

NASH Taking Student Success to Scale: High Impact Practices

SW Montana Regional Conference

University of Montana Western

October 18, 2018

Preliminary Agenda

8:00 am Registration

8:30 am – 9:45 am Morning Plenary

Room	Presenter	Title
Great Room	Chancellor Beth Weatherby	Welcome
	Dr. Ken O'Donnell	Making High-Impact Practices Systemic

10:00 am – 11:30 am Morning Breakouts (Three Rooms), STC and Library Basement

Room	Presenter	Title
STC 005	Dr. Christian Gilde & Dr. Weldon	The Reverse Case-Method: Undergraduate Students Researching and Writing Cases
	Dr. Ashley Carlson and Dr. Eric Dyerson	Making High Impact Practices Available to Students through the Honors Program at the University of Montana Western
	Mr. Rob Micken & Ms. Nicole Nygren	Building Foundations for Success in the First Year
STC 006	Dr. Beverly Hartline	Undergraduate Research: High Impact for Students and for Faculty Members
	Dr. Joseph Eason	Linked Honors Course and High Impact Practices: Preparation for Undergraduate Research
	Dr. Eric Dyerson	Undergraduate Research and Collaborative Research Teams
LIB 007	Mr. Justin Mason	Making High-Impact Learning Visible and Actionable for Students, Programs, and the University
	Dr. Shay Kidd	Key Parts of a Travel Course to Make the Journey Smoother
	Dr. Seán Eudaily	Scaffolding, Triangulation, and Mixed Measure Assessment: Making the Most of High-Impact Practices

11:30 am – 1:00 pm Lunch, STC Great Room

Room	Presenters	Title
Great Room	Dr. Mark Krank & Student Panel-Chris Brown, Courtney George, Tessa Miller, and Kelsie Field	<i>Experience One</i> , High-Impact Practices, and the Student Experience

1:15 – 2:15 pm Working Group Breakouts, Breakout Rooms and Report Out in STC Great Room

Room	Moderator	Title
STC 005	Ms. Ilene Cohen	Travel
STC 006	Ms. Anne Kish	Internships/Practicum/Student Teaching
LIB 007	Dr. Anneliese Ripley	Undergraduate Research

2:30 – 4:00 pm Afternoon Breakouts (Two Rooms), STC Basement

Room	Presenter	Title
STC 005	Ms. Marja Unkuri-Chaudhry	Developing Transformative Learning Experiences through Strategic International Partnerships
	Dr. Robert Thomas	Transforming the Last Normal School into an Experiential-Learning Campus
	Dr. Laura Straus & Dr. Shay Kidd	"I Had No Idea" – Transformative Experiences of Rural Teacher Candidates in Diverse, High-Poverty Seattle Schools
STC 006	Dr. Michael Morrow	Building a Forum to Highlight University-Wide Student Research and Capstone Experiences
	Ms. Andrea Rhoades, Ms. Stella Phipps & Mr. Pablo Reguena	A Model of Success: Tracking and Reporting Internship Participation
	Dr. Anneliese Ripley & Ms. Charity Walters	National Survey of Student Engagement Nuggets from 2015 and 2018

4:15 – 5:00 pm Plenary Wrap Up, STC Great Room

Room	Presenter	Title
Great Room	Dr. Ken O'Donnell	Making High-Impact Practices Systemic

Acknowledgements

This conference would not be possible without the generous support of the National Association of System Heads and the Montana Office of the Commissioner of Higher Education.



Many thanks, as well, to the planning committee members.

Estee Aiken	Ilene Cohen	Ashley Carlson	Seán Eudaily
Shay Kidd	Anne Kish	Rebekah Levine	Anneliese Ripley
Laura Straus	John Xanthopoulos	Laura Young	

Morning Plenary – STC Great Room, 8:30 am to 10:00 am

Making High-Impact Practices Systemic

Dr. Ken O'Donnell, Associate Vice President of Student Success Program Integration and Assessment at California State University, Dominguez Hills

Now more than a decade old, the framework of High-Impact Practices has given educators new ways to describe some of our students' most powerful learning experiences, including undergraduate research, service learning, and study abroad. But the benefits for equity, persistence, and intellectual development are undercut by uneven participation across different student populations. This presents higher education with a moral imperative: to get more intentional and systematic about how we deliver HIPs.

What would it take to bring HIPs into the open, making their value clear to faculty and students alike? Can we fully convey the benefits to families and supporters who've never been to college? Can we justify the additional time and effort to part-time and commuter students? How can we get them into degree requirements, and on transcripts, without reducing them to an empty checklist? The answers aren't easy, but may be key to our prospects for living up to our own values of social justice, upward mobility, and high quality education.

Morning Breakouts – STC Rooms 005 and 006 & LIB 007, 10:00 am to 11:30 am

Room STC 005

The Reverse Case-Method: Undergraduate Students Research and Writing Cases

Dr. Christian Gilde, Professor of Business, Montana Western, and John Weldon, Senior Lecturer, Victoria University, Australia

Glasser (1998) advances that we remember only 10%, 20%, and 30% of what we read, hear, and see, respectively, but that we retain 95% of what we teach to others. This dynamic suggests that when students go beyond just merely solving a case but also researching, developing, and teaching a case they can greatly enhance their learning experience. And this begs the question: why are case scenarios such an important and effective learning tool? Because, "a case is a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue" (Erskine, Leenders, & Mauffette-Leenders 2003, p. 9) and provides real learning without clear-cut answers. In this context, prior to starting any case work, the students had to attend a case analysis workshop in which they were informed about this powerful approach and the benefits of case analysis, as well as provided with examples of outstanding case work. When used, this integrative learning approach (DeGues, 1988) develops pertinent student skills, such as analytical, creative, decision-making, scheduling, communication, and social skills. The outcome of this process (undergraduate students researching and writing cases) provides a high impact practice and offers the students a unique opportunity to engage in an enduring learning experience. (DeGeus, A.P. (1988). Planning as learning. *Harvard Business Review*, 66(2), 70-74. Erskine, J.A., Leenders, M.R., & Mauffette-Leenders, L.A. (2003). *Teaching with cases* (3rd ed.). London, Ontario, Canada: Ivey Publishing. Glasser, W. (1998). *Choice theory: A new psychological freedom*. New York, NY: Harper-Perennial.)

Making High-Impact Practices Available to Students through the Honors Program at the University of Montana Western

Dr. Ashley Carlson, Associate Professor of English, and Dr. Eric Dyreson, Professor of Mathematics, Montana Western

This presentation will focus on the utilization of HIPs as key curricular components of UMW's Honors Program since its inception. The Honors Program at UMW is unique in that admission to the program is based on student self-selection, rather than only G.P.A, which increases student access to both the program as a whole and the specific HIPs it supports (such as travel programs, learning communities, freshman experiences, etc.).

Building Foundations for Success in the First Year

Mr. Rob Micken and Ms. Nicole Nygren, TRIO Student Support Services Advisors, Montana Western

In 2010, the TRIO SSS program at UM Western started its own First Year Program to address the unique needs of incoming TRIO freshmen. This presentation will highlight the development and evolution of the program, and the affect it has had on student retention. The presenters, along with student mentors, will highlight how focusing on increased student social and academic engagement has impacted their on-campus involvement and overall satisfaction with their college experience.

Room [STC 006](#)

Undergraduate Research: High Impact for Students and for Faculty Members

Dr. Beverly Hartline, Vice Chancellor for Research & Graduate Dean, Montana Tech

Engaging undergraduates in research taps their ideas, stimulates their curiosity, and helps them mature intellectually. Through faculty-mentored projects, the students articulate and pursue a timely and important research question or creative objective; identify and utilize appropriate research methodologies; learn about and demonstrate high standards for responsible conduct of research, work collaboratively with other researchers—developing and demonstrating effective communication and problem-solving skills; and present their results orally or via posters to peers, experts, and the public. Montana Tech has had an active and successful faculty-led Undergraduate Research Program (URP) for the past 22 years. Over 1000 students from all the disciplines at Montana Tech have participated. The current opportunities are “traditional URP,” “Summer Undergraduate Research Fellowship (SURF),” and “Research Assistantship Mentoring Program (RAMP).” The projects can be research or public-health internships (PHI). Not only do the students benefit, but the faculty mentors do, as well, by being able to do more research than is typically possible at a primarily undergraduate institution with high teaching responsibilities. In many cases, undergraduate research has produced student-faculty co-authored peer-reviewed publications or conference presentations and helped faculty obtain preliminary data used successfully in proposals for grant funding. Funding is provided by the campus and through grants, such as NIH-INBRE (continuing) and NSF and NASA EPSCoR (both in the past). The talk will describe Tech’s program, introduce resources available through the MUS’ enhanced membership in the Council on Undergraduate Research, and provide advice and encouragement useful to other campuses interested in providing undergraduate research opportunities.

Linked Honors Course and High Impact Practices: Preparation for Undergraduate Research

Dr. Joseph Eason, Professor of Mathematics, Montana Western

I will be talking about the first-year experience of a linked honors course and how it introduces our students to undergraduate research. Linking courses gets students to put into practice the knowledge they learn in the first block reinforcing and strengthening their knowledge of the subject. Students get to spend two blocks focused on a combined subject, in this case Water in the West was linked with a modeling Probability course that focused on modeling the concepts from the previous block.

Undergraduate Research and Collaborative Research Teams

Dr. Eric Dyreson, Assistant Professor of Mathematics, Montana Western

Undergraduate research is an integral part of the mathematics program at The University of Montana Western. To provide students with the skills necessary to engage in independent research takes a coordinated effort across the mathematics curriculum as well as an integrated approach across departments.

Room LIB 007

Making High-Impact Learning Visible and Actionable for Students, Programs, and the University

Mr. Justin Mason, Director of eLearning and Academic Technology, Montana Western

The formal curriculum is the centerpiece of collegiate learning, and it is capable of supporting many high impact practices. However, beyond the boundaries of the formal curriculum, a great deal of high impact learning is present in the form of extra-curricular programs, work- and internship-based learning, student-formed clubs, and other informal learning. Universities have traditionally supported these extra kinds of learning at the margins, despite often using them as “poster children” for the university’s mission, vision, and brand. Universities and students have an interest in making high impact extra-curricular learning visible and actionable. For universities, the interest relates to mission fulfillment and to better enabling student success. For students, the interest is in making themselves more marketable, as well as in taking greater ownership of their own academic record. This session will address the question: what could be done to make high-impact learning throughout the university experience visible and actionable?

Key Parts of a Travel Course to Make the Journey Smoother

Dr. Shay Kidd, Assistant Professor of Education, Montana Western

The University of Montana- Western uses a block system for all courses, which allows more flexibility and availability of travel courses. Additional information will be shared about the several travel courses that are available. 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 location and purpose can determine who the traveling professors need to be as an expertise to specific content may be tied to locations. The use of pre-existing courses or new courses that can substitute within a program should be a consideration. The use of any local experts is a helpful tool for more successful travel experiences and the reduction of surprises. Using native guidance and tour management groups have been helpful for the regular success of our courses. The information and arrangement of the course are planned out well in advance. The actual travel and course process is carried out with a clear plan and purpose that accomplishes course goals while not being too expensive or affecting the observations that are the purpose of the travel course. The cost and grading aspects of the travel course are done outside of the travel time as much as possible so that the students and professors fully emerge in the experience. The discussion will include the methods used to help create setup and meet the needs of students to be most successful.

Scaffolding, Triangulation, and Mixed Measure Assessment: Making the Most of High-Impact Practices

Dr. Seán Patrick Eudaily, Professor of Politics, Montana Western

Internships, undergraduate research and capstone course/projects have all been identified as "high-impact education processes" or HIPs (Kuh, 2008). This presentation will set forth a model of how such HIPs are best assessed through a scaffolded series of educational experiences -- formative, interim, and summative -- which are to be scored by multiple assessors, employing multiple assessment tools. I will show how one can efficiently mine a single HIP for holistic assessment of program outcomes.

Luncheon Plenary – STC Great Room, 11:30 am to 1:00 pm

Experience One, High-Impact Practices, and the Student Experience

Dr. Mark Krank, Professor of Psychology, and Student Panel: Chris Brown, Courtney George, and Tessa Miller

Afternoon Breakouts – STC 005 & 006, 2:30 pm to 4:00 pm

Room STC 005

Developing Transformative Learning Experiences through Strategic International Partnerships

Ms. Marja Unkuri-Chaudhry, Interim Director and Director of Education Abroad & Partnerships, Global Engagement Office, University of Montana

The University of Montana's (UM) strategic plan includes a goal of building a strong student-centric culture promoting High Impact Practices (HIPs) to support students' learning and to continue to internationalize campus as a way to prepare students to serve their local/global communities. The real-world experience—generated through the HIPs of both studying and interning abroad—drive student engagement and influence students' decision-making regarding their academic major and career choices. Global Engagement Office (GEO) has invested significant effort in identifying strategic partners in collaboration with academic departments who are creating these transformative learning experiences for students.

UM's strategic partnership with University Lucian Blaga of Sibiu (ULBS), Romania, serves as both a case study as well as a success story still in the making. The collaboration between our universities started in 2014 with the creation of a summer faculty-directed study abroad course, developed by GEO and College of Business. This course is different from other study abroad programs because it places individual students in internships with organizations in areas related to students' professional career plans. Given the success of the summer program, UM and ULBS expanded collaborations in 2016 to include an ERASMUS exchange program in order to gain access to European Union funding. The collaborations have also expanded to other academic areas and to UM's affiliate campuses such as Montana Tech.

Transforming the Last Normal School into an Experiential-Learning Campus

Dr. Robert Thomas, Professor of Geology and Regents Professor, Montana Western

Authentic practice in the discipline can be difficult due to traditional scheduling. Starting in 1995, a few faculty at UMW embarked on a journey to transition the last normal school into an experiential-learning campus using block scheduling, where students take and faculty teach one class at a time. This important story provides insights into the processes of institutional change and the resulting outcomes of authentic practice for student learning.

“I Had No Idea” – Transformative Experiences of Rural Teacher Candidates in Diverse, High-Poverty Seattle Schools

Dr. Laura Straus, Associate Professor of Education, and Dr. Shay Kidd, Assistant Professor of Education, Montana Western

Presenters will provide an overview of the development, planning, and implementation of an out-of-state, cohort-based, urban clinical field experience for rural teacher candidates. This challenging, multi-layered form of internship occurred over a three-week period in the spring of 2018, in a coastal city in the Pacific Northwest. Candidates were undergraduates who were simultaneously enrolled in two four-credit courses which were delivered using a place-based approach while the candidates were teaching in high-poverty, diverse schools, conducting action research, and exploring the cultural, ethnic, and religious roots of the urban locale in which their schools were located. 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. Presenters will offer a description of the successes and challenges experienced by the teacher candidates—and their three professors—as they navigated this rich internship/travel course experience. Presenters will encourage participants to both examine and interrogate the story they tell, and will invite reflection on their work as a narrative of high-quality high impact practices (HIPs). Finally, the presenters will ask participants to make meaningful, productive connections to their own educational settings and practices.

Room STC 006

Building a Forum to Highlight University-Wide Student Research and Capstone Experiences

Dr. Michael Morrow, Professor of Biology, Montana Western

Undergraduate research and capstone experiences are well documented to be high-impact practices in higher education. These student activities can be made even more impactful by providing a forum to allow students to present their research results, senior theses or internship experiences. The University of Montana Western has been successful in building one such campus-wide event from the ground up, and the annual research symposium has become one of the academic highlights for the campus. This presentation will explore how the symposium was built, how it is funded and the positive outcomes of student participation that allow this event to augment the impact of undergraduate research and/or capstone activities.

A Model of Success: Tracking and Reporting Internship Participation

Ms. Andrea Rhoades, Program Manager for Academic Enrichment, Ms. Stella Phipps, Data Analyst for Academic Enrichment, and Dr. Pablo Reguena, Assistant Professor of Spanish, University of Montana

To improve student learning and take student success to scale (TS3), university systems need accuracy in our data. Knowing we cannot improve at scale what we cannot measure, University of Montana (UM) has developed, expanded and implemented data tracking and assessment protocols bridging complex administration of internships campus wide via a centralized data management depository. UM has developed and automated a sustainable, scalable process for tracking HIPs in the main data depository, thereby advancing collection methods. Data collection methods, reporting and analytics continue to evolve improvement of data integrity and scale, allowing deeper understanding of HIP learning outcomes and student success. This is the story of UM's evolution (failures and successes) toward identifying and tracking student engagement in HIP more holistically across the institution today and in the future.

National Survey of Student Engagement Nuggets from 2015 and 2018

Dr. Anneliese Ripley, Dean of Outreach and Research, and Ms. Charity Walters, Registrar and Director of Institutional Research, Montana Western

The National Survey of Student Engagement (NSSE) was revised in 2013 to better assess student engagement in high-impact practices as defined by the Association of American Colleges and Universities. Montana Western participated in the NSSE survey in 2015 and 2018. The University of Montana Western's results were compared to three groups (1) Rocky Mountain public institutions, (2) Public, Baccalaureate Diverse institutions, and (3) selected peers. This presentation will highlight some of the golden nuggets that have emerged from mining the NSSE high impact practices data.