

WEBCAST SERIES  
FALL 2017

# TAKING STUDENT SUCCESS TO SCALE HIGH IMPACT PRACTICES IN THE STATES

## Assessment of High-Impact Practices

CSU Dominguez Hills and the National Association of System Heads are pleased to offer a four-part webcast series on High Impact Practices and assessment.



Each webcast will be moderated by Deborah Keyek-Franssen, PhD, Associate Vice President for Digital Education & Engagement at the University of Colorado Office of Academic Affairs.

### WEBCAST SCHEDULE

Friday <b>AUG 18</b> 10 a.m (PST)	Friday <b>AUG 25</b> 10 a.m (PST)	Friday <b>SEPT 1</b> 10 a.m (PST)	Friday <b>SEPT 8</b> 10 a.m (PST)
HIPs literature at the end of decade one	Assessment as Culture Management and Professional Development	Visible Outcomes for Employability	Measuring the Ineffable

REGISTER AT [www.csudh.edu/laboratory](http://www.csudh.edu/laboratory)

Offered free of charge by Taking Student Success to Scale and High-Impact Practices in the States. Recordings will be available after each webcast.



**NASH** National Association of System Heads





Charles Blaich  
Wabash College



Kathy Wise  
Wabash College

## HIPs literature at the end of decade one

FRIDAY, AUGUST 18, 10:00 TO 11:15 a.m. (PST)

In their work at the Wabash College Center for Inquiry and leading the Higher Education Data Consortium, Blaich and Wise have helped scores of colleges and universities understand and document gains from experiential learning. Their scholarship provides a valuable critical-friend perspective to the current HIPs literature, helping educators appreciate which findings support reform, and where continuing investigation would be most helpful.



Jennifer Merriman  
College Board



Jerry Daday  
Western Kentucky  
University

## Assessment as Culture Management and Professional Development

FRIDAY, AUGUST 25, 10:00 TO 11:15 a.m. (PST)

For genuine scale and access to high-quality HIPs, how much fidelity to the model is enough? How can it be assured? Learn how the College Board uses a process model and theories of action to scale best practices at the secondary level, and how such thinking applies to HIPs administration embedded into professional development at a large public university. The emerging toolkit could help higher education identify and institutionalize HIPs with consistency, fidelity, and confidence, while strengthening the basis of inquiry and evidence.



Bret Eynon  
La Guardia  
Community College



Maure Baker  
Performance  
Assessment Network

## Visible Outcomes for Employability

FRIDAY, SEPTEMBER 1, 10:00 TO 11:15 a.m. (PST)

Recently dubbed the Eleventh HIP by AAC&U and George Kuh, ePortfolios are also emerging as the likeliest way institutions may know whether a given practice was genuinely high-impact, in terms not only of persistence and graduation, but also of demonstrable and self-aware learning. This session will explore how our graduates' employability may benefit from the same source of evidence.



Marilee Bresciani  
San Diego State &  
UNESCO MGIEP



Matthew Smith  
CSU Dominguez Hills

## Measuring the Ineffable

FRIDAY, SEPTEMBER 8, 10:00 TO 11:15 a.m. (PST)

Front-line student affairs educators and instructional faculty report that the real gains of high-impact practices go beyond traditional cognitive learning, by strengthening students' capacity for self-control, agency, mindfulness, compassion, and belonging – high-level neurological functions that are prerequisite to college success. Intentional development of these non-cognitive proficiencies, cultivated by participation in HIPs, may be our most powerful means of closing achievement gaps and accelerating learning for all students.