



JANUARY 11

GET HIP TO TEACH

STATEWIDE
HIP CONFERENCE

AGENDA

8:00 A.M. - 8:45 A.M.

CHECK-IN/REGISTRATION/CONTINENTAL BREAKFAST

CONFERENCE CENTER LOBBY

9:00 A.M. - 10:00 A.M.

KEYNOTE: INNOVATION IN STUDENT RECORDS

Dr. Tom Green, AACRAO Associate Executive Director

SALON 7-10

The Lumina Foundation has awarded a \$1.2 million grant to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Affairs Professionals, to continue their work on the development and adoption of comprehensive student records (CSRs) in American higher education.

The Tennessee Board of Regents (TBR) will be the first System funded by the grant to focus on the development and implementation of a single learner record across the State of Tennessee. The CSRs seek to capture, record, and communicate learning when and where it happens in a student's higher education experience. This includes learning outcomes from courses, programs and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.

10:05 - 10:15 A.M.

BREAK

10:15 - 11:15 A.M.

BREAKOUT SESSION #1

A. HIP GRANT PRESENTATIONS ON FIRST YEAR SEMINARS

Dr. Teressa Dobbs, Northeast State

Dr. Scott Cook, Motlow State

Dr. Vincent Windrow, Middle Tennessee State University

HIGHLAND

In this session, current recipients of TBR's Student Engagement, Retention, and Success (SERS) grants will share early lessons learned about their work with first year seminars at their institution.

B. SERVICE LEARNING IN HIGHER EDUCATION

Renee Badon, MSSW, Volunteer Tennessee Service-Learning & Contracts Manager

APPALOOSA

In this session, participants will be provided information on effective ways faculty can find community partners for service learning courses as well as strategies for sourcing state and federal grant funds.

C. CCSSE DATA DIVE WITH CCSSE REPRESENTATIVES

(Campus Teams by Invitation Only)

SADDLEBRED

11:15-11:30 A.M.

BREAK

WIFI PASSWORD

T6KG2F

11:30 - 1:00 p.m.

LUNCH

SALON 7-10

Plenary: Research, Trends, and Issues....Oh My! What We Know About Institutional Practices and Priorities for the First-Year Experience

Dr. Jennifer Keup, National Resource Center for the First-Year Experience

The first year of undergraduate study has received attention because it is the period with the largest leaks in the educational pipeline both in the United States and around the world. Recent data from the National Center for Educational Statistics indicate that nearly a quarter of full-time and more than half of part-time students drop out after their first year. To respond to this crisis, stakeholders in higher education have developed numerous initiatives and educational experiences under the heading of "the first-year experience." This presentation will draw upon various sources of national data on students in two-year and four-year institutions, most notably the 2017 National Survey of The First-Year Experience conducted by the National Resource Center for The First-Year Experience and Students in Transition, to provide an up-to-date overview of institutional attention to the first year of college nationwide. These data will be used to describe an overall picture of the most common programs and initiatives institutions are using in the first year as well as findings about assessment, characteristics and features, and the students being reached by selected first-year programs. Further, the session will begin to translate these research findings into useful tactics to support students in their initial transition into college and success throughout their undergraduate experience.

1:00-1:15 p.m.

BREAK

1:15 - 4:00 p.m.

CSSE Data Dive with CCSSE Representatives

(Campus Teams by Invitation Only)

SADDLEBRED

1:15 - 2:15 p.m.

BREAKOUT SESSION #3

A.. Documenting and Assessing Out-of-Classroom Experiences

Dr. Amelia Parnell, NASPA

MORGAN

For decades, institutions have provided co-curricular experiences that offer students opportunities to gain proficiency in critical thinking, communication, and leadership. As a follow up to the keynote address, this session will describe how institutions are using badges, e-portfolios, and co-curricular transcripts to help students discuss what they learn in co-curricular environments. The session will focus on the role of student affairs in measuring learning, including the use of rubrics and other tools to assess students' attainment of job-ready skills. The session will conclude with campus examples of cross-functional partnerships between student affairs, academic affairs, registrar, and institutional research, as well as how institutions are providing co-curricular experiences for students who commute, work, or attend part-time.

B. Examining First-Year Seminars as a High-Impact Practice

SALON 7-10

Dr. Jennifer Keup, NRC for the First-Year Experience

First-year seminars (FYS) have gained a strong foothold in American higher education and are commonly used to enhance the transition, learning, and educational outcomes for new college students. Further, AAC&U identified first-year seminars as one of ten “high-impact practices” (HIPs) that represent key interventions to enhance student progress toward 21st century outcomes. Yet, as with all HIPs, first-year seminars will only reach their full potential if they are developed and implemented with an eye toward “the necessary quality dimensions that foster student accomplishment” (Kuh & O’Donnell, 2013, pp. 7-8). More specifically, the efficacy of HIPs, including first-year seminars, must be evaluated based upon their ability to (1) set high performance expectations, (2) create an investment of time and energy, (3) include meaningful interaction with faculty and peers, (4) expose participants to diversity, (5) provide frequent, timely, and meaningful feedback, (6) demand reflection and integrated learning, (7) have real-world relevance and application, and (8) require students to demonstrate competence (Kuh & O’Connell, 2013). Drawing from national data and the voluminous body of scholarship and best-practice literature on first-year seminars, this session will investigate the efficacy of first-year seminars with respect to these eight dimensions.

C. HIP Grant Presentations on ePortfolio

HIGHLAND

Meagan McManus, MA, Motlow State

Dr. Pamela Burch-Sims, Tennessee State University

In this session, current recipients of TBR’s Student Engagement, Retention, and Success (SERS) grants will share early lessons learned about their work with ePortfolios at their institution.

2:15 - 2:30 p.m.

BREAK

2:30 - 3:30 p.m.

BREAKOUT SESSION #4

A. Taking Student Success to Scale

HIGHLAND

Dr. Heidi Leming, TBR

Claire Jacobson, NASH

If you are new to the high impact practice conversation or just want more information on TBR’s partnership with the National Association of System Heads (NASH), this session will be a primer on TBR’s high impact practice initiative and the role that NASH is taking nationally to help systems scale this work across institutions.

B. Hands on e-Portfolio in D2L: Implications for Faculty and Students

APPALOOSA

Dr. George Meghabghab, Roane State Community College

An e-Portfolio is a collection of work developed across varied contexts over time. The D2L e-Portfolio can advance learning by providing students and/or faculty with a way to organize, archive and display pieces of work. This presentation is hands-on and covers the following principal components of an e-Portfolio: artifacts: seven things to practice; tagging: understand the why and tag list; collections: understand the why, practice and evaluate; reflections: understand the why, practice, and evaluate; presentations: understand the why, practice, and evaluate; and permission: understand the why, practice, and evaluate.

C. Documenting and Assessing Out-of-Classroom Experiences

Dr. Amelia Parnell, NASPA

MORGAN

This session is a repeat of the earlier session in case you missed it!

3:30 - 4:15 p.m.

FLC Debrief Session

Melynda Conner, MA, Tennessee Board of Regents

SALON 7-10

TBR High Impact Practice Faculty Learning Community members will gather to discuss the initiative's progression, successes, and challenges, and to review the eight key HIP elements for effective courses that are demonstrated within the program. Exclusive materials will be provided to participants regarding HIP student feedback and instructor meta-documents. Upcoming opportunities for FLC members will be presented, as well.

Meet a Few of Our Guests!

Renee Badon, MSSW, Service Learning and Contract Manager for Volunteer Tennessee, has over 30 years of experience in the worlds of non-profit, volunteer management and service-learning and is also Adjunct Faculty at Freed-Hardeman University in Dickson, TN.

George Meghabghab, PhD, is a computer science professor at Roane State Community College who concentrates on IT and cyber security and was named Course Developer of the Decade by TN eCampus. He continually strives for improvement in his courses by utilizing developer tools in the content management system, working with content providers to design learning aids and conducting course design research.

Special thanks to our campus SERS grant presenters!





Amelia Parnell NASPA

Vice President for Research & Policy

Amelia Parnell is vice president for research and policy at NASPA Student Affairs Administrators in Higher Education, where she directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Amelia is leading NASPA's examination of several critical higher education issues, including colleges' use of emergency aid programs to address student needs. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs.

Amelia is co-editor of the forthcoming book, *The Analytics Revolution*. She is currently a member of the board of directors for IDEA, an advisory board member for the DC Public Schools' Urban Education Leaders Internship Program Alumni Board and an advisory committee member for Lumina Foundation's Beyond Financial Aid toolkit. Amelia holds a Ph.D. in higher education from Florida State University and masters and bachelor's degrees in business administration from Florida A&M University.



Tom Green AACRAO

Associate Executive Director, Consulting and SEM

Tom Green, PhD, is AACRAO's Associate Executive Director for Consulting and SEM. During Tom's more than 30-year career as an enrollment manager, he has led enrollment management efforts for six universities and collaborated with both public and private institutions to reach their goals. He has proven best-practice expertise in developing effective recruitment strategies, enhancing and streamlining financial aid processes, maximizing institutional aid, identifying customer service/CRM strategies, and implementing and evaluating comprehensive service systems for colleges and universities.

Tom's first-hand education experience includes his tenure as Vice President for Enrollment Management at Eastern Michigan University, and as Associate Vice President for Enrollment Services at Seton Hall University in New Jersey. There, Tom oversaw multiple functions including admission, bursar, financial aid and registrar offices. Under his direction, new student enrollment grew by 12% while SAT scores rose by over 65 points. While heading academic advising, adult re-entry centers, admission, registrar and financial aid operations at Newman University, Tom led the university to a 54% increase in freshman students and net revenue increases of 95%.

A former chair for AACRAO's financial aid, enrollment management and retention committees, Tom is a sought-after speaker at enrollment meetings and conferences worldwide. He holds a Ph.D. in Educational Leadership, Management and Policy from Seton Hall University.



Jennifer Keup

National Resource Center

Director

Jennifer Keup is the Director of the National Resource Center for The First-Year Experience and Students in Transition where she provides leadership for all operational, strategic, and scholarly activities of the Center in pursuit of its mission “to support and advance efforts to improve student learning and transitions into and through higher education.” Her primary responsibilities include strategic planning; oversight of program development and implementation; supervising a professional, graduate student, and undergraduate student staff; policy, personnel, and budget management; and serving as a liaison and representative to the

Center’s national and international constituents and the higher education community at large. In this capacity, she leads a team of professionals who coordinate the Center’s conferences and continuing education, publications, research and grant activities, public relations and communication; and resource development. Jennifer also serves as an affiliated faculty member in the Department of Educational Leadership and Policies in the College of Education at the University of South Carolina.

Jennifer’s research interests focus on two complementary areas of scholarship: 1) the first-year experience and students in transition and 2) high-impact practices and institutional interventions. Under the umbrella of this agenda, she has engaged in scholarly work, teaching, and service on many topics such as college student characteristics; the impact of college on students; student access, development, learning, and success; curriculum and student services; peer leadership; community college and transfer issues; student performance, adjustment, and attainment; peer leadership; and institutional effectiveness and assessment. Her professional experience has yielded several conference presentations, keynote addresses, and scholarly publications; terms on the editorial boards of *Journal of Higher Education*, *Journal of Peer Learning*, *Learning Communities Research and Practice*, *Journal of College Student Development*, *Student Success: Exploring the Experiences of Students in Tertiary Education*, and *Journal of The First-Year Experience & Students in Transition*; and a leadership and service positions with the ACPA Commission for Admission, Orientation, and First-Year Experience; the Council for the Advancement of Standards in Higher Education, and the NASPA Center for First-Generation Student Success. She is coauthor of the book *Designing and Sustaining Successful First-Year Programs: A Guide for Practitioners* and has published several pieces in scholarly outlets such as *Journal of College Orientation and Transition*, *Journal of Student Affairs Research and Practice*, *Journal of Higher Education*, and the *New Directions* series by Wiley.

The National Resource Center for The First-Year Experience and Students in Transition was born out of the success of the University of South Carolina’s much-honored University 101 course and a series of annual conferences focused on the first-year experience. The momentum created by the educators attending these early conferences paved the way for the development of the National Resource Center, which was established at the University of South Carolina in 1986. As the National Resource Center broadened its focus to include other significant student transitions in higher education, it underwent several name changes, adopting the National Resource Center for The First-Year Experience and Students in Transition in 1998.

Today, the Center collaborates with institutional, national, and international partners in pursuit of its mission to advance and support efforts to improve student learning and transitions into and through higher education. We achieve this mission by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in our field through:

- convening conferences and other professional development events such as institutes, workshops, and online learning opportunities;
- publishing scholarly practice books, research reports, a peer-reviewed journal, electronic newsletters, and guides;
- generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and
- maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

The National Resource Center is the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions.

THANK YOU FOR JOINING US!!!

DID YOU KNOW?!

You can access TBR's High Impact Practice Info @
<https://www.tbr.edu/student-success/tbr-high-impact-practices>

Check back to the conference website for any additional resources from our speakers!
<https://www.tbr.edu/student-success/hip-statewide-conference>

NOTES & DOODLES



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