Dalton State College

Appendix A

AJC Article

SCATTERED STORMS
High: 90
Low: 71
40% chance
of rain

Monday: Sunny, 85/66
Tuesday: Sunny, 85/63
Wednesday: Sunny, 89/64

Complete weather: B10

The Atlanta Journal-Constitution

Price may be higher outside metro Atlanta | $3.00

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AJC DIGGING DEEPER EDUCATION

College adapts to attract more Hispanic students

Their graduation rate
is higher than general
student population.

By Eric Stirgus
estirgus@ajc.com

DALTON — Dalton State College student Bryan Lopez is part of a school team that will, as part of its many duties, recruit students across the state line in Tennessee this fall.

Lopez, 22, an aspiring dentist who came with his family from Guatemala when he was 12, will stress to his target audience — Hispanics — that this college is the place for them.

The percentage of Hispanic students is rapidly rising at this northwest Georgia campus. The student body of about 5,100 recently surpassed a milestone: its Hispanic enrollment exceeded 25 percent, which qualified it as the first college in Georgia to become a Hispanic-Serving Institution. That makes it eligible for some extra federal benefits.

The enrollment increase is startling and reflects a cultural shift in the region. Just two decades ago, less than 2 percent of Dalton State's students were Hispanic. The growth has pushed the college to offer courses and services that the students need as their families and regional lead-

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Volume 70, Number 154

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AJC DIGGING DEEPER EDUCATION

FAST-GROWING STUDENT DEMOGRAPHIC

Hispanic students are the fastest-growing demographic in the University System of Georgia. In the last 10 years, the percentage of Hispanic students has more than doubled from 3.3 percent to 8.5 percent. Dalton State College leads the way with a student population more than 25 percent Hispanic. Georgia Gwinnett College has a Hispanic enrollment of about 20 percent. Georgia State University has more Hispanic students than any school in the state, about 5,500; but that adds up to about 11 percent of its large enrollment.

Here's how Hispanic student enrollment has grown at the five University System of Georgia colleges and universities with the highest percentage of Hispanic students:

DALTON STATE COLLEGE	GEORGIA GWINNETT COLLEGE	GEORGIA HIGHLANDS	THE UNIVERSITY OF NORTH GEORGIA*	GEORGIA STATE UNIVERSITY**
2007	**2007**	**2007**	**2007**	**2007**
10.8%	**6.5%**	**3.6%**	**3%**	**4.2%**
Hispanic students	Hispanic students	Hispanic students	Hispanic students	Hispanic students
2017	**2017**	**2017**	**2017**	**2017**
26.8%	**20%**	**14.2%**	**12.4%**	**10.6%**
Hispanic students	Hispanic students	Hispanic students	Hispanic students	Hispanic students

* The University of North Georgia was then called North Georgia College & State University and was consolidated with four other campuses in 2013

** Georgia State University consolidated with Georgia Perimeter College in 2015

SOURCE: UNIVERSITY SYSTEM OF GEORGIA

Sowing the seeds for further success

Dalton

ers rely on them to help rebuild the base of a once booming economy that has struggled since the Great Recession. Hispanics now make up nearly half of the city of Dalton's population and more than two-thirds of the students in the city's public school district.

Most of Lopez's work with the college involves helping existing students.

"It's inspiring to me, knowing that I'm able to help," he said.

Lopez's family, like those of many Hispanic students, came to Dalton to work in the factories that earned the city its title as "carpet capital of the world." Student government association president Carolina Gomez's family came here from New Jersey for the same reasons.

The recession hit Dalton hard. The carpet mills cut jobs. Many storefronts were empty. The unemployment office was full. At one point, the job loss rate in the area was second-highest in the nation. There are still 12,000 fewer jobs in the Dalton area than before the recession started in late 2007, according to federal government data.

Dalton State leaders, students and their families are relying upon these students to help reestablish prosperity by graduating and becoming part of the next generation of professionals with careers in nursing, logistics, accounting and health professions. Statistics show Hispanic students are doing better than their peers to meet those expectations.

The school's six-year graduation rate for Hispanic students is 36 percent, as opposed to 25 percent for all students. The percentage of Hispanic students who return after their freshman year is 78.5 percent, ten percentage points higher than the rest of the student population, according to the Education Trust, a nonprofit devoted to helping historically disadvantaged students.

"These students are different than many coming to college," said Margaret Venable, Dalton State's president. "They are coming to college because they know it will prepare them for a career that will support themselves and their families. So they're coming with very focused ideas of specific jobs that they want, or they know at least they want to get a college education in order to get a good job."

Lopez said his parents constantly stressed the importance of getting good grades and studying "all the time."

"In the Hispanic community, there's a sense your children should accomplish more than we ever could," said Marcos Rojo, 21, a Dalton State junior of Mexican heritage.

Administrators credit the better numbers for Hispanic students to early preparation work, and to students who understand the importance of a college degree to their families. Most are the first in their families to attend college. For their families, college is the pathway from the carpet factory to the American Dream of better-paying careers.

"Their whole families' hopes are wrapped up in (these students)," said Venable.

The HSI designation could sow the seeds for further success. It makes the college eligible for federal grants for everything from infrastructure improvements to academic initiatives.

Dalton State officials say grant funding could build a new student center, hire more faculty and help students and faculty conduct research. The federal government started funding HSIs in the mid 1990s, a decade after education leaders raised awareness of the large concentration of

Students in the admissions office of Dalton State College. The college recently became the first college in Georgia to be designated a Hispanic Serving Institution. (At least 25 percent of its students must be Hispanic in order to get the designation.) BOB ANDRES PHOTOS / BANDRES@AJC.COM

CAROLINA GOMEZ, SENIOR
Her family came to Dalton seeking job opportunities in the factories associated with the region's carpet industry. Gomez says that she likely will stay in Dalton upon graduation.

BRYAN LOPEZ, SENIOR
He is an aspiring dentist who came with his family from Guatemala when he was 12. His family came to Dalton to work in the factories that earned the city its title as "carpet capital of the world."

MARCOS ROJO, JUNIOR
The 21-year-old is a junior at Dalton State College and says, in the Hispanic community, there's a sense children of those who came to the region can accomplish more than their parents did.

MARGARET VENABLE, DALTON STATE PRESIDENT
"These students are different than many coming to college. They are coming to college because they know it will prepare them for a career that will support themselves and their families," she said.

School of Education teacher candidates at Dalton State College take part in an exercise in their ESOL culture and education class. Hispanics now make up nearly half of the city of Dalton's population and more than two-thirds of the students in the city's public school district.

Hispanic students at some Southwestern colleges and the need for additional funding for those schools. The Trump administration requested $217.5 million in total funding for HSIs in the next

fiscal year budget.

The college's leaders foresaw the current reality years ago. They noticed they were inching closer to HSI status, and laid the foundation. They created a summer academy for local middle and high school students who showed college promise. They hired a Hispanic/Latino outreach director. There was a program to help freshmen prepare academi-

cally for college-level work. Some administrators even worked on their español.

Some Hispanic students say adjusting to life as a Dalton State student was easier because many of them took classes together in public school. Gomez was told the college was a "big reunion" before she arrived.

Experts say they'll have to do more with the HSI designation, such as offering more courses about Hispanic heritage.

"They're going to have to change and adapt and think of different supports (for students)," said Andrew Nichols, lead author of a study on Hispanic academic performance released in November by the nonprofit Education Trust.

Dalton State concedes it needs more Hispanic faculty, now at only 2 percent. College officials believe they can recruit more Hispanic faculty by convincing some of its graduates to return to teach.

While most of its Hispanic students come from Dalton, the college recruits in other areas with large Hispanic populations, such as Gwinnett County.

Dalton State is not alone in growth of Hispanic students. Nine public colleges have enrollments that exceed 10 percent. Georgia Gwinnett College's Hispanic enrollment is 20 percent and inching closer to HSI status. Officials from several of these colleges meet to share successful strategies to recruit and retain Hispanic students.

Unauthorized immigrants can legally enroll in most University System of Georgia schools, but have to pay out-of-state tuition, which is more costly. Though Dalton State does not track which students are authorized or not, as part of the application process students must verify residency and legal status and submit documentation. Students who fall under the Obama-era Deferred Action for Childhood Arrivals must also pay out-of-state tuition.

State data shows 32 of Dalton State's 5,100 students paid out-of-state tuition last fall.

Quincy Jenkins, director of the college's Hispanic/Latino outreach recalled one undocumented student who took 10 years to graduate, working 60 hours a week to pay for courses.

The Georgia Board of Regents adopted a policy in 2010 that prohibits admitting people not lawfully living in the United States to a state university that did not first admit all "academically qualified applicants." The state's most competitive schools, the University of Georgia, Georgia Tech and Georgia College & State University, do not admit unauthorized immigrants. Immigration rights groups are fighting the policy in court.

Venable, who became Dalton State's president nearly four years ago, said the campus culture is "unusually rosy," but quickly adds it isn't perfect.

Jenkins said some students were unnerved by political ads by Republican gubernatorial candidates Brian Kemp and Michael Williams that boasted of rounding up unauthorized immigrants with criminal backgrounds.

Gomez, 25, will likely stay in Dalton upon graduation. Jenkins recently made his pitch to Rojo to return to the college to teach someday. Like Gomez, who chose Dalton State in part to help her younger brother with his education, he's needed here.

"If I see the opportunity, I'll take it," Rojo said.

Jenkins smiled.

Lopez wasn't planning to build a career in Dalton. That's changed. He now wants to provide dental work for low-income families in the area.

"I'll likely be back," he said.

Appendix B

HIPs Survey Responses

Appendix B

# High Impact Practices at Dalton State

QUESTIONS

RESPONSES   65

65 responses

1. What is your role on campus?
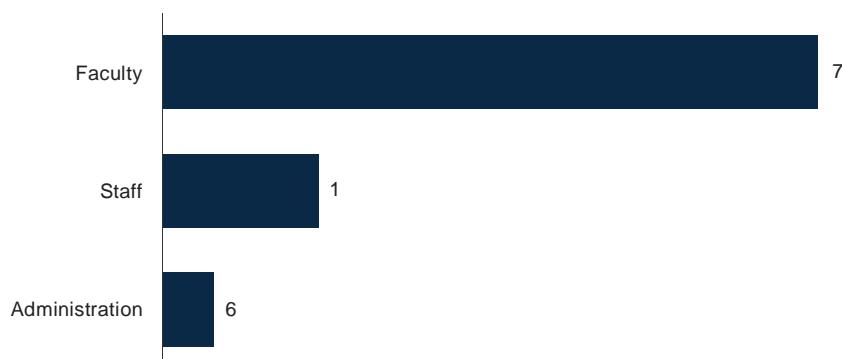
2. How long have you been with Dalton State?
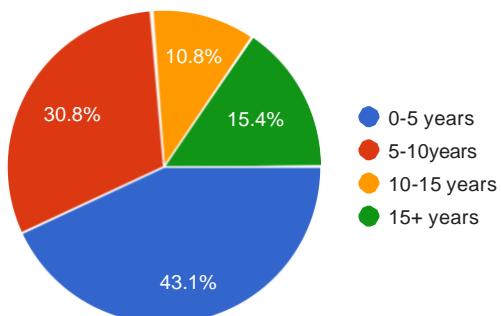
3. In which part of the college do you work or teach?
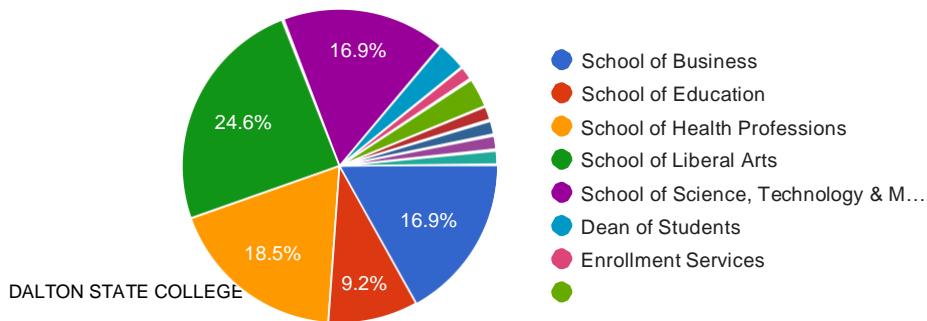
Academic Affairs

Prior Knowledge & Experience with High Impact Practices

4. How familiar are you with the Association of American Colleges and Universities LEAP initiative and LEAP States Georgia?

> Sliding scale: 1=Uninformed to 10=Extremely informed
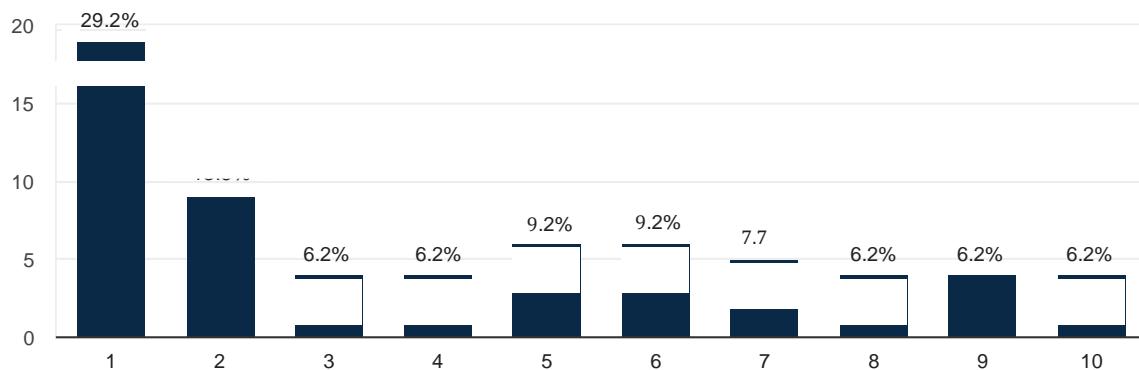
5. How familiar are you with High Impact Practices?

Sliding scale: 1=Uninformed to 10=Extremely informed
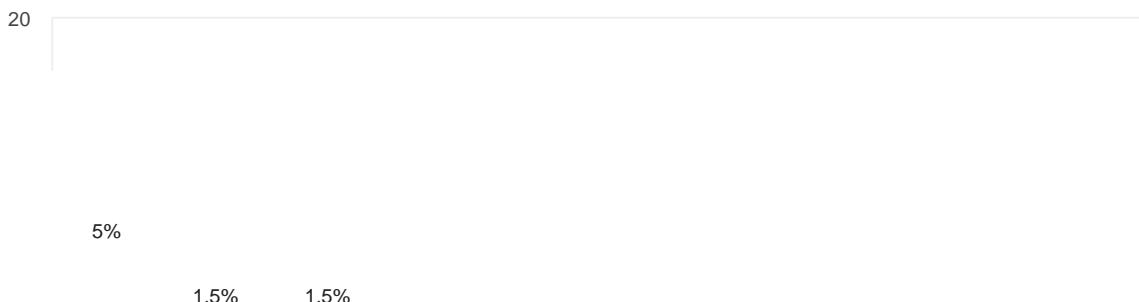
6. Which of the following High Impact Practices did you experience in your Undergraduate Education? Please check all that apply.

First Year Experience 23.1%
C   Intellectual Experiences 7.7%
L   Communities 6.2%
W   sive Courses 43.1%
C   ve Assignments and Projects 40%
U   ate Research 46.2%
D   /or Global Learning 20%
S   rning &/or Community Based Learning 27.7%
Ir   32.3%
C   ourses and Projects 41.5%
e   12.3%
N   ese 20%
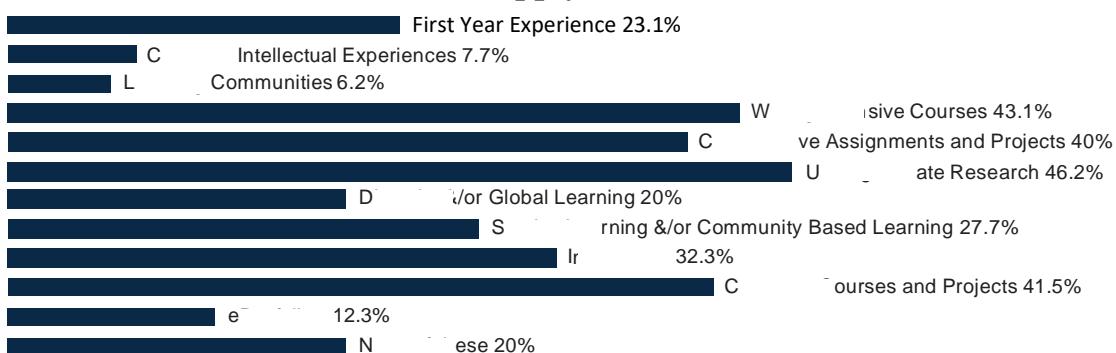
7. How valuable were these experiences for your own education? Please explain your answer.

They prepared me well for graduate school.

Does not apply.

Extremely crucial to career choices

I learned more from experiences with HIPs than in the classroom alone.

As an education major, I had no choice but to participate in an internship befor graduating. This experience was invaluable! Also, I participated in a research project as an undergraduate student and was allowed to present that research at a national conference. That experience was something I never expected to participate in at that point in my educational career and it was also very valuable to me.

It helped to contribute greatly to my base of knowledge

Very valuable. They helped me to better understand my future field of expertise.

I got a sense of community from them.

I am able to apply what I learned during these classes in my MSN program and apply them to my teaching style.

Very valuable

The writing intensive work and undergraduate research were very valuable and taught me to think.

extremely valuable

somewhat valuable

Extremely important for involvement as well as career preparation

Relatively valuable although many of the experiences were far more frustrating than they were productive. Content is far more important than a "dog and pony show" used to augment a faculty members teaching portfolio.

Meh. About like everything else: it depended on the professor.

The HIPS that influenced my decision to attend graduate school and later become a college professor were my undergraduate research experience and service learning (working as a tutor and laboratory assistant).

Very helpful to implement my classroom content.

very - I got to do research in an advanced methods class.

Moderately

Very enlightening

very

These experiences were valuable to my students and myself. Modeling best practices allows my students to see it first hand.

Overall, the practices were effective in allowing me to explore academic issues and problems from a more holistic social perspective.

not helpful

The writing intensive courses were crucial.

little

Student teaching was very helpful, but I don't see it here.

very valuable to help understanding of the whole

Very valuable. They allowed me to translate knowledge into real life practice.

The internship offered me the opportunity to apply my learning and the collaborative work gave me experiences working with individuals with varying personalities and strengths- good work and life skills- very valuable.

It was 30 years ago. To be honest, that's too far ago for me to recall details

These experiences were essential in helping me better understand the finer details and nuances of my major.

Very valuable, espeically community building

These experiences, particularly the internship, were very valuable to me. I gained knowledge from the internship that I could never receive from a classroom.

The Multicultural History Class and the Environmental Geography class fulfilled the diversity and environmental requirements. Both courses were extremely interesting and eye-opening.

My college experience was over forty years ago. I was and am unaware of these experiences for my education.

Very valuable.

The opportunity to do research and form a one on one relationship with a faculty mentor was the most valuable component of my undergraduate experience.

These experiences did help shape my education by providing learning opportunities beyond the classroom and books.

I did not attend college

They helped me understand that college was more than just going to class.

They helped me to understand rigor better and helped prepare me for further study and strengthened me as a person.

Provided teamwork and collaboration

they were extremely valuable and contributed to how I approach learning and expanded how I perceive experiences

Helpful

Developed important skills

Well, I did none, so I can't comment.

The internship experience was most valuable as it served as a stepping stone into my profession.

Learning to write reports was a very valuable experience.

Undergraduate research helped to put me on the path to graduate school.

The research gave me a better understanding of what is needed for research to be valuable

very valuable every English class they offered at Ga. Tech was all graded essays

Very valuable. They provided practicul hands on skills that helped me develop and grow inot the professional I am today.

Current Implementation of High Impact Practices

8. How many students experience these High Impact Practices in your courses or program ?
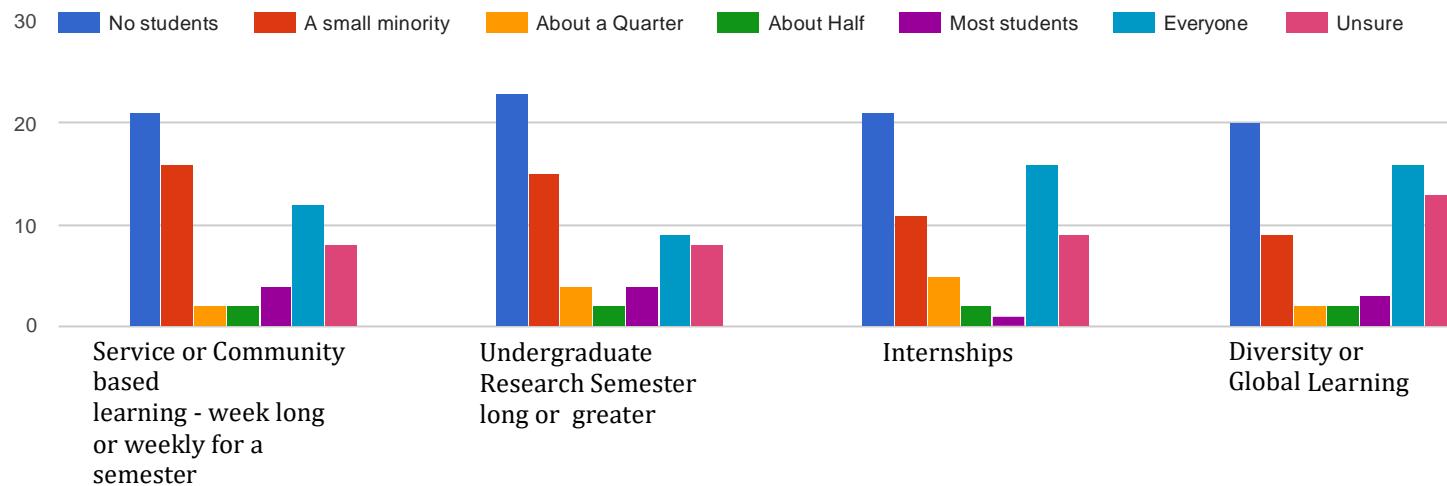
9. To what extent do the High Impact Practices you currently employ meet the following criteria?
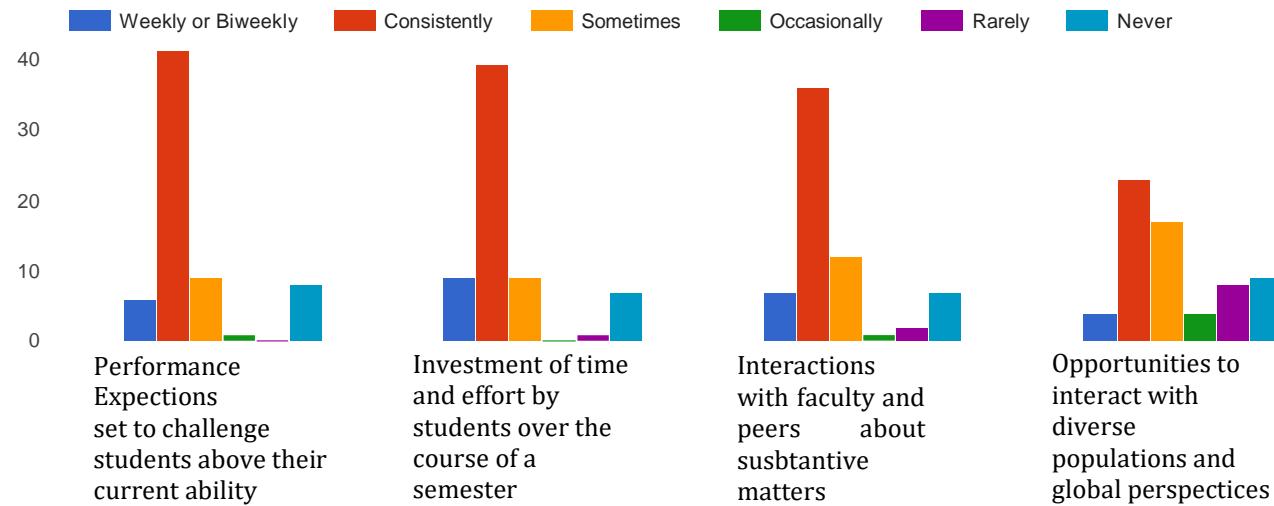
Future Plans for implementation of High Impact Practices

10. How committed are you to incorporating High Impact Practices in your courses or program?
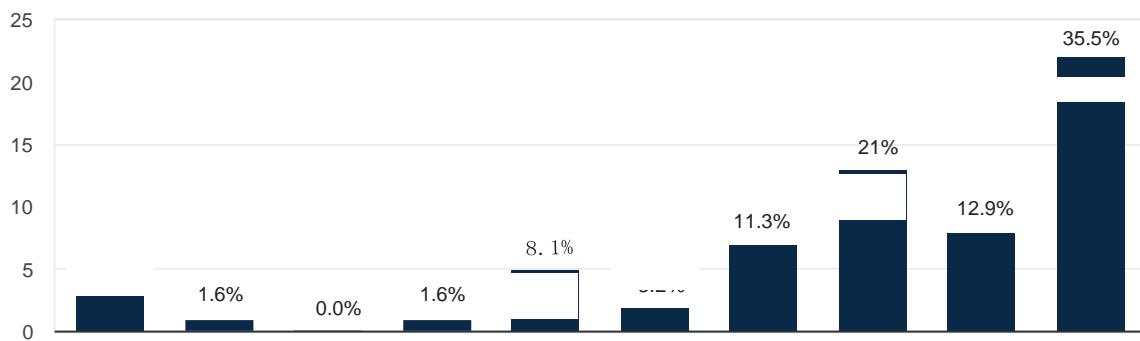
11. Have you attended professional development events on HIPS or LEAP in the last two years?
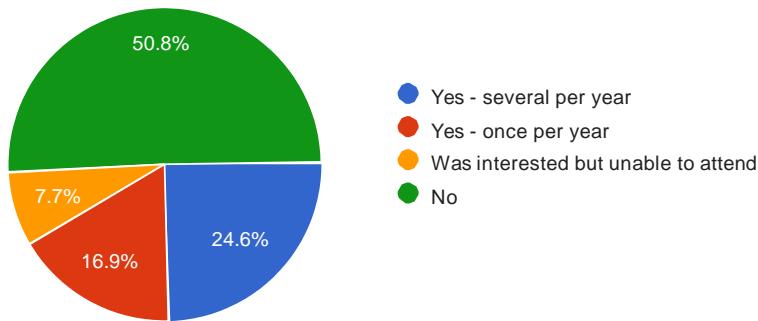
12. Which High Impact Practices are you interested in adding to your courses or program?
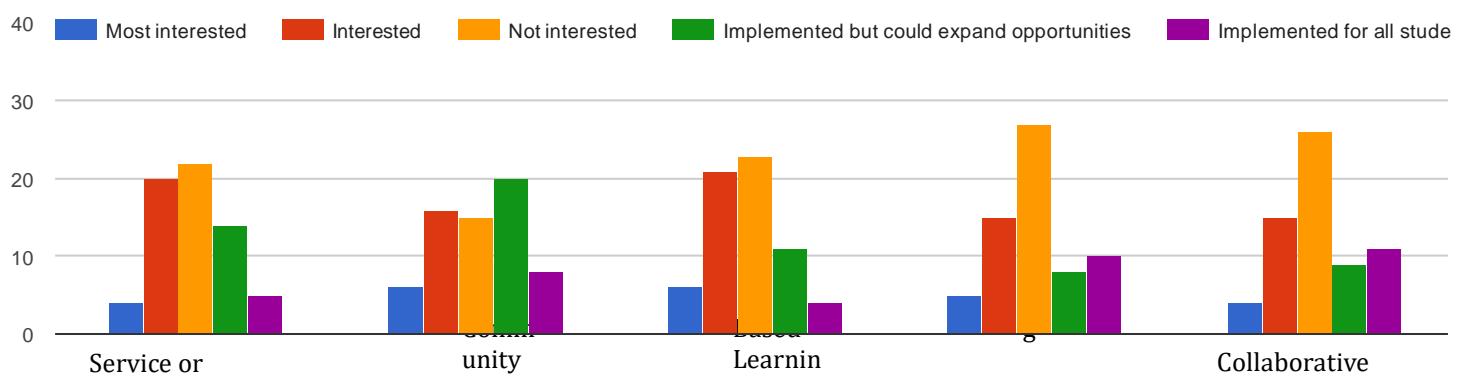
Projects &
Assignments

Undergradu
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Research

Internships

Writi
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Cour
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Appendix C

How to be a HIPs Star at Dalton State
(manual in process)

Appendix C

How to be a
HIPS Star at
Dalton State College

IN PROCESS

Introduction: Why High Impact Practices Matter

Welcome to the first ever workbook for creating a high impact course! This book will walk you through the understanding and the actions needed to help you redesign your course to include one or more of the high impact practices. First, answers to some questions.

What are High Impact Practices?

      While there are many teaching strategies and processes that can have a high impact on students in different ways, the term "High Impact" practices is used by the Association of American Colleges and Universities to describe ten specific approaches to undergraduate instruction. These are listed below, and their identification and research support is attributed to George Kuh and associates.

<div align="center">

First Year Experience
Common Intellectual Experiences
Learning Communities
Service Learning
Experiences with Diversity (such as through Study Abroad and other means)
Collaborative Learning Experiences
Undergraduate Research
Internships
Writing-Intensive Courses
Capstone Experiences

</div>

 In regard to these High Impact practices, Kuh (2008) wrote:
> When I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in at least two high- impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning. (p. 21)

He went on to say:

> These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning.

      Dalton State seeks to make the student experience of High Impact Practices systematic, assessable, transdisciplinary, public, and of the highest quality.
Why do they matter to Dalton State students?

      Dalton State College made a commitment to the philosophy and practice of High Impact practices (HIPs) in Spring 2016 when it was approved as part of the Strategic Plan 2016 to 2019 and when the Academic Programs Committee voted to be part of the USG's LEAP initiative in Summer 2015.

"High impact" is not just a new buzzword but also an evidence-based approach to providing all students, but especially underrepresented ones, with experiential education and intentionally moving away from passive models of learning. Research from AAC&U and others have shown that the largest learning gains happen for underrepresented students who are involved in HIPs. DSC has a large population of students who would be classified as underrepresented in higher education (low income, minority, Latino, first generation). Providing them with experiential education that is both more engaging but also requires more commitment of time and effort is to their benefit. Many of them have had limited opportunities, for various reasons, to experience this kind of learning before.

Becoming a high impact instructor, a HIPs Star as we like to call it, is your choice, an intrinsic one. According to the expectancy theory of motivation (Vroom 1964), motivation to do a task hinges on one's belief in the value of the promised outcomes, the likelihood that the outcomes will be awarded if successfully accomplished, and on one's self-efficacy, or ability to achieve the task well. Essentially, expectancy theory says that we ask, "What's in it for me?" "Will those things really come to me?" and "Can I do it?"

We cannot fully answer the first two questions for you. What do you want from your students and your teaching experience? Do you like a challenge? Is it time to redesign a course you have been teaching the same way for a few years and with which you are either bored or not achieving desired learning outcomes? Will your chair honor your commitment to high impact teaching in annual evaluations? Will your peers and supervisors honor it for promotion and tenure? Do you have the time right now to restructure your class and do the reading needed to enact high impact teaching? Is teaching well really important to you?

The last part of expectancy theory, however, we can answer. Yes, you can do this. There will be resources to help and a support group of faculty peers.

Section I: What are the high impact practices and what do they look like?

The definitions of the ten HIPs that follow are adapted for DSC from the AAC&U literature and the work done by faculty at Salt Lake Community College. The original AAC&U definitions can be found here:
http://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

Collaborative Learning

Collaborative Assignments and Projects promote student success by providing students with opportunities to develop the knowledge and skills necessary to work with others in a professional and constructive manner. Collaboration becomes a High Impact Practice when it requires students to critically engage with and listen to the viewpoints, opinions, insights, and suggestions of a diverse set of people in working towards a common goal. This includes interacting competently across cultures as well as understanding and appreciating human differences. Collaborative Assignments and Projects may be enacted in both classroom and non-classroom settings as well as in person and online forums. To merit a High Impact Practice designation, the course(s) may include curricular projects such as:

- A series of student study groups
- Collaborative assignment with individualized evaluation
- Short-term collaborative assignment with group summative evaluation
- Long-term collaborative project with group summative evaluation, peer review, revision, and reflection.

Diversity

Diversity (DV) courses and co-curricular projects at DSC help students critically examine the history, contributions of, and challenges confronting diverse groups and multicultural societies within the United States. In order for a non-DV designated course or cocurricular project to merit a High Impact Practice designation, it should address most of the following:

- Centrally focus on the culture, history, or current circumstances of one or more groups of people in the US who have experienced sustained systemic discrimination.
- Critically examine one or more factors supporting and sustaining the systemic discrimination of groups of people in the US (e.g. institutional racism, homophobia, sexism, ageism, ableism, classism).
- Incorporate disciplinary methods for analyzing and/or applying real-world strategies of moving toward a more equitable society and challenging patterns of sustained systemic discrimination.
- Challenge students to reflect on their own identities and lived experiences of privilege and oppression in order to apply the concepts of inclusion, equity, and social justice to their interactions.

Service Learning

Service learning enhances course learning outcomes and student engagement while also addressing community-identified needs. Service Learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Service-learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities. Service-learning commonly intersects with other HIPs. Examples of Service Learning as a HIP include:

- Faculty working with a non-profit community partner to inform course content and to identify potential research and inquiry path
- Students engage civically through advocacy
- Students practice critical reflection through such activities as journal writing, group discussion, or presentations.

Undergraduate Research

Undergraduate Research at DSC provides students with early and active involvement in systematic investigation and research. To merit as a High Impact Practice, undergraduate research should connect key course concepts with student involvement in empirical observation, leading technologies, research design, data collection and analysis, information literacy, and/or collaborative exploration of

important research questions. Undergraduate research should be integrated over a sufficient period of time to allow student engagement. Examples of undergraduate research include:

- A course in which students design a research project, collect data, and analyze the results.
- A literature review done by a student for a faculty research project.
- Faculty mentoring of independent student research.
- Participating in the SLCC Science, Math and Engineering Symposium, or collaborating with peers and faculty on conference presentations

Internships

Internship Education is a form of experiential, active learning which provide students with the opportunity to learn in a work setting pertinent to their program of study. Internship education may take place through program-endorsed arrangements between DSC and an employer. To merit as a High Impact Practice, internship experiences should connect supervised work with analysis of and reflection upon a student's course of study.

- Working with an organization that adds value to a student's course of study.
- Work commitment based on agreement between College department and partner organizations.
- Critical reflection of work experience shared with appropriate audiences.

Capstone Courses

Capstone projects and courses are offered through departmental programs and general education classes. Reflection should be a component of all capstone courses or experiences. Students nearing the end of their degree or certificate may engage in a capstone project (e.g. research papers, performances, field work, productions, a portfolio of best work) or a capstone course.

- Programs and courses that require students to participate in substantial field work such as building a home, producing a show/film/conference.
- Some programs and courses that require students to go beyond standard credithour homework load.
- Presentations
- Deliver goods/projects to stakeholding audiences. May vary by program.

Writing Intensive

The AAC&U's definition for this high impact practice is as follows, "These courses emphasize writing at all levels of instruction and across the curriculum, including finalyear projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice
"across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry."

First Year Experience

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/ or common readings through the lenses of different disciplines. Some deliberately link
"liberal arts" and "professional courses"; others feature service learning.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Section II: What makes the practice high impact?

The key or essential elements that undergird the high impact practices must be seen as the first step toward course redesign for high impact. AAC&U refers to this list of essential elements as the "Quality Matrices."

What about a high impact practice actually qualifies it to be call "high impact?" It is not just about a quantity of experience, but the quality of the experience, and the assurance of outcomes by experiential learning. The credentialing of a course as high impact is found in its use of most or all of these quality matrices, which are reflected in the rubrics in this workbook.

The next few pages detail each of these quality matrices or essential elements of a high impact practice.

Performance expectations set at appropriately high levels.

Almost every instructor will say he or she is rigorous, and at Dalton State, that is probably true. So, how would an instructor prove that the course is setting performance expectations at appropriately high levels? As in all HIPs efforts, the instructor is a facilitator for the students taking control of and responsibility for their own learning; the instructor is not a repository of knowledge with all the answers who pours into the students through the conduit of lecture. Here are some options in regard to ensuring performance expectations are set at appropriately high levels.

1. Student Learning outcomes rethought, either in terms of adding an extra one, revising the emphasis of one, or changing targets/measures (means of assessment and benchmarks) for one or more.

2. If the course is a prerequisite to the next course in a series, the emphasis is on preparing the students for success in the next course as well as on meeting outcomes for this particular course.

3. Students are given a pre-test at the beginning of the course to assess the students' levels of skills and knowledge and see if it is commensurate with what is needed for success in this course. The instructor facilitates their "getting up to speed" by extra-classroom assignments, readings, videos, or other projects so that (a) success is facilitated, and (b) the students take responsibility outside of class to be ready for the class content. For example: in a history course on the Reconstruction period, the students should enter with a good background in the historical facts of the Civil War and pre-Civil War period. Those who do not have it would be required to read articles or chapters and document their reading at the beginning of the semester to be ready for the class material.

4. Students are assessed by more than one method. For example, assessment and evaluation are not just accomplished through multiple choice exams but also through an appropriately weighted paper, presentation, or external project. Likewise, students have opportunities for formative assessment and feedback prior to final (summative) assessment.

5. Students are given multiple chances for assessment, either through more than two exams or through formative (practice tests, quizzes) assessments that are assessed and weighted but helpful for the major or summative assessments. 6. Students are required to complete and report on extra-classroom readings or videos. If the student can say, "I can pass the class just on the notes and don't have to read the text," the expectations are not set at appropriately high levels and the required text is unnecessary. In the case where external readings are supplemental but not required, the instructor should consider using open educational resources or textbooks, such as from OpenStax, to avoid unnecessary expense for students.

7. Students are expected to discuss or write about the content and skills with other students and the instructor rather than accepting passively an amount of knowledge.

8. The instructor can demonstrate that his/her requirements and assignments are typical of that level of class (sophomore, junior) by comparison to other courses.

9. Faculty should seek to teach the course at the middle to high levels of Bloom's Taxonomy, revised (Krathwohl, 2002).

The most basic level of the taxonomy is memory of facts, followed upward by understanding. To have performance (not just memory) expectations set at high levels, the course content should seek to require application of the knowledge. Further, the highest levels of creating, evaluating, and analyzing would be a goal for upper division courses.
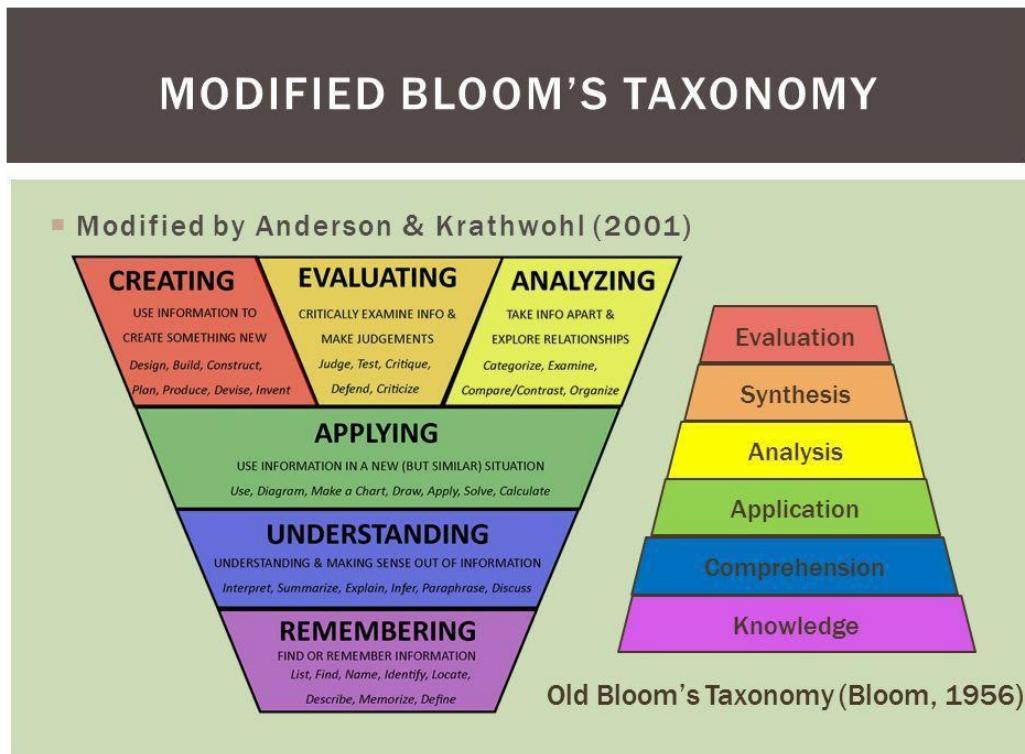
IMAGE 1

What should be reiterated is that the focus is learning, not just completing assignments. Vygotsky (1978) was a theorist who said, among other things, that we don't learn unless we are asked to do a task outside of our current reach. Specifically, he said that to learn we must span, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). His theory is called "zone of proximal development." If I am asked to do something I have already done before, I am not going to learn from it.

The task assigned must ask something of students that "stretches them" and that they will at first find too difficult and may balk at. Performing the task that they thought they could not perform before (a) builds confidence (b) demands use of learning strategies (c) is more rewarding. Performance expectations should be set at the appropriate level so that the college student doesn't consider it a waste of time and "busy work" or on the other hand, too difficult. A perception of "too difficult" may come from the methods used to teach and assess as well as the content itself. "The too-difficult courses had grading systems students perceived as unfair, tests that were too hard, homework that was graded harshly, and feedback that was difficult to interpret" (Weimer, 2016 citing Martin, Hands, Lancaster. Trytten, & Murphy, 2008).

At the same time, certain tasks can be "stretching" but require so much energy in the stretching that the energy needed for learning is not there. For example, a freshman is capable of accessing and using some scholarly sources from the Library's scholarly database in a paper or speech, even if that has not been required of him or her before. He or she is probably not capable of the kind of research needed for a capstone paper, where twenty or more relevant sources woven into a 25-page argument is required. When thinking about setting performance expectations at appropriately

high levels, think about what will require the students to go beyond their current state just a bit—three inches, not three feet.

An excellent book to read in this regard is *Mindset* by Stanford University psychologist Carol Dweck, whose work has motivated many other learning researchers such as Angela Duckworth and David Yeager. The essential message of the book are the pitfalls stemming from the belief, or mindset, that intelligence, skill, and success are innate, given, and "fixed" as opposed to the result of hard work over time. Instead of a person being either talented or untalented in terms of, say, an instrument, those who excel at that instrument have devoted great energy and time to it. One of the lessons of the book is that learning is just not easy and that learning comes from plowing through confusion and failure.

On a recent "Wait, Wait, Don't Tell Me" episode (a quiz show on NPR), Neil DeGrasse Tyson, the astrophysicist, showed this mindset when he got two questions wrong. "Now I have learned two things I didn't know." Even if he was being a good sport for the show, his point is that failure is educational, not a reason to quit. Setting performance expectations at high levels while allowing students opportunities to fail "safely" in the process of assessing learning has a high impact.

Significant investment of time and effort by students over an extended period of time

There is a good bit of research to show (Arum & Roksa, 2010) that students do not spend sufficient time on their studies. Instead of the expected 24-30 hours of time outside of class for a 12-hour load, they typically spend 10-15 hours. The goal of this key essential element is not to provide busy work assignments that do not connect to learning gains, but to require students to revisit the learning frequently and effectively over a period of time. We also know that we learn best in repeated, progressive, frequent small chunks and in scaffolded experiences rather than in big pieces, although there are often "ah-hah!" or "big leap" moments that can be transformative in learning.

Significant investment of time and effort may, for example, be used in reference to collaborative learning. Collaborative learning is not an instance of asking students to do a think-pair-share every once in a while so that they are talking with their classmates. Collaborative learning requires either a long-term experience, such as a project, with others in which interdependence is needed. Interdependence is distinct from dependence, where one or two students do most of the work and the others hang on (the common complaint about "group work") and independence, where every student operates in his/her own bubble.

A well-designed collaborative assignment makes each person's input necessary for successful learning (learning being the key word here, not just completion of the project.) The students are learning the content through self-direction and effort rather than through lecture, are learning team skills, are learning to learn in a group and therefore learning more about their own learning abilities, and are helping others to learn.

Additionally, significant investment of time and effort by students over an extended period of time means the specific learning task is referenced over most of the semester. This may mean a major paper written in segments or stages. It may mean undergraduate research that looks at a phenomenon over an extended period of time, rather than overnight or the weekend. It may mean a reflective journal kept most of the semester during a service learning project that is collected in increments rather than at the end (to ensure there is actual journaling and to address any problems that arise).

It may mean a discussion board in an online course that revisits the same major BIG questions or themes of the course repeatedly as new material is introduced, providing a framework rather than isolated bits of material. It may mean tests that are cumulative, including questions from previous tests and not just from that unit, in order to enforce the idea of knowledge building. It is unfortunate that our testing procedures might cause students to see each test as discrete rather than building on the previously tested material.

At this point, it should be clear how these quality matrices are interwoven; significant time and effort investment is going to go hand-in-hand with high performance levels.

Interactions with faculty and peers about substantive matters

In order for a course to be high impact, everyone must have interaction with the faculty and peers. One of the reasons we like to teach is that we hit it off and make connections with students who come to share our passion for our subject. We naturally gravitate toward certain students. However, high impact does require a level of democracy. Not only should the students have equal access to opportunities for interactions about substantive matters with the faculty members, they should have these opportunities with peers. The question is where do opportunities cross over into requirements? Is creating the conditions for such interaction the same as ensuring it?

To be high impact, the interaction over substantive matters has to be embedded and therefore inevitable. The second question is the meaning of substantive; the prompts, the discussion boards, the think-pair-share methods should deal with the big questions of the course. Such big questions might concern one or more of the following:
1. the historical development of the subject
2. the relevance to civic life
3. ethical dimensions of the subject
4. how the course content can be put to practical use
5. the connection of the course to personal values and moral decisions
6. how one can improve learning of the subject matter or discipline
7. how to think creatively and critically about the content
8. questioning one's assumptions about the content
9. how knowledge is formed in the discipline and how sources judged for validity
10. how evidence is evaluated in the field
11. how the issue is viewed by and experienced in different cultures and co-cultures
12. how is the information is best communicated in oral and written modes
13. how discourse and language interact with the subject matter
14. the major problems facing the discipline
15. the major controversies and theoretical perspectives

This list is not exhaustive or applicable to every subject, but a starting point.

Experiences with diversity

The fourth key element is experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.

AAC&U offers this example of the fourth key element: "A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience."

This example highlights that diversity is not confined to broad categories of demographics such as ethnicity or race, gender, or class. Diversity is experiential, geographical, developmental, religious/spiritual, philosophical, and cultural. It is also psychological, such as neurodiversity and different ways of processing and learning.

As noted in the example, going beyond the classroom is probably one of the best ways to confront diversity and engage the student in other key elements of high impact practices as well as in other high impact practices. In these examples, the students are face to face with *different kinds of people*, rather than texts or projected images about those people. However, not all subject matter lends itself to service learning or external projects, so how else can these direct and deep experiences with *diverse people (as well as diversity as an abstract concept)* be ensured?

Facilitating student experiences with diversity while still within the boundaries of the classroom demands vulnerability, trust, guidelines, scaffolding, reflection, and assessment. The experiences can be with the other people in the classroom as well as with texts and images. Since diversity can be divided into primary and secondary, with primary being the more "obvious" and outward and secondary being less obvious or even hidden, a climate of trust must be established, something that can take a while and should not be forced.

An instructor cannot demand trust from students; it must grow organically and slowly. Trusting students can be vulnerable students. It is possible that no trust and vulnerability can come unless the students believe in the guidelines that are in place, guidelines about discourse, respect, equality of participation, and privacy/confidentiality. These things will not come the first week. Discussions or experiences with texts and images will require reflection, and for the reflection to be critical and valuable and not superficial.

The instructor desiring to provide these experiences needs cultural competence and sensitivity. Sometimes typical American politeness is not enough. Nonmajority students should not feel marginalized or "outed." They are not the token case or representative for their culture. Students from collectivist cultures may feel very uncomfortable with confrontation or being considered the public representative of their country, culture, or people. Nor should any assumptions be made about a students based on surname, accent, or appearance.

Ultimately, experience with diversity in a course matters for the following reasons:

1. All students benefit from exposure to a variety of viewpoints, requiring that all students participate, not those who seem to be from the most divergent group (for example, two Asian immigrant students in a class of 25 Anglo students) or the most vocal students. A diverse classroom does not exist solely for the benefit of majority students, as if the nonmajority students are only there for the majority students' benefit.

2. Students can and must learn to talk about diversity and learn how to engage in civil and constructive discourse about it, rather than operate under the alternate assumptions that diversity can be addressed without discourse rules or that diversity is an impossible topic, fraught with too many landmines to allow real dialogue.

3. The students can begin to realize emotional and social as well as intellectual benefits from the confrontation with diverse people.

Assessment of experiences with diversity cannot be direct, only indirect. While the language and communication skills can be observed, the instructor cannot tell if internal change has happened. The student can be asked to self-evaluate, but only he or she knows if growth in appreciating diversity has happened. However, if Leon Festinger's theory of cognitive dissonance holds, the students' public comments about diversity will influence their individual attitudes.

Frequent, timely, and constructive feedback

The AAC&U provides these two examples of this essential element: "A student faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student's contributions up to and through the completion of the project. "

Feedback sounds easy, but is not. There are several issues that come into giving feedback:

1. Is it done for summative or formative assessment? In other words, is it given on an end-of-term assignment for which there is no opportunity to use the feedback for future learning in the class, or is there opportunity for revision?
2. How long does it take to give "frequent, timely, and constructive feedback?" How can an instructor best utilize his/her time and yet provide this type of feedback?
3. How can students be held accountable to use the feedback? How can an instructor know it has been used?
4. What constitutes "constructive?" Is there a correct way to be constructive? Obviously, we would say, yes, but it is still not that simple. Many use the "criticism sandwich"—positive, negative, positive comments. But how do students really hear that? Does the negative get lost in the positive?
5. Constructive feedback would include the elements of being clear and focused, directed toward improved product while at the same time directed toward learning and toward the student taking responsibility for his/her learning. For example, if I tell a student that a short paper needs better organization, and I give her a structure, has she learned to

organize her paper better or just obeyed my directions for a better grade? How can I guarantee that she is taking responsibility for her learning and not just trying to get a better grade?

6. Are electronic methods of feedback, for example on papers, better than lowtech methods? Are conferences better than purely written feedback?

7. Is global feedback as useful to the students as more granular feedback? In other words, how specific should we get? Does clear mean every detail addressed?

8. How does feedback look in a natural sciences course as opposed to a social sciences or humanities course?

9. How can the student be psychologically prepared for the feedback?

10. The Appendix C has references to articles from *The Teaching Professor* and other sources on improving feedback.

Periodic, structured opportunities to reflect and integrate learning

One of the examples of this essential element, provided by the AAC&U literature, is "A capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study." Although this is one way to use reflection in a significant way, there are many ways that reflection can be used. Unfortunately, reflection is a word more talked about than understood and done, as Shakespeare would say, "a custom more honour'd in the breach than the observance."

Reflection is a buzz word today but little is said about how to facilitate reflection. If we are to follow David Kolb's model of learning, based on Dewey's, there must first be something to reflect upon, specifically, an experience. (see Image 2). Reflection does not exist for its own sake, but for future experience and use of the learning.

Students should also be educated to use reflection that is critical, in the sense that the student should be using the reflective episode to question prior assumptions he/she held about the content of learning, about him/herself, and about the discipline and knowledge construction (learning). Reflection is a method that can aid the student not only to assimilate the knowledge into existing frameworks of understand but also to accommodate or transform existing frameworks to the new knowledge (as per Piaget's theory of assimilation and accommodation in learning). Reflection can therefore aid the student in moving up the hierarchy of Bloom's/Krathwohl's taxonomy of learning.

The Western practice of and belief in the power of reflection is based in the Socratic advice to know oneself and that "the unexamined life is not worth living." It is a way of helping students find their places in and response to the world. Reflection has a strong subjective component, and unfortunately the student often interprets the task of "reflection" as focusing mainly or totally on the subjective, personal experience and not the objective, corporate experience. In other words, the emphasis is "I," not "it" or "we" or "others." The personal is part of reflection, but not all. Periodic, structured opportunities to reflect and integrate learning should not be interpreted as an expectation that the students should wallow in or privilege their own opinions, but that they should think deeply and critically about various facets of an experience, not just their immediate emotional, ethical, or cultural reaction.
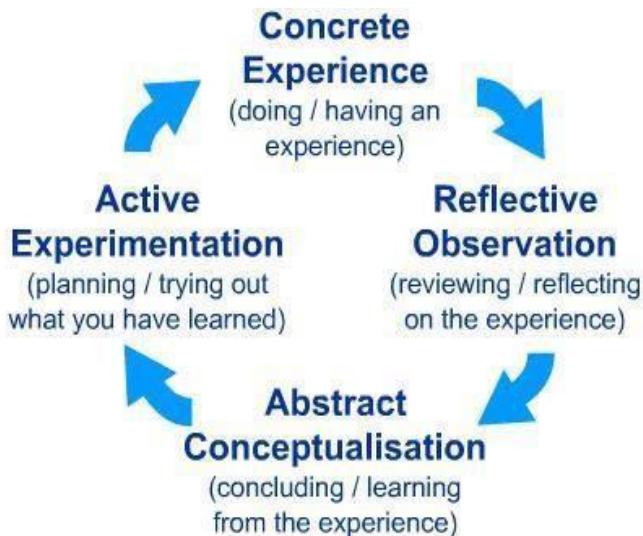
IMAGE 2

Students, especially college students in their first two years, are usually unaware of methods for reflecting. Sometimes their "reflections" are skeletal and superficial, although in my experiences some students who are more verbal or more introverted will produce more in-depth or at least verbose reflections. Some students mistake "giving my opinion or personal response to something" as reflection on an experience or classroom event. It is common practice to use prefabricated prompts from a textbook or other sources to instigate the reflection. It might be a valuable long-term project to instill in students a taxonomy of reflection, or methodology, so that when they are told to "reflect" they have the tools to do so.

Such taxonomies exist. A good grounding in Bloom's taxonomy and Krathwohl's and Anderson's revision of it is a basis. Peter Pappas takes Bloom's as his inspiration for his taxonomy of reflection (Image 3). Although Pappas works mostly with public secondary students and teachers, the model gives a sense of how reflection could be structured, and therefore more assessable.

A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

Understanding: What was important about it?

Remembering: What did I do?

**Model developed by Peter Pappas**
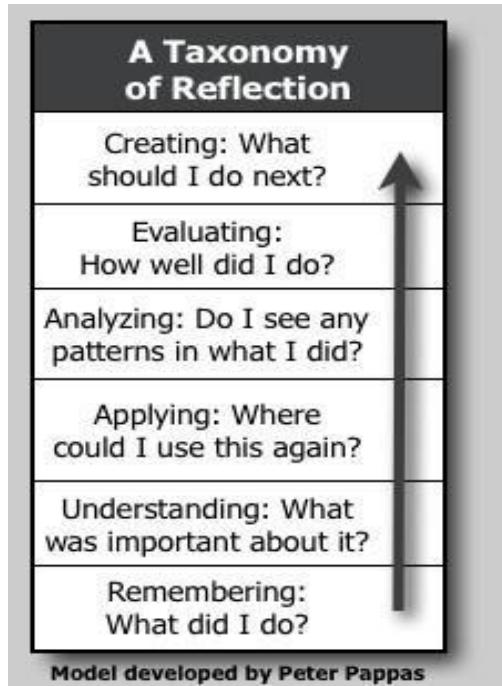
IMAGE 3

The word "assessable" brings us to the real gist of the matter and the essential element. What does the faculty member do with the reflection? How is it "graded?" It is not unusual for faculty to read reflections, make a few comments as needed, give a check mark, and move on. There is nothing wrong with this, but it should not be the goal, especially in upper division courses. A reflection paper of any length should be expected to follow a structure that examines various aspects and is graded with a rubric and sufficiently weighted in terms of grades, since the writing and revision task itself is iterative, reflective, and basic to critical thinking.

And of course, not all reflective tasks are equal. If an instructor shows a controversial video in class wherein a filmmaker or speaker makes an argument, the reflective task there might focus on rhetorical elements. On the other hand, if in a psychology course the instructor enacts a role play of a famous experiment, that reflective task may look different. However, in referring to Pappas and Kolb, the first step would be to get students to clearly, nonjudgmentally review what really happened and the facets of its meaning before moving on to the validity of the claims, the biases of the speaker or the audience, and the connection or application to reality. Image 4 gives an example of a taxonomy that might be useful for a rhetorical video.

	Question 1	Question2	Question 3
What	What is being said (and not?) (understanding)	What does it mean? (interpretation)	What can I do with this information or insight? (application)
Why	Why is this important? (value)	Why should I accept his position? (logic of his arguments)	Why would I be biased against this position? (questioning my assumptions)
How	How did the speaker get to this position/idea/view? (is he/she honest about it?)	Could the speaker be leaving out something? (his/her biases)	How does the speaker support his/her ideas? (persuade us?)

IMAGE 4

Another, element of reflection is the communication mode. Is it best for the student to do reflection in written form for only the instructor and him/herself, in written form only for self, in written form for others, in oral mode to the whole class or to just a small group, or simply internal? This is a difficult question, related to the level of the controversy involved, perceived threat of retaliation in a grade, perception of the subjective nature of reflection, introversion-extroversion of the student, cultural experiences of the students, and diversity in processing modes or learning styles. Being asked to reflect doesn't mean that the student will come to fully formed conclusions in a few minutes. It might make more sense to focus on the process of reflection than the outcomes or conclusions.

Writing or stating something publicly in our culture is seen as a commitment one is held to and judged by. A student expected to reflect out loud or in a public way might still be processing and unready to commit to a viewpoint; it's still tentative, nascent, and undeveloped. At the same time, we could argue that telling students to reflect without a permanent record of it is truly as waste of time. They might as well be told to plan what they are going to eat for lunch or what Netflix show they will watch that evening. Writing, even for the self, involves the brain actively far more than just speaking or keeping one's thoughts to oneself. The weight of the assignment and relationship to the course's student learning outcomes also enter into the communication mode chosen.

Related to this question is whether the instructor himself or herself is willing to engage in the same type of reflection and honesty and to recognize his/her assumptions that might need testing. If the instructor's goal in reflective assignments is to get the students ultimately to agree with his/her viewpoints, then there is a problem. Students often perceive the reflective task this way and decide that the best method is to give the instructor what is wanted for a grade rather than be honest.

In conclusion, reflection has many values and should be an integral part of whatever High Impact Practice utilized in the course; however, its use should be strategic, intentional, assessable, and facilitated with training students with ways to reflect.

Opportunities to discover relevance of learning through real-world applications

The concept of "authentic assessment" is central to this key element. Service learning and internships are the most obvious examples of how this key element can be operationalized. The value of service learning, job shadowing, internships, and similar experiences is in their connection to program and course learning outcomes. If the service learning is just accumulating hours and the internship just showing up at a job, site the likelihood of discovering relevance of the classroom theoretical learning and the real world applications will be small. For both liability and learning purposes, these programs need strong oversight and direction, clear syllabi expectations, and assessment.

Do the students have to go out of the classroom in internships and service learning to achieve this key element? No. Any experiential activity of depth and thought can achieve this key element. Role plays, labs, collaboration, designing research, blogs, online surveys, and many other methods can be used to bring the real world into the classroom if it is not feasible to take the students outside of it.

It is suggested that the major or program have a course number, an established syllabus, and a dedicated professor for the internship, as well as work closely with Career Services to deal proactively with liability and other issues.

Public demonstration of competence

It should be obvious at this point that none of these key elements is mutually exclusive. Public demonstration of competence is as likely to be shown in an internship where relevance of learning through real-world applications is achieved as well. Service learning is another opportunity for students to publicly show their competence at the learning outcomes of the course. Public

demonstration of competence is often assessed in a public presentation of research, as in a capstone course. Students in clinical settings do such public demonstration every day.

Public inherently means "outside of the classroom." If a presentation is required, respondents from outside the classroom should be present (other faculty, advisory council, guests with expertise) and/or the presentation is given at a venue such as a student conference, a professional conference with student tracks, a recital, a play, an exhibition, a poster session, or a showcase. The expectations on use of slides, etc. should be clear. Scaffolding (preparatory lectures, turning in assignments for formative assessment and feedback, grading rubrics provided, etc.) probably should be utilized so that student is prepared.

SECTION III: Targeted DSC HIPs Explored

This section of the workbook delves into some of the relevant theory and best practices in the seven HIPs that are being targeted in Dalton State's HIPs initiative.

Collaborative Learning

It is easiest to define collaborative learning as a High Impact Practice first by stating what it is not. It is not a five-minute buzz group. It is not saying, "Turn to two of your neighbors and discuss your answers." It is not the occasional think-pair-share activity. All of these are useful activities, but do not approximate what collaborative learning means.

Collaborative learning is referred to in some sources as "cooperative learning," although one might split some hairs over the differences. Collaborative learning assumes that the learning process is taken place in the context of planned collaboration. Smith and MacGregor (1992) clarify the term:

> [It is] an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Johnson, Johnson, and Smith (1991) define cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (cited in Jones & Jones, 2008).

To use collaborative learning in its fullest sense, one should subscribe to a constructivist theory of learning. Again, clarification is needed here. When it is said that the students are constructing knowledge in the classroom, it does not mean that they are constructing the discipline, but that they are actively constructing the knowledge frameworks in their minds as opposed to receiving knowledge passively. Collaborative learning as a theory also accepts that this knowledge construction is done socially. Part of that social learning is the idea that learning is embedded in a rich context.

Collaborative learning theory also turns the traditional model on its head, at least somewhat. Instead of ensuring that students know (have a complete core of knowledge) and then practice or apply, collaborative learning gives the students problems and challenges when their knowledge construction is in process and expects them to "marshal pertinent facts and ideas. Instead of being distant observers of questions and answers, or problems and solutions, students become immediate practitioners" (Smith & MacGregor, 1992).

Because learners are diverse, learners confronting problems in a group context are inherently confronting diversity in learning (one of the other High Impact practices), and dealing with the diversity is part of the problem being addressed along with the content related problem. Additionally, the interpersonal, problem-solving, and negotiation skills so prized by employers (although unfortunately called "soft skills") are part of the learning process in collaborative work.

Accepting all these theoretical assumptions about collaborative learning does not guarantee successful collaborative learning, and as with any new methodology, using it in one's classroom takes time: time to develop the assignments, time (and patience) to orient the students to the collaborative nature of learning, and time invested in class. To many, lecturing, which they probably do well, is a reasonable default. "Due to the expert nature of higher education, much evidence suggests that many college professors still cling to the notion of expounding knowledge to their students rather than engaging them in discovering such knowledge through active learning" (Jones & Jones, 2008). Collaborative learning is a risk, but one well worth it.

In practical terms, what does collaborative learning look like? "According to the Cooperative Learning Center at the University of Minnesota, Cooperative Learning is a relationship among a group of students that requires five elements:

- positive interdependence
- individual accountability
- interpersonal skills
- face-to-face promotive interaction
- processing out" (Johnson & Johnson, 1994, cited in Jones & Jones, 2008, p. 62).

First, "positive interdependence" refers to the learning task or in some cases, longer learning project, being structured so that students need each other to complete it. Two examples come to mind: Reading circles, where each member has a specific role to play in discussing a text (for example, historical document or short story), such as vocabulary builder, connector, illustrator, guide, quotation selector, etc. The Jigsaw model is another. Jones and Jones (2008) state, "Since this element is solely contingent on the quality of the task as- signed to each group, creating positive interdependence requires that the assigned task demand participation from all group members" (p. 66).

Positive interdependence brings up the question of whether students should choose their own groups. I personally have never allowed that as the driving principle of group assignments. There is too much room for some class members to be excluded or for couples or close friends to get together, which can cause problems for the rest of the group. Letting students choose based on the nature of the task or the subject might be an option. Since students will not usually get to choose who they work with in the "real world" of their careers, college is the time to learn to deal with the diversity of groups, even when the communication or personality styles of the others is not one's preference. Although it is not always possible, if the instructor is assigning groups "randomly," a balance in

gender and perhaps other demographics could be attempted. For example, be sure one group is not all female and another all male.

Individual accountability, of course, refers to the need for each student to know that he/she cannot "hide" in the group and that his/her work will be assessed equally and fairly. Students commonly "hate group work," and rightly so, because in their experiences there were freeloaders who earned the group grade without having done anything. Some instructors allow groups to "fire" a member who is delinquent. Other instructors use rubrics or evaluation sheets for the members to complete on each other as part of the assessment. More importantly, the collaborative task must be structured so the instructor is fully aware of who is and is not pulling their weight and contributing. If it is a long-term project (such as over a month or longer in the semester), periodic check-ins of some nature (written and formal or oral and informal) are a good idea.

Sometimes an instructor has to think outside the box to ensure accountability. I require a group writing assignment using Google docs for collaboration. Students have to write their personal section in a color (and provide a key at the end) so I can see who is actually writing what. However, the document is also graded on being a coherent whole and not just sections in color.

In terms of the third element, collaborative learning, as mentioned before, inherently calls upon students to develop strategies for interpersonal communication. Negotiating, enhancing cohesion without developing "groupthink," praising, dealing with conflict, giving criticism, taking criticism, and planning and executing the tasks, are all "on the job" tasks from collaborative learning. In collaborative learning there are always at least two processes going on: the process of learning to solve the problem or completing the task *with others* (with all its messy interpersonal factors) and the process of learning the ideas, concepts, and skills embedded in the task.

Promotive face-to-face interaction refers to the students' recognition that their behavior, demeanor, and language have a positive effect on the group as a whole. It is an exploration of their agency and role in the group; in common language, what they do matters to others, so they are in a process of learning what behavior and language is most effective. This "pillar" of collaborative learning brings us to the last one, according to Johnson and Johnson, "processing out," or the act of the group reflecting together on its performance and what it could do to improve. This could be the most painful side of the group experience but also honest and fruitful.

Collaborative learning, cooperative learning, problem-based instruction, case studies, supplemental instruction, peer writing/critique groups, peer teaching, and simulations are a collection of methods that dovetail with one another under this umbrella of group, constructivist approaches. Collaborative learning, as a High Impact practice, requires several of the essential elements: time spent on learning (including inside the course, which takes away from instructor control through lecturing); feedback; opportunities to reflect; experiences with diversity; and interaction with peers.

The bibliography contains resources for ideas for collaborative assignments. Although one of the standards is "working on a group to present information," there are many other problem-based or interactive experiences for classrooms. Placing the active over the passive is the key. If students are moving, talking, sitting on the floor in a group (since tables and chairs do not always cooperate), that is a clue that collaborative learning is taking place.

Writing Intensive Courses

In the 1990s Writing Across the Curriculum efforts were all the rage in higher education. However, according to Arum and Roska's 2012 book, *Academically Adrift*, all that rage did not translate to a significant amount of writing for college students, such that when they graduate they have not been expected to write enough to impact their learning and critical thinking. In some ways, that is not a surprise. Requiring writing is hard.

Because writing instruction is relegated to the English Department and sometimes messages are unintentionally sent that only the English Department is qualified to really "grade" writing. Secondly, writing takes time. If an instructor has to get through a whole thick textbook so that the students are ready for the next class in the sequence, when is the writing going to happen? Third, some tend to define "writing intensive" as a twenty-page research paper, something students don't want to write and instructors don't want to read.

Fortunately, the subject of writing intensive courses has been well studied, but before delving into that, let's remember why writing is important in the first place. Writing in college comes in three types:
1. writing to learn content
2. writing to prove the student can write
3. writing to learn modes of discourse in the discipline or profession

Obviously, these are not mutually exclusive and overlap some, but they are different. Writing to learn content is the reflective type of writing. Students are given writing tasks, usually based on prompts, that help them process concepts, construct knowledge, and make personal applications. Writing to prove the student can write is the typical research paper assignment in, for example, a literature course. Since one of the goals of the course is to learn to write about literature, such as explicate a program using the correct terminology and appropriate source materials, the student is proving to the instructor that he/she has learned those processes. Writing to learn modes of discourse in the discipline or profession might involve the writing of lab reports in a science course, proofs in a math course, case studies in a business course, or proposals in a technical writing course.

So to begin to adapt writing intensive strategies, an instructor should determine what is the purpose of writing in the course: as primarily a method to process concept and content (in which case formality might be less important than content); as proof that the student has learned to use sources, develop an academic argument, think critically, and follow a strict format); or to learn to use modes of writing that will be used in the career world. Again, these are not mutually exclusive, since learning to write a lab report may focus on the last purpose but incorporates the other two.

The University of Hawaii (n.d.) offers this list of characteristics of a writing intensive course at that institution:
• The class uses writing to promote learning the course material, content, and skill(s)
• The instructor provides students with opportunities to discuss their writing using various activities such as peer-to-peer feedback, instructor comments, small discussion groups, and other appropriate activities that engage students in thinking about the writing and the course content

- The students have an opportunity to use different forms of writing throughout the semester. The writing activities and assignments can be formal and informal. **Ideally, students should not be asked to simply write a 20-page research paper without adequate preparation.**
- The students have some opportunities to revise some of their writing assignments.
- The students will complete at least 16 pages of finished text
- The writing submitted for evaluation will contribute significantly to the final course grade (at least 40%)
- The course enrollment will not be higher than 20 students.

This list is not provided as a guideline for Dalton State, but as an indication of what goes into the designation of "writing intensive." Here is an abstracted version:

- Writing is used to learn (process, construct knowledge) as well as to prove the student can write.
- Feedback and opportunities to discuss the writing in various ways are amply provided.
- Different forms of writing (formal/informal; reflection/rhetorical; subjective/objective; pre-writing/revision/peer editing) are available.
- Revision is part of the writing process; (evaluation of writing is formative as well as summative).
- A certain standard amount is required (word count usually preferred)
- Writing assignments make up a commensurate part of the grade based on time and effort involved.

As mentioned above, professors in disciplines other than English or communication are reluctant to take on writing-intensivity as a High Impact Practice for various understood reasons. Although some feel they are not qualified to "grade" writing, anyone with a graduate degree knows whether an argument is cohesive and writing makes sense. There are ways to get around the issue of whether students are using semicolons and commas correctly, and that does not have to be the focus of the assessment. (Those ways include collaborating with the Writing Lab and just not using a red pen to edit work. There is evidence to show that's not the best way to "correct" work in the first place.)

More often, though, instructors shy away from adopting writing intensive strategies because of time. Writing intensive may not work for freshmen survey courses that require mostly outcomes on the first two levels of Bloom's/Krathwohl's taxonomy. After the freshmen year, however, students should come to expect writing as part of the learning process and understand that there are different types of writing tasks with different types of audiences. Along with the previously cited Arum and Roska book, websites abound with complaints from employers about the writing abilities of recent college graduates. If students do all their writing in freshmen or sophomore survey English classes and skip writing in the rest of the undergraduate years because of professor apathy or failure, the skills of graduates will never improve. So, how does one begin to make a course writing intensive?

- Decide on what purpose of writing fits the course's learning outcomes best.
- Decide on which content or skills can be assessed as well as or better by short writing assignment than by standard objective testing.
- Design writing assignments that are short (3-5 pages at most) that fulfill the needs of the learning outcomes.
- Design writing projects that are not all the same in scope or purpose. One assignment

may be a letter to a state representative explaining how a contemporary issue studied in

class should be addressed in the legislature, while another might be a response to a reading that must address certain key issues.

- Develop strict guidelines for what you want in the writing assignment (length, font, margins, overall questions or topics to be addressed, number of sources if used, etc.). You really cannot be too specific, and it will be easier to grade if you are unambiguous about the assignment.
- For at least one of the assignments (preferably earlier) examine (not "correcting") drafts and reserve time in class for peer editing, discussion of the writing, and addressing overall problems. This should not be done more than once in class time. You do not want the students to become dependent on your feedback after every assignment when they can read the instructions.
- Provide opportunities in Georgia View for peer editing of other assignments. Students can share papers, make track changes, and upload the paper. They can also use Google docs or other collaborative programs for joint writing projects or to share work. "Peer editing" may not be exactly what you want; perhaps "peer feedback" is a better term.
- Recognize that student writing takes time to attend to but should be returned in a timely manner. Assign the due dates when you know you can attend to the writing.
- Work with your departmental peers so they know what you are doing in the course. They might have great ideas, especially if they want students in the next course in the sequence to know about a certain writing tasks.
- There is always the question of "covering" the material. It may be that writing can help you "cover the material" in a different way; it might also be that all the material doesn't need to be "covered."

Writing intensive courses are not easy but can produce positive outcomes for employers and the graduates who will work for them.

Section III: Evaluating your course as it is now: The Before Rubric

Section in process

Section IV: Redesigning: Pathways to high impact

A. Start by rethinking student learning outcomes. Since these are often shared outcomes (in a multi-section course), a high impact course would either add a specific outcome to this section that incorporates some aspect of the high impact practices and quality matrices/key essential elements or alter the targets and measures for this outcome. The course would have to be assessed separately in Academic Effect so that other instructors are not held to the same criteria (as is a hybrid or online section of a course).

B. Engaging others. Even if the other instructors who teach the same course do not choose to redesign a course to achieve a high impact credential, they should be engaged to some extent in the discussion of what you want to do, why, and its impact on their classes. If learning

outcomes and measures/targets are to be rethought, they should be aware of it. If it is a major-

related program, how does its redesign relate to program goals? Instructors who teach prerequisites to the course should be aware, as well as those who will teach the students in the next level of course. This is not a matter of asking permission, but of informing them, of dialogue and input. In other words, don't go it alone in regard to the faculty in your department, especially your chair.

You will also want to engage with the high impact team and those who are redesigning courses in other disciplines. They are your support group.

C. Be knowledgeable about the literature on the high impact practice and the key elements you want to utilize. Although this is listed third, it probably should be your first step before committing to a course of action. If you want to add more and/or better reflection, delve into the literature. If you want to design and assess service learning, use GALILEO to find eBooks and articles on that. You don't have to be an expert, but other people have done this well and can support you. Consequently, you can consider this course redesign an opportunity for research and publication/presentation. Since Boyer's publication of *Scholarship Reconsidered: Priorities of the Professoriate in 1990*, the Scholarship of Teaching and Learning has been recognized as viable research in most disciplines.

D. Plan ahead. It will take time. The first time may not go as smoothly as you would hope. The students may balk at approaching their learning a different way.

E. Look at your rubrics and assessment methods. They will need to be revised to incorporate most of the key elements.

F. Think through how you will explain/present the course redesign to the students. We know students talk to each other. Student Joe might be telling his friends,
"Take Professor Bill; I have his notes and he does such and such." And now Professor Bill isn't. Expectation shattered. The term "high impact" might hit them as "harder" or "more than what the others are doing" or "experimental" and therefore "unfair." We would hope not, and the College will be embarking on a campaign to show the value of high impact practices.

G. Every year you probably assess your course in Academic Effect. There you can find solid data on where to start with course redesign by looking at what has been working and what has not.

H. High impact does not necessarily mean "harder" or "more work for students." It might mean more work for the instructor in the redesign phase, but the students should see better pedagogy, such as reflective assignments with structure, more time on task, better feedback, and outside-of-class emphases. It might be unnecessary to use the term "high impact" at all; "experiential might be better, if any terms need to be used at all.

Section VI: The After Rubrics

Section in process

Appendix A: References

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Appendix B: What the evidence for HIPs really says

Entities and scholars affiliated with the AAC&U have done significant and far reaching research into the impact of HIPs on all students and especially underserved. The following excerpts from the publication *Assessing Underserved Students'*
Engagement in High-Impact Practices (2013) by Ashley Finlay and Tia McNair highlight the evidence for HIPs. The authors note that "Our data set included NSSE data from 25,336 students at thirty-eight institutions across the state higher education systems in California, Oregon, and Wisconsin" (p. 6).

> For Hispanic students, for example, levels of reported engagement in deep learning approaches and in perceived gains were 10 percent higher on average with one or two high-impact practices, 17 percent higher with three or four practices, and 26 percent higher with five or six practices, compared to Hispanic students who did not participate in any high-impact practices. Similarly, when African American students participated in multiple high-impact practices, their perceived engagement in deep learning and their learning gains were between 11 and 27 percent higher (depending on the level of engagement) than that of African American students with zero participation in these practices. Asian American and white students exhibited similar boosts in their perceived deep learning and in their learning gains after engaging in multiple high-impact practices, particularly when they had engaged in five or six practices. (p. 12)

> Transfer students in the sample engaged in significantly more high-impact practices than non-transfer students (1.53 practices versus 1.25 practices, respectively). In contrast, first-generation students engaged in significantly fewer high-impact practices than students who were not first generation. While white students did, on average, participate in more high-impact practices (1.38) than students from other racial or ethnic categories, the difference in participation rates between white students and African American students was not statistically significant. White students did, however, engage in significantly more high impact practices than Asian American and Hispanic students. (p. 8)

> The relative effects of engagement in high-impact practices were also evident when comparing students from racial or ethnic minority groups with each other and with their traditionally advantaged white peers. While participation in high impact practices yielded positive effects on students' perceptions of their learning and reported learning gains across all racial or ethnic groups, in some cases student groups that reported the lowest perceived deep learning or gains in learning absent high-impact practices demonstrated the greatest boosts in these perceptions when they had engaged in multiple high-impact practices. As shown in . . . African American, Hispanic, and white students all demonstrated higher levels of engagement in deep learning approaches after participating in greater numbers of high-impact practices. (p.15)

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Appendix D

HIPs Course Examples

Appendix D

Examples of HIPs Courses

Collaborative Learning
Introduction to Psychology (PSY 1101)

After attending informational sessions on HIPs, three faculty in psychology collaborated on redesigning the Introduction to Psychology (PSY 1101). Since a large population of freshmen and sophomore students take this course, and HIPs are more beneficial if students are exposed to them early in their academic careers, a concerted effort was made to incorporate HIPs into this course. Together, with the guidance of DSC's designated HIPs team, a course curriculum that included collaborative assignments and projects was developed. The PSY 1101 HIPs section that was designed includes weekly collaborative homework assignments (on current Chapter), in-class group activities for every chapter and 4 group exams.

More specifically, the collaborative homework assignments were designed to be completed outside of class by each individual, but during the first 10 minutes of class. On the due date, students were allowed to discuss their answers amongst their learning group to make sure every member agreed on answers. Afterwards, one assignment was collected to represent each group and every group member would receive the same grade on the assignment. On exam day, each student would take the exam first by themselves, and then during the last 20 minutes of class they would reconvene into their learning groups and retake the exam as a group. The discussions during the group portion of the exam were very intriguing, especially to listen to students try to defend an answer to their peer.

In Fall 2017, this PSY 1101 HIPs section was implemented as pilot. Two sections of PSY 1101 were taught as a collaborative learning class, alongside two PSY 1101 sections that were not collaborative learning. In the collaborative learning sections students were randomly assigned into groups (to increase the amount of diversity) on the 2nd day of class; this was their learning group for the entire semester. Keeping the groups consistent was important because it allowed the students to build relationships with each other, and become more comfortable holding each other accountable. Conversations in the learning groups were observed to be very constructive and valuable. Students teaching other group members course content, students correcting other group members' wrong thoughts, and students encouraging other group members to complete their work or to study for the exams were overheard. It was clear that the students in the collaborative learning sections met the goals for this HIPs practice, which were that they learned to solve problems in the company of others and to listen intently to the insight of others. Feedback from students in the collaborative learning sections was all positive. Some students also remarked that they were thankful that they were "forced" to talk to others because they never would have spoken with anyone otherwise. The benefits of implementing collaborative learning are best represented by the DFW rate. The DFW rate for the two collaborative learning sections was M = 13.9%, compared to M = 21.6% for the two standard PSY 1101 sections. This led to an implementation of the collaborative learning model in PSY 1101 this past Spring. After evaluating Spring 2018, the DFW rates for the 2 PSY 1101 sections were 10% and 7.69%. As a result, incorporating collaborative learning into the PSY 1101 sections moving forward is planned.

Collaborative Learning
Integrated Marketing Communication (COMM 4100)

Taught in the Spring 2018 semester, COMM 4100 utilized a collaborative learning approach with a competitive and service-learning angle. Students were split into groups and tasked with developing an IMC campaign for a local staffing agency. Each group had one liaison that would meet with the owners of the staffing agency, learning about the organization and developing a customized plan to meet their needs. The project was scaffolded throughout the semester, with interstitial deliverables being submitted by each group to make sure they were headed in the right direction. The groups knew the owners of the staffing agency would attend their final presentations and choose their favorite IMC plan, which added a competitive element: students not only relished the opportunity to do what they considered to be "real" work, they wanted to be the best. At the end of the semester, students gave positive feedback on the assignment on the final day of class, saying they felt it prepared them for the work they would pursue in their careers. The course had a 0% DFWI rate.

Service Learning
Biology (BIOL 4800)

Junior and senior-level biology students are available to enroll in professional development courses engaging in teaching assistance or an internship. Students have been mentored in both types of activities. With regard to internships, in order to successfully complete the course, students must meet with the instructor on a weekly basis and write a reflective paper about their experiences. Early in the process students are asked to outline the paper and reflect on questions such as "Why did you pursue this internship?" "What are your expectations?" "What are your career goals?" Later the questions focus on experiences. Students reflect on what tasks they are doing in the internship. How do they feel about the tasks they are completing? What are they learning about themselves? At the close of the internship, students will reflect on the whole experience and how it relates to their academic and career goals. Once the journaling is complete, students write up their ideas formally to help them develop their professional voice. This is done through extensive feedback and revision of their writing, with the goal of taking that reflective paper and using it to develop a cover letter or personal statement for professional/graduate school or a job application. In addition to the reflective writing, students are required to develop either an oral or poster presentation to be given in a conference setting. The experience has been very fulfilling for the both student and faculty member. Faculty watches the student develop professionally, and these internships help the student to become more passionate, focused, and driven to succeed after college. As an outcome, several former students now work for federal agencies because of previous internship experiences.

Inquiry Based Learning
Linear Algebra (MATH 2256)

Inquiry-based learning (IBL) is one of the most powerful methods incorporated in teaching mathematics. Class time in IBL courses involves student-centered learning through group work, student presentations, and discussions. Evidence is mounting in support of an active classroom, e.g. (Freeman et al. 2014) and (Rasmussen & Kwon, 2007). For example, in one study women in IBL courses performed equally with their male classmates while those in nonIBL courses performed below their male classmates. Elements of IBL may increase self-efficacy
(Goo, Rattan, & Dweck, 2012), and certain aspects of IBL such as collaboration (Springer, Stanne, & Donovan, 1999) and problem solving (Du & Kolmos, 2009) have been shown to be particularly effective for women. To bring this teaching technique to our students at DSC this semester, have the Linear Algebra course was transformed into an IBL experience (in collaboration with Jason Siefken at

the University of Toronto). The course will focus on developing the intuitive nature of the subject

through group discussion and tiered learning tasks. As further evidence to its effectiveness, this same material is being used for an equivalent course at Northwestern University (2015-2017+) and the University of Toronto (2017-2018).

Writing Intensive
Intro to Film Studies (COMM 4400)

In the Spring 2018 semester, Intro to Film Studies was taught as a writing-intensive course. In order to prepare for the submission of a 3000-word paper at the end of the semester, students were expected to submit weekly 900-1200-word analysis papers that would develop individual skills needed to assemble a comprehensive film studies paper. While students did not view the workload of the course favorably, they begrudgingly admitted that the amount of work in the class did prepare them for the final assignment. They eventually came to the realization that the only way to get better at writing is to write, and the only way to get better at analyzing visual texts is to practice. The course had a 13% DWFI rate.

Appendix E

HIPs Redesign Rubric

Appendix E

Dalton State College HIPs Course redesign rubric

Matric	Not Addressed (1)	Emergent (2)	Operational (3)
High performance expectations	Learning outcomes address only lower-level thinking skills (Anderson & Krathwohl, 2001) (i.e. remembering, understanding, applying) EXAMPLE: The course includes exam questions that ask students to solely recall information.	Learning outcomes address all lower-level thinking skills and one higher-level thinking skill (I.e. analyzing, evaluating, creating) EXAMPLE: The course includes an assignment that, in addition to recalling information, requires students to analyze a text or experience.	Learning outcomes address all lower-level thinking skills and 2+ higher-order thinking skills EXAMPLE: The course includes a culminating project that involves the analysis, evaluation and/or creation of ideas or artifacts related to course content.
Invest time And effort	No activities provided that promote active and experiential learning opportunities	Monthly activities are provided that promote active and experiential learning opportunities EXAMPLES; simulations, case studies, role-plays, presentations, field trips, improvisations, etc.	Bi-weekly activities are provided that promote active and experiential learning opportunities EXAMPLES; simulations, case studies, role-plays, presentations, field trips, improvisations, etc.
Experiences With diversity	Few or no opportunities for exposure to multiple perspectives and/or experiences, including approaches to teaching subject matter EXAMPLE: Course discussions focus largely on the instructor's perspectives.	Monthly opportunities for exposure to multiple perspectives and/or experiences, including approaches to teaching subject matter EXAMPLE: The instructor incorporates various learning styles and diverse points of view on course content.	Bi-weekly opportunities for exposure to multiple perspectives and/or experiences, including approaches to teaching subject matter EXAMPLE: The course includes multiple opportunities for students to listen to and express questions, opinions and disagreements with others' perspectives in a civil manner.

Frequent, timely and constructive feedback given to students regarding their own learning/ development	Few or no opportunities for feedback on student learning and development in the course EXAMPLE: The course lacks opportunities for formative assessment of student learning such as pre-quizzes, scaffolding of writing assignments or opportunities for revision.	Bi-weekly opportunities for feedback on student learning and development in the course EXAMPLES: minute papers, muddiest point papers, prequizzes, some scaffolding of course projects, etc.	Weekly opportunities for feedback on student learning and development and/or bi-weekly accountability on the part of the student to use the feedback in the course EXAMPLES: minute papers, muddiest point papers, pre-quizzes, semester-long scaffolding of course projects, etc.
Reflect and integrate across experiences	Few or no opportunities for reflection orally or in writing EXAMPLES: Students are not encouraged to examine course content from a personal or global perspective.	Monthly opportunities for reflection orally or in writing EXAMPLES: Students are required to respond to exam performance.	Bi-weekly opportunities for reflection orally or in writing EXAMPLES: Students are required to post to an online discussion board in response to student postings.
Apply and practice in real world settings	Few or no course activities address practical, personal and/or professional applications that are relevant to course content EXAMPLES: Students do not examine connections between course content and their future career.	Course activities attempt to address practical, personal and/or professional applications that are relevant to course content. EXAMPLES: Guest speakers, field trips, volunteer experiences, informational interviews with professionals in the field, etc.	Course activities include multiple required opportunities for practical, personal and/or professional applications that are relevant to course content EXAMPLES: Guest speakers, field trips, volunteer experiences, informational interviews with professionals in the field, etc.

Public demonstration of competence	No opportunities for public or classroom demonstration of achieving learning outcomes	One opportunity for classroom demonstration of achieving learning outcomes before peers EXAMPLE: Students are required to research a core content concept and present their findings to the class.	One or more opportunities for public demonstration of achieving learning outcomes EXAMPLE: Students are required to give a (poster) presentation at the Student Showcase.

Appendix F

Freshman Checklist

Appendix F
Freshman Checklist

Financial Literacy (2 of 3)
- Apply for foundation scholarships
- Complete and submit FAFSA
- Attend a financial literacy workshop (required)

Health and Wellness (5 of 8)
- Go to the Fitness Center in the Bandy Gym
- Attend Public Safety Training
- Attend CARE or Counseling Program
- Visit Ken White Student Health Center
- Attend the Health Fair
- Register for Roadrunner Alert
- Attend the Mental Health Fair
- Join a club sport or intramural team

Academic/Scholarship (11 of 20)
- Enroll in 15 or more hours
- Enroll in ENGL 1101 and a Gateway Math course (e.g., MATH 1111, 1101, 1001, 1113)
- Enroll in the Perspectives Class (former FYES) for your major
- Attend an academic lecture outside of class
- Attend a Bandy Heritage Center program
- Meet with your advisor
- Register for Spring semester
- Attend information sessions on Study Abroad
- Attend theater production OR campus concert
- Attend learning workshop or program
- Sign up for tutoring
- Apply for foundation scholarships
- Attend Library program
- Attend Find your fit, Find your future (majors fair)
- Attend/Present at the Student Scholarship Showcase
- Participate in the 'Invite a Faculty to Lunch' program
- Visit the Writing Lab
- Visit the Math Lab
- Visit one of your instructors during office hours

Engagement (7 of 13)
- Attend CAB event
- Attend Leadership Development Program
- Volunteer through RoadrunnerServe
- Register to Vote
- Create a Roadrunner Card eAccount
- Attend Career and Professional Development Program
- Eat on Campus using your Roadrunner ID
- Attend Diversity Program (Hispanic Heritage, Black History, Asian New Year, Disability Access, etc.)
- Attend SGA/RSO meeting or event
- Check into Game Room

⌡ Attend an RHA event

⌡ Join an academic/major-related student club