

High-Impact Practices in the States



CONFERENCE PROGRAM

FEBRUARY 22-24

2018

CSUDH

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

NASH
National Association
of System Heads





A message to HIPs in the States

Dear Colleagues:

I've been privileged to participate in the early stages of this informal special community of practice. Like the more structured Taking Student Success to Scale initiative of the National Association of System Heads, we are part of a much needed, rapidly maturing movement.

The early HIPs literature and more recent findings confirm what educators have long believed about learning - that engagement matters – for learning, persistence, and equity. In the near term we need to build on and enrich this evidence and share it with like-minded partners across the academy as we look for effective ways to organize and scale developmentally powerful programs and practices.

This conference is a signal event for the movement, we hope the first of many. I look forward to seeing you in Dominguez Hills.

George Kuh
Indiana University

HIGH IMPACT PRACTICES IN THE STATES THANKS THE MANY FRIENDS AND COLLEAGUES WHOSE THINKING AND PARTNERSHIP CONTRIBUTED TO THIS CONFERENCE, AND IN PARTICULAR:

Joann Boughman
Mark Carrier
Bill Chang
Caroline Coward
Jerry Daday
Tristan Denley
Kate Esposito
Anna Liza Garcia
Kathy Johnson

Deborah Keyek-Franssen
Jillian Kinzie
George Kuh
Jason Lane
Heidi Leming
Rebecca Martin
Kate McConnell
Elise Newkirk-Kotfila
Ken O'Donnell

Nancy O'Neill
Claudia Orozco
Nicole Rodriguez
Randy Schulte
Matthew Smith
Michael T. Stephenson
Heather Vega

Conference Agenda

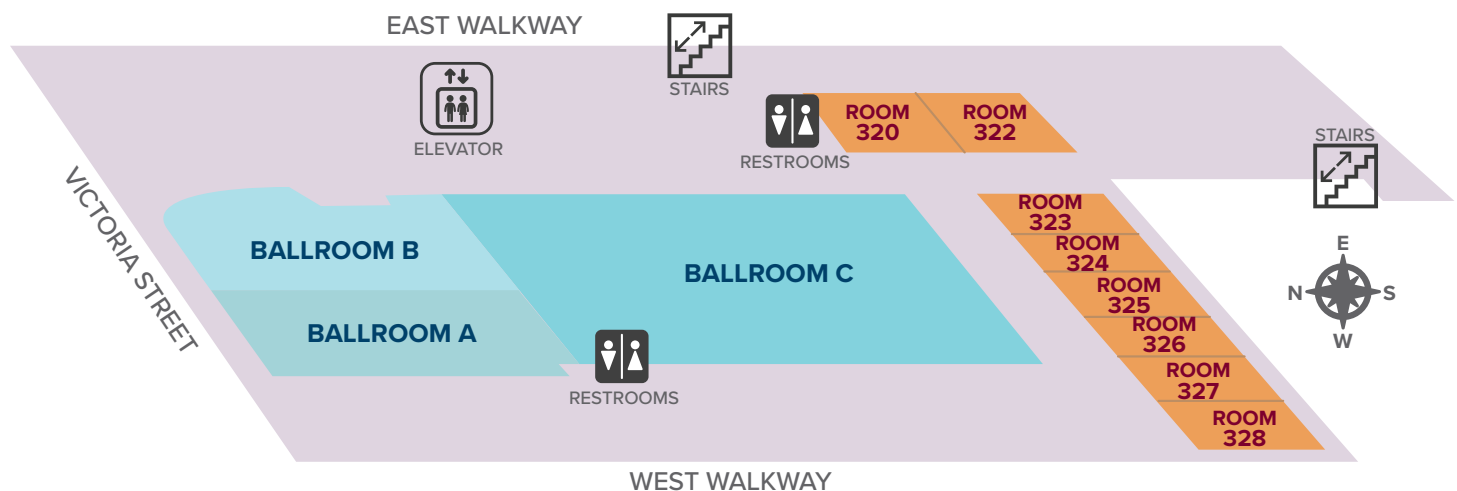
	THURSDAY FEBRUARY 22	FRIDAY FEBRUARY 23	SATURDAY FEBRUARY 24	
8 AM		8:00-9:15 Breakfast Panel	8:00-9:15 Breakfast and <i>Flash Plenary Session: Best Idea So Far</i>	
9 AM	8:30-11:30 Pre-Conference Workshops	9:30-10:45 Concurrent Breakouts	9:30-10:45 Concurrent Breakouts	
10 AM		11:00-12:15 Concurrent Breakouts	11:00-12:00 Networking and Team Time	
11 AM		12:00-1:30 Opening Plenary and Conference Keynote	12:15-1:00 Lunch with Tables <i>by Discussion Themes</i>	12:15-1:30 Lunch and Closing Plenary
12 PM		1:00-2:00 Plenary Address		
1 PM	1:45-3:15 Concurrent Breakouts	2:15-3:30 Concurrent Breakouts		
2 PM	3:30-5:00 Concurrent Breakouts	3:45-5:00 Plenary Workshop		
3 PM	5:00-6:30 Reception and Musical Performance	6:00-8:00 Dinner by Separate Reservation		
4 PM				
5 PM				
6 PM				
7 PM				
8 PM				

CSUDH LOKER STUDENT UNION (LSU)



All programmed events take place in the Loker Student Union on the campus of California State University, Dominguez Hills. Ballrooms and breakout rooms are on the second floor. Downstairs are a food court and other informal meeting spaces.

Loker Student Union is immediately north of the University Library, which offers additional seating areas, informal meeting spaces, and a coffee lounge.



Pre-Conference Workshops

Participation in each Pre-Conference Workshop is by separate registration, and limited to 30 people per workshop. Workshops are designed for cross-functional institutional teams.

Plenary & Keynote Sessions

Meetings of the full conference will take place in the ballrooms, and include both traditional presentations and interactive working sessions. We encourage you to bring a tablet or smartphone.

Each concurrent time block includes at least two rooms of **condensed sessions** with concise accounts of similar work at multiple sites.

Sessions are organized along three frontiers of national work on high-impact practices:



FIDELITY

These presentations show how colleges can get more explicit about **what is and is not a High-Impact Practice**, improving our confidence that anything called a HIP includes all three of these characteristics:

1. Activities that require reflection and metacognition;
2. Evidence of sustained effort over an extended period of time culminating in a major accomplishment or product such as a report from a research project or applied learning experience (e.g., community engagement, internship, field work); and
3. Vetted demonstration of one or more desired outcomes such as persistence, increased engagement, interpersonal competence, writing proficiency.

Such confidence in the fidelity of implementation is crucial for ensuring genuine access and equity.



EVIDENCE

These presentations help us move beyond indirect assessments, surveys, and self-report to corroborate the field's early evidence, often with existing assessment structures like program review, graduation rate dashboards, and accreditation to **strengthen the case for High-Impact Practices**. How are these findings gathered and vetted? How do we document gains in proficiency as well as persistence? Which data and presentations are most compelling to external stakeholders? What can individual programs gather right now?



COLLABORATION

Most educational institutions have a kind of centrifugal force pushing programs away from each other, as understaffed offices prioritize service to the students right in front of them. Yet genuine scale depends on connecting with colleagues too, in advising, communications, information technology, and academic departments in a range of disciplines. How are HIPs leaders making time to **forge new alliances** across the college? Which campus functions and offices are easiest to start with?

Pre-Conference Workshops

8:30 AM – 11:30 AM | LSU: ROOM 320

High-Impact Practices in Curriculum Design



Ashley Finley

*Assoc. Vice President,
Academic Affairs
Dominican University
of California*



Rebecca Karoff

*Assoc. Vice Chancellor
for Academic Affairs
The University of
Texas System*

Building HIPs into intentionally designed curriculum is a powerful way to assure access, quality, and equity. Participants will learn how campuses in the UT system use undergraduate degree plans to intentionally sequence HIPs across the student path to degree. In California, the Dominican Experience is a team-based integrative advising framework that supports students individually in connecting the pieces of their education and their career goals; a series of signature activities common to all students that develop and put into practice the core values underlying the curriculum. Teams will leave the session with tools for campus-wide integration of programs, learning, and assessment.

8:30 AM – 11:30 AM | LSU: ROOM 323

Institutionalizing HIPs at Scale: A Long-Term Campus Plan



Keisha Paxton

*Professor of
Psychology,
CSU Dominguez Hills*



Paz Oliverez

*AVP Student Affairs,
CSU Dominguez Hills*

The 2014 University Strategic Plan for California State University Dominguez Hills committed the campus to improving graduation rates and closing gaps in attainment. A critical and explicit strategy was ensuring that every student would participate in at least two high-impact practices - a daunting goal for an institution whose resources are constrained by its historical focus on broad access, equity, and affordability. Participants will learn how a long view and low-cost techniques of acculturation have strengthened equity and learning, as the campus makes record-breaking strides in persistence, gap closing, and degree attainment.

Pre-Conference Workshops

8:30 AM – 11:30 AM | LSU: ROOM 325

Student Engagement Compelled by Evidence



Angel Sanchez
AVP Institutional
Effectiveness,
CSU Fresno



Bernadette Muscat
Assoc. Dean,
College of Social
Sciences, CSU Fresno

CSU Fresno is prominent in the 23-university state system for making institutional data visible and intelligible to everyone on campus. The university has invested in data visualization tools and a robust back-end integration of multiple sources of institutional and student records. End users across the campus are supported by tiers of graduate students, paid staff at a full-service help desk, and professional analysts. The result is college-wide use of data to facilitate the emerging high-impact practices of student academic support, such as supplemental instruction, proactive advising, early warning, and peer mentoring. Participants will explore ways their home institutions can create a culture of informed student engagement.

8:30 AM – 11:30 AM | LSU: ROOM 326

The Eleventh High-Impact Practice: ePortfolios



Bret Eynon
LaGuardia
Community College



Laura Gambino
Guttman
Community College

Two decades after their introduction, ePortfolios have outgrown their early use as online repositories of student work. At the vanguard of the practice, they now drive personal growth, metacognition and reflection. Paradoxically, their powerful benefits for individual learners are also influencing institution-wide culture change, helping institutions move from instruction-centered to student-centered organization. Eynon and Gambino have written a pair of books examining the use of ePortfolios for deep learning, institutional reform and coherence, and full preparation for students' lives after college. Participants will develop plans for designing and adopting a campus-wide culture of portfolio thinking, as a means of scaling and embedding high-impact practices in the experience of students from all backgrounds.

Opening Plenary and Luncheon

NOON – 1:30 PM | LSU: BALLROOM

Welcoming Remarks:



FROM THE CAMPUS
Willie J. Hagan
President
CSU Dominguez Hills



**FROM TAKING
STUDENT SUCCESS
TO SCALE**
Rebecca Martin
Executive Director
*National Association of
System Heads*



**FROM THE
CONFERENCE**
Ken O'Donnell
Interim Vice Provost
CSU Dominguez Hills

CONFERENCE KEYNOTE ADDRESS

What the Rest of Us Need from Your High-Impact Practices



Andrew Ceperley
*Directs the Silicon Valley
Program at
Claremont McKenna College*

The Silicon Valley Academic Internship Program at Claremont McKenna College has placed liberal arts majors into a remarkable string of internships with companies like Microsoft, CrunchFund, Square, Tesla, Google, and Genentech. These employers value the versatility and innovation of broadly transferable liberal learning, developed and demonstrated by high-impact practices. As the HIPs community of practice develops new tools to scale experiential learning, employers are ready to make its value clear to higher education newcomers - including many of the students and families at public colleges and universities.

Andrew Ceperley earlier served as Interim Associate Provost at Loyola Marymount University in Los Angeles, and Assistant Vice Chancellor of Student Affairs and Director of the Career Center at UC San Diego. He was retained by the University of Melbourne in Australia to integrate the institution's decentralized career initiative. He has consulted with University of Arizona, the University of Pennsylvania, Michigan Tech, and Occidental College, among others. From 2012-13 he was President of NACE, the National Association of Colleges and Employers.

Concurrent Breakouts

1:45 PM – 3:15 PM

A S.T.A.R. to Scale:

The University of Guam's Three-tier Learning Community Curriculum Framework

Presenters: Tricia A Lizama, University of Guam, Cheryl Sanguenza, University of Guam, and Christopher Garcia, University of Guam

LSU: ROOM 320



In this presentation/workshop, participants will learn about the University of Guam's (UOG) vision/ design of Learning Communities (LC), and the five-year integrating and scaling plan. Tethered to its vertical GenEd curriculum and emphasis on students' sense-of-belonging, UOG LCs serves as the overarching HIP, with three-points of intervention. In this design all LCs embed several other HIPs such as C-I-E and S-L. So as students move through each tier of the General Education curriculum they will participate in at least one LC but experience multiple HIPs. For the workshop, participants will examine our LC curriculum framework and five-year plan to scale, offer suggestions to improve, then role-play through the instructor and student guides of the LC Project packet and Rubric, which will be shared with participants who attend our presentation.

Mentoring Undergraduate Researchers through Inclusive, Effective, & Equitable Practices: Developing & Evaluating a Professional Development Series for Faculty

Presenters: Jane L Lehr, California Polytechnic State University and Nicki Holm, California Polytechnic State University

LSU: ROOM 323



This workshop introduces participants to the development, implementation, and impacts of a 10-hour faculty professional development training focused on inclusive and equitable undergraduate research mentorship at Cal Poly San Luis Obispo, a predominantly white undergraduate-focused comprehensive polytechnic university committed to a Learn by Doing pedagogy. Presenters will provide an overview of the workshop structure and learning objectives, and share why and how the workshop series is designed to challenge the utilization of colorblindness as an equity strategy in undergraduate research mentoring. Participants will engage in selected activities from the workshop series to demonstrate how learning objectives were addressed. Presenters will share pilot data and identified best practices to position attendees to develop or improve a similar trainings at their own campus.

Shoot for the Moon and Settle for Out of Sight:

Embedding Undergraduate Research in a First Year Experience Course

Presenters: Sara Z Evans, University of West Florida and Jocelyn Evans, University of West Florida

LSU: ROOM 325



This presentation describes a model for engaging an entire freshman cohort in an interdisciplinary social science research project involving a community partner and leading to public presentations. Though the cohort is restricted to honors students, the purpose of this freshman-year, second-semester core seminar is retention. Additionally, the project is structured to provide access to all students and equity in participation in the steps of conducting scientific research. We discuss challenges and benefits related to sustainability, working with community partners, tips and strategies for organization and data management, the short-term and long-term outcomes of student work, and the systemic benefits. Participants will be given the chance to brainstorm ideas for incorporating undergraduate research in their own courses and discuss potential problems and benefits with the presenters and the other participants.

Concurrent Breakouts

1:45 PM – 3:15 PM

Measuring and Evaluating HIPs

Presenter: Rasha M Qudisat, Utah Valley University

LSU: ROOM 326



EVIDENCE

Utah Valley University has defined for itself five pillars of engaged learning that are organized and supported by the Office of Engaged Learning (OEL). Those five pillars are 1) Global and intercultural experiences; 2) Internships; 3) Community engagement (including academic service learning); 4) Undergraduate research & creative works; 5) Engaged curriculum. We are conducting a robust analysis of which HIPs might be the most effective and have more impact on students' success, with more emphasis on the most effective HIP combination. We have collected the students' information and participation in the five pillars and conducted statistical analysis about HIP combination from the pool of the five pillars. Results suggest that enrollment in more than one HIP to be significant predictors of both GPA and graduation.

Concurrent Breakouts

1:45 PM – 3:15 PM

LSU: ROOM 327

Condensed Session: Very Large Consortia



COLLABORATION

Building Capacity to Address Engagement and Retention of URM and First Gen Students: A Collaboration Among 14 Institutions in the Southeast Conference (SEC)

Presenters: Michael T Stephenson, Associate Provost for Academic Affairs and Professor of Communication, Texas A&M University; Alicia M. Dorsey, Assistant Provost for Institutional Effectiveness, Texas A&M University, M. Cade Smith, Assistant Dean of Students and Director of the Office of Student Leadership and Community Engagement, Mississippi State University, Leroy Dorsey, Associate Dean for Liberal Arts and Professor of Communication, Texas A&M University, Jonathan Kotinek, Associate Director of University Honors and LAUNCH, Texas A&M University

Many Institutions: One Goal. How Multiple Institutions in a Large Public University System have Defined, Developed, Implemented and Measured High-Impact Experiential Education

Presenters: Joanne Joseph, Professor of Psychology, SUNY Polytechnic Institute; Elise Newkirk-Kotfila, Director of Applied Learning, State University of New York; Allison Puff, Associate Provost, Professor of Visual Communications, Farmingdale State College; Jenica Rogers, Director of Libraries and College Archives, Dorf Endowed Director of Applied Learning, SUNY Potsdam; Daniel White, Associate Professor of Nanobioscience; Director of Academic Advisement, SUNY Polytechnic Institute; Toby White, Director, Experiential Education, Center for Applied Learning, SUNY Potsdam; Susan Zimmermann, Provost and Vice President for Academic Affairs, SUNY Cobleskill

Lessons in Scaling HIP: One State's Example

Presenters: Heidi Leming, Interim Vice Chancellor for Student Success, Tennessee Board of Regents; Melynda Conner, Graduate Assistant for Experiential Learning, Tennessee Board of Regents

Concurrent Breakouts

1:45 PM – 3:15 PM

LSU: ROOM 328

Condensed Session: Communities to Accelerate Learning



COLLABORATION

Reaching Scale in Experiential Learning through Partnerships, Curricular Flexibility, and Access

Presenters: Joe O'Shea, Assistant Provost, Florida State University; Annette Schwabe, Associate Dean, Undergraduate Studies, Director of Liberal Studies, University Distinguished Teaching Professor, Florida State University; Karen Laughlin, Dean, Undergraduate Studies, Florida State University; Annette Schwabe, Program Director, Experiential Learning, Florida State University; Leslie Richardson, Director, Center for the Advancement of Teaching, Florida State University

Creating the Leaders of Tomorrow with the Next Generation Living and Learning Community

Presenters: Shetina M Jones, Associate Director, Texas A&M University-Commerce; Danielle Davis, Director, Texas A&M University-Commerce; Ricky Dobbs, Associate Provost for Academic Foundations, Texas A&M University-Commerce

Concurrent Breakouts

3:30 PM – 5:00 PM

The Key Communities: Supporting Equity through Intentional Design

Presenters: Taé Nosaka, Colorado State University, Heather Novak, Colorado State University, and Erik Arthun, Colorado State University

LSU: ROOM 320



FIDELITY

Recognized as an APLU award-finalist, Colorado State University's Key Learning Community is a salient student success strategy positively impacting the persistence (8.3 percentage point gain) and graduation rates (9.8 percentage point gain) for students of color, first generation and/or low-income students. Leaving little to chance, Key layers first-year seminars, common intellectual experiences, and a College Reading & Learning Association (CRLA) Internationally Certified Peer Mentor program and is an institutional best practice for closing equity gaps, which we are bringing to scale currently engaging 600 students. This presentation discusses the strategy of explicitly centering diversity and equity as an organizing principle, the high impact practices layered into the community including faculty and curricular engagement, and shares the results of an institutional level assessment on Key's outcomes.

Concurrent Breakouts

3:30 PM – 5:00 PM

Connections that Matter: High Impact through Co-Curricular Partnerships

Presenters: Robin Schofield, Pikes Peak Community College, Jo-Ellen Becco, Pikes Peak Community College, and Ann-Marie Manning, Pikes Peak Community College

LSU: ROOM 323



COLLABORATION

Through co-curricular experiences, students at Pikes Peak Community College develop career readiness skills in a real-world learning lab. The Global Village, an association of students and faculty, meets weekly to discuss culture and student issues. Also, the “Open Market”, programming that addresses hunger and homelessness for community college students, transforms students. Creating a predictable structure, employing student leaders (mentored by faculty), planning with college and community partners, and emphasizing class participation are the key elements to these high impact practices. Co-curricular engagement aligns most strongly as structured opportunities to reflect and integrate learning, interactions with faculty and peers over substantive matters, experiences with diversity, opportunities to discover the relevance of learning through real world applications, and public demonstration of competence. (Kuh & O’Donnell, 2013)

Exploring HIPs in a Large HSI: Using Student Experiential Learning Experience as an Example

Presenters: Mingsan Pierre Lu, The University of Texas Rio Grande Valley, Amy Weimer, The University of Texas Rio Grande Valley, and Alyssa Cavazos, The University of Texas Rio Grande Valley

LSU: ROOM 325



EVIDENCE

In an attempt to understand high-impact practices (HIPs) in a large southern state Hispanic-Serving Institution (HSI), an institution-wide survey was created and implemented in Fall 2017. The university has approximately 29,000 students with 93% of student body being Hispanic or Latino, making it the second largest HSI in the nation (University website). The presentation’s objectives are: (1) Report and share this current study; (2) Discuss interesting and significant findings; and (3) Discuss and brainstorm practical implications for students, faculty, and institution to improve and enhance their EL efforts. The presentation focuses on the report of preliminary data analysis results from the survey, with a brief analysis of the one-on-one in-depth interview results with student participants experienced in experiential learning (EL) taken place in the HSI.

Bringing High Impact Practices Out of the Silo and Into Alignment: Strategies for Improving Retention of First-Year Students

Presenters: Tabetha Adkins, Texas A&M University- Commerce, Ricky Dobbs, Texas A&M University- Commerce, and Shonda Gibson, Texas A&M University- Commerce

LSU: ROOM 326



FIDELITY

This presentation illustrates how one regional, mid-sized state university made a data-driven decision to better integrate High Impact Practices (HIPs) based on institutional data showing that our siloed implementation of HIPs produced only modest gains in retention of first-time full-time freshmen. Participants who attend this session will learn about strategies for aligning their own first-year programming in order to promote equitable access to High Impact Practices for students on their own campuses.

Concurrent Breakouts

3:30 PM – 5:00 PM

LSU: ROOM 327

Condensed Session: Using Career Readiness to Calibrate HIPs



The PEAK Program and its High Impact Practices for Career Readiness

Presenter: Evelyn Thrasher, Associate Professor, Western Kentucky University

Merging Currents: Integrating Career Readiness Competencies in Co-curricular Experiences

Presenters: Adam Peck, Assistant Vice President and Dean of Student Affairs, Stephen F. Austin State University; Nicole Rodriguez, Director, Career Center, California State University, Dominguez Hills; Anna Liza Garcia, Assistant Dean of Students, Office of Student Life, California State University, Dominguez Hills

Career Readiness through a Comprehensive Internship

Presenters: Mazie M Moua, SupportNet Coordinator, California State University Fresno; William Hardaway, Tutor Coordinator, California State University Fresno; Mai Kou Vang, Learning Center Director, California State University Fresno

LSU: ROOM 328

Condensed Session: Consistency and Quality in Student Research



Cultivating student-scholars through identity development: Undergraduate research begins with undergraduates who believe they can do research

Presenters: Yvonne Meulemans, Head of Teaching and Learning, California State University at San Marcos; Allison Carr, Academic Transitions Librarian, California State University at San Marcos; Joanne Pedersen, Director of First Year Programs, California State University at San Marcos

Moving from Trophy Case to Makerspace: An Undergraduate Research Journal Revisioned around High Impact Practices

Presenter: Michelle E Neely, Director, Writing across the Curriculum, University of Colorado Colorado Springs

Student Perceptions of High-Impact Practices in Historical Research: Writing Across the Curriculum, Disciplinary Transparency, and Professional Development

Presenters: Doris M. Namala, Lecturer, California State University, Dominguez Hills; Laura Talamante, Associate Professor, California State University, Dominguez Hills

Thursday, February 22

HIPs IN THE STATES
2018 CONFERENCE

Reception and Musical Performance

5:00 PM – 6:30 PM | UNIVERSITY LIBRARY SOUTH, 5TH FLOOR

NASH
National Association
of System Heads

The National Association of System Heads and Taking Student Success to Scale sponsors this reception and musical performance from music majors at California State University, Dominguez Hills.

Breakfast Plenary Panel

8:00 AM – 9:15 AM | LSU: BALLROOM

HIPs in their Next Decade

The last ten years have seen remarkably rapid adoption of high-impact Practices as a framework for organizing the most engaging experiences in college: undergraduate research, first-year programs, service learning, learning communities, internships. But however widely promoted, high-quality HIPs remain out of reach for too many, suggesting the next decade's work must expand their availability to new students, new demographic groups, and new parts of the world. Moderator: **Michael T. Stephenson**, Texas A&M University.



Getting H.I.P. with First-Generation College Students: Decolonizing the High Impact Practice Movement is the recently defended doctoral dissertation of **Elizabeth M. Nuñez**, Program Coordinator of the Undergraduate Research Opportunity Program at California State University, Long Beach. Her qualitative research examines the experience of first-generation college students of color participating in undergraduate research, through the anti-deficit lens of Culturally Responsive Education.



In her role as Vice President at the Association of American Colleges and Universities, **Susan Albertine** led national efforts to incorporate high-impact practices into community colleges and state universities for the sake of access, quality, and equity. Since then she has shared this thinking internationally, working on a project on general education in the Middle East and North Africa, and consulting in Japan. Her international work remains motivated by a deep-seated personal commitment to equity.



As Vice President of Student Affairs at CSU Dominguez Hills, **William Franklin** is among the campus leaders driving a remarkable surge in graduation rates for all students, while closing gaps among ethnic and socioeconomic demographic groups. He does so with a team focus on the strengths and cultural assets of all communities, foregrounded and developed by concerted use of high-impact practices.



George Kuh coined the phrase high-impact practices with a series of remarkable findings from the National Survey of Student Engagement. For the first time, he grouped many of higher education's best practices into a single unit of analysis, and then demonstrated significant improvements in learning, academic performance, and persistence, with disproportionate gains for the historically underserved. Since then he has worked tirelessly with policy makers, researchers, state systems, and individual campuses to put the research to work - seeing firsthand where the field is already strong, and where it needs to go next.

Concurrent Breakouts

9:30 AM – 10:45 AM

Idea Lab: Badging for HIPs

Presenters: Jaimie Henthorn, University of Colorado System and Deborah Keyek-Franssen, University of Colorado System

LSU: ROOM 323



FIDELITY

Learn the basics of badging and prototype your own HIPs badging initiative in this interactive workshop. We'll explore the value proposition for a HIPs badging initiative, generating messaging you can use with stakeholders on your campus. A mix of mini-lectures, exploration, and creation gives you the opportunity to understand and create badging taxonomies, list badging goals and organization, and outline a high-level plan for gaining support for a HIPs badging initiative. After identifying "constellations" of people served by badges, individuals and campus teams will get their arts-and-crafts on to develop a visual representation of a HIPs badging taxonomy that might measure and credential competencies, completion, pathways, and/or participation. Attendees will give and receive feedback on these taxonomies and discuss cross-institutional sharing of badging solutions. There will be glue.

LSU: ROOM 323

A Helix of Foundational HIPs and Peer Mentoring to Sustain High Persistence Rates

Presenters: Catheryn J Weitman, Texas A&M International University and Kristen Standage, Texas A&M International University

LSU: ROOM 325



EVIDENCE

Two distinct and divergent, yet congruent courses taught at Texas A&M International University, a border mid-sized public liberal arts four-year institution, comprise our year-long FYE. High Impact Practices are intentionally infused into the FYE communicate their importance by laying the foundation for students to seek out and acquire advanced maturity in developing their metacognitive and reflective abilities, integrative communication skill set, teamwork proficiencies, and professional behaviors throughout their undergraduate college years—readying them for an emerging career. The peer-mentoring program is a vital intertwined component of our year-long FYE and is critical to our Hispanic, low income, underprepared, and first generation student body. We believe the interwoven helix of the year-long FYE coupled with the mentoring component contributes to our high persistence rate.

Concurrent Breakouts

9:30 AM – 10:45 AM

A Multi-Disciplinary Approach to Development, Implementation, and Assessment of a HIP Taxonomy

Presenters: Abbey E Fischer, University of Wisconsin Colleges, Laura Lee, University of Wisconsin Colleges, and Kathy Phillippi-Immel, University of Wisconsin Colleges

LSU: ROOM 326



EVIDENCE

This presentation showcases a statewide two-year system, University of Wisconsin Colleges, that used a multi-disciplinary team to develop scaleable taxonomies to incorporate AAC&U high-impact practices into a new degree program. Aligning undergraduate research experiences with best practices across disciplines, types of research opportunities, and student achievement level is a key focus. An undergraduate research HIP taxonomy anchors the presentation. Common challenges in development, implementation, and assessment are explored using guiding questions. After discussion, participants will receive policy language, a completed taxonomy, and strategies for assessing learning outcomes. Participants will learn benefits (and drawbacks) of faculty-driven teams and strategies for gaining institutional buy-in through feedback cycles. A model for scaling undergraduate research across varying models and for building in assessment for learning outcomes will be provided.

Concurrent Breakouts

9:30 AM – 10:45 AM

LSU: ROOM 327

Condensed Session: Integrating HIPs into the Institutional Culture



COLLABORATION

Providing a Roadmap

Presenters: Dennis J Minchella, Associate Dean for Undergraduate Education, College of Science, Purdue University; Laura J Starr, Director for Experiential Learning & Student Success, College of Science, Purdue University

Strategies to encourage faculty to adopt high impact practices

Presenters: Susan D Einbinder, Associate Professor, California State University Dominguez Hills; John D. Zilvinskis, Assistant Professor, SUNY Binghamton

Launching a High Impact Program at the Community College: Learning from a Real World Experience

Presenters: Robin Schofield, Faculty Director of High Impact Practices, Pikes Peak Community College; Jo Ellen Becco, Faculty Director Of High Impact Practices, Pikes Peak Community College

Concurrent Breakouts

9:30 AM – 10:45 AM

LSU: ROOM 328

Condensed Session: Defining New High-Impact Practices



Team-science education and undergraduate research: Linking career skills and scientific skills

Presenter: Daniel D White, Director of Applied Learning, State University of New York Polytechnic Institute

Global Education Access: A University Model for Distinguishing Global Courses and Assessing Global Competence

Presenters: Jennifer E Hudson, Director, Regents Scholars Program and Quality Enhancement Plan, Texas A&M University-Commerce; Dr. Shonda Gibson, Associate Provost for Institutional Effectiveness, Texas A&M University-Commerce; Dr. Yvonne Villanueva-Russell, Associate Dean, College of Humanities, Social Sciences and Art, Texas A&M University-Commerce

The Student-Athlete Experience and the Eight Key Elements of High-Impact Practices

Presenters: Lydia Bell, Associate Director of Research, National Collegiate Athletic Association; Bob Gonyea, Associate Director, Indiana University Center for Postsecondary Research; Amy Ribera, Research Analyst, Indiana University Center for Postsecondary Research

Concurrent Breakouts

11:00 AM – 12:15 PM

Can HIPsters Transform Gen Ed on a Public University Campus?

Presenters: David J Weiss, University of Colorado Colorado Springs, Michelle Neely, University of Colorado Colorado Springs, and David Moon University of Colorado Colorado Springs

LSU: ROOM 320



This presentation reports on revision and full-scale implementation of General Education by faculty teams at the University of Colorado Colorado Springs, unifying its six colleges on campus around seven High Impact Practices. After faculty retreats, we learned that the HIPs resonated with faculty values around diversity, integrative learning, sustainability, first-year and capstone experiences, and writing. We created a GE framework that included these key features and was scalable across the six colleges on campus and high rate of transfer students served. We report on full implementation of the curriculum, now in its fourth year, and how existing and transfer courses are designated into the new GE framework, as well as promotion of course development around these HIPs. We also describe faculty-created rubrics designed to assess the new GE outcomes.

Concurrent Breakouts

11:00 AM – 12:15 PM

Integrating High Impact Practices in Honors Education

Presenters: Victoria Bryan, Cleveland State Community College, Ashley Raburn, Cleveland State Community College, Marci Reiter, Cleveland State Community College, Julie Fulbright, Cleveland State Community College, Nathan Simmons, Cleveland State Community College, and Robert Brandon, Cleveland State Community College

LSU: ROOM 323



While most HIPs are relatively self-contained, the interdisciplinary nature of honors education all but demands the incorporation of various HIPs for Honors to qualify as a HIP itself. In the development of our program, we built in multiple HIPs, some of which are optional (study abroad, internships), but most of which are required (first year seminar, learning communities, service learning, ePortfolios, etc). This presentation outlines our program, its growth over the last three years, our strategies for sustaining that growth, and the HIPs that have made the program rewarding and enriching for students, faculty, and staff. Each presenter will speak briefly about specific HIP in the program. Attendees of the session will then be guided through reverse engineering the implementation of a specific HIP into their Honors program/college.

Transformative Learning for All: Planning, Implementing, Assessing, and Living a Four-year Program of High Impact Practices

Presenters: Mark Canada, Indiana University Kokomo, Tracy Springer, Indiana University Kokomo, Scott Jones, Indiana University Kokomo, and Christina Downey, Indiana University Kokomo

LSU: ROOM 325



In this interactive session, presenters will share strategies for developing a four-year program in High Impact Practices and other “educationally purposeful” experiences. Administrators, faculty, and staff who attend this session, which will feature group discussions and simulations, can expect to come away with several ideas and strategies they can use to 1) engage campus stakeholders in the planning process; 2) implement a plan, successfully integrating HIPs into the curriculum; 3) publicize the program; 4) infuse career development, reflection, and more into the program; and 5) assess the program. Ultimately, we believe this session can spark and guide high-impact learning on other campuses, leading to higher retention and graduation rates.

The HIP Landscape at Public Institutions: Exploring Variation in Intention and Participation by Student Characteristics

Presenters: Jillian Kinzie, Indiana University Center for Postsecondary Research and NSSE and Robert Gonyea, Indiana University Center for Postsecondary Research and NSSE

LSU: ROOM 326



Public colleges and universities have a particular obligation to make HIPs available to more students. Yet, for state and institution leaders to maximize student learning through HIPs, we must identify disparities in access, and in particular, explore gaps in students’ expectations and actual participation levels by student characteristics. This session will explore 2016 and 2017 public institution results from the National Survey of Student Engagement to highlight student participation in HIPs by key demographics, including first-generation status and racial-ethnic groups. Because less is known about them, we will focus on first-year student expectations for HIPs, and then discuss how results inform institutional policy and practice regarding student expectations, approaches to closing equity gaps, and benchmarking institutional performance.

Concurrent Breakouts

11:00 AM – 12:15 PM

LSU: ROOM 327

Condensed Session: HIPs Integration into the Student Experience



Design Your Life: A Framework to Improve Career Readiness and Students' Transition from College to Career.

Presenters: Heather A Butler, Assistant Professor, California State University Dominguez Hills; Giacomo Bono, Assistant Professor, California State University Dominguez Hills; Brenda Mendez, Career Counselor, California State University Dominguez Hills

Cafeteria Style Grading for Student Choice and Success

Presenter: Anne M Arendt, Associate Professor, Utah Valley University

Building Community: Teaching and Learning for High Impact

Presenters: Glenda G Hensley, Director of Student Transitions, Western Carolina University; Lowell K. Davis, PhD, Assistant Vice Chancellor for Student Success, Western Carolina University; David Kinner, Professor of Geology and Associate Dean for the College of Arts and Sciences, Western Carolina University

LSU: ROOM 328

Condensed Session: Defining New High-Impact Practices



HIPs Before Matriculation: Gap Years as a Student Success Intervention

Presenters: Joe O'Shea, Assistant Provost, Florida State University; Latika Young, Director Center for Undergraduate Research and Academic Engagement, Florida State University

InnovaBio(R): Innovations in Contract Research

Presenter: Mary L Nelson, Director of InnovaBio and STUDENTfacturED, Salt Lake Community College

Gaming as High Impact

Presenters: Bruce McCluggage, Assistant Professor of Philosophy, Pikes Peak Community College; Glenn Rohlfling, Assistant Professor of History, Pikes Peak Community College

Lunch with Tables by Discussion Themes

12:15 PM – 1:00 PM | LSU: BALLROOM

Members of campus teams are encouraged to separate and join different topics by interest area. Each table will be dedicated to one of three.

FIDELITY

How will we move the field beyond the initial welcome and low barriers to entry, to become more explicit about what is and is not a High-Impact Practice? What are the tools of policy, practice, and faculty and staff professional development that could guarantee that anything called a HIP includes all three of these characteristics:

1. Activities that require reflection and metacognition;
2. Evidence of sustained effort over an extended period of time culminating in a major accomplishment or product such as a report from a research project or applied learning experience (e.g., community engagement, internship, field work); and
3. Vetted demonstration of one or more desired outcomes such as persistence, increased engagement, interpersonal competence, writing proficiency.

EVIDENCE

Aside from persistence and grade point average, what tells us whether a given practice is genuinely high-impact? Educators sometimes express frustration with the current metrics, arguing that HIPs do much more, fostering deep, transferable learning and valuable new attitudes, skills, and dispositions. How are those named, documented, and measured? What kinds of evidence best capture the distinctive learning of HIPs?

COLLABORATION

Share strategies for integrating high-impact practices into the educational experience of a greater number of students. Because HIPs develop interpersonal and intrapersonal competence as well as traditional liberal learning outcomes, they flourish between the customary divisions of academic affairs and student affairs. How can HIPs drive necessary campus collaborations, while providing students with a more meaningful and coherent college education?



SPEAKER INTRODUCTION

Terrel Rhodes

*Office of Quality, Curriculum and Assessment
Executive Director of VALUE
Association American Colleges and Universities*

PLENARY ADDRESS

1:00 PM – 2:00 PM | LSU: BALLROOM

Learning from Improvement Science and Informal Communities of Practice



Louis Gomez

*Professor of Education
(and of Information Studies) at
the University of California,
Los Angeles*

The worlds of teaching, learning, and social policy flourish as networked learning communities, motivated not only to share information but also to achieve a particular goal. High Impact Practices in the States is one such network, arising authentically from postsecondary educators in response to compelling research. How can the facilitation of such networks bring about the improvements in college learning and attainment that we seek? How can a diversity of approaches and frameworks strengthen a network, and mitigate under-utilization of crucial insights? The key is “disciplined inquiry,” combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education.

Louis Gomez has served since 2008 as a Senior Fellow at the Carnegie Foundation for the Advancement of Teaching, where he leads the Network Development work. Beginning in 2009, he held the Helen S. Faison Chair in Urban Education at the University of Pittsburgh, where he was also director of the Center for Urban Education and a senior scientist at the Learning Research and Development Center.

Concurrent Breakouts

2:15 PM – 3:30 PM

Assessing a Diversity Scholars Research Program: Lessons Learned

Presenters: Dominique M Galli, Indiana University Purdue University Indianapolis and Rafael Bahamonde, Indiana University Purdue University Indianapolis

LSU: ROOM 320



IUPUI’s Diversity Scholars Research Program (DSRP) is an undergraduate performance based scholarship that aims to attract academically talented, underrepresented minority (URM) students to pursue an education in a research setting. The two main goals of the program include i) the increase of retention and graduation rates of URM students; and ii) the preparation for acceptance to graduate and professional schools. Program scholars have to maintain a GPA of at least 3.0 and are required to be continually engaged in research supervised by a faculty mentor until they graduate. The program is now in its 20th year. A recent program assessment showed that 69% of DSRP scholars have graduated from IUPUI, a number significantly above the average graduation rate for URM students. Lessons learned and future directions will be discussed.

Concurrent Breakouts

2:15 PM – 3:30 PM

Becoming Super HIP- Combining Multiple HIPs to Achieve Increased Learning Outcomes

Presenters: Cassandra Nice, Chattanooga State Community College, Dr. Kenneth Goldsmith, Chattanooga State Community College, and Amanda Bennett, Chattanooga State Community College

LSU: ROOM 323



This session reviews how Chattanooga State has worked with Tennessee Board of Regents and American Association of Colleges and Universities to adopt HIPs at the institutional level. This work created the forum that led to the development of a service learning project working with refugees in Athens, Greece. Session participants will learn about the intentional design elements which aimed to increase access and participation for historically underrepresented students in education abroad. By combining multiple high-impact practices such as study abroad, service learning, and ePortfolio, higher levels of student engagement and learning outcomes were achieved. Participants will also hear how showcasing the success of this particular practice at our Fall Academic Assembly has enhanced the energy and drive behind the faculty-driven initiative to increase the use of High-Impact Practices at Chattanooga State, as well as the strategy behind our initiative to continue to foster the growth of HIPs

Scaling Up without Watering Down:

Increasing Access to Undergraduate Research without Losing the Impact

Presenters: Heather Haeger, California State University, Monterey Bay, Winny Dong, Cal Poly Pomona, Holly Unruh, California State University, Monterey Bay, James Henderson, University of Wisconsin System Administration, and Lee Phillips, University of North Carolina at Greensboro

LSU: ROOM 325



Despite the well demonstrated benefits of undergraduate research for underrepresented minority, first-generation students, and transfer students, a number of historic and structural factors in undergraduate research make increasing access easier said than done. This session will provide examples from campuses and systems that have worked to increase participation in undergraduate research and will engage participants in working together to answer the following question. How can universities and systems scale-up undergraduate research in order to increase access while maintaining the quality of experiences? How can we identify and break down barriers to participation for traditionally underrepresented students? The goal of this session is to engage in a dialog around barriers and strategies for reducing those barriers while learning from practices at a variety of campuses.

Digital Badging: A Framework to Bring Greater Intentionality and Transparency to HIPs around Career-Ready Skills

Presenters: MJ Bishop, University System of Maryland, Nancy O'Neill, University System of Maryland, Doris Santamaria-Makang, Frostburg State University, Lorie Logan-Bennett, Towson University, and Sherri Braxton-Lieber, University of Maryland, Baltimore County

LSU: ROOM 326



Since 2015, the University System of Maryland has been developing and testing a system-wide Digital Badging Initiative that is aligned with the NACE Career Ready Skills framework and includes explicit emphasis on student reflection and meta-cognition and on the transfer of these skills across multiple contexts and settings. In this session, members of the Digital Badging Initiative from the system office and three participating institutions will offer important lessons learned through two pilot testing phases. Participants will have an opportunity to adapt the badging process and tools (including Badge Dimensions and Badge Earning Hallmarks) to existing HIPs from their own institutions. The session will be useful to institutions that are concentrating on a variety of different HIPs and are seeking a mechanism for ensuring quality and increasing relevance.

Concurrent Breakouts

2:15 PM – 3:30 PM

LSU: ROOM 327

Condensed Session: HIPs Integration into Curriculum



Co-requisite Learning Support Math Classes Work... Unless they Don't... So Now What?

Presenters: Eli Nettles, Professor of Mathematics, Nashville State Community College; Sarah Roberts, Dean of Math and Science, Nashville State Community College

Día de los Muertos Comes Alive: Collaborative Chicano Studies and Multicultural Affairs Programming as a High Impact Practice

Presenters: Marisela R Chávez, Associate Professor, Chicana and Chicano Studies, California State University Dominguez Hills; Lisa Sueki, Assistant Dean, Multicultural Affairs, California State University, Dominguez Hills.

The RISE Initiative and Creating and Using Taxonomies to Support Faculty/Staff Implementation of High Impact Practices

Presenters: Thomas W Hahn, Director of Research and Program Evaluation, Indiana University-Purdue University; Jennifer Thornton Springer, Director of IUPUI RISE Program, Indiana University-Purdue University; Morgan Studer, Director of Faculty and Community Resources, Indiana University-Purdue University

LSU: ROOM 328

Condensed Session: Goal-Oriented Curriculum from the Start



Pitching Profits, Planet and People to Engage Students via an Incubator

Presenters: Thomas J Norman, Associate Professor, California State University, Dominguez Hills; Gary Polk, Executive Director, California State University

The FYE Space @Sac State: Significant, Interactive, and Diverse

Presenters: Bridget K. Parsh, Associate Professor/ Director, FYE/ EdD, RN, Sacramento State; Chevelle Newsome, Dean, Undergraduate Studies, Sacramento State; Sheree Meyer, Dean, Arts & Letters, Sacramento State

Focusing high-impact practices on first-year student success at Texas State University's PACE Center

Presenter: Daniel A Brown, Dean of University College, Texas State University

PLENARY WORKSHOP**3:45 PM – 5:00 PM | LSU: BALLROOM***How “high-impact” are our strategies for implementing high-impact practices?*

A consensus is emerging that high-impact practices must, at a minimum, require that students: reflect, at a metacognitive level, on the assignment or activity; make a sustained effort over a period of time that culminates in a major piece of work; and demonstrate, in a measurable way, outcomes such as stronger persistence, engagement, communication skills, and other key competencies. Assignments and activities that meet these criteria require careful planning and implementation. They ask educators to cultivate and evaluate student learning in new ways. And they must be deployed at a certain scale if they are to dramatically improve student retention, program completion, and learning.

These strategic considerations beg the question:

Just how “high impact” are our plans for implementing high-impact practices?

In this interactive and conference-wide session, participants will analyze how high-impact practices are being deployed on their campuses and engage in a candid conversation about the scalability and measurability of these efforts. Session facilitators from the Association of College and University Educators (ACUE) will bring particular focus to the issue of quality instruction. Specifically, to what degree are evidence-based teaching approaches necessary for the faithful implementation of high-impact practices? Do faculty and other educators know about and use these approaches? And how might we promote more “high-impact teaching” so that high-impact practices can have their most positive impact?

About ACUE

The Association of College and University Educators believes that all college students deserve an extraordinary education and that faculty members play a critical role in their success. In partnership with institutions of higher education nationwide, ACUE supports and credentials the use of evidence-based teaching practices that drive student engagement, retention, and learning. Faculty members who complete ACUE’s Course in Effective Teaching Practices earn a Certificate in Effective College Instruction endorsed by the American Council on Education. ACUE’s Community of Professional Practice connects college educators from across the country through member forums, podcasts, and updates on the latest developments in the scholarship of teaching and learning. To learn more, visit www.acue.org.

DINNER BY SEPARATE RESERVATION

The Learning-Centered Employer

6:00 PM – 8:00 PM

We encourage attendees to use dinners and downtime to explore local restaurants and cultural attractions. Those who choose may join us for dinner by separate registration. Seating is limited.

DINNER LOCATION

ISE-SHIMA RESTAURANT

at Miyako Hybrid Hotel

21381 S Western Ave, Torrance, CA 90501

T. (310) 320-6700



Jet Propulsion Laboratory, through a unique and longstanding partnership with Caltech, is NASA's only Federally Funded Research and Development Center (FFRDC). Join JPL leadership from multiple divisions to see how college experience in high-impact practices produces valuable employees and contributes to a lifetime of deep, versatile learning, at an organization dedicated to advancing knowledge of the universe – and the universe of knowledge.



Jerry Daday (moderator) is Associate Professor of Sociology and Executive Director of the Center for Innovative Teaching & Learning at Western Kentucky University. He is conducting research on the impact of technology on cognitive load in different course modalities and researching the influence of high-impact practices on student success and retention at WKU.



Shawn Goodman is the Division Manager for Mechanical Systems Engineering, Fabrication and Testing at NASA/Caltech's Jet Propulsion Laboratory. Shawn holds B.S. and M.S. degrees in Mechanical Engineering from Rensselaer Polytechnic Institute. He has been a practicing engineer on several space flight projects and has been a personnel manager for over 26 years. As Division Manager, his responsibilities include the management and leadership of the \$200m, 1000-person organization that includes engineering, fabrication, testing, and product management as well as fundamental science research, and technology development



Michelle Roth, Section Manager, 20-year professional in workforce development, she has extensive experience in human capital management from such organizations as Amgen, Thermo Fisher Scientific, and Deloitte Consulting. She currently leads a team of 18 to scout, hire, and develop talent at all levels for JPL. Michelle specializes in HR based process improvement, strategic planning, Human Capital change management, large scale change & ERP implementations, succession planning, and workforce strategic planning and implementation. Michelle earned her B.S. in Finance from Cal Poly San Luis Obispo and an MBA in Strategy and Human Resources from the University of Southern California.



Caroline Coward supervises the daily operations of the JPL library, which supports the work of scientists, engineers, and mission specialists across the organization. Caroline holds a Bachelor of Music degree from California State University, Long Beach and a Master of Library and Information Science from San Jose State University. She spent the majority of her 25-year library career in academia, working in mostly public access-oriented institutions, including CSU Dominguez Hills, and working closely with faculty and staff to incorporate HIPs across campus.

Breakfast and Flash Plenary Session: Best Ideas So Far

8:00 AM – 9:15 AM

Participants reconvene in the main ballroom to contribute to a live, scrolling projection of comments on the best ideas from the conference so far, with presenters, speakers, and panelists on hand to comment, address questions, and elaborate as needed.

Concurrent Breakouts

9:30 AM – 10:45 AM

From Principles to Practice: Creating Significant Capstone Learning Experiences

Presenters: Dr. Janet McCormick, Middle Tennessee State University, Odie Blackmon, Middle Tennessee State University and Carol Swayze, Middle Tennessee State University

LSU: ROOM 320



In keeping with the conference theme, Taking Student Success to Scale, the presenters will highlight the connections between several High-Impact Capstone Learning Experiences across Middle Tennessee State University. These experiences are part of a formal institution-wide program of courses which use multiple high impact practices and meet numerous required student learning outcomes. This program spans across all 6 colleges and 32 different departments involving almost 300 faculty members and approximately 12,000 students each year. The presenters will demonstrate the connections between NACE's list of Career Readiness Competencies and the High-Impact Capstone Learning Experiences in their respective fields of Organizational Communication and Commercial Songwriting along with the Experiential Learning Program's successful use of ePortfolio as a career readiness tool.

A Scalable Model for Global Education through Online Learning and Immersive International Internships

Presenters: Joe O'Shea, Florida State University and Latika Young, Florida State University

LSU: ROOM 323



This session presents a first-of-its-kind experiential learning program which uses a digital platform to connect students with international internship opportunities and comprehensive online training and mentorship. Since launching the program, hundreds of students, many of them first-generation college students from low-income backgrounds -- have gained access to high-impact international learning experiences. Our ongoing program evaluation suggests high student learning outcomes, as well as positive outcomes in terms of student retention and employability. The program has been replicated at several other universities, and we present how attendees can replicate the program at their institutions to provide an accessible model for international education.

Concurrent Breakouts

9:30 AM – 10:45 AM

Growing a Campus Wide Internship Program for Student Success

Presenters: *Debbie Young, California State University Fresno, Micheala Ford, California State University Fresno, and Mary Willis, California State University Fresno*

LSU: ROOM 325



FIDELITY

Internships as a form of experiential learning have led to post-graduation success and student preparation for career readiness. Hear how one university measured student skills attainment from internships in one college which grew into a campus wide effort to scale up internship placement across the whole university moving towards a more centralized effort while maintaining decentralization in each college. The centralized coordination led to shared processes in vetting internships, risk management assessment and documentation, campus service agreements, placement, orientation, review of programs and assessment as well as one stop location for employers to post internships for multiple majors.

Multicultural Undergraduate Research and Leadership Symposium (MURALS): Supporting Students of Color with Intentional HIPs

Presenters: *Bridgette Johnson, Colorado State University-Fort Collins and Melissa Edwards, Colorado State University-Fort Collins, Melissa Edwards, and Michelle Foster*

LSU: ROOM 326



COLLABORATION

Addressing a gap in engagement for students of color in undergraduate research and artistry, Colorado State University developed The Multicultural Undergraduate Research and Leadership Symposium (MURALS) in Spring of 2015. This workshop overviews this program which has grown over 200% since inception to 79 student participants in Spring 2017. Undergraduate students are paired with faculty members who engage in original research and/or artistry and students present findings at an annual symposium. While effects on graduation rates are being studied, promising retention rates will be presented, including that 97% of MURALS participants were retained Spring 2017 to Fall 2017. Participants will learn of the collaborative university-wide relationships and resources which coalesce into this promising high-impact practice, and satisfaction and outcome data will be shared.

Concurrent Breakouts

9:30 AM – 10:45 AM

LSU: ROOM 327



EVIDENCE

Condensed Session: HIPs assessment in the California State University

Swivel your HIPs in a SLOA Dance: The Assessment Laboratory as a Multifunction HIP

Presenters: L. Mark Carrier, Director of Assessment, California State University, Dominguez Hills

Campus-wide student assessment of twelve academic high-impact practices: experiences, attitudes and specific actions

Presenters: Martin S Shapiro, Professor of Psychology, California State University Fresno

Service-Learning: Long-Term Impact and Deep Learning in the CSU

Presenters: Michael Millar, Director, Center for Community Engagement, California State Polytechnic University Pomona; Jennifer L. Gasang, Associate Director, Institute for Civic & Community Engagement, San Francisco State University; Merith Weisman, Academic Programs, Community Engagement, & Social Media Coordinator, Sonoma State University

LSU: ROOM 328



COLLABORATION

Condensed Session: Innovative Collaborations

Building Bridges: Creating a Model for Linking High Impact Practices Across Academic and Student Affairs

Presenters: Adrianna Guram, Assistant Director Housing & Residence Life, East Tennessee State University; Teresa Brooks Taylor, Faculty Human Services/Director Service-Learning/ America Reads, East Tennessee State University; Bethany Novotny, Assistant Professor Human Services, East Tennessee State University; Teresa Brooks Taylor, Director of Advisement Center, East Tennessee State University

A Peer Research Consultant Program: Feasibility and Outcomes

Presenters: Francisca Beer, Director of Office of Student Research and Graduate Studies, California State University San Bernardino; Christina Hassija, Co-Director Office of Student Research, California State University San Bernardino; Jeffrey Thompson, Professor, California State University San Bernardino

Networking and Team Time

11:00 AM – NOON

Lunch and Closing Plenary

NOON – 1:30 PM | LSU: BALLROOM

Closing Remarks:



SPEAKER INTRODUCTION

Michael E. Spagna

*Provost and Vice President, Academic Affairs
CSU Dominguez Hills*

CONFERENCE CLOSING KEYNOTE

Learning Achievement: Our Most Valuable Currency?



Debra Humphreys

*Vice President for Strategic
Engagement at Lumina
Foundation for Education*

With volatile dynamics driving change in our society, politics and economy, what is the future of higher education? What is the future of “learning” beyond high school? This presentation will address the urgent need for clarity and commitment to making clear our goals for learning and the best pathways to learning that will truly ensure graduates can succeed in work and in life. Key elements of a new learning infrastructure include “learning frameworks” (e.g. AAC&U’s LEAP Outcomes, the Degree Qualifications Profile, the Beta Credential Framework) that serve as external reference points to guide curricular planning, but also new pedagogical approaches and new ways to assess and document student achievement in and across programs and learning environments. In a new eco-system of work and learning, how can we recognize and connect learning wherever it occurs. Higher education is on the threshold of a new, more nimble and borderless conception of learning, one that uses participation in high-impact practices to set the foundation for a lifetime of accomplishment, versatility, and continuous personal development.

Debra Humphreys previously served in VP and Senior VP roles at the Association of American Colleges and Universities in communications, policy, and public engagement, and directed programs on diversity, equity, and women’s issues in higher education. She leads Lumina Foundation’s stakeholder engagement and strategic communications work, and helps shape its substantive work in strategy and grantmaking on postsecondary education quality.

AAC&U's 2018 Summer Institute High-Impact Practices and Student Success

June 19–22, 2018 | University of Utah | Salt Lake City, Utah



Photo courtesy of SUNY Geneseo
Keith Walters

AAC&U's **2018 Institute on High-Impact Practices and Student Success, June 19–22, 2018**, will help teams from campuses, systems, or consortia advance student success by making quality and equity the foundations for excellence as they pursue academic and strategic priorities.

FROM PLANNING TO CAMPUS ACTION

Guided by nationally recognized scholars and practitioners, teams will:

- Articulate guided learning pathways that embed HIPs and improve curricular coherence
- Refine processes for faculty-led direct assessment of student learning outcomes resulting from participation in HIPs
- Set and monitor progress towards equity goals to improve outcomes for all students
- Develop an action plan to work toward context-specific goals

The Institute will utilize emerging research from **VALUE** (Valid Assessment of Learning in Undergraduate Education)—AAC&U's approach to student learning assessment—and the new **VALUE Institute**, a continuing resource for institutions to document, report, and use learning outcomes evidence to improve student success.

www.aacu.org/summerinstitutes/HIPs



AAC&U's team-based **Summer Institutes** offer opportunities for campus teams to develop and exchange best practices in support of advancing campus initiatives. Designed to foster sustained collaborative work, the institutes provide a curriculum focused on important trends, research, and best practices delivered by educational experts and consultants.

High-Impact Practices in the States

This conference kicks off two years of focused activity intended to move the field of High-Impact Practices forward on three frontiers: fidelity, evidence, and collaboration. The work will continue in virtual meetings anchored by three in-person conferences:

[High Impact Practices in the States - National Conference Schedule](#)

February 22-24, 2018	California State University, Dominguez Hills
February 21-23, 2019	Western Kentucky University
February 2020	Texas A&M University

Joining us for one conference doesn't commit you to the other two, and we expect participation to change over time. But by the third conference we want to have pushed the national work ahead on all three frontiers. See the concurrent presentations inside this program for details.

