



2019 High Impact Practices in the States
February 20-22, 2019
Western Kentucky University
Bowling Green, Kentucky

Conference Program

Conference Program At a Glance

Wednesday, February 20

Noon-3:00	Registration on First Floor of Downing Student Union (DSU) <i>(optional lunch available between 12:00-2:00pm in Fresh Foods, First Floor of DSU)</i>
3:00	Conference Begins – Welcome and Introductions (DSU Auditorium)
3:45-5:00	Concurrent Breakout Session # 1 (DSU rooms)
5:00-5:45	Reception, First Floor of Smith Stadium and Harbaugh Club
6:00-7:30	Evening Plenary Session and Dinner at Harbaugh Club: What Makes a HIP a HIP?
7:45	Evening Entertainment – Happy Gas (Harbaugh Club)

Thursday, February 21

7:00-8:15	Breakfast Available, First Floor of DSU
8:30-9:45	Morning Plenary Session, DSU Auditorium: Learn, Engage, Retain: A Comprehensive Examination of On-Campus Student Employment
10:00-11:15	Concurrent Breakout Session # 2 (DSU Rooms)
11:45-1:15	Lunch/Plenary, Harbaugh Club: Expanding Conceptions of Data to Increase Equity
1:30-2:45	Concurrent Breakout Session # 3
3:00-4:15	Concurrent Breakout Session # 4
4:15-5:00	Team Time / Networking
5:00-6:30	Kentucky Bourbon Reception, First Floor of DSU
6:00	Optional Excursion, Corvette Experience (buses leave DSU at 6:00pm)

Friday, February 22

7:00-8:00	Breakfast Available, First Floor of DSU
8:00-9:00	Morning Plenary Session, DSU Auditorium: High-Impact Professional Development
9:15-10:30	Concurrent Breakout Session # 5 (DSU Rooms)
10:45-12:00	Concurrent Breakout Session # 6 (DSU Rooms)
12:15-1:00	Closing Remarks, DSU Auditorium, Plan for Next Year's Conference
1:00-2:00	Lunch Available in Fresh Foods, First floor of DSU

You will find links to register for the conference and travel and hotel information on the conference website: www.wku.edu/hips

- [Direct link to conference pricing and registration information](#)
- [Direct link to travel/hotel information \(including lists to hotels providing conference rates\)](#)
- [Direct link to the conference registration system](#)

You may also contact Erin Holderman by phone (270-745-4254) or email (erin.holderman@wku.edu) to register for the conference. She is also happy to answer any questions you may have about registration and/or hotel and travel accommodations.

Wednesday, February 20, 2019

12:00-3:00pm: Registration
First Floor, Downing Student Union (DSU)

12:00-2:00pm: Lunch Available for Conference Registrants
Fresh Food Court, First Floor, Downing Student Union (DSU)

Welcoming and Opening Remarks
3:00-3:45pm
First Floor Auditorium, Downing Student Union (DSU)

Concurrent Breakout Session # 1: 3:45pm-5:00pm

Panel Session: Being the "I" in HIPs: One Campus' Journey to Institutional Transformation – (Room: DSU 2123)

Presenters: LaDonna Young, Southwest Tennessee Community College; Matthew Lexow, Southwest Tennessee Community College

Over the last two years, Southwest Tennessee Community College has worked diligently to develop, support, and implement a dedicated center for High Impact Practices. To that end, we created the Office of High Impact Practices and Innovation (HIPI). This panel presentation centers on the following conference themes: Creation and Delivery of High Quality HIPs Experiences with Courses and Degree Programs; Innovative Implementation of HIPs; and On-Campus, Multi-campus, and System-level Collaborations. Attendees will see how we found common goals across the campus and leveraged HIPI to become the driving force, which led to a deeper awareness on the campus.

Panel Session: High Impact Faculty Development in the Academy for Writing (Room: DSU 3005)

Presenters: Christopher Basgier, Auburn University; Leslie Cordie, Auburn University; Margaret Marshall, Auburn University; Amy Wright, Auburn University

We will describe our efforts to implement high-impact faculty development in an Academy for Writing devoted to curricular revision surrounding HIPs, and we will share current research projects investigating Academy participants' conceptual learning and identities as teachers and researchers. We hope the Academy stands as a useful model for designing and implementing HIP-infused curricula at departmental and college levels.

Interactive Session: Successful Stories of HIPs in an HSI in South Texas (Room: DSU 3004)

Presenters: Mingsan Pierre Lu, The University of Texas Rio Grande Valley; Christina Chavez, The University of Texas Rio Grande Valley; Alyssa Cavazos, The University of Texas Rio Grande Valley; Estela De La Garze, The University of Texas Rio Grande Valley

The presentation aims to share the successful (and some not-so-successful) stories of high-impact practices (HIPs) implemented in a large Hispanic-Serving Institution (HSI) of higher education in South Texas. The presenters plan to (1) first introduce their offices and initiatives, (2) examine what works and what does not, (3) discuss new and innovative approaches to HIPs at the University, (4) share participants' experiential learning experiences and stories, and last but not least, (5) share their work and passion toward HIPs at the University.

Interactive Session: Mind Matters Town Halls: Faculty Led, Student Centered, Administrator Supported (Room: DSU 3024)

Presenters: Nancy Wada-McKee, California State University, Los Angeles; Shifra Teitelbaum, California State University, Los Angeles; Michael Willard, California State University, Los Angeles

New civic learning requirements in general education at Cal State LA enabled student affairs to collaborate with faculty on high impact practices and engaged learning for first year students. Students participate in problem solving town halls focused on mental wellness and community-based learning. This transformational collaboration enhances the Mind Matters initiative led by the University President, and creates a unique opportunity to improve the campus community and positively impact academic success. This high impact practice is significant in that it is delivered to more than half of all freshman, the majority being first generation with high financial need.

Interactive Session: Reshaping the Bridge: Expanding from Summer Bridge Programs to Learning Communities (Room: DSU 3025)

Presenters: John Gardner, Prairie View A&M University; Erica Jenkins, Prairie View A&M University; Jamila Clayton, Prairie View A&M University

The presenters will discuss high impact practices of the planning and implementation of Summer Bridge Programs on university campuses, to include the challenges with managing summer bridge programs with over 800 participants, as well as share general student success rates for the programs. The attendees will learn methods for gaining institutional financial support and ways to generate university buy-in to implement summer bridge programs. Additionally, attendees will learn steps to evolve summer bridge programs into learning communities to create a sustainable impact on student success.

Individual Presentations: Living Learning Communities and Leadership Development as HIPs (Room: DSU 3023)

The Case for Leadership-Development as a High-Impact Practice

Presenters: Harold Mock, Georgia College; Ashley Copeland, Georgia College

Using the standards put forth by Kuh and O'Donnell, this presentation makes the case that competency-based leadership-development represents a High-Impact Practice. The presenters will offer both an innovative approach that can be adapted to other institutions of similar profile and a general case for educators to explore leadership development as a HIP. Specifically, attendees will learn about: Competency-based approaches to program and curriculum design; Documenting student leadership learning outcomes in e-portfolios; Tracking student achievement, including tagging HIPs in students' academic records; Designing a systematic approach to active learning practices that unites the curriculum and co-curriculum.

Creating and Sustaining a Collaborative LLC

Presenters: Holly Hunt, Florida State University; Bill Parker, Florida State University

Bryan Hall at Florida State University is a 128-student LLC focusing on academic exploration and discovery. This presentation will provide an overview of Bryan Hall's history with an emphasis on the non-traditional structure between academic affairs and university housing. The presenters will share a model of academic and community engagement through a small group/large group colloquium, mentorships, and community-building events. The presentation will highlight ways to create a diverse leadership and instructional team, allowing the LLC to thrive by bringing together

knowledgeable individuals from across the university, creating faculty buy-in, and meeting the interests of today's students.

ASPIRE, LLC: An Examination of Implementation Challenges, Program Successes and Participant Outcomes of a Pilot Living Learning Community Targeted for Academically Vulnerable Student Populations

Presenters: Kriss Kemp-Graham, Texas A&M University-Commerce; Raymond Green, Texas A&M University-Commerce

ASPIRE LLC was developed with a deliberate focus of providing wrap around 24 hour support to TAMUCs most vulnerable student population that includes the engagement in formal and informal activities and conversations with participants intentionally designed to support and address their individual and collective needs. During this proposed session, panelists will share success, challenges and barriers experienced with implementing ASPIRE LLC, examples of programs and activities implemented to support ASPIRE participants, concluding with sharing of outcome data used to assess the impact of providing seamless academic and social supports to ASPIRE students inside and outside of the classroom

Individual Presentations: Assessing HIP Programming and Interventions in STEM Education (Room: DSU 3020)

Integration of End-of-Study Projects in Community College Mechatronics Education

Presenter: Khalid Tantawi, Motlow State Community College

We present here a model that incorporates capstone projects into community colleges mechatronics educational curriculum, with an industry-based project evaluation. In this model, the end-of-study project is assigned based on feedback from industrial partners that take into account current trends and industry needs. The 14-week Project is followed by an evaluation by members of industry and academia. The project is presented in an annual open-to-public "Mechatronics Open House" that is publicized to local newspapers and media. Surveys conducted on the graduates show that most graduates list the capstone project as the most beneficial course in the program.

Partnering for Student Success: Ogden College of Science & Engineering and the Division of Enrollment & Student Experience

Presenters: Cheryl Stevens, Western Kentucky University; Jennifer Anderson, Western Kentucky University; RaeAnn Holmes, Western Kentucky University

Increased student persistence and graduation impacts workforce development, regional economic development, and financial security of universities, especially regional

comprehensives, like Western Kentucky University (WKU). WKU's Ogden College of Science & Engineering (OCSE - Academic Affairs) partnered with its Division of Enrollment & Student Experience (ESE - Student Affairs) to implement strategies that target first to second year retention including advising, university experience course, freshmen cohorts, and living learning communities - all for no additional cost. Preliminary results look promising and show improvement in first to second year retention. This session will describe the successful partnership between OCSE and ESE.

Scaffolding and Assessment in Engineering Capstone Experiences

Presenters: Stacy Wilson, Western Kentucky University; Dr. Farhad Ashrafzadeh, WKU; Dr. Chris Byrne, WKU; Dr. Walter Collett, WKU

Western Kentucky University is home to engineering programs in the areas of civil, electrical, and mechanical. A key element of all of these programs has been senior project capstone sequence in which the students are assigned to teams to design and execute faculty or industry sponsored projects. Historically, students enrolled in capstone sequences within each discipline. In the past several years, the three programs have merged the capstone courses to have one senior project sequence for all disciplines. This change has made facilitation of multidisciplinary projects significantly easier. This presentation will present the structure of the courses and the scaffolding that occurs with the topics to support the projects. Also, the assessment plan and rubrics will be discussed.

Sponsored Session: From High-Impact Learning Experiences to High-Impact Careers: Preparing Faculty to Support Students' Career Readiness (Room: DSU 2086)

Presenters: Julie Candio Sekel, ACUE, the Association of College and University Educators; Jay Howard, Butler University.

Among the high-impact practices that enrich the college experience are collaborative assignments and community-based projects, which are intended to equip students with the types of skills they will need in college and beyond. How are faculty prepared to design projects, and support students, as they work together to address real-world problems in real-world contexts? Through a course in career guidance and readiness, the Association of College and University Educators (ACUE) prepares faculty, at scale, to integrate career guidance into their classes and develop projects that cultivate the skills students will need in their future as citizens and in the workplace. Presenters will share how this work helps to maximize the quality of these HIPs.

Individual Presentations: Strategies for High-Impact Study Abroad and Study Away (Room: DSU 2124)

Key parts of a travel course to help make the journey smoother

Presenter: Shay Kidd, University of Montana- Western

This session will present assistance in the basics of travel courses as done at the University of Montana- Western campus. The methods and reasoning are a major focus of this presentation that apply to all campuses. Key topics include timing, purpose, and setup of a travel course. The many experiences of travel courses will be represented in this presentation for other professors to build on and grow their own travel programs. Key aspects of student involvement and ensuring that all students can access the course is a focus.

Westward Ho: The Story of an Innovative Travel Course/Internship

Presenters: Laura Straus, University of Montana Western; Estee Aiken, University of Montana Western

Presenters will provide an overview of the implementation of an out-of-state, cohort-based, urban clinical field experience for rural teacher candidates. Candidates were undergraduates who were simultaneously enrolled in two four-credit courses which were delivered using a place-based approach. The candidates taught in high-poverty, diverse schools. The theoretical lens used to examine this experience is based upon the work of Esteban-Guitard and Moll (2014), and upon their concept of funds of identity as a tool for understanding the ways in which learners build on their previous experiences and upon their funds of knowledge, cultural practices, and beliefs, as they navigate the lived experience of schooling.

7 Essential Rules for an Inclusive Study Aboard Course

Presenters: Cody Miller, Roane State Community College; David Edwin Rath, Roane State Community College

This high-energy presentation will address highly successful strategies for the creation and/or implementation of (HIP) Study Abroad courses, regardless of subject matter or destination. Attendees will gain a unique understanding of seven essential practices that ensure quality, equity, and inclusive excellence in the creation and delivery of a college based Study Abroad course. The presenters will take a "lessons learned" approach collaborating from their experience as Study Aboard course leaders. The

presenters have presented at over a dozen conferences together receiving outstanding reviews.

**Interactive Session: Journey to the Center of the HIPS: Adventures in Curricular Renewal
(Room: DSU 3007)**

Presenters: Cynthia Alby, Georgia College; Jeanne Sewell, Georgia College; Cara Smith, Georgia College

In 2015, Georgia College offered a smattering of high impact practices. But by 2018 we went from a HIP blip to a VIP. Today, every native student will engage in five high-quality HIPs as part of a larger program designed around AAC&U's LEAP Initiative. In this interactive session, we'll help you explore how you might increase campus buy-in, manage logistics related to the quality and quantity of the HIPs you offer, improve equity of access, assess student outcomes, and develop faculty and staff. You ask the questions, and we'll share what we've learned along with our online toolkit.

Opening Reception

5:00-5:45pm

Room: Smith Stadium/Harbaugh Club

Dinner and Plenary Panel Session

What makes a HIP a HIP? A Panel Discussion of HIP Quality, Fidelity, and Innovation

6:00-7:30pm

Room: Harbaugh Club

Is the HIP label important? There are numerous engaged learning experiences that we can provide for our students, including the 11 high-impact practices designated by the American Association of Colleges & Universities (AAC&U). What makes an engaged learning experience "high-impact?" What are the dimensions and attributes of a high-impact, engaged and integrative learning experience? And are there other curricular and co-curricular experiences we should be examining to promote equity and the scaling of these experiences at our institutions? Finally, how can we ensure quality and fidelity to the HIPs model in these experiences? Please join our moderator and panelists for a vibrant discussion of these questions as we examine new and innovative ways to move this work in the field forward.

Panelists will include:

- Jeff Franklin, Associate Vice Chancellor for Undergraduate Experiences, University of Colorado Denver
- Janet McCormick, Professor of Communication Studies, Middle Tennessee State University
- Joe O'Shea, Assistant Vice President for Academic Affairs, Florida State University
- John Williamson, Dean K-12 Programs and Superintendent, Model Laboratory School, Eastern Kentucky University (former Vice President of Curriculum, Instruction, and Assessment with The College Board's AP Program)

Moderator

- Michael Stephenson, Vice Provost for Academic Affairs and Strategic Initiatives, Texas A&M University

Thursday, February 21, 2019

7:00-8:00am: Breakfast Available

First Floor, Downing Student Union (DSU)

Morning Plenary Session

8:30-9:45am

Room: DSU Auditorium

Title: Learn, Engage, Retain: A Comprehensive Examination of On-Campus Student Employment

On-campus student employment has the potential to be a highly impactful program for institutions. If designed and managed appropriately, an institution's student employment program can serve as a prime student success strategy by helping students build and strengthen career-ready skills, as well as provide additional ways for students to develop deeper connections to the campus. Recently, NASPA conducted a national study to highlight the ways institutions are using student employment to achieve these optimal outcomes. In this session, NASPA will present findings from the study and provide a helpful framework that institutions can use to strengthen their student employment infrastructure and supports. The session will also feature the student employment efforts happening at Stony Brook University in New York, where they have leveraged their centralized and comprehensive career center to transform traditional on-campus jobs into work-integrated learning opportunities.

Presenters:

- **Omari Burnside, Assistant Vice President for Strategy and Practice at NASPA - Student Affairs Administrators in Higher Education**

- **Marianna Savoca, Assistant Vice President for Career Development and Experiential Education, Stony Brook University – SUNY.**

Concurrent Breakout Session # 2: 10:00am-11:15am

Panel Session: Rocky Mountain HIPs: Scaling Quality High Impact Practices across the University of Colorado (Room: DSU 2124)

Presenters: Deborah Keyek-Franssen, University of Colorado System; Michelle Neely, University of Colorado Colorado Springs; Aliana Beaver, University of Colorado, Boulder; Margaret Wood, University of Colorado Denver; Corey Edwards, University of Colorado Denver

HIPs can transform undergraduate education across our institutions if a critical mass of faculty engages in the learning and work that ensure the quality and accessibility of HIPs across programs and degrees. Three carousel presentations on models used at the University of Colorado for engaging faculty in HIPs will introduce different, effective faculty engagement practices. You'll learn about teaching circles (UCCS), communities of practice (Denver | Anschutz Medical Campus), and an inclusive pedagogy series (Boulder). You'll also create an action plan to apply your learning and bring innovation and inspiration to your own institution.

Panel Session: Teaching HIPs with an Equity Mindset : A Departmental Effort (Room: DSU 3005)

Presenters: Fay Akindes, University of Wisconsin System Administration; Theresa Castor, University of Wisconsin-Parkside; Adrienne Viramontes, University of Wisconsin-Parkside

The University of Wisconsin-Parkside's Communication Department has successfully established, integrated, and sustained high-impact practices in its teaching and learning with an equity mindset. HIPs in the Communication major include: sophomore seminar, community-based learning, diversity, study abroad, undergraduate research, internships, ePortfolios, and the capstone senior seminar which was established in 1984. UW-Parkside has the highest percentage of students of color in the UW System; many are first-generation college students, Pell Grant recipients, full-time off-campus employees, and primary caregivers of children or parents. This panel presentation addresses innovative HIPs, equity mindedness, assessment, learning outcomes, and evidence of post-graduation integrated learning.

Panel Session: A Practical Model for Developing Applied Learning Infrastructure (Room: DSU 3004)

Presenters: Allison Puff, Farmingdale State College; Jennifer Bryer, Farmingdale State College; Rena Varghese, Farmingdale State College

Developing the infrastructure to support applied learning can be a big challenge for an institution. How can we make submitting, approving, tracking, reporting and advertising applied learning opportunities easy and accessible? How do we ensure that students recognize that they have participated in an applied learning activity? As one of SUNY's technology colleges, Farmingdale State College (FSC) tackled these initial challenges by building on our strengths—technology and design. In this panel presentation members of the FSC Applied Learning Committee will outline a practical model for developing the infrastructure to support applied learning.

Interactive Session: HIPs for the Nontraditional Student (Room: DSU 3024)

Presenters: Ken O'Donnell, California State University, Dominguez Hills; Terry McGlynn, California State University, Dominguez Hills; Susan D. Einbinder, California State University, Dominguez Hills; Toumik Asatoorian, California State University, Dominguez Hills

The students who most stand to benefit from participation in HIPs are often those who also have the least time to devote, creating one of the highest barriers to access. This interactive session will highlight ways an access oriented, regional comprehensive university uses assessment to get the most out of even routine interactions with students, leveraging professional development and existing pools of data to make a greater number of practices "high-impact."

Interactive Session: Undergraduate Research Embedded within Your Course(s): How to Work Smarter (Room: DSU 3025)

Presenters: Sara Evans, University of West Florida; Jocelyn Evans, University of West Florida

This session will detail embedding a research project within a course, focusing on how to modify and alter materials to fit with different course foci and levels. We outline an

interdisciplinary, multi-year research project in which students have collected five different types of social science data. We scaffold the project each year and meet challenges of embedding a research project in different courses. We will discuss the best way to modify rubrics and assignments and provide resources to participants on how to structure student work over the course of the semester, guide reflection, and assessing the impact of the experience

Individual Presentations: Building Community and Integrative Learning Opportunities (Room: DSU 3023)

Using E-portfolios to Foster, Track and Assess Integrative Learning in a Residential Learning Community

Presenter: John Sopper, University of North Carolina Greensboro

Providing clear evidence of student learning is an important challenge facing Higher Education. Using results from the implementation of an e-portfolio in an academically focused residential learning community that serves first and second year undergraduates, this presentation explores how e-portfolios can be used effectively to gather direct measures of student learning deemed essential for the 21st Century.

Collaborating Across Learning Community Lines: Get More for Your Peer Mentors While You Do Less

Presenter: Laura Wimberley, Texas A&M University

Training peer mentors well develops those students more deeply but also lays a solid foundation for provision of a learning community (LC). LC professionals multiply their own reach through the peer mentor interactions with students. Undergraduates often hear what peer mentors say more readily than when staff or faculty use the same words but getting mentors ready to speak can be hard and intensive work. LAUNCH: Learning Communities leveraged expertise across LCs to develop a collaborative peer mentor training program that broadens mentor understanding of student issues, creates connections across LCs, and relieves staff from shouldering training responsibilities alone.

The Makings of a Grassroots Multi-Campus First-Year Experience Project

Presenters: Sarah Roberts, Nashville State Community College; Jessica Rabb, Nashville State Community College

In fall 2018, Nashville State launched a holistic first-year experience project connecting the FYE course to key first year experiences: new student orientation, career planning, academic advising, and personal reflection. Through a collaborative and sustainable strategy among faculty, staff and students, the Nashville State FYE Project supports student success throughout the first year.

Interactive Session: HIPS in Puerto Rico: Perspectives from a Statewide Initiative (Room: DSU 2123)

Presenters: Merissa McKasty, State University of New York System Administration; Christian Speedling, State University of New York System Administration; Krista LaVack, State University of New York at Potsdam

HIPS in Puerto Rico: Perspectives from a Statewide Initiative outlines a statewide global and applied learning initiative at the largest comprehensive system of higher education in the nation. This interactive presentation will provide details about the NY Stands with Puerto Rico initiative including, identifying resources, and the successful strategies, administrative hurdles, and lessons learned in pulling off such a massive undertaking. Come join us as we collaboratively discuss how this initiative incorporates various high impact practices that promote student success, community engagement and global citizenship!

Sponsored Session: From High-Impact Learning Experiences to High-Impact Careers: Preparing Faculty to Support Students' Career Readiness (Room: DSU 2086)

Presenters: Julie Candio Sekel, ACUE, the Association of College and University Educators; Jay Howard, Butler University.

Among the high-impact practices that enrich the college experience are collaborative assignments and community-based projects, which are intended to equip students with the types of skills they will need in college and beyond. How are faculty prepared to design projects, and support students, as they work together to address real-world problems in real-world contexts? Through a course in career guidance and readiness, the Association of College and University Educators (ACUE) prepares faculty, at scale, to integrate career guidance into their classes and develop projects that cultivate the skills students will need in their future as citizens and in the workplace. Presenters will share how this work helps to maximize the quality of these HIPs.

Individual Presentations: Measuring the Impact of HIPs using Institutional Data and Outcomes Assessment (Room: DSU 3020)

Modeling the Impact of Participation in HIPs on Student Retention and Graduation

Presenters: Angela Byrd, Western Kentucky University; Jerry Daday, IUPUI

We offer a modeling technique that individuals can use to measure the impact of student participation in HIPs on their probability of being retained (year-over-year) and on their probability of graduating within 4 or 6 years. Resources will be provided to help participants interpret and present results in a way that is meaningful to a variety of audiences. Attendees will also be provided with statistical analysis syntax (for SAS and STATA), instructions, and templates so they may replicate the analyses demonstrated in the session for their own campus constituents.

Revealing the impact of HIPs on graduation rates: A replicable empirical research design

Rebecca Burdette, Louisiana State University

To enhance undergraduate teaching and learning, faculty are scaling up Communication-Intensive (C-I) courses across the curriculum at LSU. Because C-I criteria directly aligns with HIP principles, we wondered to what extent C-I was supporting the institutional priority of graduation rates. Using six years of longitudinal data on 3,400 undergraduates, initial results indicate undergraduates who complete three C-I courses are twice as likely to graduate than students who completed no C-I courses. During this session, we share our research processes and explore ways in which it might be replicated at other institutions to evaluate the efficacy of HIPs at scale.

Research Methods and Designs Used for HIPs Studies: An Extensive Retroactive Analysis

Presenter: Mingsan Pierre Lu, The University of Texas Rio Grande Valley

Through extensive literature review on HIPs' research methods and designs, the presentation's objectives are to: (1) Discuss common research questions found in the field of HIP research; (2) Discuss common approaches and methodology used in HIPs literature; and (3) Raise awareness for limitations inherent in some approaches that require considerations. Thematic analysis and content analysis reveal that most studies fall into three types of research on HIPs. In addition, the presentation follows research design trends found in recent literature of HIPs upon preliminary analysis where survey method was identified as most popular. Practical implications and applications will be discussed.

**Interactive Session: Master Faculty Communities of Practice: Scaling HIPs Across the Campus
(Room: DSU 3007)**

Presenters: Donna Seagle, Chattanooga State Community College; Kenneth Goldsmith, Chattanooga State Community College; Traci Clifford, Chattanooga State Community College

Miranda Taj, Chattanooga State Community College; Shawn Brabham, Chattanooga State Community College; Lindsay Holland, Chattanooga State Community College; Dusty York, Chattanooga State Community College

Chattanooga State Community College's High-Impact Practices (HIPs) Master Faculty take a grassroots approach to educating and engaging faculty. The Master Faculty help colleagues practice, share, and improve their teaching through the integration of HIPs pedagogy and curriculum. HIPs Masters assist with writing learning outcomes, the development of valid and reliable assessments, the selection of key strategies for improving student engagement, and the building of class activities that support the integration of HIPs. ChattState's Director, Center for Academic Research and Excellence and HIPs Master Faculty will share the mentoring work that has greatly expanded HIPs across multiple academic pathways.

Lunch Plenary Session

11:45am-1:15pm

Room: Harbaugh Club

Title: Expanding Conceptions of Data to Increase Equity

Presenter:

Claire Jacobson, Project Director for TS3 Initiative - Taking Student Success to Scale, National Association of System Heads (NASH)

To produce graduates with lifelong learning and transferable skills requires institutions demonstrate evidence of student learning, especially for their most underserved students. To understand these nuances campuses must disaggregate their data, thoughtfully examine it for relevant patterns, and take action. Currently, few campuses complete this cycle. In fact, too often data disaggregation has become an end in itself. But disaggregating data is not a stand-alone response, but rather part of a comprehensive strategy. Done well, disaggregating data makes it possible to see where gaps exist so the reasons--structural, institutional, pedagogical--for those gaps can be explored. Join this discussion on expanding conceptions of data, data collection

methods, analysis, and use. Examples will be drawn from the National Association of System Heads' (NASH) 22-campus initiative, Taking Student Success to Scale: High Impact Practices Network, to explore a virtuous cycle of quality, student learning assessment and equity.

Concurrent Breakout Session # 3: 1:30-2:45pm

Panel Session: Systems Take Student Success to Scale: HIPS at the state level (Room: DSU 2124)

Presenters: Carleen Vande Zande, University of Wisconsin System Administration; Erik Rose, Montana University System; Heidi Leming, Tennessee Board of Regents; Robert Todd, University System of Georgia

Although exemplars of student success have emerged across higher education institutions, systems and states, the lessons and best practices developed in one institution are not being scaled. College and university systems can act as a catalyst for scaling and diffusion by leveraging efficiency and effectiveness. Each of the four systems has committed to take the next steps to improve access and equity for all students by rethinking how HIPS are designed, delivered, tracked, and assessed.

Interactive Session: How One Public Research University is Breaking Down Silos and Building Bridges (Room: DSU 3024)

Presenters: Kirsten Pagan, Binghamton University; Katherine Bouman, Binghamton University

At Binghamton University, university honors program assessment is a collaborative effort between Academic and Student Affairs. Now in their sixth year of working together, the Binghamton University Scholars Program and Student Affairs Assessment and Strategic Initiatives have fine-tuned the way they evaluate high impact practices in curricular and co-curricular programming. Attendees will learn how a student engagement tool can support a program's assessment efforts and understand the challenges present therein. Additionally participants will be given the opportunity to propose strategies to enhance assessment efforts and identify opportunities for collaboration within or between their individual institutions.

Panel Session: The Kokomo Experience and You (KEY) (Room: DSU 3004)

Presenters: Alan Krabbenhoft, Indiana University Kokomo; Michael Koerner, Indiana University Kokomo; Christina Downey, Indiana University Kokomo

The Kokomo Experience and You (KEY). Indiana University Kokomo is a small public institution located in north central Indiana. Over the last several years the campus has developed the KEY initiative that is designed to engage ALL students in various HIPs throughout their four years of college. These HIPs are incorporated into both general education courses as well as courses within the various majors and concentrations. Furthermore, there are many other opportunities for students to participate in HIPs through courses outside their major or available on campus as open activities.

Panel Session: Goal Oriented: Using NACE and StrengthsFinder to Make the Case for HIPs (Room: DSU 3005)

Presenters: Ken O'Donnell, California State University, Dominguez Hills; Anna Liza Garcia, California State University, Dominguez Hills; Heather Butler, California State University, Dominguez Hills; Matthew Smith, California State University, Dominguez Hills; Thomas Norman, California State University, Dominguez Hills

By focusing students on the lifelong benefits of HIPs, CSU Dominguez Hills aims to recast some of its most powerful educational practices not as something extra for elites, but as crucial for the learning expected of all our students. At entry, all students use Clifton StrengthsFinder to understand what they're already good at, and how to play to those strengths as they work toward their goals. And throughout college they work with educators aligned toward the Career Competencies articulated by the National Association of Colleges and Employers.

Interactive Session: Use of HIPs in an Online Graduate Education Program (Room: DSU 3025)

Presenter: Jim Berger, Western Kentucky University

While HIPs have often been used in undergraduate programs to engage learners, many of the approaches can be effective for online graduate programs as well. This session will describe how several HIPs are incorporated in a graduate-level online program. The MAE in Adult Education at WKU creates learning assignments whereby students are asked from the first assignment to engage with the community at various levels, apply their newfound knowledge in actual situations, and engage in action research within the community. Session participants will leave with a plan for implementing various HIPs into online classes/programs. Handouts will be provided.

Interactive Session: Get Out of Their Way! Using RTTP Role-Play to Motivate Authentic Student Learning (Room: DSU 3007)

Presenters: Jonathan Kotinek, Texas A&M University; Naomi Norman, University of Georgia; Mary Zawadzki, Texas A&M University; Thomas Chase Hagood, University of Georgia

"Reacting to the Past" (RTTP) courses employ different pedagogy than most traditional classes. Students learn by taking on roles in elaborate games set in the past; they practice skills - speaking, writing, critical thinking, problem solving, leadership, and teamwork - related to substantive issues. Participants will get an overview of this pedagogy and play a demonstration game to better understand how immersive role-play can engage students in a process that includes all the key elements of HIPs. A debriefing session will help participants better understand how to adapt this high-quality HIP across a range of disciplines and institution types.

Individual Presentations: Using HIPs to Promote Student Success and Institutional Transformation (Room: DSU 3020)

Tracing 20 Years of Student Success: How HIPS at Florida State Have Helped Recruitment, Retention, and Rankings

Presenters: Karen Laughlin, Florida State University; Alice Wright, Florida State University

Over the past 20 years, Florida State University has systematically developed a student success ecosystem incorporating many forms of high-impact practices. This development, has aimed to enhance student persistence and completion while strengthening the academic culture and reputation of the University. The effort has been data-driven, regularly assessed, and involves ongoing attention to diversity and inclusion through making HIPS accessible to diverse groups of students. This presentation will trace the history of this development, sharing lessons learned as well as strategies for scaling, assessment, and analysis of the impact of HIPS on the University's overall strategic goals.

Scaling High-Impact Practices Part II: Creating the Institute for Engaged Learning

Presenters: Jerry Daday, IUPUI; Jay Gladden, IUPUI; Amy Powell, IUPUI

IUPUI created the Institute for Engaged Learning in 2018 to transform and provide leadership with the campus work on high-impact practices. A key goal of the Institute is

to ensure access of high-impact practices for students from underserved groups. In this 20-minute presentation, the motivation, processes and structures associated with the Institute for Engaged Learning will be discussed. Challenges and key insights from a collaborative process will help inform the scaling of high-impact practices at other institutions.

Filling the Gap: Assessing and Communicating the Impact of Undergraduate Research

Presenters: Catherine Chan, University of Wisconsin-Whitewater; LaVar Charleston, University of Wisconsin-Whitewater

The Undergraduate Research Program tracked and assessed the access to and academic outcomes of students from diverse demographic groups who participated in mentored research. The data show significantly higher rates of participation of novice researchers from under-represented minority groups in paid assistantships, and higher retention and graduation rates than their peers from similar ethnic, financial, or first-generation status. These students reported improved self-efficacy and sense of belonging. This presentation will highlight ways to demonstrate the impact of undergraduate research on student success, an innovative approach to equitable access, and the role of strategic communication in enhancing institutional/community support.

Interactive Session: Coaching Partnerships for Equity (Room: DSU 2123)

Presenters: Amber Green, University of California, Los Angeles; Jo Ann Isken, University of California, Los Angeles; Tonikiaa Orange, University of California, Los Angeles

How can we leverage coaching relationships to transform school culture and focus on equity? Using the UCLA IMPACT Project coaching framework, pre-service and experienced teachers work together toward creating critical space for a collaborative partnership that positions coaching as a reciprocal learning partnership. Participants will examine how using this new coaching framework focuses on inquiry, reciprocal learning and equity. Participants will be oriented to the new coaching framework and will engage in active discussion and feedback on the framework itself and how to re-imagine their partnerships with teacher education programs to renew and support equity in the classroom.

Individual Presentations: Innovations in the Delivery of High-Impact Practices (Room: DSU 3023)

Improving Career Readiness Competencies Through HIPs: A University Case Study

Presenter: Kathleen Hudon, University of West Florida

In 2018, to improve student employability, the University of West Florida (UWF) adopted three career readiness competencies: professionalism/work ethic, leadership, and communication. This presentation will focus on how these competencies are being integrated into institution-wide HIP goals, specifically as they are related to ensuring successful HIP outcomes. For example, streamlined performance evaluations and pre-HIP-experiential learning professional development centered on the competencies are being implemented. Moreover, resources such as sample performance evaluations, rubrics, process steps, and career readiness competency information will be shared with audience members to better contribute to their own implementation of career competencies at their institutions.

Vireo ETD and eCampus: adapting online platforms for graduate thesis and dissertation submission and approval and classroom management to undergraduate research programs.

Presenters: Sarah M. Misemer, Texas A&M University; Annabelle Aymond, Texas A&M University; Caroline Sonnier, Texas A&M University

Vireo was developed by the Texas Digital Library for submission and management of graduate theses. LAUNCH: Undergraduate Research at Texas A&M worked with the Texas Digital Library to adapt Vireo to allow electronic submission, review, and approval for proposals and final theses for our Undergraduate Research Scholars (URS) Program. The Vireo URS instance supports remote administrative and faculty mentor review and feedback and facilitates data gathering on research compliance. Leveraging eCampus provides tracking for formatted drafts (thesis installments), participant progress, and program requirements. Vireo, eCampus and URS policies produced an 81-85% URS completion rate the last three years.

Concurrent Breakout Session # 4: 3:00-4:15pm

Panel Session: Institutional Validation of HIPs with Comprehensive Learner Records (Room: DSU 2124)

Presenters: Ken O'Donnell, California State University, Dominguez Hills; Tara Hardee, California State University, Dominguez Hills; Francisco Checkcinco, California State University, Dominguez Hills

Comprehensive Learner Records are a national collaboration of NASPA and AACRAO to expand the traditional transcript to include other institutionally validated markers of student attainment. As part of its commitment that all CSU Dominguez Hills students will participate in at least two high-impact practices, the university has been seeking to build institutional validation into the designation of HIPs. Educators are already familiar with such means of validation, such as faculty led assessment committees, program review panels, and peer reviewed publications. Applying the same tools to the recognition of high-impact practices is key to delivering on their promise.

Interactive Session: Perspectives Workshop: HIPs Across The Texas A&M University System (Room: DSU 3005)

Presenters: Shonda Gibson, The Texas A&M University System; Jill Woodall, The Texas A&M University System

In this interactive session, participants will engage in identification of common challenges and barriers related to HIPs. Following this activity, a variety of perspectives will be shared from a panel institution representatives who have been involved with HIPs over the past decade. This session offers participants a glimpse into HIPs across the system, as well as approaches to addressing common challenges and barriers including: quality, definitions, tracking, scaling, equity, and assessment 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.

Interactive Session: TechnoHIPs and the Eight Elements (Room: DSU 3004)

Presenters: Robin Schofield, Pikes Peak Community College; Jo Ellen Becco, Pikes Peak Community College

Nearly 80's New Wave, but better. Participants will identify, design, and streamline High Impact Practices (Kuh 2008) through a close examination of the Eight Key Elements of HiPs (Kuh & O'Donnell 2013). Then we'll zap the design with some ideas on how to infuse technology into High Impact experiences for students. Wear your working clothes.

Interactive Session: A taxonomy is not enough - three aligned tools for scaling HIPs for student success (Room: DSU 3024)

Presenters: Amy Powell, IUPUI; Steven Graunke, IUPUI

A taxonomy articulating key elements and degrees of implementation is a solid first step towards developing quality and fidelity in high-impact practices (HIPs). The use of additional aligned tools during implementation can strengthen efforts to support and assess HIPs work. In this session, you will be guided through the process of developing a taxonomy for a HIP on your campus plus aligned tools for supporting implementation and assessment. Facilitators will share tools and assessment practices from IUPUI. Participants will leave with a plan to develop relevant tools and systems to support HIPs on their own campus.

Panel Session: Combining Leadership and Service Learning in an Honors First Year Seminar (Room: DSU 3025)

Presenters: Victoria Bryan, Cleveland State Community College; Marci Reiter, Cleveland State Community College; Ashley Raburn, Cleveland State Community College

This panel explores the creation, revision, and execution of our Civic Scholars Learning Community in Cleveland State Community College's Honors Program. The learning community consists of an Honors First Year Seminar course, a Leadership Development course, and a one-hour service learning independent study. This panel will discuss successes and pitfalls, the mechanics of designing a learning community with a complex leadership and service project at its core, and the improvements we continue to make.

Individual Presentations: Diversity, Equity, and Inclusion in HIPs Practice (Room: DSU 3023)

Students with Disabilities in High-Impact Practices

Presenter: John Zilvinskis, Binghamton University, State University of New York

Using data from the 2015 and 2016 administration of the National Survey of Student Engagement (NSSE), survey results of over 15,000 senior students with disabilities will be examined to demonstrate the increased levels of engagement among students in this group who participate in HIPs. In addition, participation rates for this underserved population will be compared with seniors in the general population, offering the degrees of success postsecondary public institutions have achieved toward equity in access to HIPs for students with disabilities.

STEM Transplantation: Transition from Community College to HBCUs

Presenters: Charlene Walker, Bluegrass Community & Technical College; Kazi Javed, Kentucky State University; Fara Williams, University of Kentucky

Community colleges play critical roles for students obtaining bachelor's degrees in STEM fields. Historically Black Colleges and Universities serve as a viable option for students to

graduate. Many students start their academic career at community colleges. Often serving the same student profile, HBCU's and community colleges have opportunities to collaborate toward seamless transfer. Bluegrass Community and Technical College and Kentucky's HBCU, Kentucky State University collaborated to increase the number of completions. These programs are complementing the National Science Foundation funded KY-WV Louis Stokes Alliances for Minority Participation program to enhance the STEM pipeline for underrepresented minority students.

Sponsored Session: HIPs and 21st Century Society (Room: 2086)

Presenter: Chris Freire, Student Opportunity Center (www.StudentOC.com)

With the advent of artificial intelligence and automation, society will go through increasingly tumultuous changes with career pathways becoming increasingly competitive and dynamic. These changes will put increasing economic pressure on recent graduates, require reasoning/critical thinking skills for life-long learning, and require global/cross-cultural understanding. The Founder of SOC will present from the perspective of a recent graduate and educational technology company founder with a broad view of the tech and higher ed landscape. The following questions will guide the presentation: How do students today need to adapt? How can higher education cope with these changes? As community leaders, what is the role of higher education? These questions and others will be addressed in a review of societal and economic data trends, recent survey responses on student views of HIPs, and examples of the latest work institutions have undertaken to expand HIP access. The session will conclude with a review of the role of technology in expanding student access to HIPs. A brief Q&A discussion will follow.

Panel Session: Increasing Access to High-Impact Undergraduate Research Experiences: A Tale of Three Courses (Room: DSU 2123)

Presenters: Abbey Fischer, University of Wisconsin - Eau Claire - Barron County; Kristi Wilkum, University of Wisconsin Oshkosh - Fond du Lac Campus; Kathy Immel, University of Wisconsin Oshkosh - Fox Valley Campus; Laura Lee, University of Wisconsin - Stevens Point at Marshfield

While numerous studies document the positive effects of involvement in undergraduate research for students and faculty mentors (e.g. Lopatto, 2010), these experiences are often limited to a select group of students. This panel explores the use of a high-impact undergraduate research taxonomy to develop course-embedded research experiences

within the first two years of a general education curriculum. Incorporating research in this manner increases student access to this valuable HIP early in their college careers. The three panelists will describe how using the taxonomy affected course design and content and share some direct and indirect measures from their courses.

Individual Presentations: Providing High Quality HIP Experiences (Room: DSU 3020)

Course Engagement: Beyond HIPs

Presenters: Rasha Qudisat, Utah Valley University; Ala'a Alsarhan, Utah Valley University

Understating the definition, measurement, collective impact and best practices of engaged learning is imperative for creating an engaged learning experience for students, and have a significant effect on their success. At UVU, the collective impact of engaged learning is used as a diagnostic tool for academic and community engagement, gap identification, progress assessment and an early warning system for newly designed courses or programs. Furthermore, we use a macro level of engaged learning combined with the HIPs to conduct collective impact evaluation to assess the best HIPs-Engaged Learning strategies combination that has the most significant impact on students' success.

Requiring Two HIPs During a Student's First Year

Presenter: Donna Seagle, Chattanooga State Community College

The purpose of this presentation is to share how one community college's teaching and learning center leveraged data, an interdisciplinary faculty community of practice, partnerships with Student Affairs, grant funds, and professional development to build a mandatory 3 credit hour freshmen College Success course (CSC) that requires ePortfolio. The Chattanooga State Community College model provides all freshmen with the opportunity to engage in two high-impact practices within their first year of college resulting in greater student satisfaction and success.

Interactive Session: How Is Everyone Else Going About This and Can I Call Them? A Facilitated Reflection and Problem-Solving Session with Peers (Room: DSU 3007)

Presenter: Elise Newkirk-Kotfila, NASPA - Student Affairs Administrators in Higher Education

Conferences provide attendees with new information, but many find the most value in networking directly with colleagues. This structured session provides time for attendees to reflect, share their successes, ask hard questions and leave with advice from peers. The session will focus on shared questions and challenges among attendees in the areas

of: HIPs definitions, tracking and assessment of HIPs, scope and quality of HIPs, faculty and student voice in HIP implementation, and the development of reciprocal partnerships.

Team Time/Networking

4:15-5:00pm

Space Available throughout DSU

Kentucky Bourbon Reception

5:00-6:30pm

Room: First Floor of DSU

Optional Excursion: Corvette Experience

Buses leave DSU at 6:00pm

Separate Registration Required (please contact erin.holderman@wku.edu if you are interested in registering)

Friday, February 22, 2019

7:00-8:00am: Breakfast Available

First Floor, Downing Student Union (DSU)

Morning Plenary Session

8:00-9:00am

Room: DSU Auditorium

Title: High Impact Professional Development Practices

Presenter: James Groccia

Professor Emeritus of Higher Education at Auburn University and Visiting Professor in the Institute of Educational Sciences at the University of Tartu in Estonia. Former President of the Professional and Organizational Development (POD) Network in Higher Education.

High Impact Practices are only as strong as the instructors that deliver them and the professional development programs that support them. This presentation will begin by making the case for an ongoing commitment to professional development and then offer practical suggestions for planning and organizing such programs. Topics for, and a few examples of professional development activities will be presented that follow a model of student engagement developed by the presenter which map closely to High Impact Practices. Finally, to promote discussion, issues related to the sustainability, quality, productivity of professional development will conclude this presentation.

Concurrent Breakout Session # 5: 9:15-10:30am

Interactive Session: A HIP Model for Faculty Learning Communities (Room: DSU 2124)

Presenters: Heidi Leming, Tennessee Board of Regents; Melynda Conner, Tennessee Board of Regents

Abstract: In this interactive session, participants will examine a proven two-semester experiential Faculty Learning Community (FLC) curricular model framed by the eight high impact practice (HIP) quality dimensions identified by Kuh, O'Donnell, & Reed (2013). This model currently provides ongoing online HIP implementation support across a statewide system and has increased faculty awareness and implementation of HIPs across 13 institutions. Participants of this session will be engaged in discussion, as well as in activities using resources from the HIP FLC model to contemplate iterations that might be used within their own classrooms, institutions, or systems.

Interactive Session: Intentional practices for organizational effectiveness: Scaling up HIPs (Room: DSU 3004)

Presenters: Jennifer Baumgartner, Louisiana State University; Rebecca Burdette, Louisiana State University

Ideally all HIPs would be accessible for all students, but with limited resources, intentionally identifying HIPs that best align with our institution's specific culture, goals, and infrastructure can promote efficiencies and better support student learning. Ideas are only as good as they are effectively operationalized, so how do we leverage existing resources and efficiently layer in new elements to get the most "bang for our buck"? Join us for a series of discussions and activities on unpacking institutional contextual cues to effectively harness your existing campus resources and move the needle on your institution's priority outcomes.

Panel Session: How to Create a Self-Sustaining Faculty Support Model for Innovative HIPS (Room: 3005)

Presenters: Heather Pleasants, The University of Alabama; Kim Colburn, The University of Alabama; Ashleigh Woods, The University of Alabama; Anneliese Bolland, The University of Alabama; Sara Stromeyer, The University of Alabama; Peter Felten, Elon University

In this presentation, faculty fellows, and the fellowship program director describe the components of a successful institution-wide HIPS faculty development initiative and present an overview of the multi-layered professional development comprising the project. The approach used to provide mentoring and feedback to fellows at multiple points in the fellowship will be discussed, and initial student learning outcomes data will be shared. Lastly, and most importantly, current Learning in Action fellows will describe what they have learned through their participation in a faculty learning community, and how their participation has impacted their pedagogical practices in ways that support HIPS at the undergraduate level.

Interactive Session: Building Bridges: Aligning HIPS Between P-12 and Higher Education (or Finding New Ways to Recruit College-Ready Students) (Room: DSU 3024)

Presenters: John Williamson, Eastern Kentucky University; Pam Kerouac, The College Board; Christopher Budano, Eastern Kentucky University; Tanlee Wasson, Eastern Kentucky University

This session will highlight successful strategies created and delivered by the Kentucky K-12 community that create alignment of HIPS between K-12 and Higher Education learning. Specifically, participants will engage in a mock standards developed exercise that focuses on a pedagogical model of building enduring understandings and transfer goals, explore how AP seminar and AP research are providing opportunities for high school students to engage in undergraduate research and capstone projects, and an interaction about service learning projects will conclude the session.

Panel Session: From Vision to Fruition: Developing an Undergraduate Research Program (Room: DSU 3025)

Presenters: Keith Naugle, IUPUI; Rafael Bahamonde, IUPUI; Mark Urtel, IUPUI

In this session the Department of Kinesiology at IUPUI will share how we planned and implemented an undergraduate research experience. Specifically, we developed a 1-

credit and a, repeatable, 0-credit course sequence. The 1-credit course is designed to teach didactic content and the understanding of basic research methods. The subsequent 0-credit course develops mentorship roles with faculty and work beyond beginner level data collections and entry. The last academic year this program produced 11 student presentations on campus, 4 regional/state presentations, and 3 national conference presentation. When factoring in faculty co-authors, our program generated 7 national presentations and 8 publications

Individual Presentations: Professional Development and HIPs (Room: DSU 3023)

HIPs: How to Busta Move (with Faculty)

Presenters: Patricia Armstrong, Nashville State Community College; Maryann Ludden, Nashville State Community College

Thanks to a multi-state grant from the National Association of System Heads, Nashville State Community College has had the rare opportunity to scale up very quickly the integration of HIPs into its curriculum. This "lessons learned" session will present how we made rapid progress in this integration before getting stalled by "initiative fatigue" and how we then jump started further progress by leveraging faculty leadership. We'll also discuss where we are now in the grant cycle and how students are responding to the three HIPs we are scaling up: honors projects, capstone projects, and ePortfolios.

Developing HIP Faculty: A Pathway to HIP Designated Courses

Presenters: Brad Wilson, Slippery Rock University; Brian Danielson, Slippery Rock University; Jason Hilton, Slippery Rock University

SRU launched a program in spring of 2018 to provide support for faculty to integrate HIPs into their courses and receive an HIP course designation. The primary goal was to ensure that the courses that were designated were effective. A faculty learning community was organized around each HIP to provide structure to learn about how best to integrate the HIP into a course. The pilot program was highly successful with 42 participants and 38 HIP-designated courses. The key element in our success was shifting from an emphasis on ""getting the designation"" to a focus on ongoing faculty professional development.

Implementation Strategies for Creating a Faculty lead Community of Practice for Research and Creative Activities

Presenters: David Kinner, Western Carolina University; Jamie Vaske, Western Carolina University; Kloo Hansen, Western Carolina University; David Evanoff, Western Carolina University

This presentation will discuss building a community of practice (COP) to foster undergraduate research and creative activities as a high impact practice (HIP) at Western Carolina University. In its inaugural year, fruitful group discussions lead the COP to start defining elements that make research and creative activities a HIP on our campus. A rubric modeled after HIP taxonomies that were presented during HIPs in the States (2018) was developed to define research as a HIP. We report on rubric development, using the rubric to refine student research/creative activity design, and reflections on developing a faculty community of practice.

Panel Session: A Targeted Approach to HIP Involvement: Learning Communities, Service Learning, Study Abroad and More (Room: DSU 2123)

Presenters: Allie Michael, Austin Peay State University; Ashlee Spearman, Austin Peay State University; Neeta Bhasin Austin Peay State University; and Alexandra Wills, Austin Peay State University.

Austin Peay State University has taken a targeted approach to engaging students from diverse backgrounds in HIP opportunities early in their college career. Through two learning communities, students in their freshman and sophomore years have engaged in service learning and study abroad experiences as well as leadership and professional development opportunities. This panel presentation will outline these projects, provide an overview of the findings related to student success as well as testimonies from faculty and staff involved in the programs on successes and challenges faced, and allow attendees to hear from some of the students involved.

Individual Presentations: Increasing Access to Global Learning and Engagement (Room: DSU 3020)

Scholarships that Change Lives: Giving Students an EDGE

Presenters: Caryn E. Lindsay, Western Kentucky University; Jada Jefferson, Western Kentucky University

How to overcome the financial obstacles to study abroad? In this presentation, we will provide a short history of WKU's Enhancing Diversity in Global Education (EDGE) grant program. Selection criteria and post-experience service requirements will be described, followed by the story of a recent EDGE grant recipient. The audience will then be asked to share their strategies, challenges, and successes as we seek to improve opportunities for all to participate.

Syllabus Internationalization Work Group: Collaborating to Increase Access to Global Learning

Presenters: Oakley Atterson, Pellissippi State Community College; Patty Ireland, Pellissippi State Community College; Christina Elliott, Pellissippi State Community College

How best to increase student access to the HIP of global learning? At Pellissippi State Community College, we decided to form a semester-long collaborative work group for faculty from across the disciplines to globalize one of their individual course syllabi. In this presentation you will learn about this faculty-driven effort to provide students with more in-class global learning opportunities. You will also learn about the experiences of two faculty members - professors of English and math - who participated in the work group and then successfully taught their newly globalized syllabi the following semester.

Interactive Session: Guide to Decide: Implementing High Impact Practices for Exploratory Students in the Classroom & Beyond (Room: DSU 3007)

Presenters: Dawn Matthews, Florida State University; Nina Flanagan, Florida State University

What happens when you mix High Impact Practices and Exploratory Advising? An unconventional course, designed to help students declare a major and develop tools for success! College students often equate their college major and identity as synonymous. For first year Exploratory students, this perceived identity deficiency can make their college transition more intimidating. Enrolling in our Exploring Your Path to Success course, allows students to re-learn what declaring a major means through self, major and career exploration. This interactive presentation will allow participants to experience elements of the course that we utilize to guide Exploratory students to decision-making.

Concurrent Breakout Session # 6: 10:45-noon

Interactive Session: "Thinking Together": A Virtual Community of Practice (VCP) Model for the HIP Undergraduate Research Experience (Room: DSU 3024)

Presenters: Kathy Immel, University of Wisconsin Oshkosh-Fox Valley Campus; Kristi Wilkum, UW Oshkosh - Fond du Lac Campus; Laura Lee, University of Wisconsin - Stevens Point at Marshfield; Abbey Fischer, UW-Eau Claire - Barron County

This interactive workshop will introduce participants to our taxonomies for an undergraduate research HIP experience. We will also discuss ways to engage faculty and staff in development and delivery of HIP experiences, focusing on the benefits of a Community of Practice. Attendees will experience the "collaborative learning process of thinking together" at the heart of the Community of Practice as they complete activities designed to engage them in a critical analysis of the HIPness of one of their courses, examine course goals & develop an action plan, and discuss potential challenges that may arise. Participants should bring a course syllabus.

Interactive Session: Innovative Technologies and International Collaboration (Room: DSU 3005)

Presenter: Sean Nixon, SUNY Ulster

As educators seek ways to embed innovative, high-impact practices into their courses and curriculum, COIL is a long-standing model that can manifest compelling projects if designed appropriately. Through participation in COIL projects, students develop team-based problem solving skills, intercultural competency as well as communication, digital literacy proficiency, through collaborating in teams with students from institutions around the world. The presentation will review how embedded, High Impact Practices along with new technologies like streaming video, social media and texting and chat applications make course content compelling to students and accessible by doing. The presenter will share ways in which these types of international collaborations can be scalable across disciplines and he will offer suggestions on how institutions can build their capacity to continue providing these types of innovation.

Interactive Session: Improving older adult physical activity participation and university student/community engagement: Lessons Learned from Bingocize (Room: DSU 3004)

Presenters: Jason Crandall, Western Kentucky University; Jean Neils-Strunjas, Western Kentucky University; Brian Clark, Western Kentucky University; Spencer Otto, Western Kentucky University; Getter Lemberg, Western Kentucky University

Older adults need more exercise and social engagement to maintain physical and cognitive health. Lack of contact with younger generations is an abnormal social situation and characterizes the institutional setting. Intergenerational learning experiences can help students to become better communicators with older adults,

increase their interest in working with older adults, and prove to be an optimal solution for provide hard and soft job skills needed for future careers. We will describe our grant-funded project to implement Bingocize®[®], a interdisciplinary health promotion program, in 28 certified nursing facilities (CNF) and nine universities throughout the State of Kentucky.

Individual Presentations: Building Capacity for and Scaling of HIPs (Room: DSU 2124)

Multiple HIPs Programs: Easier Done than Measured

Presenter: Jennifer Hudson, Texas A&M University-Commerce

Ever eager in our quest to maximize opportunities for student learning we often find ourselves putting the metaphorical cart before the horse by creating awesome programs or initiatives that become difficult or even unsustainable to measure. Come see one university's development of an assessment plan for a multiple HIP program, how the assessment plan has grown/changed over time and how the initiative has been taken to scale through an accreditation requirement, benefiting even greater numbers of university students.

Cross-campus Collaboration Enhances Summer Bridge: The KEY Summer Institute

Presenters: Christina Downey, Indiana University Kokomo; Tracy Springer, Indiana University Kokomo; Paul Cook, Indiana University Kokomo; Beau Shine, Indiana University Kokomo

Since 2014, our campus has offered a weeklong summer bridge program, the primary goal of which has been to offer first-year students an extended orientation prior to class start. Through our HIPs work resulting in development of the KEY (Kokomo Experience and You) Program, we gained a greater appreciation of the value of collaboration between Career Services and Academic Affairs to promote student success. As a result, in Summer 2018 we launched a professional development training initiative for students incorporated into our summer bridge, creating a highly successful program revision we now call the "KEY Summer Institute."

Institutional Scaling of High Impact Practices at the University of Montana Western

Presenter: Anneliese Ripley, University of Montana Western

In 2005, the University of Montana Western adopted a campus-wide immersion scheduling model called Experience One (X1). Classes are small (<25) and faculty utilize the immersive schedule to engage students in high impact practices. Since adoption of X1, student success metrics have increased by double digits and students report higher levels of engagement in high impact practices than students at peer institutions. This

presentation shares how and why Montana Western adopted X1, highlights the institution's focus on and success with high impact practices, and shares ideas for continuing to scale this model at other institutions.

Panel Session: Scaling Up: Designing High Impact Experiential Learning Undergraduate to Graduate Level Courses and Programs (Room: DSU 3025)

Presenters: Janet McCormick, Middle Tennessee State University; Carol Swayze, Middle Tennessee State University

Carol Swayze, Director of the Experiential Learning Program will give an overview of the vibrant EXL Scholars Program which has been serving undergraduate students since 2006. Recognizing the success of the undergraduate program, faculty and students saw the value in expanding the high impact practice of experiential learning to the graduate level. Premier undergraduate efforts include Odie Blackmon, Commercial Songwriting Program Coordinator, and Dr. Judith Iriarte-Gross, Expanding Your Horizons Program Director, who will share their service learning initiatives. Dr. Janet McCormick, Dr. Mike Boyle and Dr. Pam Morris will describe the development and implementation of two distinct graduate programs.

Panel Session: Administrative integration of High Impact Practice Offices and Under-served Freshman Learning Communities: Cross-talk, cross-training, and increased cross-pollination. (Room: DSU 2123)

Presenter: Sumana Datta, Texas A&M University

Housing high-prestige HIP programs such as Honors, National Fellowships, Capstone Programs, and Undergraduate Research in the same administrative unit on the same floor with Learning Communities serving about 1000 low income, first gen, predominantly under-represented minority freshmen has led to a synergistic interchange that is educating staff, modifying outreach and application procedures, and adjusting programming. These changes, which would not be possible without the close, continued interaction and collaboration resulting from being in the same unit, are helping under-served students understand the importance of high-prestige programs at the same time as they create greater accessibility and inclusiveness.

Individual Presentations: Ensuring Quality and Fidelity to the HIPs Model (Room: DSU 3023)

How to use assessment to improve the Honors Thesis Process

Presenters: Raymond Green, Texas A&M University-Commerce; Ricky Dobbs, Texas A&M University-Commerce

Assessment. Assessment is a term that strikes fear and provokes frustration in many academics. This presentation will explore how our Honors Thesis process was improved through assessment. Specifically, we will discuss how a very simple assessment rubric provided us with enough information that we could improve the overall quality of Honors Theses and also change students' perception of the process. In the presentation we will cover how assessment shed light on weaknesses in our thesis process and how it led us to continuous improvement of a dynamic and complex process.

The Role of Undergraduate Research Programs in Higher Education: Room for Improvement and Implications for Future Implementation

Presenters: Anneliese Bolland, The University of Alabama; Amy Bickel, The University of Alabama

In higher education, one question researchers have is whether programs are high quality. While undergraduate research is a high-impact practice, where positive outcomes are associated with participation less assessed is the quality of those experiences. To explore undergraduates' research experiences, 52 undergraduate students at a large Research II institution who have participated in research were interviewed. Preliminary results suggest that students involved in research benefit from the experience. However, students also revealed some negative experiences as a result of being involved in research. Conclusions and implications will be presented.

Reimagining the Future of Writing: Strategies and Implementation of Writing-Intensive HIPS

Presenters: William Taylor, Chattanooga State Community College; Skylar Davidson, Chattanooga State Community College

Writing skill suggests an ability to analyze and interpret information, and communicate it effectively and convincingly. There is nothing wrong with a research paper, but we should not assume effective communicative action is limited to this format. We will present writing-intensive activities that vary in format and tone, which encourage students to creatively explore and implement their unique voices and skill sets to create relevant communicative artifacts and strengthen their portfolio of work. Both quantitative and qualitative data on these activities will be provided to explain how these activities bolster understanding of course content, communication skills, and attention.

Individual Presentations: Civic Engagement and Curriculum Mapping (Room: DSU 3020)

Curriculum Mapping: A Method for Situating Support Services into HIPs Courses

Presenter: Katy Kavanagh Webb, East Carolina University

Curriculum mapping is the process of reviewing a degree-granting department's curriculum to uncover the sequence of courses that a typical student will follow. For an academic library, curriculum mapping may be used to situate information literacy instruction within the majors and minors, and to identify courses featuring High Impact Practices. The steps taken to complete the process include gathering data, analyzing the data and mapping the curriculum, and conducting outreach. This presentation will outline a proven method that could be used by libraries and other units on campus to identify HIPs in order to offer targeted student support services.

Looking across HIPs for Civic Outcomes: Democratic Awareness and Democratic Participation

Presenter: H. Anne Weiss, Campus Compact of Indiana, IUPUI

Creating educated and informed citizens for our diverse democracy has long been one of the objectives of the U.S. educational system. Traditionally, service-learning has been framed as the primary way to promote civic outcomes, however, other practices-- particularly those requiring substantial student investments of time and energy (aka, other HIPs)-- also hold the potential to beget civic outcomes. Using data from students who responded to NSEE's Civic Engagement module, we understand that certain HIPs are positively and significantly correlated to two measures of civic outcomes. The results have important implications for how postsecondary institutions promote civic outcomes.

Service-Learning HIP: What are the Effects on Outcome Performance Measures?

Presenters: Catheryn Weitman, Texas A&M International University; David Allen, Texas A&M International University; Marcela Uribe, Texas A&M International University; Cihtlalli Perez, Texas A&M International University

This presentation uncovers the impact and effect Service-Learning (SL) participation has on performance outcome measures, such as persistence rates and time-to-degree, from a mid-size Hispanic Serving Institution with a student body of low-income, commuter, and first generation students. Presenters examined the SL offerings across the institution, including at what level this HIP was offered, the quality of the SL courses, SL involvement and iteration by faculty, and recurring student participation in SL courses in order to determine the impact SL had on outcome measures.

Interactive Session: Flipping the Narrative on Faculty Development: Empowering Faculty as Agents of Change through Collaborative Engagement in HIPs (Room: DSU 3007)

Presenters: Caroline Boswell, University of Wisconsin - Green Bay; Denise Bartell, University of Toledo

How can we flip the narrative of “developing” faculty to one of empowering faculty as grassroots agents of change within their institutions? Session facilitators will set the stage for this discussion by introducing a collaborative First-Year Experience initiative at the University of Wisconsin-Green Bay that engenders success for historically underserved students. We will consider how the intensive engagement of instructors required serves as a powerful high-impact faculty development experience. After briefly sharing preliminary data, facilitators will engage participants through questions that ask how they empower faculty on their campuses to be agents of change through faculty development in HIPs.

Closing Session

12:15-1:00pm

Room: DSU Auditorium

Please join us to share lessons learned during the conference; actions that you will take upon return to your campus; and to share ideas/themes that you believe should frame the Call for Proposals for the 2020 HIPs in the States Conference, which will be hosted at the Texas A&M University in College Station, Texas between February 19-22, 2020.

We would also like to announce that IUPUI in Indianapolis has offered to host HIPs in the States in 2021. Dates TBD.

Lunch available in Fresh Foods of DSU from 1:00-2:00pm.