



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

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**2019 STUDENT SUCCESS CONFERENCE**

# 2019 UNC System Student Success Conference

## Thursday, February 7, 2019

### Friday Conference Center, Chapel Hill, NC

#### Table of Contents

Friday Conference Center.....	3
Conference Schedule .....	4
Opening Plenary and Feature Sessions.....	5
Breakout Sessions .....	6
Poster Displays.....	9
Conference Center Map.....	16

#### Student Success Conference

The 2019 UNC System Student Success Conference will be an opportunity to share and learn about unique and pioneering student success stories from UNC System constituent institutions. The UNC System Student Success Innovation Lab- a partnership between the Divisions of Strategy and Policy and Academic Affairs- will host the event to encourage inter-institutional collaboration around student success initiatives and showcase innovative programs and technologies. The conference has four goals.

- Share evidence and stories on programs supporting student success
- Learn about programs that support the UNC System Strategic Plan goals
- Get ideas to bring back and implement at your university
- Find opportunities for cross-institutional collaboration on student success initiatives

For more information about the conference, visit <https://myapps.northcarolina.edu/conferences/student-success-conference>.

#### Student Success Innovation Lab

In the summer of 2018, the UNC System launched the Student Success Innovation Lab (SSIL) to fund and evaluate promising strategies that can improve student success.

The Lab leverages the System platform to engage in research and development on what works to increase completion rates. The project links two key assets: student success initiatives developed and implemented by institutions and UNC System faculty with expertise in the evaluation of education programs. Specifically, the SSIL will:

- Fund evidence-based, cost-effective interventions with proximate, measurable impact on student retention, progress and degree completion;
- Evaluate funded projects via third-party researchers from within the UNC System to assess effectiveness and cost-effectiveness rigorously;
- Share the results across the System and the higher education sector and accumulate evidence that can make the case for taking successful strategies to greater scale.

By supporting cost-effective solutions to student success, the Student Success Innovation Lab will help the UNC System maximize the return on taxpayer dollars. The Lab will also increase collaboration and communication across our institutions as they work together to help more students graduate in a timely fashion

For more information about the SSIL, visit <https://www.northcarolina.edu/System-Initiatives/Student-Success-Innovation-Lab-SSIL>.

# Friday Conference Center

Address: 100 Friday Center Drive, Chapel Hill, NC 27517  
Phone: (919) 962-3000

Please see the back cover of this event program for a map of the conference center facility.

## Parking

All attendees, volunteers and guests should park in the section of the lot denoted with arrows.

Each vehicle must display a permit, which registered attendees will receive the day before the conference, via email. Upon arrival, attendees should place the printed permit on the vehicle's dashboard. Additional passes will be available at the Conference Registration Desk.

## Emergency & First Aid

Friday Center Convention staff will respond to all medical incidents within the facility. If you have an emergency, do not call 911 directly. Instead, pick up any convention center house phone for convention center security, who will arrange for emergency assistance. From a cellular phone, dial 919-962-3000 to reach assistance. You may also visit the front desk (Atrium-South), which also can assist with lost and found services.

## Refreshments

Light refreshments will be available for conference attendees between 8:00-11:00am and 2:00-4:00pm, in Atrium-Center.

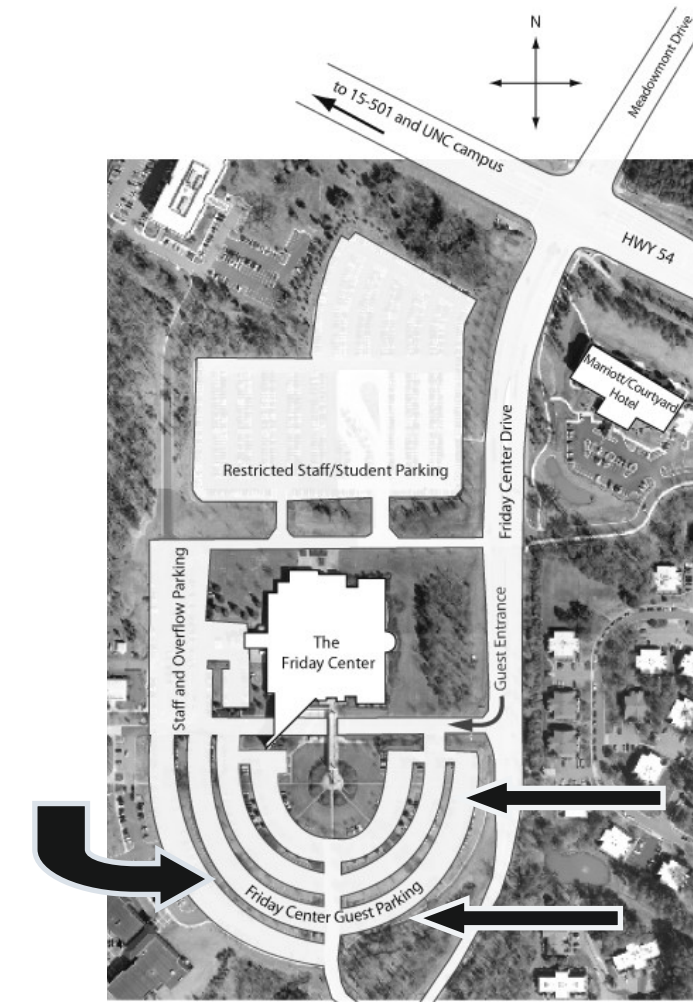
## Area Services

### ATMs

NC State Employees Credit Union | 1010 S Hamilton Rd  
Wells Fargo | 112 West Barbee Chapel Rd

### Grocery Stores

Harris Teeter: 116 West Barbee Chapel Rd



## Drug Stores

Walgreens Pharmacy: 1106 Environ Way

## Business Services

The UPS Store: 510 Meadowmont Village Cir

# Conference Schedule

- 8:00** Registration (Atrium-South)  
Poster Presentations (Atrium-Center)  
Light refreshments available (Atrium-Center)
- 9:00 Opening Plenary Session**  
(Grumman Auditorium)
- Welcome**  
Dr. William L. Roper, Interim UNC System President  
The University of North Carolina System
- Opening Plenary Speaker**  
Dr. Bridget Burns, Executive Director  
University Innovation Alliance
- 10:15 Feature Session**  
Leveling the Playing Field by Building Equitable Learning Environments (Dogwood)  
Dr. Kelly Hogan, Associate Dean of Instructional Innovation  
Dr. Viji Sathy, Teaching Associate Professor  
University of North Carolina at Chapel Hill  
(Advance Registration Required)
- 10:15 Breakout Session 1**
- Do Incentives Work for Partway Home Students? ECU's Pilot Study (Azalea)
- Professional and Faculty Development Using a CBE Model (Mountain Laurel)
- UNC System and the Military (Bellflower)
- 11:15 Breakout Session 2**
- Helping First-Term Probation Students Recover (Azalea)
- New Opportunities for Intentional Partnership Between Academic & Student Affairs (Mountain Laurel)
- Using a Profession-Linked Veteran Resource Group to Build Community within Units (Bellflower)
- 12:00** Lunch (Trillium Dining Room)  
Poster Presentations (Atrium-Center)
- 1:00** Mind-Mapping Activity Ends
- 1:15 Breakout Session 3**
- Integrating Risk Data for Proactive Advising: UNC Charlotte's iPASS Initiative (Dogwood)
- NC State Food And Housing Insecurity: A Campus Approach to Addressing Basic Need (Mountain Laurel)
- Use of HBCU-Community Partnerships to Engage Students in High-Impact Learning (Windflower)
- Analyzing the Support Efforts for Special Populations (Bellflower)
- 2:00** Light refreshments available (Atrium-Center)
- 2:15 Breakout Session 4**
- Utilizing Summer Financial Aid to Help Students Progress And Graduate (Dogwood)
- Creating High Engagement Learning Environments in Large Introductory STEM Courses (Mountain Laurel)
- More Than Just Registration: The Inner Workings of an Advising Session (Azalea)
- Panel: Support Student Success in Flipped Classroom: Models, Strategies And Evidences (Windflower)
- Communicating for Success: Using Stop Out Data to Motivate Institutional Change (Bellflower)
- 3:15 Afternoon Plenary Speaker**  
(Grumman Auditorium)  
Dr. Andrew Kelly, Senior Vice President,  
Division of Strategy and Policy  
UNC System Office
- 3:35** Open Conference Activity
- 4:45** Conference Ends

# Opening Plenary Session

## Welcome

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### **Dr. William L. Roper**

*Interim UNC System President  
The University of North Carolina System*

In November 2018, the University of North Carolina Board of Governors named Dr. William L. Roper interim president of the UNC System, effective January 1, 2019.

Dr. Roper was most recently the dean of the School of Medicine and vice chancellor for medical affairs at the University of North Carolina at Chapel Hill and CEO of the UNC Health Care System. Before joining UNC-Chapel Hill in 1997, Dr. Roper was senior vice president of Prudential HealthCare. Dr. Roper was also director of the Centers for Disease Control and Prevention (CDC), has served on the senior White House staff, and was administrator of the Health Care Financing Administration (responsible for Medicare and Medicaid).

In 2018, Dr. Roper was named to Modern Healthcare's 100 Most Influential People in Healthcare. In Fall 2018, Governor Roy Cooper presented Dr. Roper with the North Carolina Award for Public Service, the state's highest civilian honor.

Dr. Roper received his MD from the University of Alabama School of Medicine, and his MPH from the University of Alabama at Birmingham School of Public Health.

## Opening Plenary Speaker

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### **Dr. Bridget Burns**

*Executive Director  
University Innovation Alliance*

For the past decade, Dr. Bridget Burns has advised university presidents, system chancellors, and state and federal policy leaders on strategies to expand access to higher education, address costs, and promote completion for students of all backgrounds. Named one of the "16 Most Innovative People in Higher Education" by Washington Monthly, she is the founding Executive Director of the University Innovation Alliance (UIA). The UIA is the ground-breaking national consortium of public research universities igniting a movement with their innovative work to close their achievement gaps and improve outcomes for all students. The UIA was developed during Dr. Burns tenure as an American Council on Education (ACE) Fellowship at Arizona State University.

Previously, Dr. Burns held several roles within in the Oregon University System, including serving as Chief of Staff and Senior Policy Advisor, for which she won the national award for innovation in higher education government relations. She earned her Ed.D in Higher Education, Leadership, and Policy from Vanderbilt University.

## Feature Session: Leveling the Playing Field by Building Equitable Learning Environments

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**Dr. Kelly Hogan**, Associate Dean of Instructional Innovation

**Dr. Viji Sathy**, Teaching Associate Professor in the Department of Psychology and Neuroscience, Special Projects Assistant to the Senior Associate Dean of Undergraduate Education

*University of North Carolina at Chapel Hill*

Dr. Kelly Hogan and Dr. Viji Sathy have expertise on inclusive techniques and active learning in any size crowd, because both teach courses routinely with hundreds of students. On their campus, they lead innovative classroom and diversity administrative initiatives that benefit all students, faculty, and staff. Both are leading the campus in curriculum reforms, bringing course-based undergraduate research experiences and makerspace courses to all disciplines. Kelly and Viji have shared their work with faculty through hands-on workshops at numerous types of institutions. Both have been featured experts in ACUE's Course on Teaching Effectiveness, have been active in the scholarship of teaching and learning in their respective disciplines of biology and statistics, and their work has been featured in a number of national publications such as The Chronicle of Higher Education and the New York Times.

# Breakout Sessions

10:15 - 11:00

## Breakout Session 1

### Do Incentives Work for Partway Home Students? ECU's Pilot Study

*Azalea*

Partway Home (PWH) students who were not enrolled at ECU during two consecutive terms (Spring 2017 and Fall 2017) were randomly selected for this pilot study. A sample of 318 students were identified and provided with several incentives to return to ECU. This presentation tracks the outreach to the PWH students; their readmission and enrollment to ECU for spring 2018; and their academic status and progress. As a result of the pilot, recommendations were made to the provost and the ECU – PWH advising office was established. Session attendees will learn the: (1) PWH outreach structure and response rates, (2) profile of returning students and their success, (3) students' feedback on the incentive package, and (4) logistics in establishing a centralized PWH office.

*East Carolina University*

Jayne Geissler, Executive Director, Retention Programs and Undergraduate Studies  
Steven Asby, Associate Director

### UNC System and the Military

*Bellflower*

This presentation will share highlights from a draft assessment of military-affiliated student data and resources at UNC System institutions. Survey results several broad areas including admissions, financial aid, credit transfer and academic support services. In many areas, our universities have excellent and robust programs in place. In other areas, there are gaps and opportunities for a System-level approach to enhance institutional efforts.

*UNC System Office*

Kevin Nathanson, Senior Director of Product Management & Technology Implementation—UNC Online

Siobhan Norris, Military Liaison to the President

### Professional and Faculty Development Using a CBE Model

*Mountain Laurel*

Helping faculty understand and buy-in to CBE programs, and supporting those who are interested, are both vital to growing current and future programmatic efforts. From both a student success and practical perspective, understanding what faculty needs and concerns are can help drive the design and development of future programs. As such, this session will engage participants in discussing the various strategies for supporting faculty who are interested in or already involved in CBE initiatives. The focus will then turn to the design of a specific professional development program using CBE as the structure. Modeling the CBE approach through engaging faculty in a CBE professional development program can be seen as a way of demystifying and helping faculty better understand the potential of such approaches to support student success.

*Winston-Salem State University*

Eli Collins-Brown, Director, Ctr for Innovative and Transformative Instruction

*UNC System Office*

Michelle L. Solér, Director

11:15 - 12:00

## Breakout Session 2

### Helping First-Term Probation Students Recover

*Azalea*

North Carolina A&T State University and Appalachian State University admit capable students. Despite this fact, a small percentage of students fail to meet minimum academic standards and find themselves on academic probation. This session will explore the rationale, methods, and outcomes of two universities' efforts to help students regain good academic standing, attain academic success, and thrive.

*North Carolina A&T State University*

Regina Williams Davis, Assistant Provost for Student Success and Academic Support

*Appalachian State University*

Greg Lester, Executive Director, Academic Advising and Student Success, Office of Student Success

### New Opportunities for Intentional Partnership between Academic & Student Affairs

*Mountain Laurel*

In a concerted effort to improve student enrollment, retention, and graduation rates, as well as student engagement, the University of North Carolina School of the Arts has designed and implemented an integrated system of student success initiatives that are making an immediate, positive impact on our student population. Strengthening the partnership between Academic Affairs and Student Affairs is at the core of our work, as we build powerful staff teams, find new ways to utilize our existing Maxient system, and look to data to assess the effectiveness of these additional support programs. Results in our second year of implementation point to an increasing retention rate, more effective student utilization of campus resources, and a very positive, unanticipated increase in student engagement and leadership.

*University of North Carolina School of the Arts*

Karen Beres, Vice Provost and Dean of Academic Affairs  
David English, Executive Vice Chancellor and Provost  
Laurel Banks, Clinical Case Manager

### Using a Profession-Linked Veteran Resource Group to Build Community within Units

*Bellflower*

This roundtable engages participants in exploring unit-level resource groups designed to enhance the experience of military veterans enrolled in a specific career field. Facilitators will discuss the potential impact of dual-purpose student groups (veteran status and professional interest). Can the shared professional intent and career aspirations provide an additional element of community and resource among student veterans? How can the profession-linked group supplement the work of a campus-wide veteran group? Facilitators will provide information and context about the initiative in our college and will ask participants to evaluate the value of a unit-level student veteran group to ascertain the merit in the innovation and design and if it provides opportunities to redefine the student veteran experience, encouraging career-based veteran groups in programs throughout the UNC system.

*East Carolina University*

Allen Guidry, Assistant Dean of Planning & Global Engagement, Associate Professor  
Clay Smith, Special Populations Coordinator, COE Elem Ed Middle Grade Education

### Integrating Risk Data for Proactive Advising: UNC Charlotte's iPASS Initiative

*Dogwood*

UNC Charlotte, like many universities, has a large number of students who are retained to their second year but with a so-so academic record that puts them at higher risk of delayed graduation or not graduating at all. Intervening with these students is challenging both because of the sheer numbers and because for some the intervention is not needed and for others it may be too late. UNC Charlotte has addressed this challenge by integrated data on academic risk from multiple sources including performance in courses predictive of success in the major and in-term indicators such as early alerts and mid-term grades. Advisors use this data to strategically identify students for interventions. The session will describe our process and share data on risk indicators we have used and preliminary outcomes.

*University of North Carolina at Charlotte*

John Smail, University College  
Lisa Walker, Office of Undergraduate Education  
LeeFrederick Bowen, University College

### NC State Food and Housing Insecurity: A Campus Approach to Addressing Basic Need

*Mountain Laurel*

Presenters will highlight key findings from national and campus-based research exploring food and housing insecurity on college campuses, including the impact on student success. Additionally, findings will be shared from the fall 2017 study, which explores the food and housing insecurity issues facing NC State University undergraduate and graduate students, and to gain understanding of the magnitude and scope of food and housing security at NC State. Presenters will also discuss the interdisciplinary approach campus faculty, staff, and students have developed to mobilize the campus community around student success and addressing issues of food and housing insecurity within the NC State community. They will share current and developing campus efforts, including short and long-term strategies and interventions.

*North Carolina State University*

Melissa Green, Director, Leadership and Civic Engagement  
Mike Giancola, Assistant Vice Provost/Student Ombud

### Use of HBCU-Community Partnerships to Engage Students in High-Impact Learning

*Windflower*

This session will describe undergraduate and graduate student involvement in community-based learning opportunities through our Center of Excellence for the Elimination of Health Disparities, the Rams Know H.O.W. mobile clinic, and clinical service. Our high impact practices align directly with four of the five UNC system-level goals: 1) access; 2) student success; 3) economic impact and community engagement; and 4) excellent and diverse institutions.

*Winston-Salem State University*

Peggy Valentine, Dean, School of Health Sciences and Professor

Aaron Jackson, Mobile Unit Coordinator

Diamond Bynum, Student Researcher

### Analyzing the Support Efforts for Special Populations

*Bellflower*

This roundtable will focus on the use of Propensity Score Analysis (PSA) and inverse propensity weights to select control populations for analyses of two projects at UNC Greensboro. PSA is a method to estimate the causal effect of a treatment when you cannot randomly assign units to treatment. Trio Student Support Services is an academic support program offering tutoring, academic skills, and counseling to students with academic need who are first generation, low income, or with disabilities. Student Success Center and Institutional Research staff are engaging in a deep analysis of outcomes. Spartan StartUp is a summer bridge program designed to provide a head-start on college credit while receiving targeted academic support. StartUp targets Pell-eligible students with lower standardized test scores that demonstrate academic ability through high school course work.

*University of North Carolina at Greensboro*

Karen Blackwell, Assistant Director, Institutional Research

Sarah Carrigan, Associate Director for Data Analytics and Visualization

Kara Baldwin, Director of Federal TRiO Programs

### Utilizing Summer Financial Aid to Help Students Progress and Graduate

*Dogwood*

Summer semester is a perfect time to help students who have fallen behind in progression to degree (earned fewer than 30 hours during the academic year) and those who have missed the May commencement for finishing their degree. In this session, we will discuss the coordinated efforts of Academic Support Offices and the Financial Aid Office in targeting limited resources and leveraging them to improve the metrics and outcomes in the UNC System Strategic Plan. We will discuss the mechanics of summer awarding and how to utilize limited funding to encourage the desired student behavior. How to target, communicate and market to specific groups. We will also share the metrics, data and outcomes of the efforts in summer 2018.

*University of North Carolina at Greensboro*

Deborah Tollefson, Director of Financial Aid

John Lucas, Associate Director for Student Services

*Western Carolina University*

Claire Napoletano, University Program Associate, Office of the Provost

### Creating High Engagement Learning Environments in Large Introductory STEM Courses

*Mountain Laurel*

While there has been significant research conducted demonstrating that with active learning pedagogies, undergraduate STEM students--including under-represented students--learn more, persist, and complete their undergraduate degrees, these proven teaching practices are not yet the norm in most undergraduate science courses. Through the Association of American Universities' (AAU) Undergraduate STEM Education Initiative, we were able to support faculty through a mentor-apprentice model to transfer effective techniques from instructors experienced in evidence-based techniques to their less experienced (but perhaps senior!) peers. We'll discuss the transformations that involved four STEM departments and 12 gateway courses.

*University of North Carolina at Chapel Hill*

Kevin G. Guskiewicz, Dean, College of Arts & Sciences  
Kelly Hogan, Associate Dean of Instructional Innovation, Teaching Professor of Biology



## More Than Just Registration: The Inner Workings of an Advising Session

*Azalea*

There are many who think that academic advising is simply a mechanism to provide registration pins. Advising is so much more! It involves discussions of a student's academic and professional goals, planning, and consideration of life. This session provides an exploration of what is involved in advising meetings at ECU. Session goals include increasing understanding of 1) the role of the professional advisor in student success, 2) what is discussed during a typical advising session, 3) there is no typical advising session, 4) differences in prescriptive and developmental advising, and 5) that advising is more than providing registration pins. The session will discuss the inner workings of the advising appointment, including those with students at various points in their academic paths, and unexpected divergences that can impact that discussion.

*East Carolina University*

LeAnn Etheridge, Director, College of Arts & Sciences Academic Advising  
David Bucci, Director of Advising for the College of Engineering & Technology

*University of North Carolina at Chapel Hill*

Marc Howlett, Academic Coaching & Data Specialist  
Kristen Rademacher, Academic Coach and ADHD/LD Specialist

## Communicating for Success: Using Stop Out Data to Motivate Institutional Change

*Bellflower*

Campus-wide dissemination of student success data is critical for institutions to effectively make evidenced-based decisions. This roundtable discussion will introduce attendees to the "Preventing Stop Out at UNC Charlotte" mixed-methods research study on students who stop out, as well as the communication strategy used to disseminate findings to senior leadership and over 150 important stakeholders from across Academic, Student, and Business Affairs. The presenter will discuss how this study informed campus student success initiatives, including targeted financial aid interventions.

*University of North Carolina at Charlotte*

Elise Demeter, Senior Assessment Research Analyst

## Panel: Support Student Success in Flipped Classroom: Models, Strategies and Evidences

*Windflower*

Presentation 1: Three flipped classroom models were identified from recent course redesign projects at NC State University, including face-to-face partial flipping, face-to-face full flipping, and hybrid full flipping. We will introduce the three models using three course examples. A common set of flipped classroom design strategies were applied in the three courses: 1) Create a repeatable learning cycle to organize online and in-class learning. 2) Design self-paced online learning using multimedia and interactive technologies. 3) Engage students in active learning through complex problem solving during class. 4) Prepare students for flipped learning using course orientation. We will discuss findings across the three courses regarding students level of acceptance, online learning behavior, in-class learning performance, and the impact flipping has on final learning outcomes.

*North Carolina State University*

Yan Shen, DELTA, Lead Instructional Designer  
Jakia Salam, DELTA, Instructional Designer  
Chris Willis, Assistant Director, DELTA Planning and Assessment

Presentation 2: To address the high failure (DFIW) rates in General Chemistry courses, Department of Chemistry and Physics implemented the Student-Centered Active Learning Environment with Upside-down Pedagogies (SCALE-UP) into trial sections from Fall 2015 to Spring 2018. The primary results show that the SCALE-UP sections have achieved lower DFIW rates (25-35%) than for the traditional lecture courses (55-65%) for CHEM 141 and CHEM 161. Additionally, the students in the SCALE-UP section have demonstrated better comprehension of the content, as measured by higher percentage of correct responses on the standardized American Chemical Society (ACS) exams than the traditional lecture courses, often by 5-10%. Furthermore, student attendance has increased to 85-95%.

*Fayetteville State University*

Cevdet Akbay, Professor and Chair, Chemistry and Physics

# Poster Displays

## 1 An Academic Coaching Initiative at Fayetteville State University

In 2017-2018, Fayetteville State University (FSU) conducted a pilot of academic coaching in partnership with InsideTrack, a provider of coaching services and professional development. This poster describes the structure of the pilot, the academic coaching approach, the mechanics of implementation, and results for fall-to-fall retention. We will discuss the capacity-building partnership between FSU and InsideTrack. We will conclude with an assessment of the contribution of coaching to student success at FSU.

*Fayetteville State University*

John Brooks, Dean, University College  
 Peter Eley, Associate Professor, Middle Grades, Secondary and Specialized Subjects  
 Leslie Tukes, Advising Coordinator, University College

*Inside Track*

Jessica Hector, Associate Vice President of Partner Success

## 2 Breaking the Family Tradition: Anchors Living-Learning Community East Carolina University's LLC for 1st Generation College Students

Designed for first generation college students, the Anchors Living Learning Community (LLC) is a unique residential program that provides structured academic and social support. Moving to campus two weeks prior to the start of their first semester, Anchors students connect to campus resources early to avoid the maze that freshmen experience. Focused on establishing positive habits to lead to holistic success, Anchors works to guide transition, cultivate relationships, and develop overall confidence. In its third year of existence, Anchors is showing signs that the efforts are positively having an impact.

*East Carolina University*

Steven Blake Asby, Associate Director, Academic Advising Center

## 3 CHHS P.A.C.E for Academic Success Program

There are four major components of the P.A.C.E. for Academic Success Program: Personal, Academic, Career and Engage. Housed within the College of Health and Human Services at UNCW, P.A.C.E is designed to

support undergraduate students in the traditional, extension, online, and online accelerated degree programs that fall onto academic probation. All CHHS Students on Academic Probation and on Academic Contract are mandated to participate in the P.A.C.E. for Academic Success Program. The College hopes incorporating P.A.C.E will reduce probation recidivism and encourage academic good standing.

*University of North Carolina at Wilmington*

Natalie Bernardina, Student Success Advisor

Sheri Shaw, Assistant Dean for Student Success

## 4 Engaging Students through Active Teaching and Learning

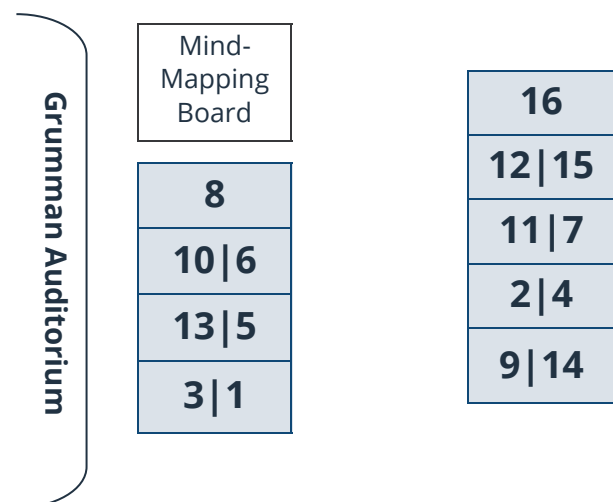
Since 2014 UNC Charlotte has strategically focused on increasing student success through active teaching and learning. Providing a robust and engaging faculty development program has been a central component to the goal of creating a learning environment where the student is engaged and supported. Faculty from each of our seven colleges have participated in this program and it has grown each year. This poster presentation will share the components of our very successful academy in a way to make them easy to replicate or adopt and adapt at other institutions.

*University of North Carolina at Charlotte*

Jules Keith-Le, Instructional Designer and Technologist

Rich Preville, Director, AISLE group

Heather McCullough, Associate Director, The Center for Teaching and Learning



*Poster displays, in Atrium Center.*

## 5 Implementation of Virtual Reality Simulation into a Pre-Licensure Health Assessment Course to Enhance Skill Set and Engagement

According to the Quality and Safety Education for Nurses (QSEN) (2007) and "The Essentials of Baccalaureate Education for Professional Nursing Practice" (2008), graduating nurses must be able to utilize technology in various aspects; to include, accessing and navigating an electronic patient health record, as well as documenting within the system. One way we were able to meet this competency was to implement a digital patient simulation technology as an effective teaching strategy for pre-licensure baccalaureate prepared nursing students in a health assessment course.

*The University of North Carolina at Pembroke*

Deborah Hummer, Assistant Professor, College of Health Sciences

Melonie Moody, Director, Clinical Learning Center

## 6 Implementing Research Based Student Support Strategies in an Online RN/BSN Nursing Program

Nursing education has seen tremendous growth and the number of fully online RN/BSN programs in America has grown by more than 30% in just the last two years (Beachy, 2015). Two of the major concerns for online education are retention and graduation rates, which are consistently lower than the rates of traditional classrooms (Bawa, 2018). While research has emphasized developing various instructional and technology supports to improve online student retention, not as much has been explored from a counseling and student support perspective. This poster will focus on three student support initiatives including student engagement, centralized educational resources and the services of a designated academic counselor.

*East Carolina University*

Rebecca Jordan, RN/BSN & RIBN Director, College of Nursing

Melissa Wallace, Academic Counselor & Student Success Advocate, Allied Health

## 7 Infusing Community-Based Learning into the Psychological Sciences Curriculum: Enhancing Students' Personal and Professional Development via Civic Engagement

Community-based learning is an impactful and engaging method for improving undergraduates'

academic outcomes, leadership skills, and citizenship preparation. This poster explores qualitative feedback and course assessments from students engaged in a community-based learning project at a HBCU affiliate institution of the University of North Carolina System. The qualitative feedback received suggested students felt their 1) professional development, 2) personal development, and 3) their understanding of the importance of engaging in community service was enhanced by civic engagement.

*Winston-Salem State University*

Breonte Guy, Assistant Professor of Psychological Sciences

Chris Coleman, Undergraduate Student

Antonio Smith, Student

## 8 MATH 123 Pilot Program at Fayetteville State University: Improve Critical Thinking and Problem-Solving

Many students enrolled in our College Algebra course are experiencing difficulties in writing down the detailed steps while solving explicitly a problem. As part of our efforts to improve teaching and learning at our university, we have proposed a pilot program aimed at increasing the success rate for this popular general education mathematics course in 6 course sections. Our goal was to improve student's critical thinking, problem-solving, and written communication skills through self-motivated course learning. The proposal has been implemented successfully in the Fall semester of 2017.

*Fayetteville State University*

Nicoleta Bila, Associate Professor

Wu Jing, Professor

Guanghua Zhao, Associate Professor

## 9 Measuring Student Learning Outcomes across Disciplines

Winston-Salem State University faculty approved seven student-learning outcomes (SLOs) over six years ago with faculty self-reporting assessment results at the end of the semester using Qualtrics. The seven SLOs are distributed across disciplines in years 1 & 2. Faculty learning communities were assigned to each SLO to create the assessment rubric and instructional manual to be used in these courses. The Office of Institutional Assessment and Research (IAR) and the provost's office were frustrated with low participation rates and the quality of data provided. They knew that at best, they were comparing apples to oranges; at worse, apples to T-bone steaks. Two years ago, the institution partnered

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with CREDO Education to use their tag-based system to track results. This poster presents the current state of this project, benefits & challenges and how WSSU is adapting to this new system.

*Winston-Salem State University*

Eli Collins-Brown, Director, Ctr for Innovative and Transformative Instruction

Bart Ganzert, Faculty Development Specialist/Instructor, Ctr for Innovative and Transformative Instruction

Cheryl Thomas, Social/Clinical Research Specialist  
Stephanie Dance-Barnes, Associate Professor of Cell and Molecular Biology and Co-Chair  
Biological Sciences

**10 Meeting the Unique Needs of Adjunct Teaching Faculty**

As the percentage of teaching faculty who hold adjunct positions rises, adjunct faculty are impacting an increasing number of undergraduate students both nationally and locally. The University of North Carolina at Charlotte has responded with research-guided professional development focused on the unique needs and challenges of adjunct faculty. This presentation will share the results of a comprehensive needs assessment that drove the design and implementation of professional development resources and programming for adjunct faculty. We will share details of our efforts that may be transferrable to other institutions.

*University of North Carolina at Charlotte*

Kim Buch, Professor of Psychology; Faculty Fellow in the Center for Teaching and Learning (CTL)  
Caryl Gordon, Technology Support Analyst, CTL  
Heather McCullough, Associate Director, CTL

**11 Oh Snap! How Four Thirty-Something Librarians Conquered the World's Most Confusing Social Media App to Revitalize the Library Scavenger Hunt**

Since our library launched its Mobile Scavenger Hunt in 2011, 11,000+ students have been introduced to the Libraries through this engaging, interactive game. By 2016, however, we wanted to improve the student experience during the hunt and turned to the popular social media app, Snapchat, as the new technical foundation for the activity. This breathed new life into the activity, and provided the Libraries the opportunity

to connect new students to the Libraries' social media stream early in their academic careers.

*North Carolina State University*

David Tully, University Library Technician  
Anne Burke, Associate Head, Learning Spaces & Services

**12 Prospect for Success**

Prospect for Success is a signature program of UNC Charlotte, the first step in our multi-faceted focus on student success at the university. The programs goal is to increase the depth and extent of student's engagement with their education, with the intent of increasing student retention and academic success in the first year of college. Our poster will highlight some of the ways that the university's seven colleges have used the Prospect for Success program to initiate and sustain practices that result in higher rates of student success during the period 2013-2018 and beyond.

*University of North Carolina at Charlotte*

Carla Eastis, Director of First-Year Programs  
Coral Wayland, Associate Dean for Curriculum

**13 Rethinking Grading of High Impact Learning Experiences. Evaluation Based on Professional Soft Skills-Based Competencies in Student Research**

NCSSM piloted assessment of a 60+ student cohort in its Summer Research Internship Program using professional skills based competencies. Students could assess their strengths and weaknesses of particular professional skills in lieu of the traditional grading model we use in a school year cohort. In 2018 we further individualized instruction to increase evidence to assess their competencies. Instructors used evidence from assignments, blogs, 1:1 weekly meetings, and small group meetings to assess growth on a competency-based rubric. Mentors also evaluated students on the competencies.

*North Carolina School of Science and Mathematics*

Christopher Thomas, Instructor/Research Coordinator, Mentorship and Research/Distance Ed.  
Tamar Avineri, Instructor of Mathematics  
Sarah Shoemaker, Director of Mentorship and Research

*University of North Carolina at Chapel Hill*

Chad Lloyd, Graduate Teaching Fellow

## 14 The UNCG RISE Network: Creating Lasting Partnerships in STEM Education

The RISE Network is a coalition of educators and researchers involved in STEM education at the University of North Carolina Greensboro. Members include UNCG faculty, educators, and grant specialists. The RISE Network sponsors speakers and working-group lunches, facilitates faculty collaborations, provides members with information about grant opportunities and STEM-related conferences, connects faculty across disciplines and to the larger community and hosts networking events.

*University of North Carolina at Greensboro*  
Dr. Lee Phillips, Director of Undergraduate Research  
Lynn Sametz, Biology Department  
Malcolm Schug, Associate Professor and Associate Head, Biology Department

## 15 Transforming a Global Health Service Opportunity Into Experiential Learning at the Undergraduate Level

NC State provides short-term opportunities to undergraduate students focused on service, leadership and the translation of education to real-world experiences. In 2016, a course was established for the short-term experience in Global Health (STEGH) that included theory and targeted discussions based on the team's experiences. The literature cites benefits of STEGHs for graduate and professional programs but few address the undergraduate student. Impacts include better appreciation of global and local issues, the importance of social determinants of health and career choices. This student success opportunity started as stewardship and service and developed into high impact experiential learning. As emphasis is placed on globalization in higher education and public/global health at the undergraduate level, experiential education will become more of a requirement than elective.

*North Carolina State University*  
Julie Casani, Director and Med Director, SHS and Adjunct Associate Professor, BioSci  
Justine Hollingshead, Chief of Staff and Assistant Vice Chancellor, Division of Academic and Student Affairs

## 16 Virtual Reality for Social Good: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) NC Virtual Reality Tours

In 2018, GEAR UP NC partnered with UNC School of Media and Journalism's Emerging Technologies Lab to launch a virtual reality (VR) app for high school students that allowed users to take immersive virtual reality campus tours of the 16 campuses in the UNC system. The endeavor was the first of its kind and the largest VR project for social good to date. GEAR UP NC has designed the VR app to be an information portal that will help prospective students see themselves in college. You can download the GEAR UP VR app from the [Google Store](#) or [App Store](#) before the conference in preparation for your VR experience.

*University of North Carolina at Chapel Hill*  
Alexis Barnes, Innovation Project Manager, Emerging Technologies Lab  
*UNC System Office*  
Nikki Liles, Interim GEAR UP NC Director





# Friday Conference Center

