employment experiences on their own campuses address the six conditions of high-impact practices. The groups will brainstorm ways to infuse NACE Employment Competencies into a variety of student employment experiences.

8:00 AM - 9:00 AM | Ross I

A Three-Part Curriculum to Prepare Students for Study Abroad and High-Level Internships

Sean Barnette, Carlos Mentley, Lillie Craton

Lander University

It is widely recognized that study abroad and internships are “high-impact practices,” but students must be appropriately prepared in order to reap the greatest benefit. In this session, three presenters will share a curriculum that enables students to get more academic, professional, and humane benefits from study abroad and high-level internships (what we call a “BreakAway” experience) through enhanced pre-departure and post-return classroom experiences. Each presenter will discuss the rationale for and structure of the curricular component that he or she oversees: a pre-departure Travel Lab course, a formal proposal, and a post-return reflection seminar.

8:00 AM - 9:00 AM | Ross II

Perspectives Workshop: HIPs Across The Texas A&M University System

Shonda Gibson

Texas A&M University System (with representatives from each of the system's 11 universities)

In this interactive session, 11 university leaders from across Texas will share in an interactive panel format. These student success leaders have engaged in a year-long continuous improvement process designed to bring about greater transparency and assessment of student learning outcomes. Utilizing the National Institute of Learning Outcomes Assessment Excellence in Assessment rubric, each university has engaged in self-study, enabling a base from which to set improvement goals.

Participants will identify common challenges and barriers related to HIPs, and then perspectives will be shared from a panel of institution representatives who have been involved with HIPs and assessment of SLOs over the past decade. This session examines HIPs across an entire system and offers ways to address common challenges and barriers, including: quality, definitions, tracking, scaling, equity, and assessment and communication of HIPs. Early efforts toward a system-wide review and commitment to HIPs will be shared, along with a group discussion centered on building capacity and sustainability.

CONCURRENT BREAKOUT SESSION #12

9:15 AM - 10:15 AM | Corps I

Bridging the Gap Between Advising and Mentoring: Applying Advising Models to Peer Mentorship Training Practices

Daniel Springer, Kayla McGee

Texas A&M University

Peer mentors can positively impact the level of engagement students feel with their institutions, which has been linked to student success and student retention. Selection and training of peer mentors is key. This session will use an interactive assessment to introduce participants to four models (prescriptive, developmental, intrusive, and appreciative) utilized in academic advising to better understand their own default approach to advising their students. Participants will be asked to both identify and articulate their own preferred advising style while also engaging with those they are less familiar or comfortable with. Participants should leave this session with innovative, actionable ideas on how to incorporate these advising styles into the training they provide for their peer mentors.

9:15 AM - 10:15 AM | Reville I

Promoting Access/Equity: Engaging Underrepresented Students in Global Learning

Evadean Myers, Marcus King, Nathan Mitchell

Prairie View A&M University

This interactive presentation will offer ways to give underrepresented and first-generation college students access to global learning opportunities. Only 29.2 percent of the students who participate in global learning opportunities, like study abroad, are people of color. Only 35 percent of all first-generation college students participate in such activities, studies reflect. Barriers include limited finances, lower support from family, and a lack of awareness. Presenters from Prairie View A&M University will highlight their successful implementation of strategies for recruiting, engaging, and retaining the interest of underrepresented students for global learning. Examples include “viral” social media, free passports to students, faculty ambassadors, student mentors to advocate directly to students, and residential programming to meet students where they live.

9:15 AM - 10:15 AM | Reville II

Baby Steps and Giant Leaps: Establishing the First Fully Developed Honors College at a Community College in Tennessee

Victoria Bryan, Melodee Alexander

Cleveland State Community College

This panel will discuss Cleveland State’s process of building the first fully developed honors college at a community college in Tennessee. Prior to 2015, the program traditionally operated on a contract model. Students graduated with an honors diploma, and there was little consistency among honors course requirements. The school’s cohort-style program began in 2015 with 17 students. The numbers doubled and then tripled as more students were recruited and graduated. Multiple tracks have been developed toward the honors diploma that would address specific majors and career goals and accommodate adult learners and students working full-time jobs or caring for a family. The program currently serves 125 students actively engaged in the program in one of the five distinct honors tracks.

9:15 AM - 10:15 AM | Ross I

Evidence that Taxonomy-Designed Courses Yield HIP Experiences for Students

Kristi Wilkum, Laura Lee, Kathy Immel, Abbey Fischer

University of Wisconsin Oshkosh

A project started three years ago has resulted in a tool that ensures that undergraduate research HIP experiences within University of Wisconsin Oshkosh are truly high-impact. The resulting taxonomy provides faculty and staff flexibility in the design of the research experience while ensuring an engaging experience for the students. The taxonomy has integrated research into a variety of courses at the two-year campuses, where a significant percentage of students are Pell eligible and/or first generation. This panel session will feature discussions about research experiences in the courses, how students have responded, and why it is a meaningful learning experience for them.

9:15 AM - 10:15 AM | Ross II

Using HIPs as Civic Engagement Models

**Eric V. Morrow, Chris Gearhart, Winston Dawson, Callie Price, Marcie Reynolds,
Casey Thompson**

Tarleton State University

Panelists will share how the inclusion of HIPs in undergraduate courses across several disciplines at Tarleton State University has increased civic learning and engagement among students, impacted achievement and lowered DFW rates, and positively affected retention in the FTIC cohorts. During the 2019-2020 academic year, the school's HIPs will engage more than 3,500 students. The panel presentation will demonstrate the significant effort that Tarleton State has given to HIPs focused on civic learning and engagement with a goal of impacting students academically, personally, and socially. Courses range from Texan Debate, to Sense of Place, and a living-learning community focused on civic engagement.

REFLECTIONS & PLANNING OCTOBER 2020 HIPs IN THE STATES BOXED LUNCHES TO GO

10:30 AM - 11:30 AM | Century Ballroom

Join us as we reflect on this year's conference and discuss the opportunities for the HIPS in the States tracks at the 2020 Assessment Institute in Indianapolis.

The event, scheduled for October 25-27, 2020, will continue to address issues of equity, fidelity, evidence, and collaboration.

Proposals are due by March 20, 2020.

THANK YOU FOR YOUR SUPPORT

PROPOSAL REVIEW PANEL

Tony Ammeter
University of Mississippi

Christopher Basgier
Auburn University

Vanessa Beasley
Vanderbilt University

Heather Butler
CSU Dominguez Hills

Melissa Brocato
Louisiana State University

Melynda Conner
Tennessee Board of Regents

Paul Cook
Indiana University Kokomo

Caroline M. Coward
*NASA Jet Propulsion
Laboratory*

Jerry Daday
*Indiana University-Purdue
University Indianapolis*

Laura Dunn
Mississippi State University

Sara Evans
Kennesaw State University

Abbey Fischer
*University of Wisconsin
Colleges-Barron County*

Trevor Francis
University of Arkansas

Deborah Keyek-Fransen
*University of Colorado
System*

Robert J. Hinde
University of Tennessee

Scott Jones
Lander University

Ken O'Donnell
CSU Dominguez Hills

Joe O'Shea
Florida State University

Robin Schofield
*Pikes Peak Community
College*

Michael T. Stephenson
Texas A&M University

Adam Sterritt
University of Alabama

Kathi Kern
University of Kentucky

Jillian Kinzie
*Indiana University Center
for Postsecondary Research
& the NSSE Institute*

Angela Lindner
University of Florida

Sean Nixon
SUNY Ulster

Elise Newkirk-Kotfila
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HIPS IN THE STATES JOINS THE ASSESSMENT INSTITUTE



Indianapolis, IN
October 25-27, 2020
Indianapolis Marriott Downtown

assessmentinstitute.iupui.edu
Submissions deadline: Friday, March 20, 2020

The Assessment Institute in Indianapolis welcomes HIPs in
the States!
Hosted by IUPUI

Beginning with the 2020 Assessment Institute in Indianapolis, HIPs in the States will meet as part of this annual event, including having its own dedicated track at the Assessment Institute each year.

Please visit the Call for Proposals section of the website to propose a session for the HIPs in the States track.



Thanks & Gig 'Em



Join us in Indianapolis, IN for our
next HIPS in the States

October 25-27, 2020
Indianapolis Marriott Downtown

Hosted by IUPUI