GET HIP. STAY HIP.

2019 STATEWIDE HIGH IMPACT PRACTICE CONFERENCE
Welcome to the Statewide HIP Conference!

Thank you for attending the 2nd Annual High Impact Practice Statewide Conference!

We hear it constantly, and we know it intuitively: our graduation and completion rates are not where they need to be – nor where we want them to be. We’ve certainly made a great deal of progress: at Tennessee’s community colleges, the number of awards issued (degrees and certificates) has increased by 82 percent since 2009, and three-year graduation rates for first-time, full-time freshmen have increased by 10.1 percentage points since 2013 – from 13.6 percent for the 2010-13 cohort to 23.7 percent for the 2015-18 cohort.

But there’s much work to be done, in raising our completion rates overall and especially in closing the equity and achievement gaps for our underrepresented students. The future of our students and the future of our state depend on it.

And HIPs are the proven, data-driven approaches to moving the needle and improving Student Success. The Conference is an opportunity for faculty, staff and administrators to come together to hear and share best practices in High Impact Practice implementation and assessment. One focus of the conference is to more closely examine ways that we can close student equity gaps – or, to borrow the theme from the 2018 TBR-THEC Biennial Conference on Diversity, Equity and Completion: “We ALL Rise.”

Another focus is on Relational Advising, or success coaching, in which we work with students to remove obstacles and jump the hurdles that life outside the classroom inevitably presents. I’m pleased that last year, Governor Haslam and the General Assembly provided some funding to begin this important work.

From the keynote addresses to the breakout sessions, I hope that you will find the Conference is loaded with information and knowledge that you can take back to your campuses, classrooms and offices to benefit the students we all serve. Dr. Heidi Leming and her team have worked hard to build a Conference of quality and value that is worthy of your time.

We’re grateful that you’re here. We know you’re committed to the success of your students. So let’s learn, enjoy and Get HIP and Stay HIP!

Flora W. Tydings, Ed.D
Chancellor
Tennessee Board of Regents
KEYNOTE SPEAKERS

Shanna Jaggars, Ed.D.
Shanna Smith Jaggars is the Assistant Vice Provost for Research in the Office of Undergraduate Education at The Ohio State University, where she leads both qualitative and quantitative research projects focused on academic support programs, patterns of student academic progression, and instructional improvement initiatives. Before transitioning to the Office of Undergraduate Education, she was the Director of Student Success Research for the Office of Distance Education and E-Learning. Previously, Dr. Jaggars was Assistant Director of the Community College Research Center, Teachers College, Columbia University, where her research focused on developmental education programming and policy, student advising and tracking systems, online learning, and institutional improvement processes. Dr. Jaggars has published extensively on student success topics in journals such as The Journal of Higher Education, Economics of Education Review, Educational Evaluation and Policy Analysis, Journal of Research on Educational Effectiveness, Community College Review, Computers & Education, and American Journal of Distance Education. Her 2015 book from Harvard University Press (co-authored with Thomas Bailey and Davis Jenkins), Redesigning America’s Community Colleges: A Clearer Path to Student Success, distills a wealth of research evidence which supports the need for a fundamental redesign of the way two-year colleges operate, stressing the integration of services and instruction – both online and face-to-face – into more clearly structured programs of study that support every student’s goals.

Vijay Pendakur, Ed.D.
Dr. Vijay Pendakur serves as the Robert W. and Elizabeth C. Staley Dean of Students at Cornell University. Prior to this appointment, he worked on campus-wide student success initiatives for underserved populations as an Associate Vice President for Student Affairs at California State University – Fullerton. Before joining the team at Fullerton, Dr. Pendakur served as the Director for the Office of Multicultural Student Success at DePaul University in Chicago. He is the editor of the recent book, “Closing the Opportunity Gap: Identity-Conscious Strategies for Retention and Student Success,” as well as numerous chapters on racial identity development, and critical leadership pedagogy, and student affairs administration. Dr. Pendakur serves on the institute teaching faculty of the Center for Race and Equity at the University of Southern California and as a faculty member for the “High Impact Practices Institute” through the American Association of Colleges and Universities. He currently serves on the National Institutes of Health (NIH) Working Group on Diversity, which advises the Director of the NIH on inclusion and equity strategy in the field of biomedical research. He holds a bachelor’s degree in history and East Asian studies from the University of Wisconsin, Madison, a master’s degree in U.S. history from the University of California, San Diego, and a doctorate in education from DePaul University.

MUSICAL GUEST

Dirt Pilgrims
The “Dirt Pilgrims,” a folk-Americana cover band, was started by three professors from Jackson State Community College, James Mayo, Associate Professor of English, John Koons, Associate Professor of Biology, Bob Raines, Professor of Psychology, and Victor Garcia, the JSCC Web Administrator and Adjunct Professor, in 2007. They share a love of acoustic music, and perform an eclectic mix of songs written by some of their favorite artists: Woody Guthrie, John Prine, Bob Dylan, Steve Earle, Hank Williams, Flogging Molly, The Grateful Dead, The Rolling Stones, Josh Ritter, Old Crow Medicine Show.

Dirt Pilgrims blends bluegrass, folk, country, and rock elements into a fusion of mellow acoustic brilliance.” —Matt Meyer, musician and music promoter

GET HIP. STAY HIP.
CHECK IN
8:00 - 8:30 a.m.

8:30 - 9:30 a.m.
Integrating and Assessing High Impact Practices
As a student success researcher and administrator, Dr. Jaggars will discuss the intricacies and issues involved in integrating high-impact practices across an institution, and assessing the meaning and outcomes of those practices. Some of these issues include: Why and how do program managers create an assessment plan? How might assessment differ for a support-oriented HIP (such as a mindset or advising intervention) versus an enhancement HIP (such as Honors engagement)? To what extent do HIPs require coordination in terms of both implementation and assessment?
DR. SHANNA SMITH JAGGARS, OHIO STATE

9:30 -9:45 a.m.
BREAK

BREAKOUT SESSION 1
9:45-10:45 a.m.
CENTER NINE ROOM
Recruiting and Retaining Diverse Student Populations
Learn how faculty members and administrators across the TBR System are using High Impact Practices, including service-learning and work-based learning, to recruit and retain students from underrepresented populations. Presenters will report on the progress they have made since their projects received SERS grant funding in July 2018.*

CHAMPION ROOM
Practical Take-Aways for Implementing Effective International Education Strategies
Presenters will focus on international curriculum development as well as study abroad at two-year institutions. Essential components of successful courses and programs will be shared including how to recruit non-traditional students and development of STEM courses in international education.

FRONT NINE ROOM
TBR’s Data is HIP!
Come hear early lessons learned from TBR’s efforts to collect student data on participation in our 9 HIPs that are coded in Banner. Examples of how institutions can use the data to identify areas for improvement of HIP offerings and to help close equity gaps will be shared.

CUMBERLAND ROOM
Improving Honors Education
Hear from Honors educators across the TBR System about the expansion of their campuses’ Honors programs in recent months. Strategies discussed will include restructuring, rebranding, and creating new opportunities for Honors students to succeed. Presenters will report on the progress they have made since their projects received SERS grant funding in July 2018.*

11:00 - 12:00 p.m.
BREAKOUT SESSION 2
11:00 - 12:00 p.m.
CENTER NINE ROOM
Facilitating Seamless College Transitions
Hear from colleagues across the TBR System about how their institutions have developed or enhanced their first-year experience programs, summer bridge programs, and student learning communities in recent months. Presenters will report on the progress they have made since their projects received SERS grant funding in July 2018.*

CHAMPION ROOM
Documenting Work Based Learning Through ePortfolio
What are effective ways to document a high impact practice such as work-based learning at the campus level? In this session we will share effective practices and intentional tools from campus and national perspectives.

FRONT NINE ROOM
We VALUE HIPs with NASH
Participants in this breakout session will learn more about how the NASH TS3 Grant pilot schools have utilized the AAC&U VALUE rubrics in developing activities and designing courses and pathways to include high impact practices, as well as how they have incorporated the TBR HIP Exit Tool as part of their quality assurance assessment plans. Examples of and suggestions for implementation will be provided.

CUMBERLAND ROOM
Advancing Undergraduate Research
Engage with faculty members who have successfully implemented undergraduate research on their campuses by developing innovative courses, offering an undergraduate research symposium, and creating other opportunities for students to participate in original research. Presenters will report on the progress they have made since their projects received SERS grant funding.*

12:00 -12:25 p.m.
LUNCH BUFFET

12:25 -1:15 p.m.
Empowering Generation Z: Designing for Equity in Higher Education
This presentation will offer audience members a framework for understanding our current generation of college students. Audience members will then be introduced to a set of interventions and design strategies that can help them operationalize an equity paradigm with students, in order to optimize empowerment, belonging, and student success.
DR. VIJAY PENDAKUR, CORNELL UNIVERSITY

*The Student Engagement, Retention, and Success Initiative (SERS) is designed to support new and existing campus services or programs that serve underrepresented or other targeted populations, including but not limited to, underrepresented minorities, economically disadvantaged students, adults, veterans, and individuals with disabilities.
BREAKOUT SESSION 3
1:15 - 2:15 p.m.
CENTER NINE ROOM
Creating a Mentoring Culture: Promoting Equity and Holistic Student Success
This session will provide insights into how you can complement the first-year experience by creating a mentoring culture on your campus that addresses the needs of underserved populations with a focus on closing equity gaps.

FRONT NINE ROOM
Establishing Culturally-based Curricular and Co-Curricular Experiences
Learn how various colleges in the TBR system are incorporating cultural experiences into academic programs and co-curricular spaces through study abroad opportunities, seminar courses, and other avenues. Presenters will report on the progress they have made since their projects received SERS grant funding in July 2018.*

CHAMPION ROOM
HIPS and the Academic Library: Partners in Student Success
This session will explore ways in which TBR academic libraries have partnered with departmental faculty to support HIPs activities within and outside the classroom setting.

CUMBERLAND ROOM
Service-Learning Essentials
Participants in this breakout session will learn more about embedding service-learning opportunities in community college courses, utilizing the TBR SRVC database to manage student service hours, and benefiting from membership in the Tennessee Service-Learning Consortium (TN-SLC). A panel of experienced service-learning professionals will be available to answer participant questions.

2:15 - 2:30 p.m.
BREAK

BREAKOUT SESSION 4
2:30 - 3:30 p.m.
CENTER NINE ROOM
Relational Advising: Promoting Equity and Holistic Student Success
The advising relationship plays a critical role within a college student’s experience. NACADA has identified the relational element of academic advising as one of the core competencies of the profession along with the conceptual and informational elements. This session will increase your understanding of the advising relationship, allow advising practitioners to identify areas to strengthen the practice of advising, provide an effective and satisfying academic advising experience for students.

CUMBERLAND ROOM
Developing Inclusive Student Services
Engage with colleagues from across the TBR System about opportunities to develop student support services that meet the unique needs of community college students. Presenters will report on the progress they have made since their projects received SERS grant funding in July 2018.*

BACK NINE ROOM
We VALUE HIPs
Participants in this breakout session will investigate the use and modification of the AAC&U VALUE rubrics in developing activities and designing courses and pathways to include high impact practices. Additionally, the TBR HIP Exit Tool will be introduced and discussed as a quality assurance assessment measure.

FRONT NINE ROOM
Technology-Enhanced Learning
Participants in this breakout session will explore the myriad of technological options available for faculty to utilize in the classroom from ePortfolio to virtual and augmented reality. Examples and suggestions for implementation will be presented.

3:30 - 4:15 p.m.
FRONT NINE ROOM
Peer Mentor Learning Community Debrief Session
This session is designed for the point of contact for the Relational Advising Grant, faculty and administrators who are enrolled in the 2018-2019 Relational Advising/Peer Mentoring online learning community. Participants will discuss best practices in facilitating Peer Mentoring Programs on their campus.

CENTER NINE ROOM
Undergraduate, Honors and Co-Requisite Debrief Session
This session is designed for faculty and administrators who are enrolled in one of TBR’s 2018-2019 online faculty learning communities. Participants will discuss best practices in facilitating Undergraduate Research, Honors Education, and Co-Requisite courses.

*The Student Engagement, Retention, and Success Initiative (SERS) is designed to support new and existing campus services or programs that serve underrepresented or other targeted populations, including by not limited to, underrepresented minorities, economically disadvantaged students, adults, veterans, and individuals with disabilities.

GET HIP. STAY HIP.
TBR HIGH IMPACT PRACTICES

High impact practices support the work of the Complete College and Drive to 55 initiatives in Tennessee by connecting existing teaching and learning initiatives through intentional course design and data collection. The integration of HIP activities into the curricular and co-curricular milieu of the TBR universities and colleges will result in the graduation of more globally aware, solution-oriented, and workforce-ready students.

Taxonomies
Certifications
First Year Seminar/Experience
Honors Education
Learning Communities
Service Learning
Study Abroad
Technology Enhanced Learning
Undergraduate Research
Work-based Learning

Key Recommendations for Implementation of High Impact Practices

• Curricular Intentionality – Place of HIP within the curriculum and as a part of graduation requirements; identify desired outcomes.
• Campus Integration - Develop collaborations between academic and student affairs to achieve equitable opportunities.
• Pervasiveness of Practice - Introduce HIP early and often.
• Institutional Context – HIP is scaled on a campus based on campus demographics
• Student Communication - Articulate the value of high impact practices to students; describe the ways HIPs contribute to student success and life after college.
• Data and Assessment - include multiple and varied sources of data in the inquiry process.

Visit our website to learn more:

FACULTY LEARNING COMMUNITIES

JOIN A FACULTY LEARNING COMMUNITY TODAY
Connect with Colleagues Statewide
Share Ideas - Ask Questions - Gather Resources
Corequisite Reading | Corequisite Writing | Corequisite Math | Undergraduate Research
Honors Education
To join contact Melynda Conner, HIP Specialist, melynda.conner@tbr.edu

GET HIP. STAY HIP.
STUDENT ENGAGEMENT, RETENTION, AND SUCCESS INITIATIVE (SERS)

SERS grant funds are designed to support new or existing campus services or programs that:

- serve underrepresented or other targeted student populations including, but not limited to, underrepresented minorities, economically disadvantaged students, adults, veterans, and individuals with disabilities;

- close gaps of retention, graduation, or other metrics for underrepresented minorities, PELL recipients, or other targeted student populations;

- have the potential to significantly increase and/or impact educational attainment levels or further diversity initiatives at the institution; or

- produce outcomes that correspond to the TBR or institutional strategic goals; Completion Agenda; and/or the Drive to 55/Complete College TN Act.

Program Types and Funding Levels

Grants are designed to provide short-term funds to augment or supplement campus funding (non-A&D funding) for campus services or programs – not to substitute for ongoing funding from the institution.

Pilot Program: Maximum Funding up to $25,000

Pilot programs allow institutions to experiment or test programs, initiative, or interventions before they become institutionalized. Pilot programs will need plans to incorporate the program into the campus’s operations following the grant, depending on project success.

Program Enhancement: Maximum Funding up to $35,000

A program enhancement should be used for existing campus programs that relate to student success, retention, or engagement. These programs are not currently funded or have not been previously funding by TBR’s A&D or SERS grant monies.

Priorities are given to HIP Focus Areas

Visit our website for more info:
https://www.tbr.edu/oesi/grants-and-programs

GET HIP. STAY HIP.
Thank you to everyone who helped organize this year’s Statewide HIP Conference

THE STATEWIDE HIP PLANNING COMMITTEE

Heather Brown
Dr. Sean Chism
Melynda Conner
Dr. Heidi Leming
Marissa McGillis
Maresa Whaley

Our Keynote Speakers
Dr. Shanna Jaggars and Dr. Vijay Pendakur

A special thanks to all of our presenters and SERS grant representatives from across our campuses. And to all those who...

GET HIP. STAY HIP.

Sponsored by TBR - The College System of Tennessee

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