A&M-Texarkana participated in 2014 cohort of John N. Gardner Foundations of Excellence (FoE) externally guided self-study program to enhance the first-year experience for our students.

FoE Team of over forty faculty, staff, and students endorsed twelve key recommendations for implementation during the next five years.

The Faculty-of-the-First-Year group recommended sending a team from the university to the AAC&U Institute on High-Impact Practices and Student Success.

Team members: Sara Lawrence, David Allard, Corrine Hinton, Selena Jefferies, and Liz Patterson.
Synergy

- According to the AAC&U, “…the 2016 Institute on High-Impact Practices and Student Success is designed to help campuses and systems make institution-wide changes that benefit all students.”

- Our work at the institute allowed us to identify ways in which we can collaborate on several major university initiatives to accomplish this goal.

- The following is information from our presentation and action plan at the institute.
TAMUT means CHANGE

- Moved to new campus, 2010
- Downward Expansion to a 4-year comprehensive university, 2010
- Added a Doctoral Program, 2015
- Merged to three colleges
  - College of Education and Liberal Arts (CELA)
  - College of Science, Technology, Engineering and Math (STEM)
  - College of Business
TAMUT means CHANGE

- Added or Reorganized most departments
- New Administration
  - President, 2013
  - Interim Provost, incoming
  - Created Associate Provost position, 2015
  - Dean of STEM, 2014
  - Dean of Business, 2015
  - Dean of CELA, incoming
Demographics

- Approx. 2000 students
- Pell Eligible 71.53%
- 68% White, 32% minority
- Student-athletes: 26% of Freshmen class
- Residential 17%
- Large Transfer Population
- Large # of non-traditional students
- Not reflective of region
Culture

- Competition with historically popular local community college
- Growing regional school competition
- Culture of mistrust between faculty and administration
- Divergent theories for growth within faculty
History of HIPs

- Organically developed
- Included in University Strategic Plan, Academic Master Plan and QEP
- FYE HIPs based on national trends rather than institutional needs
- Inconsistent and decentralized funding and professional development
High-Impact Practices and Experiential Learning Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
- E-Portfolios
# Implementation Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Achieve Communication Plan for university discussion regarding equity and HIPs</td>
<td>Campus-wide discussions</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>2) Find out what we have</td>
<td>Inventory</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>3) Find out what’s working</td>
<td>Work with IE</td>
<td>Fall/Spr 2016</td>
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<tr>
<td>4) Identify points of alignment</td>
<td>Cross Committee work</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>5) Establish goals for implementing HIPs</td>
<td>Cross Committee work</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>
Barriers to Accomplishment

- Institutionally struggling to formulate an identity
- Lack of trust campus-wide
- Incentives for faculty buy-in
- Direct administrative support financially
- Over extended faculty and support, same people doing the work
Opportunities for Support

- Existing pockets of financial support
- Change in leadership
- Faculty champions
- HIPs in Strategic Plan
- Faculty led self-study leading to QEP
Engagement Plan for Stakeholders

- FoE Committee
- QEP Committee
- Student Stakeholders
- Faculty Senate
- New Faculty
- President’s Advisory Council
- Provost Council
- Campus Departments
Communication Strategy

Students

- Connection and engagement with peers and faculty
- Outcomes tied to personal growth, academic achievement and employability

Faculty

- Course enhancements result in student success and impact
- Strengthened mentorship and connection with students
- Alignment and codification of university initiatives
- Influence budget lines and priorities – money goes to what works
Communication Strategy

Administration

- Cross initiative alignment
- Retention – financial rewards
- Institutional Identity as outlined in our Strategic Plan, Academic Master Plan and QEP

Staff

- University-wide initiative that intended to align initiatives
Aspirational HIP Goals

• To provide lower division students with high impact practices allowing students develop agency and grow intellectually, socially and academically

• To provide lower division students with high impact practices that promote student collaboration with peers and instructors in developing signature work
CONNECT 360
The Eagle Experience

High-Impact Practices
Lower Division Courses
- Collaboration
- Common Intellectual Experiences
- Learning Communities

Connect 360:
Experiential Learning
Upper Division Disciplines
- Internships
- Service Learning
- Field Work
- Undergraduate Research
- Study Abroad

University Commitment to Signature Work via problem-based learning, peer/faculty collaboration
Assessment

- NSSE data
- FOE student, staff and faculty surveys
- Persistence Rate Data
  - Learning community participation
- Disaggregate Persistence Rate Data
- DFW Data and Starfish Alerts
- Pre/Post Student and Faculty Surveys
- Qualitative Data – Artifacts and E-portfolios
Questions? Advice?