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The University of North Carolina at Chapel Hill is committed to teaching a diverse community of students to become the next generation of leaders. To prepare undergraduates to improve society and help solve the world’s greatest problems, the University must continue to encourage best practices that promote an institutional culture of undergraduate student success while setting a national standard for degree attainment. To this end, High Impact Carolina is a University-wide conference on High-Impact Practices (HIP). This interactive working-day focuses on recommendations from the Association of American Colleges and Universities (AAC&U) monograph, High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Featured speakers include national experts, Tia Brown McNair, Senior Director for Student Success in the Office of Diversity, Equity, and Student Success at AAC&U, and Betsy O. Barefoot, Vice President for the John N. Gardner Institute.

OBJECTIVE
HIP are evidence-based teaching and learning practices that have been widely tested and shown to be beneficial for college students from many backgrounds (AAC&U, 2008). Undergraduates who engage in HIP are retained and graduate at higher levels than those who do not. This conference will be a gathering of faculty and staff at The University of North Carolina at Chapel Hill to enhance our understanding of HIP at Carolina. In particular, participants will examine:

• What are HIP?
• How do HIP influence student success?
• Who has access to HIP at Carolina?
• What can be done to open access to all students, especially those less likely to persist, to participate in HIP?

GOALS
1. Enhance participant knowledge of HIP: “What they are, who has access to them, and why they matter” (AAC&U, 2008).

2. Identify existing HIP at the University; highlight key programming components and outcomes that meet the standard of HIPs; outline how these opportunities impact student success.

3. Encourage participants to identify ways their unit can increase access to HIP for students—especially in their first two years at the University.

4. Provide an opportunity for departments to collaborate on potential strategies for building pipelines of support for students from HIP to other HIP.

5. Encourage all units to commit to building a strategic plan to increase and track student participation in HIP and to include the data in their annual reports.
CONFERENCE SCHEDULE

8:00 a.m.  Conference Check-In & Continental Breakfast, ALUMNI HALL

8:30 a.m.
Conference Welcome & Overview, ALUMNI HALL
Candice Powell, Retention Specialist
Cynthia Demetriou, Director for Retention

UNC-Chapel Hill Commitment to High-Impact Practices, ALUMNI HALL
Karen Gill, Dean of The College of Arts and Sciences

9:00 a.m.
Keynote Address: High-Impact Practice, National Focus and Trends, ALUMNI HALL
Tia Brown McNair, Senior Director for Student Success in the Office of Diversity, Equity, and Student Success at the Association of American Colleges & Universities (AAC&U)

10:15 a.m.
Break

10:30 a.m.
Senior Leadership Panel Discussion, ALUMNI HALL
Ada Wilson, Director for Student Inclusive Excellence, Diversity and Multicultural Affairs (Moderator),
Donna Bickford, Associate Director for Undergraduate Research,
Lynn Blanchard, Director of Carolina Center for Public Service,
Taffye Clayton, Associate Vice Chancellor and Chief Diversity Officer,
James Leloudis, Associate Dean for Honors Carolina and Director of the James M. Johnston Center for Undergraduate Excellence,
Bob Miles, Associate Dean for Study Abroad and International Exchanges

11:30 a.m.
Lunch, ALUMNI HALL

12:30 p.m.
Breakout Sessions, please see page 8 for session descriptions and locations

1:45 p.m.
Break

2:00 p.m.
Plenary Speaker: Engaging Students in High-Impact Practices Early in the Undergraduate Experience, ALUMNI HALL
Betsy Barefoot, Vice President for the John N. Gardner Institute

2:30 p.m.
Student Panel Discussion, ALUMNI HALL
Emily Williamson Gangi, Associate Director of Carolina Center for Public Service (Moderator)
Chelsea Barnes (Class of 2015), Edgar Lopez (Class of 2014), Dillon Robinson (Class of 2015), Lara Taylor (Class of 2014)

3:15 p.m.
Opening Access and Tracking High-Impact Practices at UNC-Chapel Hill, ALUMNI HALL
Cynthia Demetriou, Director for Retention
Andrea Caldwell, Assistant Dean of Academic Advising

4:30 p.m.
Acknowledgments & Closing, ALUMNI HALL
Annice Fisher, Transfer Student Retention Coordinator

HIGH-ImpACT PRACTICES POSTER DISPLAYS

Posters provide an opportunity to view examples of High-Impact Practices at UNC-Chapel Hill and to gain an understanding of how these opportunities impact student success. Posters will be available in the lobby outside of Alumni Hall throughout the entire conference.
EXAMPLES OF HIGH-IMPACT PRACTICES

FIRST-YEAR SEMINARS AND EXPERIENCES

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.

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 co-curricular options for students.

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.

WRITING-INTENSIVE COURSES

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year 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.

COLLABORATIVE ASSIGNMENTS AND PROJECTS

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

UNDERGRADUATE RESEARCH

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in system investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

DIVERSITY/GLOBAL LEARNING

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

SERVICE LEARNING, COMMUNITY-BASED LEARNING

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

INTERNSHIPS

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

CAPSTONE COURSES AND PROJECTS

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

EXCEPTIONS OF HIGH-IMPACT PRACTICES AT CAROLINA

FIRST-YEAR SEMINARS AND EXPERIENCES
fys.unc.edu
Carolina offers a robust first-year seminar (FYS) program. Approximately 66% of our incoming students are able to enroll in first year seminars. FYS faculty employ active-learning and inquiry-based pedagogies that refine students’ communication skills and help students become producers of knowledge rather than simply receivers of knowledge. These small, focused classes offer students opportunities to engage with faculty from the very beginning of their undergraduate experience.

COMMON INTELLECTUAL EXPERIENCES
summerreading.web.unc.edu
The University’s premier common intellectual experience is the Carolina Summer Reading Program. Each summer, all incoming students are asked to read a book selection that is intellectually stimulating, appropriate for the developmental level of incoming students, and addresses a topic or theme that is relevant to our students and their lives. During the Week of Welcome, all students are invited to meet in small groups for a discussion of the book facilitated by a faculty or staff member. The program is intended to help introduce new students to intellectual life at the University.

LEARNING COMMUNITIES
housing.unc.edu/residence-life/living-learning-communities
Carolina’s Living-Learning Communities (LLCs) offer students unique opportunities to integrate classroom learning with residence life. Students live among peers who share academic goals and interests; LLCs include educational and cultural programming and are organized around language acquisition, identities, health and wellness, leadership and more.

COMMUNICATION-INTENSITIVE COURSES
academicplan.unc.edu
All students are required to take at least one communication-intensive course. These courses prepare students to write and speak effectively and integrate written work, oral presentation, and processes of revision into the course subject matter. Communication-intensive courses are offered in many disciplines across the curriculum.

UNDERGRADUATE RESEARCH
our.unc.edu
The Office for Undergraduate Research offers multiple programs which provide access to opportunities for mentored research and scholarship, including the Carolina Research Scholar Program, the Summer Undergraduate Research Fellowship, the Database of Research Opportunities, and the Graduate Research Consultant program. Almost 60% of graduating Carolina students earn research-intensive course credit.

DIVERSITY/GLOBAL LEARNING
gti.unc.edu ■ studyabroad.unc.edu
All students are required to take at least one course dealing with global issues and one course dealing with diversity in the United States. Additionally, the Center for Global Initiatives encourages students to have global experiences by offering fellowships and other financial support, showcasing student projects, providing pre-departure orientation, and more. The Study Abroad Office provides access to a wide range of educational programs abroad and has both professional advising staff and peer advisors available to assist students.

SERVICE-LEARNING, COMMUNITY-BASED LEARNING
cps.unc.edu ■ cps.unc.edu/apples
All students are required to take an experiential education course that connects academic inquiry with learning experiences outside the classroom, such as research, field work, internships, etc. The Carolina Center for Public Service houses the APPLES Service-Learning program which includes service-learning courses, alternative breaks, service-learning internships, and the pre-orientation Service-Learning Initiative.

INTERNSHIPS
careers.unc.edu ■ unc.edu/depts/uc
University Career Services offers many resources to support students interested in an internship, including strategies for locating an internship, resume and interview workshops, internship fairs, and access to on-line internship databases.

Students can fulfill their experiential education (EE) Connections requirement by completing an internship in connection with a course offered by an academic unit at Carolina.

CAPSTONE COURSES AND PROJECTS
honorscarolina.unc.edu/research
All students with a 3.3 GPA have the opportunity to complete a senior Honors thesis. Students undertake their project with the support of a faculty mentor. After the Honors thesis is successfully defended, a copy is archived in the Carolina Digital Repository.

Many academic departments and curricula also offer capstone courses where students synthesize what they’ve learned in their majors and minors.

Information compiled by Donna Bickford, Associate Director for Undergraduate Research.
KEYNOTE SPEAKER
Tia Brown McNair is the Senior Director for Student Success in the Office of Diversity, Equity, and Student Success at the Association of American Colleges & Universities (AAC&U). She is the co-author of the publication, “Assessing Underserved Students’ Engagement in High-Impact Practices,” with AAC&U colleague Ashley Finley. She collaborates with all AAC&U program offices and takes a leading role in advancing AAC&U projects and meetings on student success. She directs AAC&U’s project Developing a Community College Student Roadmap. She is a co-PI on a funded LEAP project titled A Mixed Method Analysis of High-Impact Practices on Student Learning for Historically Underrepresented Students. McNair is part of the leadership team for Making Excellence Inclusive. Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC where she directed and secured funding for national projects on student access and success, especially for underrepresented students. One of her projects, in partnership with the Center for Urban Education (CUE) at the University of Southern California, Exploring the Alignment between Student Academic Achievement Outcomes and College Access Intervention Programs Using Participatory Action Research, was featured in Diverse Issues in Higher Education. She is a co-author of the report Using Data and Inquiry to Build Equity-focused College-going Cultures. She is also featured on CUE’s website under “People Making a Difference.”

PLENARY SPEAKER
Dr. Barefoot serves as Vice President for the John N. Gardner Institute in Brevard, North Carolina. She is directly involved in the development of instruments and strategies to evaluate and improve the first college year. In addition, she conducts seminars on the first-year experience across the United States and in other countries and assists colleges and universities in implementing and evaluating first-year programs. Prior to assuming this position in 1999, Dr. Barefoot served for 11 years as Co-Director for Research and Publications in the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina. While at the University of South Carolina, Dr. Barefoot also served as a clinical faculty member in the University of South Carolina’s College of Education and taught graduate courses in Principles of College Teaching, Contemporary Trends and Issues in Higher Education, a special topics seminar on The First-Year Experience, as well as the University 101 first-year seminar. She was also involved in acquiring grant funds, designing, and implementing a campus-wide program to provide training in methods of college teaching for graduate teaching assistants at the University of South Carolina. Dr. Barefoot has also authored and co-authored a number of publications, including the 2005 Jossey-Bass books, Achieving and Sustaining Institutional Excellence for the First Year of College, and Challenging and Supporting the First-Year Student: A Handbook for the First Year of College. She has also edited The First Year and Beyond: Rethinking the Challenge of Collegiate Transition, a 2008 volume of New Directions for Higher Education.
FEATURED PANEL DISCUSSIONS

These panels of administrative and student leaders offer insight on how high-impact practices at Carolina foster transformational learning opportunities for students.

SENIOR LEADERSHIP PANEL

Ada Wilson
Director for Student Inclusive Excellence, Diversity and Multicultural Affairs (Moderator)

Donna Bickford
Associate Director for Undergraduate Research

Lynn Blanchard
Director of Carolina Center for Public Service

Taffye Clayton
Associate Vice Chancellor and Chief Diversity Officer

James Leloudis
Associate Dean for Honors Carolina and Director of the James M. Johnston Center for Undergraduate Excellence

Bob Miles
Associate Dean for Study Abroad and International Exchanges

STUDENT PANEL

Emily Gangi
Associate Director of Carolina Center for Public Service (Moderator)

Edgar Lopez
Public Policy Major
Class of 2014
Buckley Public Service Scholars, Capstone Course, Economic Development Project, Outward Bound

Chelsea Barnes
Political Science and Interpersonal Commun. Studies Major
Class of 2015
Honors Carolina, writing Honors thesis, First-Year Seminar, La Casa Living Learning Community, Service Learning Course SPAN 293, Cultural Competence Leadership Institute, Writing Intensive Courses

Dillon Robinson
Communication Studies Major
Class of 2015
First-Year Seminar, Writing Intensive Courses, and Common Intellectual Experiences

Lara Taylor
Psychology Major
Class of 2014
Junior Transfer Seminar (a Research-Intensive Course), SMART-T Research Fellowship, PSYC 270 Collaborative Research Experiment
BREAKOUT SESSIONS
12:30p.m.-1:30p.m.

OPENING ACCESS TO GLOBAL OPPORTUNITIES
Harris Room
Niklaus Steiner, Director of Center for Global Initiatives
Beth-Ann Kutchma, Senior Program Officer for Center for Global Initiatives
The Center for Global Initiatives strives to open access to global opportunities to students, faculty, and staff traditionally underrepresented in this sphere. Through collaborative programs and projects, and competitive awards and fellowships, the Center connects people across borders and disciplines. Learn about the Center's initiatives to expand access to global high-impact practices to underrepresented students and successful assessment efforts that track student participation over the past 10 years.

THE NEW STUDENT AFFAIRS EXCELLENCE IN ACTION COMPETENCIES AND HIGH-IMPACT PRACTICES
Royal Room
Bettina Shuford, Associate Vice Chancellor for Student Affairs
Belinda Locke, Graduate Assistant for Assessment and Strategic Planning
Launched by Student Affairs in 2013, the Excellence in Action initiative represents a comprehensive framework that provides students with focused, integrative, and active co-curricular learning opportunities. The elements of the framework include: dynamic learning, honor, personal responsibility, and community engagement. Learn how Student Affairs will use the framework to impact student retention and graduation, assess students' co-curricular learning experiences, and collaborate with campus partners to engage students in a diverse range of learning opportunities.

THE IMPORTANCE OF HIGH-IMPACT PRACTICES IN THE FIRST YEAR
Peebles Room
Betsy Barefoot, Vice President for the John N. Gardner Institute
Join in this discussion about strategies to introduce all first-year students to high-impact practices in a way that helps students take ownership of their educational career and make thoughtful decisions about the curricular and experiential learning opportunities they pursue. Consider opportunities for building pipelines of support for students from high-impact practice to other high-impact practice from the first year through to graduation.

ASSESSING UNDERSERVED STUDENTS’ ENGAGEMENT IN HIGH-IMPACT PRACTICES
Alumni Hall III
Tia Brown McNair, Senior Director for Student Success in the Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities (AAC&U)
Tia Brown McNair is the co-author of the recently published Assessing Undererved Students’ Engagement in High-Impact Practices, with AAC&U colleague Ashley Finley. Join in this discussion to gain insight about the key questions and findings of this recently released research project and further engage about opportunities to expand access to high-impact practices for historically underrepresented students and successful strategies for assessing and tracking student learning.

PANEL DISCUSSIONS: HIGH-IMPACT PEDAGOGY IN STEM
Dowd Room
Eric Muller, Director of the Center for Faculty Excellence (Panel Moderator)
Kelly Hogan, Senior Lecturer, Biology
Viji Sathy, Lecturer, Psychology
Mark Schoenfisch, Professor, Chemistry
Gidi Shemer, Lecturer, Biology
This panel discussion will explore strategies for transformative teaching and learning in STEM. Learn about professional development opportunities for instructors to implement high-impact practices pedagogy and discuss assessment initiatives to measure and track student learning.
Posters provide an opportunity to view examples of High-Impact Practices at UNC-Chapel Hill and to gain an understanding of how these opportunities impact student success. Posters will be available in the lobby outside of Alumni Hall throughout the entire conference.

CAROLINA SUMMER READING PROGRAM: AN ACADEMIC INTRODUCTION
April Mann, New Student & Carolina Parent Programs
Aviv Sheetrit, New Student & Carolina Parent Programs
The Carolina Summer Reading Program (CSR), launched in 1999 as a component of the “First Year Initiative” to enhance first year students’ experiences, provides a common experience, a sense of community, and an introduction to the intellectual climate of UNC for all new (first-year and transfer) students. The books selected each year aim to prompt strong and intellectual discussions, and students participate in peer discussion groups facilitated by faculty and staff. Visit the CSR poster for a closer look at student participation, program goals, assessment data, and ways to get involved.

THE CAROLINA UNION: A HUB OF HIGH IMPACT OPPORTUNITIES
Shivani Chudasama, Carolina Leadership Development
Becki Santiago, Carolina Union
Jen Watson, Carolina Union
Kate Kryder, Carolina Leadership Development
Co-curricular engagement is a vital part of college and can provide students with high-impact experiences. The Carolina Union provides numerous high-impact opportunities ranging from our student employment program (Project Union), to capacity building and enrichment opportunities like Carolina United provided by Carolina Leadership Development (CLD) and The Lab series offered by Marketing & Design.

CULTIVATING STUDENT LEADERS: A MULTIFACETED APPROACH
Lamonte Stamps, New Student & Carolina Parent Programs
Mycal Brickhouse, New Student & Carolina Parent Programs
The Office of New Student & Carolina Parent Programs offers student leadership and employment opportunities through positions such as Orientation Leaders, Tar Heel Beginnings Board Members, Project Coordinators, and T-Link Transfer Mentors. The office uses the Relational Leadership Model and the Social Change Model of Leadership in an effort to meet the Student Affairs Competencies of dynamic learning, honor, personal responsibilities, and community engagement. Visit this poster to explore the three-prong assessment approach using journaling, retrospective analysis, and performance review in order to measure the effects of Student Leader Training on student ability to perform the duties of their offices.

DEPARTMENT OF HOUSING AND RESIDENTIAL EDUCATION ACADEMIC INITIATIVES
Stacey Parker, Department of Housing and Residential Education
Hallie Kloots, Graduate Assistant for Learning and Leadership
Myeshia Bryant, Learning and Leadership Intern
The strong collaboration between academic affairs and Housing and Residential Education has yielded a wealth of opportunities for students to create connections inside the classroom and within the campus residential community. Living Learning Communities and the Meals with Heels program are wonderful examples of our continued effort to create exciting opportunities to enrich the lives of students at Carolina.

HIGH IMPACT PRACTICES FOR TRANSFER STUDENTS
Rebecca Egbert, Undergraduate Admissions
Annice Fisher, Undergraduate Retention
The Office of Undergraduate Admissions and the Office of Undergraduate Retention have partnered to highlight some of the high impact practices that support transfer student success. The University recruits, admits, and enrolls transfer students from around the nation whom we believe will thrive at UNC-Chapel Hill. We have highlighted the Carolina Student Transfer Excellence Program (C-STEP), the Transfer Success Group, Transfer United, the Junior Transfer Seminar (IDST 301), and the NSF SMART-Transfers Research opportunity as some of the major programs offered to support positive college outcomes (successful transition, retention, and graduation) for transfer students at UNC-Chapel Hill. For more information about transfer support resources, visit: transfers.unc.edu.
(POSTER DISPLAYS CONTINUED)

INTERNSHIPS AND STUDENT CAREER DEVELOPMENT: VALIDATING AND ARTICULATING CAREER CHOICE
O. Ray Angle, University Career Services
Jade Barricelli, University Career Services
Internships enrich the student educational experience in a variety of ways and are crucial in helping students successfully navigate career decision making. This poster will overview the five Es of career development, look at the complexity of and issues surrounding academic internships, and overview how students complete internships at UNC while being supported by a variety of campus resources. In addition, the poster will overview how internship completion correlates to first destination success data and provides students a voice to articulate career choice, preparation and readiness.

THE OFFICE FOR UNDERGRADUATE RESEARCH (OUR) AT CAROLINA: WHERE WILL YOUR Curiosity LEAd yOu?
Krista M. Perreira, Office for Undergraduate Research
Donna M. Bickford, Office for Undergraduate Research
Students who conduct undergraduate research demonstrate a range of positive outcomes, from increased retention and persistence to degree completion to higher GPAs and rates of acceptance to graduate and professional schools. This poster highlights several OUR initiatives designed to support student success as UNC-CH students transition from being knowledge consumers to knowledge producers.

SUMMER BRIDGE: ACADEMIC PREPARATION AND ENRICHMENT
Marcus Collins, Center for Student Academic Counseling
This poster will provide an overview of Summer Bridge at UNC Chapel Hill. Summer Bridge provides top instructional and residential staff to help its participants make the transition from high school to college during a rigorous, six-week academic program. The program targets incoming first-year NC students from small/rural high schools that may lack AP or other college preparatory courses, however, any student that has been admitted to UNC and plans to enroll in the fall semester can apply. During the summer, students take a college-level English course, along with a math or science course, depending on availability. In addition, students attend various workshops and presentations that introduce them to UNC Chapel Hill’s many resources. Upon completion of Summer Bridge, students can earn up to 6.0 academic credit hours and they enter the fall semester equipped with the tools to continue their academic success.

WAFFYS: WILDERNESS ADVENTURES FOR FIRST-YEAR STUDENTS
Dave Yeargan, Carolina Outdoor Education Center
Rebekah Phipps, Carolina Outdoor Education Center
This poster illustrates the positive impacts that the WAFFYS (Wilderness Adventures for First Year Students) backpacking expeditions have on incoming first year students at UNC. Based on qualitative research from 2003 done by Susan P. Cole (previous Challenge Course Program Coordinator at UNC’s Outdoor Education Center and Master’s candidate in the Dept. of Recreation & Leisure Studies at UNC Chapel Hill), and the quantitative data from the 2012 Participant Self-Assessments, the WAFFYS expeditions have proven to empower students with a positive personal and social transition into college. This poster specifically highlights the themes in which the participants have claimed to have the most positive growth: peer development, self-confidence, and decision making skills.
Dear Conference Attendee: Thank you for attending today’s event and for your commitment to undergraduate student success. Use these pages to write down important thoughts and observations throughout the day. Questions are provided to help you reflect on today’s sessions and consider how to bring the insight and knowledge you gain today back to your daily work.

I. KEYNOTE ADDRESS: DR. TIA BROWN-MCNAIL
   What are high-impact practices (HIP)?
   How do HIPs influence student success?
   What are the connections between HIPs, retention, and graduation?

II. POSTERS
   What are some of the HIPs at Carolina?

III. SENIOR LEADERSHIP PANEL DISCUSSION
   What are some examples of HIPs leading to transformational learning experiences?

IV. BREAKOUT SESSION
   Notes

V. DR. BETSY BAREFOOT: ENGAGING STUDENTS IN HIP
   Why is it important to encourage participation in HIP as early as the first year?
   What do students gain from participating in HIP?
   What are strategies for tracking and assessing student participation in HIPs during the first year?

VI. STUDENT PANEL DISCUSSION
   What HIPs have students participated in at Carolina? What did students gain from these experiences?
   What challenges did students encounter while seeking out HIP experiences?
   What helped students overcome challenges?
PART I: VIDEO
A STUDENT’S STORY OF PARTICIPATION IN HIP

PART II: TABLE DISCUSSION
Discuss the following questions with your colleagues. Have one person serve as note taker and have another serve as the presenter. The presenter should prepare to share some thoughts or observations from your group’s discussion.

1. What are your thoughts on Shannon’s story? Why is it so important to provide access to HIPs to students from historically underrepresented backgrounds, transfer students, first-generation college students, and students from low-income families?

2. In general, undergraduates who engage in HIP are retained and graduate at higher levels than those who do not. Do you find this to be the case at Carolina? Why or why not?

3. Based on your experience, who do you think has access to HIPs at Carolina? What can be done to open access to all students, especially those less likely to persist, to participate in HIP?

4. What unit are you from? Does your unit offer HIPs? Does your unit track participation in HIPs? If so, how? Do you set goals to annually increase participation in your unit’s HIPs? If so, what is your strategy for achieving these goals?

PART III: SHARING

PART IV: CONTINUE THE CONVERSATION
What can you do after today’s conference to continue the conversation about access and engagement in HIP?

Here are some recommendations and things to consider:

1. EXAMINE THE PRACTICES OF YOUR UNIT OR PROGRAM.
   - How do you keep track of student participation?
   - Do you track demographic characteristics of participants?
   - Do you know how many transfers, first generation college students, and students from historically underrepresented populations participate in your programs and services?
   - Are there any barriers to your programs for students from low-income families?
   - Are there any cultural barriers to your programs for first-generation college students?
   - Identify ways your unit can increase access to HIP for students – especially in their first two years at the University.

2. REVIEW YOUR MARKETING MATERIALS AND STRATEGIES
   - Do your marketing materials and advertisements for services and programs reach all students?
   - Do you strategically market to transfer students, first generation college students, and students from low-income families?
   - Are the photographs and images you use on your website and in print materials culturally inclusive?

3. PLAN.
   - Create a strategic plan to increase access to your unit.
   - If you are not tracking student participation, create a plan to do so. Include mechanisms to track student demographic characteristics.

4. SET GOALS.
   - Set goals for your unit to increase participation. For example, if 10% of the students your unit or program served last year were first generation college students, set a goal to increase your service of first-generation college students to 15% within 2 years.
   - Contact units you work with frequently to discuss potential strategies for building pipelines of support for students from one HIP to another. Set goals for your pipeline collaboration.
RELATED RESOURCES
For your reference, the following resources will be hosted on the Undergraduate Retention webpage at studentsuccess.unc.edu.

- PUBLICATIONS


- CONFERENCE PROGRAM, POSTERS, AND BREAKOUT SESSION PRESENTATIONS

PLANNING COMMITTEE
Candice Powell, Retention Specialist, Undergraduate Education (Planning Committee Chair)
Donna Bickford, Associate Director, Office for Undergraduate Research
Andrea Caldwell, Assistant Dean, Academic Advising
Emily Williamson Gangi, Associate Director of Carolina Center for Public Service
Shandol Hoover, Associate Director for Student Development and Special Projects, Honors Carolina
April Mann, Director, Office of New Student & Carolina Parent Programs
Ada Wilson, Director of Inclusive Student Excellence, Diversity and Multicultural Affairs

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