**Tennessee Board of Regents  
High Impact Practice Statewide Conference  
January 11, 2018  
Tentative Agenda**

**8:00 a.m. - 8:45 a.m.  
Check-In/Registration/Continental Breakfast Salon 7-10  
   
9:00 a.m. - 10:00 a.m.  
Keynote: Comprehensive Student Record Project**Tom Green, AACRAO Associate Executive DirectorThe 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, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.

**10:00 - 10:15 a.m.   
Break**

**10:15 - 11:15 a.m.  
Breakout Session #1**

**A. HIP Grant Presentations on First Year Seminars Saddle**Dr. Xiaoping Wang, Northeast State  
Dr. Scott Cook, Motlow State  
Dr. Vincent Windrow, Middle 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 first year seminars at their institution.

**B. Service Learning in Higher Education Highland**Renee Badon, MSSW  
Volunteer Tennessee Service-Learning & Contracts Manager

In this session, participants will be informed of the various types of service learning opportunities, student assessment in these courses, and effective ways faculty can find community partners.

**C. CCSSE Data Dive with CCSSE Representatives Salon 7-10  
(Campus Teams by Invitation Only)**

**11:15-11:30 a.m.  
Break**

**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**

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 Salon 7-10  
(Campus Teams by Invitation Only)  
   
1:15 - 2:15 p.m.   
Breakout Session #3**

**A. VALUE Rubrics and Quality Assurance of HIPs Morgan** Jerry Daday, Western Kentucky University

The American Association of Colleges and Universities (AAC&U) has identified 10 educational practices that empirical research has shown to be transformative in the lives of college students, especially among traditionally underserved student populations (e.g. racial and ethnic minority groups; first-generation college students; adult learners; etc). Empirical research has demonstrated the influence of these high-impact practices on increased student engagement, deep learning, the acquisition and development of professional and soft skills, and increased retention and graduation rates (https://www.aacu.org/leap/hips). In order for HIPs to be transformative and effective, they must be implemented with fidelity and inclusive excellence. Taxonomies are a useful tool for evaluating the potential impact and effectiveness of a high-impact practice. In this session, participants will review and evaluate existing taxonomies developed by several institutions for their first year experiences, internships, service learning courses, and study abroad courses. Participants will have the opportunity to reflect upon and discuss how these taxonomies may be used to improve their own HIPs in the classroom and/or through co-curricular programming.

**B. Examining First-Year Seminars as a High-Impact Practice Saddle** 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**Megan McManus, Motlow State  
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. VALUE Rubrics and Quality Assurance of HIPs Morgan  
 Jerry Daday, Western Kentucky University**

The American Association of Colleges and Universities (AAC&U) has identified 10 educational practices that empirical research has shown to be transformative in the lives of college students, especially among traditionally underserved student populations (e.g. racial and ethnic minority groups; first-generation college students; adult learners; etc). Empirical research has demonstrated the influence of these high-impact practices on increased student engagement, deep learning, the acquisition and development of professional and soft skills, and increased retention and graduation rates (https://www.aacu.org/leap/hips). In order for HIPs to be transformative and effective, they must be implemented with fidelity and inclusive excellence. Taxonomies are a useful tool for evaluating the potential impact and effectiveness of a high-impact practice. In this session, participants will review and evaluate existing taxonomies developed by several institutions for their first year experiences, internships, service learning courses, and study abroad courses. Participants will have the opportunity to reflect upon and discuss how these taxonomies may be used to improve their own HIPs in the classroom and/or through co-curricular programming.

**B. Hands on e-Portfolio in D2L: Implications for Faculty and Students Highland**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 a hands on 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; **permission**: understand the why, practice, and evaluate.

**C. Documenting and Assessing Out-of-Classroom Experiences Saddle**Amelia Parnell, NASPA

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.  **3:30 - 4:15 p.m.  
FLC Debrief Session Highland**

Melynda Conner, Tennessee Board of Regents

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.