

# Outcomes from the ATU High Impact Practices Team Attending the AACU Virtual Institute on High Impact Practices and Student Success

## ATU HIP Team



### Mike Bradley (Team Lead)

Associate Professor – Parks, Recreation, & Hospitality Administration

### Angela Bell

Coordinator of Student Engagement – College of Business

### Gabriele Haulmark

Study Abroad Coordinator

Instructor – English and World Languages

### Dana Tribble

Assistant Professor – Student Affairs Administration

### Susan West

Associate Professor - Parks, Recreation & Hospitality Administration



## ATU Campus Profile

Public non-profit university located in Russellville, Arkansas offering bachelor's through doctoral degrees.

10,100 Undergraduate enrollment

719 Graduate enrollment

16:1 Student to faculty ratio for instruction

46% 6-Year graduation rate

67.2% Retention rate

30% Students live on campus



## ATU Student Profile

93% Arkansans

46% Pell eligible students

37% First generation students

75% Remain in Arkansas after graduation

54% Female

75% White

9% Hispanic/Latino

6% Black/African American

1% or less Asian, American Indian/Alaska Native,  
Native Hawaiian/Pacific Islander



## ATU Faculty Profile

342 Full-time faculty

235 Part-time faculty

17% Minority

54% Female


48% Attained terminal degree



# ATU HIP


## Key Stakeholders

1. Administration
2. Instruction Faculty & Staff
3. Students
4. Community
5. Alumni



# ATU HIP Team Goals

1. Faculty leadership and engagement for student success on HIPs/Transformative Experiences
2. Direct and indirect assessment of student learning through HIPs/Transformative Experiences
3. Scaling and sustaining HIPs/Transformative Experiences

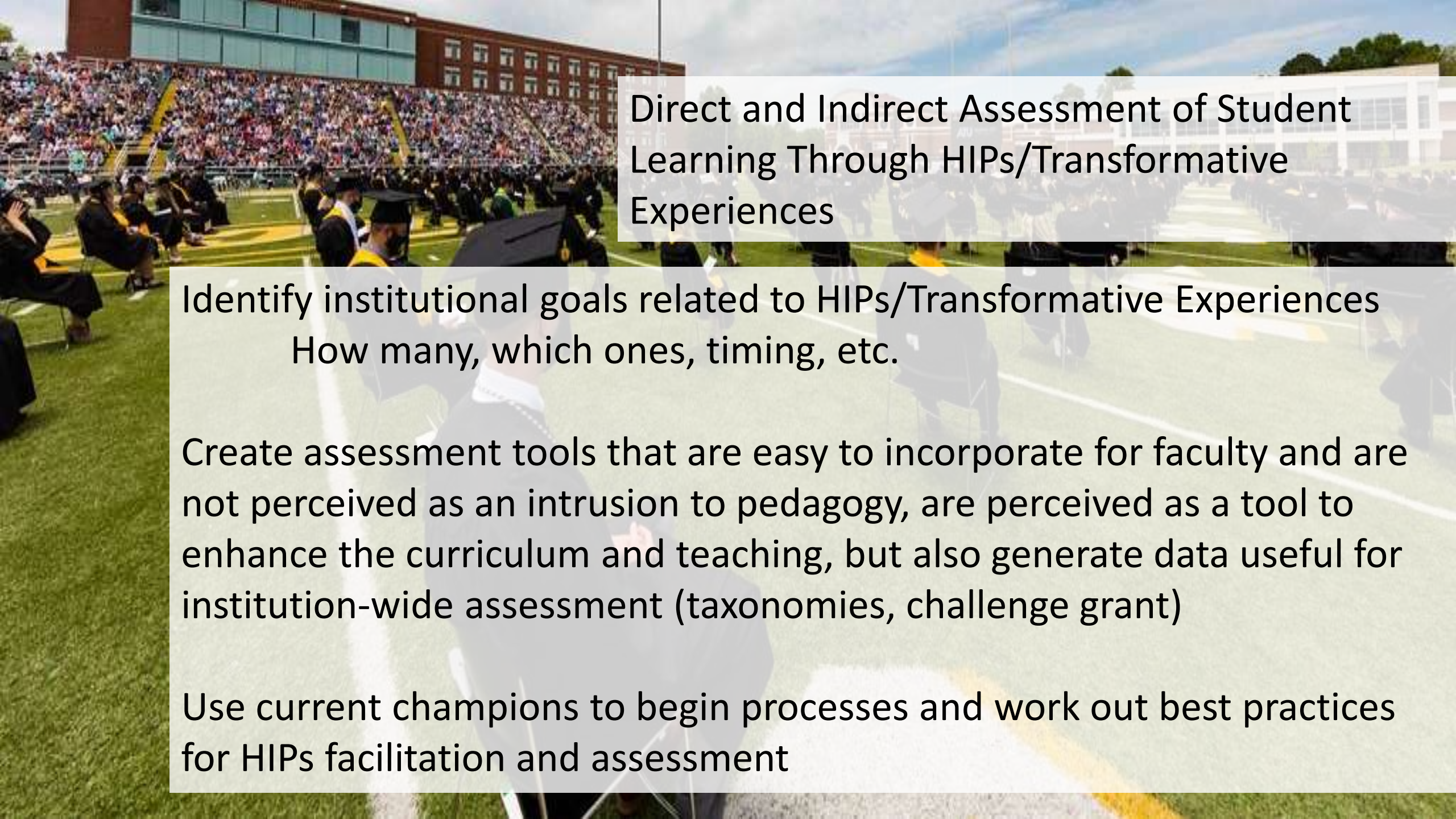


## Faculty Leadership and Engagement for Student Success on HIPs/Transformative Experiences

Create office/department with resources to scale initiative, identify coordinator to lead initiative, identify liaisons to champion cause

Promote and champion the use of HIPs/Transformative Experiences throughout the university (new culture on campus)

Develop and champion HIPs as avenues to increase teaching, scholarship, and service (all within T&P process)



## Direct and Indirect Assessment of Student Learning Through HIPs/Transformative Experiences

Identify institutional goals related to HIPs/Transformative Experiences  
How many, which ones, timing, etc.

Create assessment tools that are easy to incorporate for faculty and are not perceived as an intrusion to pedagogy, are perceived as a tool to enhance the curriculum and teaching, but also generate data useful for institution-wide assessment (taxonomies, challenge grant)

Use current champions to begin processes and work out best practices for HIPs facilitation and assessment





## Scaling and Sustaining HIPs/Transformative Experiences

Develop presentations for virtual and in-person meetings (videos available for asynchronous use, presentations for virtual and in person meetings, meetings with smaller faculty groups)

Develop models to showcase HIPs throughout curriculum (development, facilitation, assessment/evaluation)

Develop incentives for faculty to incorporate/enhance HIPs  
Challenge grant to facilitate HIPs in the classrooms  
Summer financial incentives to develop HIPs for courses

# Team Timeline

## **1 Month**

Initiate HIP faculty toolkit of sample syllabi and case studies that highlight HIPs in practice  
Create office/committee (who/how many/tasks) - faculty, staff, students, alumni, professionals

## **6 Months**

Develop HIP taxonomies  
Develop Tech Talks/Presentations & Presentation(s) for New Faculty Orientation  
Develop proposal for new position to direct and lead HIP initiatives  
Identify university HIP goals & develop mission/vision/objectives and work toward a strategic plan

## **1 Year**

Promote & champion the cause, get faculty on board and trained  
Create incentives to expand use of HIPs  
Focus on and promote 2 specific HIPs per year

## **2-5 Years**

Champion HIPs as avenues to enhance teaching, scholarship, and service (all within T&P process)  
Facilitate exit/graduation/alumni survey to evaluate HIPs affect on academic/professional successes  
Create assessment that accompanies course evaluations



Discussion



The End

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