

EMPORIA STATE UNIVERSITY

Analysis of High Impact Practices and Student Perspective on the Learning Experience

Providing Key Insights from the National Survey of Student
Engagement, the Senior Survey, and Institution-Specific High Impact
Learning Strategies



OFFICE OF INSTITUTIONAL
EFFECTIVENESS

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Table of Contents

Preface	Page 5
<ul style="list-style-type: none">- Thank You- Quote from Dr. Joyce Zhou	
Section I: Introduction	Page 6
<ul style="list-style-type: none">- The Future with Dean Michelle Hammond- Active Campus<ul style="list-style-type: none">o Career pathso Supporto Social aspectso Outcomes- High Impact Practices (HIP)<ul style="list-style-type: none">o Purpose of Paper- Attributes of HIP (with Professors Amy Sage Webb and Dr. Matt Seimears)- Dr. George Kuh (founder of NSSE)- ESU's Strategic Plan Goal 1.1.A (High Impact Practices)- Surveys<ul style="list-style-type: none">o National Survey of Student Engagement (NSSE)o ESU Senior Survey- General Education Assessment Team (GEAT)- Triangulating Data	
Section II: Information	Page 10
<ul style="list-style-type: none">- Definition of High Impact Practices (HIP)- Primary resources<ul style="list-style-type: none">o National Survey of Student Engagement (NSSE)o ESU Senior Surveyo Personal Interviews- Supplemental information<ul style="list-style-type: none">o American Association of Colleges and Universities (AACU) examples of HIPo Written resources	
Section III: Methods	Page 12
<ul style="list-style-type: none">- Aligning NSSE and ESU Senior Survey- Link to examples- Interviews- Supplemental materials	
Section IV: Results	Page 13
<ul style="list-style-type: none">- Part 1A: Survey Alignment Grid- Part 1B: Student Ratings on Surveys and Writer's Comments- Part 2 : University Initiatives<ul style="list-style-type: none">o Part 2A Campus Engagement	Page 13 Page 15 Page 24 Page 24

- [First Year Experience](#) [Page 24](#)
 - Acclimating to College
 - Move-in Day/ Hornet Helpers
 - How2ESU (E-Experience, Hornet Orientation, Mentoring, First-Year Seminar)

- [Activities and Events](#) [Page 25](#)

- [Part 2B University Support](#) [Page 29](#)

- Graduate on Time
- Financial Considerations
- TRIO
- Advising
 - Student Advising Center (SAC)
 - Departmental Advising
 - Degree Works
- Preparation for Study
- Well-being
- Tutoring (ACES)
- Early Alert System
- Starter Classes
- Retention Action Team (RAT)

- [Part 2C Faculty and Staff Commitment to Student Success](#) [Page 33](#)

- Hands-on Experiences
- Prompt Feedback
- Outside the Classroom
- Work-related Knowledge

- [Part 2D Personal Development](#) [Page 40](#)

- Personal Code of Ethics
- Student clubs
- Competitions
- Awards
- Leadership

[Part 3: AACU Examples of High Impact Practices](#) [Page 47](#)

[First Year Seminars](#) [Page 47](#)

- CW 101
- Scholarships
- TRIO
- GOALS class
- Active survey classes
- Major exploration classes
- Honors College
- Koch Center
- Career Development
- Recognition: First Generation Presentation

[Common Intellectual Experiences](#) [Page 50](#)

[Learning Communities](#) [Page 52](#)

Writing Intensive Courses	Page 53
Undergraduate Research	Page 55
Collaborative Assignments and Projects	Page 60
Diversity / Global Learning	Page 62
ePortolios	Page 67
Service Learning/ Community-Based Learning	Page 68
Internships	Page 71
Capstone Courses	Page 75
Section V: Conclusions and Summary	Page 77
Epilogue <i>Walking up the hill both ways in the snow...</i>	Page 78
Appendices	Page 79
<ul style="list-style-type: none"> • Contributors • Interviews <ul style="list-style-type: none"> ○ Academic Affairs <ul style="list-style-type: none"> A) Sampling of Members from SLAC B) Deans C) Professors D) The Honors College E) Admissions, Student Advising Center, ACES F) Masonic Literacy Center G) Koch Center for Leadership & Ethics ○ Student Affairs <ul style="list-style-type: none"> A) Center for Student Involvement B) University Diversity & Inclusion Alliance C) TRIO D) Career Services E) Residential Life ○ Athletics ○ Alumni and Foundation ○ Information Technology ○ Facilities 	Page 147
References	

Preface-

Thank you to the kind faculty and staff who graciously shared examples of high impact practices from their classrooms and programs.

Expectations for a meaningful college experience are growing. Students need to feel like they are making a difference. They seek hands-on experiences and want to solve complex challenges. Students are working hard to sharpen their communication skills. They insist upon more support from universities. College students aspire to feel like they are part of something bigger.

The student experience at Emporia State University is life-changing. ESU truly cares about students and their dreams. Hornet accomplishments are impressive and numerous. The benefits that ESU students receive from higher impact practices are outstanding. We need to tell our story!

Dr. Joyce Zhou, ESU Professor of Marketing, shared with me a good theme for our university at this moment in time: *"Gazing back, engaging forward."*

-Brian Denton



Students Comparing Notes on Project at Ross Reservation

SECTION I: INTRODUCTION

When asked how Emporia State University is preparing students for the future, Dean Michelle Hammond from University Library and Archives, answered:

*“The career opportunities of the future don’t exist yet. At ESU, we are preparing our students to **think critically** and be **adaptable**. The world is changing under our feet like sand in an hour glass. Future leaders must be info-literate, flexible, positive, and able to communicate.”*

Dean Hammond is spot-on about the attributes needed for future success. Fortunately, Emporia State University fosters a dynamic learning environment where students learn to objectively analyze challenges and positively affect change. The university has a rich tradition of producing transformational leaders.

Active Campus

The student experience at Emporia State University is both hands-on and collaborative. Internships and research opportunities abound. With one-hundred eighty-five (185) degree programs offered at ESU, students have a plethora of career paths from which to choose. Faculty and staff care about students. They give special attention when guiding students toward career choices that make sense for them.

Students also receive tremendous *support*. With strong advising, counseling, and mentoring initiatives at ESU, students have access to every sort of assistance. From tutors to writing centers to comfortable study spaces, students have resources that they need to succeed. Emporia State University works intentionally toward producing highly-skilled, well-adjusted citizens. From the start of their college experience, we encourage Hornets to connect with others. ESU is an inclusive campus.

Results are noteworthy. Hornets are valued in the marketplace. Of respondents to career services surveys, Hornets enjoy 98% placement in their chosen field (employment, graduate opportunities, public service, and volunteerism). Not only do Hornets matriculate with impressive hands-on experiences, they also develop non-cognitive attributes like **grit**, **resiliency**, and **self-awareness**. These personal strengths help drive Hornets toward long-range success.

Financial responsibility is valued here. Hornets incur the *lowest student loan debt* of the four-year public universities in Kansas. This wasn’t always the case, but through strategic planning keeping student debt as low as possible is a key performance indicator. **Strong academic advising** coupled with “*Graduate on Time*” initiatives guide students toward their goals in a timely manner. Proactive guidance from faculty tracks ESU students toward future successes in their chosen fields.

High Impact Practices

Obviously, ESU is trending in the right direction. Students are matriculating with relevant experience and superb interpersonal skills. Results are not by happenstance. Faculty and staff are taking intentionally prescribed measures to make a difference in their student’s lives. In Higher Education, the distinctive learning methods described above are referred to as **High Impact Practices** (HIP).

The purpose of this report is to *gather examples* of how high impact practices are applied across campus. In order to do this research, we first need to explore the attributes of what high impact practices are.

Attributes of High Impact Practices

Investigating HIP at ESU, a logical place to start learning about high impact practices on campus is to ask the *purveyors* of HIP themselves.

Award-Winning Roe R. Cross Professor **Amy Sage Webb** says that high impact practices actively *relocate classroom authority* to be shared and constructed with the learners. Her method of applying HIP is to identify applied learning content in existing course content and ask how students could demonstrate this knowledge in an out-of-classroom setting. Professor Webb looks for academic partnerships in non-academic situations to apply HIP. She creates flexible academic and credit-bearing opportunities in curriculum and pursues opportunities for specific skills where badges and certificates are earned.

Professor Webb assesses student knowledge through work logs, artifacts, and student learning analyses. With students, she maintains follow-up through weekly check-ins using self-reflections, correspondence, and Zoom meetings. Professor Webb uses collaboration tools like Asana Project Manager and builds professionalization activities into student contracts.

Dr. Matt Seimears, Chair of Elementary Education, uses the following words to describe high impact practices: life changing, metacognitive enhancement, positive mindsets, positive change, positive impacts, positive life impacts (PLI's), and/or spontaneous positive impact. This is an example of how students view Dr. Seimears high impact practices:

Dr. Seimears goes above and beyond for every student; he truly has our best interest in mind and wants nothing more for us than success. Dr. Seimears has taught me how to communicate effectively with other teachers, professors and colleagues. He has taught me to be confident in my own teaching and has also given me the tools to be confident through all of the experience and feedback from being in the classroom. In his class we were able to do two group teaches, two individual teaches, science stations, and robotics. Through these experiences I was able to gain confidence in my teaching styles, how to work cooperatively with other team members, and how to include students in every lesson.

It is always hard to make sure every student enjoys what we are learning, and these teaches helped me understand how to do so in the best way. I enjoyed the science stations the most because we had the opportunity to teach all grades about pollution at Reading Elementary. This was the last teach for ESU students ever at Reading because it is closing at the end of this school year, so it was incredible to be part of that history.

Dr. Seimears' class gives us the opportunity to work in both a rural school and an urban school. I was able to actually get a feel for each setting, after being so close minded to what I thought I wanted for my future, it opened my mind to how great both of these settings are. Through his class I was able to connect with other talented elementary school teachers who also provided me with feedback on my teaching, and questions that helped me think critically towards my future profession.

So, referencing these two ESU professors, the reader can infer that high impact practices are both **positive** and **life-changing**. High impact learning is field-oriented. HIP requires follow-up from professors. We know HIP when we see them- they are the activities that students will remember.

HIP Pioneer **Dr. George Kuh** concurs:

High Impact Practices demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing.

Strategic Plan

Encouraged by student outcomes, the university chose to make high impact practices the cornerstone of future success. ESU **formalized** this effort in 2015 when we published our strategic plan entitled "*The Adaptive University Strategic Plan, 2015-2025*," high impact practices became the cornerstone of future Hornet success.

Goal 1: Objective 1: Strategy A (*the very first thing!*) Develop and promote distinctiveness in undergraduate programs around this theme: "ESU produces distinctive graduates through *high-impact applied learning experiences*."

In our Institutional Effectiveness Office, one of our roles is to gather evidence about the efforts of the institution to meet the goals of the strategic plan. As high impact practice research will show, Emporia State University is successfully operationalizing goal 1.1.A of the strategic plan.

Surveys

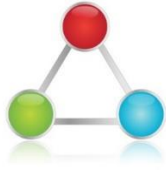
Institutional Effectiveness uses surveys to gather data about how our university is performing based on student (stakeholder) perspectives. Two tools that we use to consistently survey undergraduate students are the **National Survey of Student Engagement (NSSE)** and the **ESU Senior Survey (SS)**.

These surveys ask a bevy of question from advising to faculty performance to social engagement. The NSSE and Senior Survey instruments also align survey items with high impact practices.

General Education Assessment Team

General Education is a hot topic in Higher Education. Many students today will switch careers several times in the future. They need to know how to think critically and positively influence others.

At Emporia State University, we formed a working group called the **General Education Assessment Team (GEAT)**. The role of the GEAT is to coordinate assessment of ESU's General Education skills at the (strategic planning) goal level. This includes gathering evidence of many high impact practices.



Triangulating Data

In this paper, we will triangulate data from the NSSE, Senior Survey, and interviews with SLAC to show that Emporia State University is utilizing high impact practices (and other distinctive learning methods)- thus achieving Goal 1.1.A of the strategic plan. We will cross-reference this effort by gathering multiple examples of high impact practices as defined by AACU.

As the reader will see, ESU is making *intentionally prescribed efforts* to improve the experiences of our students through high impact practices.

Making a difference

One way we know ESU is making progress in HIP areas is evidenced by a high number of significant **awards** and **learning outcomes** that our students are achieving. Comprehensively, we see Hornets winning competitions, being recognized, gaining exciting employment offers, and making a difference.



SECTION II: INFORMATION

High Impact Practices Definition

The framework for HIP that we use at ESU is defined by the Association of American Colleges and Universities (AACU). AACU defines HIP as effective practices that have been *widely tested and shown to be beneficial for college students from many backgrounds*. HIP serve as pathways to student success.

Primary Resources

In researching higher impact practices at ESU, we gathered information from three primary sources: the **National Survey of Student Engagement**, **ESU Senior Survey**, and **personal interviews**.

- National Survey of Student Engagement (NSSE) - *The College Student Report* is the main survey administered by the NSSE to university students across the country. Comparisons can be made between participating institutions. At ESU, we administer the survey to freshmen and seniors on an every-other-year basis. This two-year timeline gives ESU an opportunity to share and analyze results and identify and employ change strategies based on the results.
- ESU Senior Survey (SS) - Institutional Effectiveness deploys this survey through the Baseline module three times annually (December-May-August) to all undergraduate students who are graduating in the academic year. The survey is extensive and includes questions directed towards high impact learning experiences and includes a bank of questions for general education learning objectives. Results are shared transparently with the ESU community.
- Personal Interviews - In researching HIP, we interviewed faculty, staff, and administrators who serve in roles where high impact practices are prevalent. This included several members from the General Education Assessment Team (GEAT), the Student Learning Assessment Council (SLAC), discipline specific faculty, department chairs, and student affairs professionals.

Examples

AACU's official listing of high impact practices includes:

First Year Seminars *Common Intellectual Experiences* *Learning Communities* *ePortfolios*

Writing Intensive Courses *Collaborative Assignments and Projects* *Undergraduate Research*

Service Learning *Diversity / Global Learning* *Capstone Courses* *Internships*

Supplemental Materials

In addition to the NSSE, SS, and personal interviews, supplemental resources for this report include:

- ESU marketing materials and program webpages
- Newsletters from deans
- Assessments reports
- Bi-weekly updates from President Garrett

SECTION III: METHODS

Prior to gathering data during the interview process, we reviewed the results for the **NSSE** and **ESU Senior Surveys** from the 2016 and 2017 administrations. We *aligned* questions from both surveys with similar themes into a [grid](#) in [Section IV: Results, Part 1A](#). We then analyzed the responses to identify significant items and to identify common themes from the qualitative responses. Strengths and opportunities were noted in [Section IV: Results, Part 1B](#). From there, we linked survey questions to high impact practices in [Section IV: Results, Part 3: “Examples of High Impact Practices.”](#) For survey questions relating to important university initiatives (but not necessarily HIP examples as technically defined by AACU), we linked those survey questions to [Section IV: Results, Part 2: “University Initiatives.”](#)

After completing survey item analyses, we initiated the interview process and began gathering examples of HIP. We started interviews by sampling several members from the General Education Assessment Team and the Student Learning Assessment Council. Inquiry and interviews often led to recommendations for other individuals to interview. This networking system led to over 40 individual interviews related to high impact practices aligned with university initiatives. Our colleagues were generous and helpful in sharing their contributions to HIP student learning experiences. After each interview, we personally sent hand-written thank you notes.

With broad representation from across campus, we spoke with individuals representing the following units, programs, departments, colleges, and schools:

- Academic Affairs Faculty, Administrators, Professional Staff
 - Student Learning Assessment Council (1 Associate Dean, 5 Chairs, 1 Dean)
 - Academic Deans (6)
 - Faculty (11) Individuals and Members of the General Education Assessment Team
 - Honors College (2) – Dean and Faculty member
 - SAC, ACES, and Admissions (1)
 - Masonic Literacy Center (1)
 - Koch Center for Leadership & Ethics (1)
- Student Affairs Professional Staff
 - Center for Student Involvement (2)
 - University Diversity & Inclusion Alliance (1)
 - TRIO (1)
 - Career Services (2)
 - Residential Life (1)
- Athletics (1) Professional Staff
- Alumni and Foundation (1) Professional Staff
- Information Technology (1) Administrator
- Facilities (1) Administrator

After interviewing multiple disciplinary experts from across campus, we also reviewed supplemental materials for any additional examples of high impact practices. We thoroughly reviewed marketing

magazines, brochures, and other print materials. We paraphrased important content from newsletters communicated by deans and student affairs professionals.

Institution-wide we continuously assign reporting roles to individuals having oversight for strategies linked to High Impact Practices. This information is documented in separate but related data capture mechanisms, Strategic Plan Reporting and Student Learning Improvement Plan Assessment reporting. We reviewed the information and data files that were reported in both of these designated areas in the Planning module of Campus Labs. Finally, we reviewed all of the “I’m a Hornet” updates from our ESU President beginning in spring of 2016 when she began her appointment.

SECTION IV: RESULTS

RESULTS PART 1A: Survey Alignment Grid

The National Survey of Student Engagement (NSSE) and the ESU Senior Survey (SS) ask participants a bevy of themed questions. For this project we chose certain sections from the 2016 NSSE (listed below in chronological order) and then aligned those NSSE questions with similar inquiries from the 2017 ESU Senior Survey. While every question does not technically involve an **example of an AACU high impact practice**, all of the chosen survey questions relate to an important **university initiative**.

2016 NSSE Question	2017 Senior Survey Question	Theme	AAC&U High Impact Practice Example or University Initiative
1 d	66	Attended art exhibit, play, or other performance.	Campus Engagement
1 g	27	Prepared for exams by discussing or working through course materials with other students.	Collaborative Assignments
3 b	56	Student worked with faculty member on activities other than coursework (committees, student groups, etc.).	Faculty Commitment
5 d	9	Instructors provided feedback on a draft or work in progress.	Faculty Commitment
7 b	20	During school year, student wrote papers between 6-10 pages.	Writing Intensive Courses
8 c	50	Students have discussion with people with religious beliefs (and ideas) other than their own.	Diversity / Global Learning
11 b	32	Student held a formal leadership role in a student organization or group.	Personal Development
12	24	Courses at your institution included community-based project.	Service Learning
13 b	68	Students receive quality academic advising.	University Support

14 b	8	Institution provides support for students to succeed academically (i.e. tutoring, and remedial education).	Faculty Commitment
14 d	95	Institution encourages contact among students from different backgrounds (social, ethnic, etc.).	Diversity/ Global Learning
14 f	84	University provides support for your overall well-being (recreation, health care, counseling, etc.).	University Support
15 c	60	Working for pay on campus.	Internships
16	18	How much time do you spend preparing for class by doing assigned reading?	Writing Intensive Courses
17 a	40	Institution contributed to ability to write clearly and effectively.	Writing Intensive Courses
17 e	2	Talked about career plans with faculty member.	Faculty Commitment
17 f	38	Your experience at institution helped your ability to work with others.	Collaborative Assignments
17 g		Institution contributed to development of personal code of values.	Personal Development

RESULTS PART 1B: Student Survey Rankings and Writer's Comments

Using the grid order, we compared the NSSE rankings and percentages for the freshmen (0.0 lowest to 7.0 highest) to those of the seniors. Trends from freshman year to senior year are notated. We analyzed how ESU compares to its Plains Public and Carnegie peer institutions. Then, we compared the survey results for seniors in the NSSE to results from the ESU Senior Survey. Finally, each section includes comments about relevant trends at ESU.

- Aligned question: **NSSE Question 1d** / ESU Senior Survey Questions 66 *“Campus Activities”*

NSSE Results: According to NSSE, 81% of freshmen attend a campus-sanctioned activity. This indicates a high level of engagement within the campus community.

NSSE Student Rating: For questions on the surveys related to students attending campus activities, the average score was lower for seniors (2.0) than for freshmen (2.4). However, seniors mean scores were significantly higher than Plains Public (1.8, $p < .001$) and Carnegie Class peers (1.8, $p < .001$). This continues a trend where ESU freshmen (2.4) attended significantly more events than Plains Public peers (1.9, $p < .001$) and Carnegie Class peers (1.9, $p < .001$).

ESU Senior Survey: Similarly, according to ESU's Senior Survey, 88% report attending activities.

Writer Comment: It does make sense that ESU freshmen would attend more events than ESU seniors as they are acclimating to college life and exploring. Also, freshmen may have requirements to attend some events based on their general education courses. Seniors may be more engaged academically, working, and seeking career employment opportunities. It is encouraging that Hornet seniors are attending more events than their peers. This *bodes well for future alumni and foundation office interactions.*

Examples Section: Campus activities align with *university initiative:* [Campus Engagement](#).

- Aligned questions: **NSSE Q1g** / SS Q27 *“Working on Assignments with other Students”*

NSSE Results: According to NSSE, 88% of freshmen prepare for exams by working with other students. This number continues to be strong for seniors who report a 90% collaboration rate.

NSSE Student Rating: For questions on the surveys related to studying with other students, the average rating increased to 2.7 (out of 4.0) for seniors up from 2.6 for freshmen. ESU senior ranking is also higher than Plains Public seniors (2.4, $p < .01$) and significantly higher than Carnegie Class peers (2.4, $p < .001$). This continues a trend where ESU freshmen (2.6,) worked on assignments with other students more than Carnegie Class peers (2.5, $p < .05$).

ESU Senior Survey: Similarly, according to Senior Survey, 92% report working with classmates.

Writer Comment: According to the survey, *collaborative learning is part of the experience* at ESU. Evidence supports students actively engage in study with one another.

Examples Section: Working with other students aligns best with *AACU's HIP example Collaborative Assignments and Projects.*

- Aligned questions: **NSSE Q3b / SS Q56** **“Working with Faculty outside Classroom”**

NSSE Results: According to NSSE, 64% of freshmen worked with faculty outside of the classroom on committees, student groups, etc. Seniors report 68% continue to work with faculty outside the classroom. This supports the practice of a high level of faculty/student interaction.

NSSE Student Rating: For questions on the surveys related to working with faculty outside classroom, average rating rose to 2.2 (out of 4.0) for seniors up from 2.1 for freshmen. Senior ranking is higher than Plains Public seniors (2.0, $p < .05$) and higher than Carnegie Class peers (1.9, $p < .01$). This continues a trend where ESU freshmen (2.1) work with faculty outside the classroom significantly higher than Plains Public peers (1.8, $p < .001$) and Carnegie Class peers (1.7, $p < .001$)

ESU Senior Survey: According to Senior Survey, 66% agree or strongly agree that they developed meaningful relationships with ESU faculty and staff while on campus.

Writer Comment: Trends are headed in the right direction. ESU compares favorably with peers.

Example Section: Working with faculty outside class aligns with *initiative: Faculty Commitment.*

- Aligned questions: **NSSE Q5d / SS Q9** **“Feedback”**

NSSE Results: According to the NSSE, 91% of respondents say that faculty provide feedback.

NSSE Student Rating: For questions on the surveys related to feedback, the average rating improved to 2.9 (out of 4.0) for seniors, up from 2.8 for freshmen. ESU senior ranking is also significantly higher than Plains Public seniors (2.7, $p < .001$).

ESU Senior Survey: According to Senior Survey, 91% of respondents said they agree or strongly agree that faculty were accessible to students for out of class assistance with coursework.

Writer Comment: Improvement is not huge, but it shows faculty are providing more feedback over time than freshmen perceived when they first arrived at ESU. It also shows ESU provides slightly more feedback than its peers.

Examples Section: Feedback aligns with *university initiative: Faculty Commitment.*

- Aligned questions: **NSSE Q7 b / SS Q20** **“Length of Writing Assignments”**

NSSE Results: According to the NSSE, 70% of seniors report doing a paper between 6-10 pages.

NSSE Student Rating: For questions on surveys related to writing assignments, the average rating increased to 2.6 (out of 7.0) for seniors up from 2.5 for freshmen. ESU senior ranking is significantly lower than Carnegie Class peers (3.9, $p < .001$). This is different than freshmen (2.5) who rated higher than Plains Public peers (1.8, $p < .05$).

ESU Senior Survey: According to Senior Survey, 86% report completing a paper of 10+ pages.

Writer Comment: Based on NSSE results comparing ESU to our competitors, there is a need for us to coordinate longer writing assignments across disciplines. The good news is that the *trend is going mildly in the right direction* at ESU. Also, evidence will show several writing intensive initiatives.

AAC&U Alignment: Length of Writing Assignments aligns best with *AACU's HIP example [Writing-Intensive Courses](#)*.

- Aligned questions: **NSSE Q8 c / SS Q50** ***“Religious Tolerance”***

NSSE Results: According to the NSSE, 72% of ESU first-time students often or very often have a discussion with those of different religious beliefs. Those numbers improved to 76% for seniors.

NSSE Student Rating: For questions related to religious tolerance, the average rating was the same at 3.1 (out of 4.0) for seniors as for freshmen (3.1). Freshmen results (3.1) are also higher than Plains Public seniors (3.0, $p < .05$) and Carnegie Class peers (3.0, $p < .05$).

ESU Senior Survey: According to the Senior Survey, 91% agree or strongly agree that they have learned to respect and appreciate ideas, values, and lifestyles of people different than their own.

Writer Comment: Embracing inclusivity with students of different religions has been identified as an ***area for growth*** at ESU. Since the NSSE survey was completed in 2016, a University Diversity & Inclusion committee was summoned with the charge of addressing issues with regard to differences in gender, gender identity, disabilities, religion, sexual orientation, heritage, and political persuasion. Evidence in the example section supports this strategy. It is encouraging that the ranking for expanding horizons of ESU students is slightly higher than that of its peers.

AAC&U Alignment: Tolerance aligns best with *AACU's HIP example: [Diversity/Global Learning](#)*.

- Aligned questions: **NSSE 11b / SS Q32** ***“Leadership”***

NSSE Results: According to the NSSE, 49% of seniors held a leadership position on campus.

NSSE Student Rating: For questions on the surveys related to leadership, the average rating increased to 39% for seniors up from 15% for freshmen. ESU senior ranking is higher than Carnegie Class peers (35%, $p < .05$).

ESU Senior Survey: According to the Senior Survey, 54% held a leadership position on campus.

Writer Comment: According to the survey, *leadership is an acquired skill* at ESU (for those who wish to develop it). Evidence shows ESU is intentional about growing student leadership abilities.

Example Section: Leadership aligns with *university initiative*: [Personal Development](#).

- Aligned questions: NSSE Q12 / SS Q24. *“Community Service”*

NSSE Results: According to NSSE, 64% of freshmen have participated in community-based learning. Many of these are student-athletes. This number improves to 77% for seniors.

NSSE Student Rating: For questions aligned with community service, rating rose to 2.0 (out of 4.0) for seniors up from 1.9 for freshmen. ESU senior ranking is significantly higher than Plains Public seniors (1.7, $p < .001$) and Carnegie Class peers (1.8, $p < .001$). Freshmen ranking (1.9) is significantly higher than Plains Public peers (1.6, $p < .001$) and Carnegie Class peers (1.6, $p < .001$).

ESU Senior Survey: According to Senior Survey, 83% of respondents report participating in community service learning.

Writer Comment: Community service is a *strength* at ESU. Evidence abounds in this category.

AAC&U Alignment: Community Service aligns most with *AACU’s HIP example*: [Service Learning](#).

- Aligned questions: NSSE Q13b / 68 *“Advising”*

NSSE Results: According to the NSSE, 83% of respondents say that the advising is above average, good or excellent.

NSSE Student Rating: For question on the surveys related to advising (and quality of interactions), the average rating was significantly higher at 5.8 (out of 7.0) for seniors than for freshmen (5.3). Seniors rank ESU significantly higher than Plains Public seniors (5.3, $p < .001$) and significantly higher than Carnegie Class peers (5.2, $p < .001$).

ESU Senior Survey: According to the Senior Survey, 83% agree or strongly agree that ESU advising helped them develop an educational plan.

Writer Comment: *Students rank advising as a major strength at ESU!*

Examples Section: Advising aligns with *university initiative*: [University Support](#).

- Aligned questions: NSSE Q14b / SS 8 *“Faculty Availability”*

NSSE Results: According to NSSE, 84% of freshmen and 88% of seniors discuss their academic performance with faculty. This indicates a very high availability of ESU faculty to answer questions and give advice during the semester.

NSSE Student Rating: For questions related to preparation and support of academic endeavors, the average rating was slightly lower at 3.1 (out of 4.0) for seniors than for freshmen (3.2). However, seniors rank ESU higher than Plains Public seniors (2.9, $p < .001$). ESU's student ranking for preparation is *stable*.

ESU Senior Survey: According to the Senior Survey, 94% agree or strongly agree that ESU provides adequate opportunity to consult about class. This is a high level of proficiency!

Writer Comment: ESU's ranking is higher than that of its peers for preparation and support. It is recognized that students need support and have instituted many initiatives to improve this area on campus. Evidence in the examples will prove this out.

Example Section: Faculty availability aligns with *university initiative:* [Faculty Commitment](#).

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- Aligned questions: **NSSE Q14d** / SS 95 "*Cultural*"

NSSE Results: According to the NSSE, 61% report quite a bit or a lot of interaction with students from different backgrounds.

NSSE Student Rating: For questions on the surveys relating to diversity initiatives, the average rating was a lower at 2.7 (out of 4.0) for seniors than for freshmen (2.9). However, seniors rank ESU higher than Plains Public seniors (2.5, $p < .01$). Freshman rankings (2.9) were higher than Plains Public peers (2.7, $p < .01$) and Carnegie Class peers (2.8, $p < .05$).

ESU Senior Survey: According to the Senior Survey, 86% agree or agree strongly that ESU provides diversity experiences to promote understanding amongst all peoples.

Writer Comment: It makes sense that freshmen may be more involved in inclusive interactions and engagement as part of the orientation session is dedicated to these initiatives. Campus-wide, these initiatives have been identified and prioritized as an *area for growth*. Since the NSSE survey was completed in 2016, the institution has undertaken several diversity and inclusion initiatives. Evidence supporting growth and commitment to diversity, equity, and inclusion is included in the next section of this report. It is encouraging that ESU's senior ranking for attending diversity initiative events is higher than that of its peers.

AAC&U Alignment: Cultural aligns best with *AACU's HIP example:* [Diversity/Global Learning](#).



-
- Aligned questions: **NSSE Q14f / SS 84** **“Well-being”**

NSSE Results: According to the NSSE, 66% agree or strongly agree that ESU provides adequate services dedicated to students well-being.

NSSE Student Rating: For questions on the surveys related to students’ access to services for their well-being, the average rating was lower at 2.9 (out of 4.0) for seniors than for freshmen (3.1). However, seniors rank ESU higher than Carnegie Class peers (2.7, $p < .05$). Freshmen ranking (3.1) is slightly higher than Plains Public peers (3.0, $p < .05$) and Carnegie Class peers (3.0, $p < .01$).

ESU Senior Survey: According to Senior Survey, 62% feel they have adequate access to well-being services. An additional 32% chose not applicable as their answer.

Writer Comment: It makes sense that freshmen would maybe feel their well-being is better than seniors. Seniors are studying for high level classes, searching for employment (or admittance to graduate school), and possibly navigating long-term personal relationships. Seniors lives are generally more complex lives than freshmen. That said, this could be an **area for growth** at ESU.

Example Section: Well-being aligns with *university initiative:* [University Support](#).

-
- Aligned questions: **NSSE Q15c / SS Q60** **“Working for Pay”**

NSSE Results: According to the NSSE, 35% of respondents report working for pay on ESU campus.

NSSE Student Rating: For questions on the surveys related to working for pay, average rating rose substantially to 4.9 (out of 7.0) for seniors up from 3.1 for freshmen. ESU senior ranking is higher than Carnegie Class peers (3.2, $p < .05$).

ESU Senior Survey: According to Senior Survey, 51% report working for pay on campus.

Writer Comment: Working for pay is a **growing trend** at ESU. This is not surprising with all of the internship evidence that follows in this report. Hornets are hard-working!!! Many job opportunities are located off-campus.

AAC&U Alignment: Working for Pay aligns with *AACU's HIP example* [Internships](#).

- Aligned questions: **NSSE Q16 / SS Q59** ***“Meaningful Assigned Reading”***

NSSE Results: According to the NSSE, 83% report meaningful reading assignments.

NSSE Student Rating: For questions on the surveys related to reading assignments, the average rating increased to 2.7 (out of 4.0) for seniors up from 2.6 for freshmen. ESU senior ranking is lower than Carnegie Class peers (3.0, $p < .01$). Freshmen rankings (2.6) are lower than Carnegie Class peers (2.9, $p < .01$).

ESU Senior Survey: According to the Senior Survey, 55% of respondents do more than 11 hours of reading per week.

Writer Comment: Since meaningful reading leads to good writing, it is encouraging that **meaningful reading assignments have increased at ESU**. According to the survey though, ESU has can improve in this area of the educational experience for its students.

AAC&U Alignment: Assigned reading aligns with *AACU's HIP example* [Writing-Intensive Courses](#).

- Aligned questions: **NSSE Q17a / SS Q40** ***“Writing Skills”***

NSSE Results: According to the NSSE, 68% report quite a bit or very much with regard to how ESU helped them build their clear writing skills.

NSSE Student Rating: For questions on the surveys related to writing skills, the average rating stayed the same at 2.9 (out of 4.0) for seniors and freshmen. ESU senior ranking is lower than Carnegie Class peers (3.1, $p < .05$). Freshman rankings (2.9) are higher than Plains Public peers (2.7, $p < .01$).

ESU Senior Survey: According to the Senior Survey, 88% report better writing skills after spending four years at ESU.

Writer Comment: According to survey, writing development is **average**. Evidence shows more intentionally prescribed efforts to improve written communication skills is being implemented.

AAC&U Alignment: Writing skills aligns with *AACU's HIP example* [Writing-Intensive Courses](#).

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- Aligned questions: **NSSE Q17e / SS Q2** “*Work related knowledge*”

NSSE Results: According to NSSE, 85% of freshmen talk with a faculty member about future job plans. This shows a great interest in planning for the future. This number jumps to 90% for seniors.

NSSE Student Rating: For questions on the surveys related to work related knowledge, the average rating rose to 3.1 (out of 4.0) for seniors up from 2.7 for freshmen. ESU senior ranking is higher than Carnegie Class peers (3.0, $p < .05$).

ESU Senior Survey: According to the ESU Senior Survey, 90% of respondents said that they agree or strongly agree that ESU prepares them for future professional work.

Writer Comment: Acquiring work-related knowledge in the classroom is a benefit of attending ESU. This is a *strength for ESU as this practice is continuously emphasized as a priority initiative.*

Examples Section: Work related knowledge aligns with *university initiative:* [Capstone Courses](#).

- Aligned questions: **NSSE Q17 f / SS Q38** “*Working effectively with others*”

NSSE Results: According to the NSSE, 60% report working effectively with others.

NSSE Student Rating: For questions on the surveys related to working with other students, the average rating declined to 2.8 (out of 4.0) for seniors down from 3.0 for freshmen. ESU senior ranking (2.8) is also slightly lower than Plains Public seniors (3.0, $p < .05$) and Carnegie Class peers (3.0, $p < .01$). Freshman rankings (3.0) than Plains public peers (2.8, $p < .01$) and Carnegie Class peers (2.9, $p < .05$).

ESU Senior Survey: According to Senior Survey, 93% report improved team building abilities.

Writer Comment: According to the survey, *working with others is perceived as an area for improvement* at ESU. However, evidence does show students do work together quite a bit.

AAC&U Alignment: Working effectively with others aligns most with *AAC&U’s HIP example Collaborative Assignments and Projects*.

- Aligned questions: **NSSE Q17g** “*Personal Code of Ethics*”

NSSE Results: According to the NSSE, 60% report quite a bit or very much in developing a personal code of values and ethics.

NSSE Student Rating: For questions on the surveys related to personal code of ethics, the average rating stayed same at 2.9 (out of 4.0) for seniors and freshmen. ESU senior ranking is higher than Plains Public seniors (2.7, $p < .05$). Freshmen rankings (2.9) are significantly higher than Plains Public peers (2.6, $p < .001$) and higher than Carnegie Class peers (2.7, $p < .05$).

Writer Comment: The ethics trend is *stable* at ESU. With new honors programs and many service learning opportunities, these numbers are likely to increase in the future.

Example Section: Personal Code of Ethics aligns with *university initiative: [Personal Development](#)*.

[RESULTS PART 2: University Initiatives](#)

Emporia State University has transformed over the last five years. With enrollment declining in the early 2010's, the university took several steps to improve student recruitment and retention. ESU improved campus engagement and employed measures to make sure students felt supported. Our marketing theme "I'm A Hornet" concentrated on ESU's proactive efforts for student success. Looking toward the future, the ESU Foundation initiated a highly successful fundraising campaign exceeding expectations in every measured metric including total funds raised, timeline for the campaign, numbers of new donors, and amount of donor giving. The campus worked together to create a new ESU Master Plan and then a new strategic plan in 2015 focusing on developing leaders and supporting the common good. Afterward, the Provost's Office led a "Graduate on Time" initiative. Later, in 2016, the university launched a new Honors College with support from the Kansas Legislature. Most recently, we began our ***Excellence in Action*** initiative which centers around high impact practices.

In this section are examples of campus engagement, university support, faculty commitment, and personal development initiatives. The examples in Part 2A do not necessarily fit cleanly into AACU's definition of High Impact Practices, but they are noteworthy nonetheless as they create a strong support system for High Impact Practices in the classroom. [Following Results Part 2 is [Results Part 3](#), where we list ***technical examples*** of High Impact Practices (as defined by AACU).]

[Results Part 2A: Campus Engagement](#) *Includes first-year experiences, activities.*

[First-Year Experience](#)

The first-year experience is one ESU's ***greatest strengths***. The Hornet community does everything we can to assist new students into making a positive transition to college. New students are welcomed, taught new interpersonal skills, encouraged to meet different types of people, prepared for their work ahead, and given support along the way.

- Acclimating to campus
 - **Move-in Day**- From the very first day, an army of volunteer "**Hornet Helpers**" descends upon the dormitories to help students move in and transition to college life. Residential assistants (RAs) quickly engage these new students into fun mixer activities.



- After move-in day, the Center for Student Involvement (CSI) engages first-year students with the **How2ESU** program. New students are quickly plugged into areas of interest and given access to needed resources. This welcoming experience is four part:
 - E-Experience is a taste of college before move-in day. It is a free two-day event where students stay overnight at the ESU campus and get the opportunity to make friends, participate in fun hands-on activities, and make new connections on campus and in the community. This gives new Hornets confidence about their upcoming university experience.
 - **Hornet Orientation** and **Welcome Week** is a multi-day experience where first-year students begin their college careers. It is full of interactive, hands-on activities with other students.
 - New students have the opportunity to be paired up in a **one-on-one mentoring** program. Mentors meet regularly with new students and help them answer the question: “Where do I fit in here?” Mentors provide valuable advice and support to help new Hornets get off to a strong start.
 - Center for Student Involvement hosts a First Year Seminar (**CW 101**). This course is discussed more in [AACU’s HIP example *First-Year Seminars*](#).
- As part of CW101, a panel of upper-class students spoke with the class to share how they dealt with loneliness, transition to college, meeting others, getting involved, and feeling like ESU is a community. New students then wrote reflection papers. Included in these reactions are thoughts and feelings about social belonging.

Activities and Events

Attending **campus activities** is a huge part of the first-year experience. We encourage incoming students to plug into unique Hornet experiences as soon as possible. We enthuse new students to attend plays, concerts, athletic competitions, lectures, tailgating fun and other social mixers. These are examples of engagement opportunities for new and returning ESU students:

Welcome to Campus

- The **Welcome Back Party** is a huge street festival put on by Emporia Main Street for ESU students as they come to campus from their summer endeavors. Freshmen especially enjoy spending time together making new friends.

Social

- Ice cream socials are a common occurrence at the ESU campus. We have them after general assemblies, school of business functions, and just hot days.
- The Office of International Education hosted a Fun on the Field event to provide opportunity for international students to mingle.

The Arts

- Not every event has to be in person. ESU Theatre put on radio drama performance of “A Christmas Carol.”

Athletics

- ESU Football hosts the **Watering Hole**. This is a tailgating event where Hornet fans from across the region gather to eat great food, listen to music, and connect with friends before each Hornet home football game. There are events like this for basketball as well.
- Welch stadium was the scene of a home playoff football game vs. Minnesota Duluth.
- A watch party was held in the union for a playoff football game against Mankato.

Historical

- A fundraiser for the Eisenhower Memorial was hosted by ESU students where an entertaining reenactment of the general was held to the great delight of the crowd.

ESU Milestones

- President Garrett hosted a ground-breaking ceremony for the new residential hall where 100 ESU students, faculty and staff gathered to celebrate.
- Students, faculty and staff attended a ribbon-cutting at Ross Natural History Reservation.

Awards

- A reception for Kansas Poet Laureate Kevin Rabas was hosted as he was presented the 2018 Roe R. Cross Award. Faculty, staff, and students joined in the celebration.

Milestone Events

- **Civil Rights Pioneer Fred Gray, Sr.** spoke at the ESU Presidential Inauguration.



Active Subject Matter Events (also part of AACU HIP example [Learning Communities](#))

- The Business School hosted alums Brad and Craig Clark for **Executive Hour** with students. They discussed “Social Responsibility and Company Targeting Strategies.”
- The oldest continuously-running summer stock theatre in the Great Plains began in 1955, and has been running strong ever since. Hundreds of ESU Theatre students benefit every year from being part of the experience and/or their attendance.
- Public Affairs Club and ESU Debate organized a watch party for the US Presidential Debate.

General Active Learning

- General Richard Myers spoke at **Constitution Day** where students learned about rights.

- The Kansas Supreme Court came to the ESU campus to hold special evening sessions where they discussed real cases in front of an audience of 400 students, faculty, staff and community members. Prior to this event, justices mingled with students, gave career advice and answered questions.

Lectures

- At Homecoming each year, ESU hosts the **Sam E. and Jeannene Hayes Lecture**. Experts speak passionately about a relevant topic of the day. JD Schramm, an MBA professor at Stanford University (former ESU student), delivered 2017 lecture entitled “Envisioning a Future for Yourself and Others.” The speaker spoke about effective communication.

Campus Awareness

- A program to celebrate veterans was held at Karl C. Bruder Theatre to talk about the after-effects of war.
- ESU won the “Don’t Text # Just Drive” contest where Hornets voted more times than any other public university in Kansas.
- Annual Tree Campus USA® promotes sustainability.



Faith-Based

- The Office of International Education hosted an interfaith dialogue, a United for Peace event.

Legislative Events

- Governor Brownback visited campus and met with faculty, staff and students.
- The Kansas Board of Regents toured campus and met with students.
- A public forum on progressivism, conservatism, and the common good was hosted by President Garrett at the Arts Council
- Twenty-five students attended a watch party for Governor Sam Brownback’s State of the State speech.
- Governor Jeff Colyer signed the 2019 budget at ESU, which included \$535,000 funding for ESU Nursing.



[Results Part 2B: University Support](#) Graduate on Time, Advising, Tutoring, Studying, Well-Being, Retention.

- In order for current and prospective students to map out a degree plan in advance, the Provost office initiated the “**Graduate on Time**” initiative in 2015. Each academic department was asked to publish a degree plan with a detailed course progression on their departmental website.
- ESU cares about **financial health** of students. This takes many forms from strong financial aid, to financial planning, to grants and scholarships. All of these efforts have translated into lower student debt averages for our students than amongst most peers.
 - First generation students are in many ways the heartbeat of ESU. Many of these students come to ESU through the federally funded TRIO program. ESU has a strong history of success working with this national program for the betterment of our students.
 - Recently, ESU TRIO collaborated with Financial Aid, Veteran Services, and the Scholarships department to study effects of grant aid on students. Statistically significant results showed that grant aid recipients are more likely to graduate within six years, in fewer semesters, and complete college with less debt. The mean time to completion for students receiving TRIO’s Student Support Services aid (SSS) is a semester less than for other eligible students who did not receive such aid. Students receiving SSS graduated with \$11,000 less in debt than their eligible peers who did not receive such aid.
- **Advising** starts immediately in the first-year experience and continues on throughout the entirety of a Hornet’s matriculation. There are different types of advising activities.
 - In 2015, advising was centralized at the **Student Advising Center (SAC)** for first-year and transitioning students. At this office, SAC advisors help students transition to ESU, choose majors, clarify goals, assist in course selection (especially for satisfying general education requirements), connect with resources, and answer questions about policy and procedures.
 - ESU has long been known as a great option for first-generation college students. The federal program TRIO is a big part of those students success at ESU. Those students enter the program freshman year and are supported all the way through graduation. A description of their first-year seminar is included in [Results Part 3: Examples of High Impact Practices \(AACU\)](#).
 - TRIO works with student to develop a graduation plan during their first year and monitor student progress. As part of the TRIO program, counselors intervene and provide assistance as needed. By December 2016, approximately 91% of freshmen completed a Degree Path Plan with their TRIO advisor. These strong numbers are reflected in 89% retention of the 2015-2016 cohort going into 2016-2017. (Administrator comment)
 - Once a major is declared, students migrate toward departmental advising. This advising helps students transition to a game-plan to work toward the requirements in their major and also gain hands-on experience. Examples of this type of advising include:

- BizHornet Center serves as a central advising office for the School of Business (SOB). After declaring a business major, students are matched with faculty advisors who know the curriculum and discipline for intensive major advising. Students work with their faculty advisor to arrange a degree plan, secure tutoring services, join student organizations, seek scholarships, participate in activities, and participate in competitions.
- Some departmental advising within majors involves multiple steps (especially for teachers). For example, students who to become English teachers through the BSE program (Bachelor of Science in Education) typically will work with the Student Advising Center for during their first year (or so). Once the BSE students earn 30 credit hours, they migrate over to the English department where an English faculty advisor works with them further on a BSE degree plan. Then, over time, the Teachers College begins to share some of the advising responsibilities during the BSE student’s last two semesters. Faculty Member Dr. Kevin Kienholz describes the advising process within his English department:

“BSE students have an extensive meeting with an English departmental advisor who then signs off on their application and enrolls them in everything else that they will take (that is not designated as Phase I). Then, going into Phase II, the student again meets with the English departmental advisor to seek approval for their three Phase II placement choices. The department then votes on candidates applying for Phase II.”

- Some high-performing students (such as a recent Shepherd Scholar in Psychology) arrive at their departmental advising meeting already prepared with a personalized degree plan in hand.
- Creative writing faculty assist creative writing students plan their course map and start looking for internships and other field opportunities. (This type of faculty interaction is discussed in AACU’s example of HIP: [Internships](#).)
- **Degree Works**- With the Graduate-on-Time initiative, ESU uses Degree Works software to empower students and advisors to track their own academic goals and estimate graduation dates. The software allows for “what-if” scenarios to where students can see which course paths they would most like to take.
 - In 2015, ESU collaborated with Wichita State University on implementation.
- **Preparation for Study** is another major focus at ESU. First-year students come to college with varying levels of study-skills and resource knowledge. Examples of initiatives that ESU has pursued to help students prepare to study include:
 - The ESU Masterplan concentrated on learning spaces. This effort was recognized in the Wichita Eagle.
 - The ESU Mathematics Education Center (**SMEC**) serves students, faculty, and area teachers as a STEM center.
 - The ESU Library offers a **chat function** on its main page where students can ask librarians research questions. Dean Michelle Hammond explains that college research is not just

- about googling information. Students need to go to the source, and the ESU library offers a plethora of active resources to help.
- The Library works with the English department to help Composition I&II students learn how to do bibliographies and citations.
 - The **Writing Center** located in the library helps students develop their writing skills. Many first-year students utilize writing center services.
 - Honors College students enjoy access to a classroom on the fourth floor of the library with a smart promethean board and writable tables. This technology allowing them to gather ideas during active “big picture” discussions.
 - The Physical Sciences department helps (new) students develop library guides in their chosen areas of interest.
- Including efforts from the Student Wellness Center, William Allen White (WAW) Library, Faculty & Staff, ESU offers tremendous support for its students’ well-being (especially first year students):
 - The Mental Health Center helps students with **test anxiety**.
 - The “11PM freak-out” is a real occurrence, especially for first-year students. There are people in the library late at night to assist students find resources.
 - The Library offers de-stressing events, especially during finals weeks to help students relax. These include activities like yoga on the lawn, giant games, and free pizza.
 - First-year students have access to a wonderful sporting facility where they can exercise and let off steam.
 - Student Wellness works with ESU Nursing to offer flu shots to students.
 - ESU installed new bicycle repair stations throughout campus to encourage students to stay fit.
 - CSI talks with students about social belonging. They address issues with loneliness, transitioning to college, meeting others, getting involved, being part of ESU community. Freshmen are encouraged to ask more personal questions as needed.
 - ESU helps international students with health insurance in the United States.
 - In 2017, senior nursing students completed three biofeedback appointments. In 2016, senior nursing students help host three flu shot clinics, vaccinating over three-hundred faculty, students, and staff. (Considered a HIP “service learning.”)
 - By the end of 2015, ESU offered Hornet Haven Safe Space train-the-trainer workshops.
 - Sexual assault prevention and bystander intervention training is offered through THRIVE.
 - **Tutoring** is a definite strength at ESU, and tutoring services are available to first-year students from the very start.
 - The Academic Center for Excellence and Success (ACES) provides free peer tutoring, writing and research assistance, and individual and small group workshops covering a variety of academic support issues.
 - ACES tutoring center went fully functional in 2017 and offers tutoring in the following areas: anatomy, biology, chemistry, earth science, writing, college algebra, geography, psychology, and organic chemistry. Approximately 1,000 students have been counted using these tutoring services annually.



- As part of CRLA certification, ACES implemented Accudemia, a tracking, reporting and evaluating software for tutoring.
- In 2018, ACES was awarded Stage 1, Level 1 International Tutor Training Program Certification (ITTPC) from the body that sets internationally accepted standard of skills and training for tutors (CLRA).
- ACES collaborated with other departments on campus to personal development workshops in 2017. Topics included "Time Management & the Balancing Act," "How to Start a Literature Review," and "Stress Management Techniques".
- ACES used Zoom to pilot distance learning tutoring sessions.
- Not all high school preparation is the same for each incoming student. This is why we offer **starter classes** in certain majors.
- Retention is a big focus for ESU, especially with regard to first-year and second-year students. As such, the Retention Action Team (RAT) have implemented an **early alert system** (Maxient) for faculty and advisors across campus to work with students who may have attendance and/or grade issues occurring. For those students living in dormitories, their Residential Advisors will contact early-identified students as well.
 - “The Director of ACES is working with SAC in outreach to students with an Early Alert. From the start of classes to the last day to withdraw, 292 cases were submitted.” (Administrator comment)
 - Departmental advisors also work with outreach and Early Alert submissions.
 - Studies show that the “Sophomore Slump” is a real concern. To help first-year students keep their momentum, ESU offers sophomores programming such as:
 - Round2@ESU is a program that offers assistance with finding part-time jobs.
 - Career paths are explored with FOCUS 2 programming.
 - The Office of International Education (OIE) assists with study abroad efforts, as these are key high impact practice experiences that help retention.
 - We hold a party just for rising sophomores called “Party on Wooster” (our central lake) where we celebrate Year 1 success and look forward.
 - ESU retention professionals reach out during the summer following freshman year via email to improve fall sophomore retention. The correspondence matches other marketing themes.
 - TRIO offers CW201 for sophomores to assist especially at-risk students.

Results Part 2C: Faculty and Staff Commitment to Student Success

In 2013, ESU started the “I’m A Hornet” campaign to help build a stronger campus identity. The cornerstone of that marketing campaign centered on ESU faculty and their unwavering commitment to students achieving their dreams. For over 150 years ESU faculty and staff have been providing students hands-on experiences, prompt feedback, and assistance outside of the classroom.

- **Hands-on experiences** are a cornerstone to the Hornet experience. Examples include:
 - Every year, ESU hosts the Elementary Robotics Competition, where teams from all over Kansas converge at The Teachers College to take part in an active robotics competition. Dr. Matt Seimears explains that when it comes to learning that “Telling can equal forgetting; showing can mean remembering. However, working hands-on translates to understanding.”
 - Under direction of Dr. James Ehlers, ESU offers a fine arts degree with a concentration in engraving arts, the only one in the country. Students learn basic and traditional ways to apply art media, unique to the student’s vision. Using hand fabricated objects, students go well beyond tradition engraving methods.
 - Communication students take a three hour class from Dr. Steve Catt that teaches the art of asking questions. Students are taught how to actively ask questions and receive follow-up. They learn persuasive interviewing techniques in an active classroom setting. This is definitely not a lecture out of a book!
 - With help from several donors, ESU is excited to announce its new Aquatic Research and Outreach Center (AROC) where students will actively learn about aquatic organisms and work with the community. With guidance from Dr. David Edds, biology students will have access to both wet and dry labs as they work on research projects and outreach with Boy Scouts, Girl Scouts, 4-H, and prospective students. The environment will be a hybrid of indoor and outdoor spaces. Over 500 elementary and secondary education majors will have access to the center each year.



- Crime lab directors worked with ESU to create the Masters in Forensics program to ensure that there is a pipeline of experienced crime investigators in Kansas. The high tech facilities help forensics students gain a unique hands-on education. Dr. Melissa Bailey, Dr. Scott Crupper, and Dr. Carlos Peroza’s students enjoy a variety of analytical techniques in forensic biology, forensic chemistry, toxicology, and trace evidence.



- Athletics staff brought football helmets and pads for donors at the gala to try on as they mingled with student-athletes.
- Dr. Thomas Mahoney and Dr. Chad Wiley use light boards in Mathematics classes to give math students cutting edge experiences solving complex issues.
- Dr. Qiang Shi uses wavelet technology to track songbirds with Mathematics students.
- Dr. Amanda Lickteig works with Teacher Education students to create phone apps.
- Dr. Mark Fusaro works with his students to do economic forecasting.
- Amy Sage Webb uses hands-on approaches to teaching at the Reichardt Center for Publishing and Literary Art.
- ESU students learn day-by-day the art of glass blowing from Patrick Martin, MFA and Roberta Eichenberg, MFA.
- Dr. Janet Holland teaches students how to use Meta augmented reality headgear and create 3D hologram objects that can be moved and resized.
- School of Library and Information Management (SLIM) students actively catalog and classify information, retrieve and repackage information, diagnose real-life issues, plan and evaluate solutions, and evaluate electronic information sources.
- Nursing students enjoy hands-on experience that they need to gain licensure and sit for the NCLEX-RN exam.



- The **Learning Spaces** team within IT recently installed some exciting new technology in the Math Department. These 27-inch interactive surfaces allow faculty to draw equations and engage with software applications via a stylus. The tablets sit at a comfortable 30-degree angle and faculty can rest their hands on the surface. These replace the podium monitor, and the stylus can serve as the mouse.

- **Prompt Feedback-** ESU Faculty pride themselves on good communication with students about student progress, goals, and assessment.
 - Staff contact TRIO students who indicate undecided major status or have lower grade point averages to plan for the future
 - Professors such as Dr. Marcia Schulmeister use Innovative technologies like zoom to gather and give feedback in her earth science classes.
 - Joelle Spotswood uses Zoom at the Writing Center in the William Allen White Library for collaborative writing sessions where students receive real-time feedback on their writing.
 - The art major has a formal mid-program review. Art faculty examine a digital review of student portfolios. Students are asked to write a statement about their experiences.
 - As part of creative writing classes, Amy Sage Webb maintains regular contact with students through weekly check-ins, reflections, work logs, correspondence, and even Zoom meetings.
 - Dr. Amanda Likteig encourages feedback between students to foster relationship building that often turns into live discussions about the education system.
 - Students read drafts of papers in class using Canvas app on their phones.
 - ESU professors will sometimes post on Facebook updates as to what’s happening in class or other education-related articles.
 - Sometimes, feedback is a two-way street. At the end of semesters, personal training majors are given semi-annual evaluation. They are asked to reflect on what they had learned during the semester. Questions are based on learning outcomes from the Health Promotion program. After turning in reflections, supervisors review responses with the students.

- **Faculty Assistance Outside of the Classroom-** ESU faculty have created a culture where students feel valued. Of course, faculty meet students during office hours. Beyond the basics, ESU faculty also advise students, mentor them, offer their best free career advice, co-author articles, help students join clubs, and find internships.
 - School of Business Dean Ed Bashaw and students enjoyed a day in Wichita at Koch IT Insights Day.
 - Thirteen business students accompanied Dean Bashaw and SOB undergraduate advisor Deena Wilson traveled to Chicago for a Commercial Insurance Workshop. Hosted by two ESU alums, the participants gained valuable knowledge about the insurance industry.
 - Seventy-three STEM students have been mentored by ESU faculty since 2009. Mentoring requires a lot of time from faculty, but the practice provides invaluable experience to students in their chosen fields.
 - One biology student teamed with Professor Greg Sievert to co-write “Geographic Distribution: Apalone spinifera in Lyon County.”
 - Another biology student teamed with Dr. David Edds to co-write “Lemur use of hands verses mouth.”
 - Dr. Emily Vardell and Dr. James Walther escorted the Overland Park cohort SLIM 801 class to the Truman Presidential Library.

- Business Education student and Dr. Amanda Lickteig from secondary education presented “Taking Control of Technology in your Teaching” at the Kansas Association of Teacher Educators conference held at ESU.
 - Dr. Wooseob Jeong accompanied one SLIM student to the American Library Association conference in Washington DC.
 - Faculty mentors for TRIO’s McNair program assist juniors and seniors in getting ready for graduate school.
 - Dr. Brian Hollenbeck, chair of Mathematics and Economics, worked with a student on a project where a math tool was used to classify bird species by their calls. The student learned how to apply math to solve real-world problems and how to conduct research and give specific presentations.
 - Nursing professor Gina Peek co-authored an article with a student entitled “The Effect of Music Therapy on Geriatric Depression and Cognition: A Pilot Study.”
 - One student switched his major to economics after Dr. Rob Catlett suggested to him that economics majors score higher on the law school exam.
 - Dr. George Durler accompanied two accounting students to the Beta Alpha Psi conference in Anaheim.
 - Dr. Gary Wyatt from took seventeen Honors College students to the Great Plains Honors Conference in Texas. Students presented their scholarship through presentations and posters.
 - Dr. Joyce Zhou and Dr. Christopher Stone worked with students, alumni, and a veteran’s representative with Southeast Kansas Works to pilot a program to hire veterans who are in prison with an honorable discharge for production jobs here in Emporia.
 - Dr. Mark Stanbrough and three coaching education students presented two sessions at the Central SHAPE America Conference.
 - Dr. Qiang Shi co-wrote “Inspired by Math- a Mathematics Enrichment Program in Emporia, KS” with two teachers from the middle school and an ESU mathematics major.
 - A group of faculty and Alpha Kappa Delta Sociology Honor Society students attended the Annual Midwest Sociological Society Meeting in Chicago. Students worked together on several presentations.
- **Work-related Knowledge-** One way faculty help students is to give them momentum. Faculty spend a lot of time at ESU taking care to pass along expertise to their students about knowledge that will be useful to them during their future careers.
 - **Long Range Planning**
 - ESU hosted its first Corporate Advisory Board meeting in fall 2017 comprised of both internal and external partners working to position the university to bring needed skills to the workforce.
 - ESU faculty and staff study career trends in their fields and offer suggestions to students about the future. For instance, the Information Technology (IT) department hosted a table in the Memorial Union to attract students to IT-related fields. One major focus is the need in industry for information security professionals.

- **Career Skills**

- In Communication Chair's Dr. Steve Catt's interview class, he teaches his students the art of asking questions. As any sales-trainer or manager will relate, asking questions is one of the most powerful skills a "people person" can have in their toolbox. Dr. Catt used an example of a realtor working to secure a listing using questions to find out what the house seller's needs are. It is much easier to persuade your clients when you know what it is they want. Asking questions is the best way to do this, and Dr. Catt's students know how to do this coming out of school.
- Art and Theatre students have the option to work with the ESU Facilities Department. These students learn welding, carpentry and other hard building skills that will prove invaluable as they take the stage later in their careers.
- Career Services gives incredible access to Hornets to build their futures from the very first day that they set foot on campus. From planting the seed about careers in freshmen seminar classes to internship assistance to resume building and mock interviews, Hornets are prepared to think about the future from the start of their experience here.
- The School of Business hosts Corporate Connection where students interact with companies to gain insightful career advice.
- One business administration student who plunged into the New York City job market was worried about competing with Ivy Leaguers:

"As I went on interviews, I found that many of the skills I had honed at ESU were exactly the skills for which employers were looking."

- **Professional Experience Working in the Field**

- Kansas requires that teaching students serve in school districts as student-teachers for one semester prior to graduation (12 weeks). ESU student teachers are placed within school districts to work full-time (unpaid) for 16 weeks. This requirement can be split into two 8 week sessions as well. By experiencing the teaching profession first hand, ESU student teachers learn quickly needed skills in the classroom, find out if teaching is for them, and begin to enjoy the blessings of teaching.
- The ESU English, Modern Languages, and Journalism (EMLJ) department produces Sigma Tau Delta Review and Sigma Tau Delta Rectangle, which are publications of the International English Society. EMLJ matriculate from ESU knowing how to do professional level publishable work.

- **Practicums**

- The Department of Health, Physical Education, & Recreation's Coaching Education program has a requirement that students take PE 540 "Coaching Education Practicum." This type of course give students supervised application of previously studied theory.

- ESU nurses gain clinical experience working in hospitals and clinics throughout Kansas during the summers. ESU nursing faculty work hard to use their connections in nursing to create these opportunities.
- **Licensing / Exams**
 - One of the fruits of the ESU Nursing experience is the incredible passage rate of its graduating seniors on the national nursing licensure exam (NCLEX). This difficult test is required passage for nurses to be hired, and ESU nurses consistently have scored at the one of the highest rates in the state (highest amongst public 4-year institutions). In the latest year, 96% of ESU nurses passed the NCLEX exam the very first time (vs. 78% state average).
 - Students in accounting (especially Masters students) say that they sometimes use accounting principles and techniques that they learn in class immediately upon starting a job. ESU accounting faculty teach, test, and coach Hornet accountants to be competent thinkers, ready for the rigors of the corporate accounting world. The results prove this out too with extremely strong performances on Kansas CPA exams.
- **Technology**
 - From augmented reality to light boards to 3D printing at the Makerspace, students have access to cutting edge tools. Students have incredible research tools at the William Allen White Library. Academic departments are investing in technologies for their students to learn the most relevant technical skills in their fields. Donors are funding projects like the 1:1 Chromebook Initiative that helps students gain experience teaching with the latest technologies.
- **Guarantee**
 - School districts in the state of Kansas know that the ESU Teachers College produces graduating seniors who know the teaching profession. They have been tested for aptitudes, given real-live experience in the field, been exposed to concentrations from the department level, and are excited to be starting their teaching career. Teachers College faculty impart great teaching knowledge to our students. ESU is so sure of this system that we offer a guarantee to the school districts that we will offer remediation to any ESU teacher that they hire (if needed). I cannot remember ever hearing of any districts taking us up on this offer (because it happens so little), but it has probably happened.
- **Life Skills**
 - One of the most impressive cohorts on campus is the student-athlete. Many athletes carry high G.P.A.s., contribute community service, hold leadership positions, and even work regular jobs. Especially when one considers how the demands of their schedules, it is hard to wonder how this possible. The answer is time management. From the start, the Athletics Department focuses on helping the student-athlete plan their weeks. They know where to find resources such as

tutoring. They are able to ask for help. ESU Athletics has created a great situation for student athletes to succeed. The student-athletes deserve a lot of the credit as well. Their competitive nature lends well to athletes building this skill.

- BizHornets sponsors professional development events such as an etiquette class given to accounting majors hosted by one of our donors.
 - Career Services talks with students about professional dress. This is such an important facet to career development that we started Corky's Closet, a place where students have access to free, gently used professional attire.
- **Outcomes**
 - During the 2015-2016 reporting year, several programs had 100% placement in their fields: accounting, business administration, computer science, management, and marketing.
- **Advocacy**
 - As part of information management studies Dr. Andrew Smith teaches SLIM students a broad range of advocacy skills to build support for libraries in communities.
 - The National Student Nurses Association elected an ESU nursing senior as its president. During his tenure, he went to Washington DC and to Topeka to advocate on behalf of the nursing profession.
 - The Associated Student Government president organized several groups of students to attend "Hornets on the Hill" and "Higher Education Advocacy Days" at the state Capitol.
- **Access to Alumni, Business Owners, and Networks**
 - Hornet alumni are some of the most generous with their time and expertise of any group that I have ever encountered. They are abounding in desire to communicate their professional and life lessons. They are eager to hire Hornets. They are quick to try to make connections with students. At almost any event, we see Hornet alumni out in full support, often giving speeches, and donating time and money to the effort.
 - Emporia Main Street hosted the ESU Marketing Club so that students could hear from local entrepreneurs during the "How It's Made Tour." Students gained perspective on how to start, own, and run a business.
 - ESU held a ribbon cutting for the Phillips 66 Professional Development Suite at the School of Business. This space will serve over 900 students who with faculty and employers can conduct interviews and professional development activities.
 - The Emporia Entrepreneur Challenge teamed with the Emporia Chamber to host "speed consulting," an opportunity for students to meet with eight different business owners and ask for expert advice and feedback.
 - President Garrett and a retired Wal-Mart executive hosted a Conversation on Careers to learn about working in big industry.

Results Part 2D: Personal Development

ESU students engage in personal development initiatives that are indicative of a high impact practice culture. Results are impressive.

- **Personal Code of Ethics-** Hornets are encouraged to develop a keen sense of professional integrity which translates in the classroom and in the workplace.
 - The Koch Center for Leadership and Ethics (KCLE) hosts Governance, Law, and Economics lectures in the spring. Students learn about ethical leadership in the life of the individual in business, organizations and communities.
 - Honors students (and all ESU students) develop relationships with each other and faculty that last a lifetime. Studies show that students with quality university relationships enhance ethical performance, leadership, retention, and quality of life.
 - The KCLE Introduce students and the public to the role principled entrepreneurs play in dignified human flourishing.
 - The Ambassador program is an assembly of some of ESU's best and brightest students. These chosen students are tasked with leading campus tours. They are one of the first people that prospective students meet. Personal integrity and leadership are required.

- **Student Clubs-** There are a wide variety of student clubs for ESU students to join. Several departments encourage participation.
 - With direction from Dr. Jim Persinger, the Psychology Department Chair, the Psychology Department encourages students' participation in four student organizations: Psi Chi, Psychology Club, the School Psychology Student Society, and the Student Society for Industrial/Organizational Psychology (SSIOP).
 - SOB students build their networking, leadership, and business skills in Phi Beta Lambda (FBLA-PBL). These club members apply what they have learned in the classroom in real world settings.
 - Accounting and Information Systems students are invited to join Beta Alpha Psi. In this club, students do career development activities such as visiting Phillips headquarters in Bartlesville, Oklahoma.

- **Soft Skills-** ESU prides itself on teaching students the nuances of success.
 - At the most recent Shepherd Scholar ceremony, a microbiology student highlighted the skills she had learned at ESU:

"The Hornet experience is rare. We learn to articulate abstract concepts in plain language. Critical thinking is a must. We technically problem solve. Hornets critique and synthesize information, and we work on our own ideas. Creative thinking is encouraged."
 - The Koch Center for Leadership & Ethics stresses that humility is a key to success. We must recognize that knowledge is dispersed and cannot be given to a single mind.

- **Competitions-** Hornets are "in it to win it." We are a competitive bunch and take part in many events at ESU and across Kansas and the country. Winning awards is commonplace at Hornet Nation and is indicative of a well-rounded high impact practice education.

- School of Business students competed in the Hult Prize Competition, with the winners headed to Boston and Mexico City.
 - The Emporia Entrepreneur Challenge is held in the spring. The winning student took home \$2,500.
 - Six athletes attended the Track & Field National Championships together.
 - An ESU mathematics major won a top three student presentation award at the KME Regional Convention for his work entitled “Staying a Step Ahead of Disease.”
 - One business student finished fifth in computer applications while another finished fifth in public speaking at the Pi Beta Lambda Leadership Conference in Anaheim, California.
 - Two Instructional Design and Technology students won the Association for Educational Communications and Technology Design and Development Competition in Las Vegas.
 - For the thirteenth time in fifteen years, ESU volleyball earned the Team Academic Award from the Volleyball Coaches Association.
 - Thirty-six teams from ESU competed in the Elevator Challenge, a local business event that awards a \$100 prize.
 - Fourteen SOB students won fifteen first place trophies at the Kansas Phi Beta Lambda competition at Butler Community College.
 - ESU Debate secured bids to attend nationals with a win over Baylor University and two other universities.
 - Two piano students won first place at the Kansas Music Teachers Association Competition.
 - A clarinetist student was selected as alternate in the KMTA Artist Woodwinds.
 - Seven Hornets competed in the West Central National Association of Teachers of Singing Regional Auditions in Greeley, Colorado.
 - Athletic Training students took second place at the Kansas Athletic Trainers Society Conference Quiz Bowl.
 - Biology student earned Best Student Presentation at the 69th Annual meeting of the Kansas Ornithological Society.
 - An ESU student won the piano competition that the Comite Paraguay-Kansas sponsored.
 - A biology student won \$5,000 fellowship from Phi Kappa Phi as one of 51 recipients nationwide.
 - An ESU student won the Charles E. Walton Graduate Essay award for his work entitled “Lights, Camera, Boredom.”
 - An ESU MBA student competed in the Capitol Graduate Research Summit in Topeka and won the BioKansas Award for his research “Improved Tracking of Kansas Economic Activity.”
 - The ESU Tech Crew Showdown Team made it to the semi-finals of the Festival 47 for Region V of the Kennedy Center American College Theatre Festival.
- **Awards and Recognition-**
 - Too numerous to count, these are types of awards that awards that Hornets are wining:
 - An ESU journalism major was named Journalist of the Year among four year universities at the Kansas Collegiate Media Conference.
 - A recent ESU accounting graduate scored highest on the Kansas CPA exam in January 2016.
 - A Psychology student was inaugurated into the Sigma Tau Gamma Undergraduate Hall of Fame, which recognizes ten outstanding graduating seniors from across the nation.

- Being AACSB Internationally accredited, business honor students enjoy membership in Beta Gamma Sigma. This is the highest recognition that a business student anywhere in the world can receive in program accredited by AACSB. These students serve as the faces of our School of Business.
 - Over the past ten years, ESU students have won 46 awards at the Kansas Academy of Sciences, more than twice as many than any other university in Kansas.
 - A Lady Hornets Basketball player won the NCAA Division II Player of the Year and was recognized as an All-American. She is now playing professionally in Switzerland.
 - The quarterback for the 2016 Hornet Football Team won the prestigious Ken B. Jones Award as the MIAA Male Student Athlete of the Year.
 - One Health, Physical Education, and Recreation (HPER) student received the SHAPE America (Society of Health and Physical Educators) Major of the Year Award in Nashville.
 - An ESU senior recently was selected in 2016 as one of sixty students from across the world for the Open Jar Institute. Selected students receive one-on-one training with Broadway professionals.
 - Three SOB students recently won the first-ever Kansas Collegiate Case Competition powered by Cerner.
 - A Teachers College alum won the 2017 Raytheon Global Mentoring Excellence Award.
 - A SLIM alumni was awarded the National Medal for Museum and Library Science, the highest library honor.
 - Two SLIM alums were awarded distinguished service awards by their respective states.
 - ESU senior track athlete won MIAA Women's Track Athlete of the Week honors.
 - Six members of the softball team were recognized for their 3.5 GPAs by the National Fast pitch Coaches Association.
 - Two SLIM students won the \$1000 scholarship from the Kansas Library Association.
 - A recent psychology and economics major won the Newberg Outstanding Senior, given out each year at ESU for excellence.
 - Twelve students were recognized as Shepherd Scholars for their leadership and excellence on campus.
- Indicative of strong HIP training, ESU **Alumni** are also awards winners:
 - A former Teachers College graduate was named the 2016-2017 Outstanding Counselor of the Year in the state of Kansas.
 - Another Teachers College graduate was named the 2017 Counselor of the Year by the Kansas Counseling Association.
 - Yet another Teachers College graduate was named Teacher of the Year by the Kansas Foundation for Agriculture in 2017.
 - Three of the last seven Kansas State Superintendents of the Year are Hornets.
 - Two mathematics alumni received the Presidential Award for Excellence in Mathematics and Science Teaching.
 - An ESU alum played Buddy in "Elf the Musical," which played at Madison Square Garden.

- Five recent ESU alumni received Horizon Awards, a regional competition recognizing exemplary first-time educators.
 - Pianist and ESU alumna won the Fifth Music Teachers National Competition from the National Music Education Department of China.
 - A history alum won \$2,500 grant from Shopko to fund civic engagement projects in his Burlington, Kansas classroom.
 - A recent Teachers College alumni who teaches at an elementary School in Olathe won the Susan Surprise Award given out to most deserving of 200 candidates.
- Also too numerous to count, our **Faculty** are award winners.
- The Poet Laureate of Kansas 2017-2019 is Dr. Kevin Rabas, Chair of ESU's Department of English, Modern Languages and Journalism. Dr. Rabas can often be found downtown reading poetry at local gathering spots.
 - Dr. James Persinger, psychology chair and professor, was named the president of the Association of Psychological and Educational Research in Kansas.
 - Dr. John Barnett was awarded \$1200 by ESU's Research and Grants Center.
- The school itself and programs within the **school** are recognition-worthy. Some accolades come in the form of awards to the school, while other recognition can be more personal in nature, such as that from donors.
- Number 1 best-selling author James Patterson decided a few years to start funding scholarships for ESU elementary and secondary education majors just because of ESU recognized work in literacy.
 - The Masons awarded ESU with a \$4 million gift to fund the new Kansas Masonic Literacy Center (KMLC) in 2016.
 - The Health Promotions Program was recently recognized by the Strength and Conditioning Association as a top Personal Training Program for undergraduates (2016).
 - The Kansas State Nursing Association gave ESU Nursing four awards at their annual convention including Image of Nursing, Community Nursing, Break-through Nursing, and School of Excellence in Nursing (2016).
 - ESU is the first and only public university in Kansas to earn the College of Distinction national recognition for innovative application of high impact learning the undergraduate level.
 - The Princeton Review ranked ESU in its "2018 Best College: Region by Region" publication.
 - ESU is recognized as a Top University for Latinos by Latino Leaders Magazine.
 - U.S. News and World Report ranked ESU's online education, MBA, and non-MBA programs as among the best in the nation.
 - ESU ambassadors were recognized as District VI Outstanding Senior Advancement for Spanish campus tour.
- **Life After ESU** - Besides winning a lot of awards, ESU students matriculate prepared for the future that awaits them. Many are accepted to graduate programs. Others decide to go directly into their chosen fields.
- As part of TRIO's McNair program for aspiring Masters and Ph.D. students, ESU offers preparation through Pre-Thesis projects and GRE exam

preparation. Thirteen participants submitted research proposal presentations to the Research and Creativity Day in spring 2018.

- Of those students responding to surveys, 98% report finding jobs in their chosen field or were enrolled postgraduate studies within six months of graduation.
 - A recent biology graduate was accepted to doctoral biological education program at the University of Northern Colorado.
 - Another biology graduate is now doing cancer research in a doctorate program at the University of Colorado in Boulder.
 - An Honors Chemistry student was accepted into the Ph.D. program at Massachusetts Institute of Technology (MIT).
 - Masters of Forensics graduates recently enjoyed a 100% placement in jobs in their field.
 - Two political science majors were accepted to Washburn and the University of Kansas law schools.
 - Another political science recent graduate is headed to Northwestern University to study mental health counseling in graduate school.
- **Leadership Development** is a large part of the strategic plan. At ESU, we encourage faculty, staff and students to enhance their leadership abilities through a bevy of initiatives.
 - In 2015-2016, the President's Cabinet met twice with Ed O'Malley, CEO of the Kansas Leadership Center (KLC) to assist with two dimensions: 1) Helping students build adaptive leadership skills; 2) Assess how departments are functioning adaptively. (VP comments)
 - In 2015-2016, the Honors College was established with a guiding vision of community engagement for the common good.
 - As part of the experience at the Honors College, students engage in community service. In 2016, Honors College students planned and implemented a civic leadership training exercise for Blue Valley high School Students.
 - Faculty are also building their leadership skills and using KLC principals in the classroom.
 - The Adaptive Challenge Leadership Faculty Initiative is a tool used to increase the number courses with adaptive leadership competencies and principals embedded in the curriculum.
 - Twelve newly involved KLC faculty received training in fall 2017.
 - Faculty embedded adaptive leadership into sixteen courses (in which 381 students enrolled.)
 - Twenty-six faculty participated in a two day adaptive leadership training experience in spring 2018.
 - The Koch Center for Leadership & Ethics stresses a principal that leadership emerges from freedom and human dignity.
 - Staff also work to embed KLC leadership competencies into their divisions.

- The Student Wellness participated in a book club discussion using “Your Leadership Edge” to further KLC principles within the department.
 - Career Services partnered with other campus departments to provide programs based on NACE Career Services Competencies (including leadership). Career Services partnered with academic programs to embed professional development and leadership training into programming.
 - Career Services asks students to journal their experiences as part of CW 286/486 leadership class.
 - TRIO offered leadership opportunities to program participants: MKN Student Leadership Conference, 2017; Ad Astra Conference, Nov. 2017; Tutor Certification levels 1 and 2 2017-18.
 - The Center for Student Involvement (CSI) created a leadership awards program based on core learning goals and adaptive leadership. CSI started the Emerging Leaders Institute for first and second year students.
 - ESU has instituted “Leaders for the Common Good” for three years running.
 - The Center for Student Involvement expanded the fraternity/sorority President’s Leadership Academy to be an overnight retreat.
 - Recreation services developed further the “Nitty Gritty Series” to bring together the campus community for a common cause. The Dirt Dash and Tie Die Runs are great successes. Money has been raised for Camp Alexander, Big Brothers/ Big Sisters, and Emporia Child Care.
 - Residential Life staff drafted a constitution (with input from students) for governing the Freshmen Residence Hall Council (FRHC). The student organization’s objective is to develop leadership skills, foster a sense of community and represent the interests of residents in the Towers complex, while providing a venue for residents to become engaged in facility-wide programming.
 - ESU hosted the First Executive Leadership Summit featuring three alumni who are “Women that Mean Business.”
 - ESU hosted a leadership brownbag lunch discussion entitled “Energizing Others.”
- Students learn and demonstrate leadership.
 - The Blue Key Honor Society coordinates the Hayes Lecture Series to invite alumni back to campus and train students on leadership concepts.
 - The Residential Assistant (RA) Apprenticeship is based on the principal of RAs teaching other RAs. New RAs gain insight in the position and department. The teaching RAs build their leadership skills.
 - ESU upper classmen are utilized to lead and administer intramural leagues.
 - Student employees at the Memorial Union undergo strength’s based testing and training, thus fully maximizing their leadership potentials.
 - An ESU nursing senior was chosen as President for the National Student Nurses Association.
 - Eight ambassadors and four Student Foundation members attended the CASE ASAP National Networking Conference to learn best practices.
 - Three Hornets participated in Governor Jeff Colyer’s Kansas Student Leadership Forum in Topeka.

- The Associated Student Government President help lead discussion at the Kansas Board of Regents in Topeka about concealed carry on campus.
- An ESU senior student interned for the Speaker Pro Tem in Topeka learning about legislative leadership.
- Ten ESU students visited Topeka on Higher Education Day to meet with legislators and discuss issues of the day.
- Members of the ESU Model United Nations Club participated in the Harvard National Model United Nations 2018 Conference.
- A team of four Honors College students led by Dr. Mary Shively participated in the Heartland Regional Collegiate Leadership Competition.
- At most recent Shepherd Scholarship ceremony, the associated student government president answered her own question: **“What does ESU produce? Leaders.”**



RESULTS PART 3: Examples of High Impact Practices (as defined by AACU)

The following examples are evidence that Emporia State University is using High Impact Practices (as defined by AACU) to further student success. The spirit of each example is **highlighted**. ESU is operationalizing strategic planning goal 1.1.A.

First Year Seminars

AACU explanation: *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.*

- First Year Seminar (**CW 101**)- This one hour course meets twice per week for the first eight weeks of the semester (offered both Fall and Spring). This highly interactive course is designed to help students adjust to college by teaching strategies for personal, social, and academic success. Students learn to negotiate college using positive, strengths-based approaches with heavy peer interaction. There is heavy emphasis on Diversity & Inclusion initiatives as well as consideration of future careers.
- There are several scholarship programs available to many first-year students. They are based on home location, ACT, GPA, and even major. All scholarship recipients are expected to **write thank you notes to donors**. Being appreciative in general is a good practice for life.
 - Presidential scholarships are available to freshmen and transfer students.
 - For certain out-of-state students, Sunflower scholarships are available. The new scholarship extends benefits of an ESU education to students in more places.
 - Departmental scholarships available in some majors. For instance, the Economics department awarded more than \$60,000 to current and incoming students for the 2018-2019 year. These scholarships reward students who take the challenge of getting involved in ESU's **math-oriented economics** major.
 - Some international students arrive having earned prestigious Fullbright Scholarships.
- **TRIO's** freshman course helps at-risk students with financial aid, academic advising, and tutoring. Students learn non-cognitive skills such as:
 - Personal responsibility Making wise choices Inner motivation
 - Growth mindset Grit Emotional Intelligence
 - Self-awareness Self-management Habit formation
 - Clarifying values Building resiliency Discovering strengths
- ESU **athletes** explore ESU through a first-year seminar called the **GOALS class**. Athletics staff teach the course, and student-athletes learn about time management, study skills, financial management, lab skills, drug awareness, and NCAA eligibility. There are social mixers where students from small Kansas towns work to get to know inner-city athletes from big cities. Students from different sports and backgrounds get together to intentionally get to know one another, making the student-athlete experience more impactful.

- The Office of International Education started a support group called “Global Friendship” in 2016. The program assists newly arrived international students get acclimated to campus.
 - The Center for Student Involvement recruits these international students to get involved in campus activities, including student government.
- Departments offer high impact practice opportunities in many first-year survey courses.
 - **Biology 102** (non-science majors) combines traditional classroom lectures and laboratory activities with field trips to ESU Natural Areas. Lectures and field trip activities provide the student with a basic understanding of living processes in animals, plants, and microorganisms. Major emphasis is placed on concepts that will prepare students to become informed citizens in modern society.
- First-year students try out different areas of study via major exploration courses.
 - Biology’s first-year major course (CW 101 PB, PM sections) exposes students to hands-on experiences in wildlife biology, ecology, organismal biology, environmental biology, geospatial analysis, botany, microbial and cellular biology, physiology, and education.
 - The **Business “hook” class** (BU 140) helps students achieve three goals: prepare effectively for contemporary life, build skills of everyday business life, and advises opportunities by the School of Business. So, like many first year seminars, BU 140 teaches useful life skills while at same time markets the major to them.
 - The Teachers College offers an introduction to elementary education (EL 150) as a requirement to become a teacher. Teaching children is both rewarding and a big responsibility. Teaching is also demanding, so it is important for teaching candidates to figure out early on if they are pursuing the right careers for them. This course actively helps teacher candidates explore the teaching profession through career assessment (and intervention if necessary). Career Services administers a MBTI personality test as part of this effort.
 - Like other majors, Art requires a one-hour introductory class (AR 095). Art majors gain exposure to different types of art including ceramics, glass-blowing, engraving, etc. At the same time, art majors (including freshmen) begin an 8-hour requirement called “**Art Forum**” (AR 099). This is a dynamic, hands-on experience where several visiting artists come to ESU’s campus each semester and stay for a few days to interact with students. ESU’s art students gain a perspective from professionals in their field and are able to ask questions and get feedback about art styles as well as their own careers. Some facts about Art Forum include:
 - No other Kansas school does this.
 - Required for every art department.
 - Builds **sense of community**.
 - It is a shared intellectual experience.
- Honors College offers a dynamic first-year experience.
 - For those students chosen to be part of the Honors College, one of their first experiences will be with the **Kansas Leadership Center** (KLC). This training helps students learn the basics of leadership as they join with others in addressing the challenges of the day.
 - First-year Honors students take CW 111 in the fall. This highly-interactive course is interdisciplinary in nature and uses a new topic each year for students to discuss.

- The **Koch Center for Leadership and Ethics** recruits top-performing students from across campus (many of whom are freshmen) into a leadership program where they have opportunity take part in dynamic leadership activities and participate in impactful speaker series.

- Career Development is a big part of the first-year experience at ESU.
 - Career Services visited 92% of Freshman Seminar classes, providing students with information on careers that may align with their interests, personality, skills, and values.
 - Career Services starts the process of thinking about careers early in the first-year experience. They actually bring their **Career Pathways** program with them to Black & Gold high school recruiting events before students even come to ESU.
 - As part of the Freshman Seminar (CW 101), a large part of the course is dedicated to Career Services. At ESU we encourage students to start thinking about their futures early. So, we expose first year students to career development activities such as career assessment and career matching (utilizing **FOCUS2** software). First-year students can write resumes, search for internships, and learn business etiquette. (We also located our career services directly in the path of freshmen as they make their way to the cafeteria each day.)
 - Career choices are not one-size fits all. The Teachers College recognizes this fact and offers personality tests to see which types of teachers that students might like to be. While extroverts might make great kindergarten teachers, quieter teaching students might be better suited to work in specialized teaching fields like gifted or autistic classes. As such, the Teachers College offers Myers-Briggs **personality tests** to help students decide which teaching fields best suit them.

- ESU is recognized as a leader in first-year programs. The Associate Director of the SAC office hosted a workshop called “First Generation: Building a Foundation for Success” at the Ad Astra Conference for First-Generation College Students in Wichita.

Common Intellectual Experiences

AACU explanation: *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. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.*

At ESU, Common Intellectual Experiences explore topics of interest more in depth than they might do in a single class or discipline. Structure can be different than students are accustomed to. Sometimes, students are in charge. These experiences help students make intellectual connections that they might not have been able to make in a regular setting.

- Dr. Melissa Reed from The Teachers College contracted course credit for twelve education majors to participate in three book studies, attend Brown vs. Board of Education field trip, and journal their experiences.
 - Students explored the historical timeline of American education and the types of schools and school choice.
 - Students analyzed landmark education court cases and explored IDEA special education law, role of school boards, legislative trends, and importance of educational organizations like NEA and KNEA.
 - Students explored leadership in education, identified advocacy for the profession and students, and learned about professional writing and speaking.
- Music performances by students and faculty abound. Gary Ziek, DMA will often be seen leading a student string quartet at official ESU events like foundation galas and visits by the Governor. These music students are invited to stay for dinner and even mingle with donors and guests after performances. These are impactful experiences for all involved and spur fun conversation.
- During Homecoming, ESU staff coordinated classroom presentations with Distinguished Alumni and Outstanding Recent Graduates. Coming to talk with classes were professionals in Social Sciences, Elementary Education, Psychology, Business Administration, Accounting, and Piano.
- Dr. Matt Seimears from The Teachers College takes STEM Masters students to the Selman Living Laboratory in Oklahoma to study bats and environments.
- Dr. Shelly Rowley and four sociology students attended the 2018 Midwest Sociological Society Meeting in Minneapolis. Students learned about interaction of sociology and mental health.
- Using different disciplines, Dr. Thomas Mahoney challenges his students to figure out the mathematical equation behind their smart phone screens.
- A senior sociology major arranged for a trip to the local jail and then held a panel on “What does it mean to be under community corrections management?” Students discussed the **challenges** facing the staff and the inmates.
- The School of Business hosts “Executive Hour” where alumni return back to ESU to talk about a bevy of business and professional topics. Brothers Brad Clark and Craig Clark have hosted six of these talks ranging from finance to law to human resources.
- As part of Market Based Management discussions at the Koch Center for Leadership and Ethics, Dr. Derek Yanoi has students explore the concept of decision rights. Dr. Yanoi contends that the best people to solve problems are the ones dealing with the issues at the front line. Dr. Marc Fusaro presented the Emporia State Economic Index at the Emporia Area Economic Conference.

The index gives a timelier picture of the state economy. Students were encouraged to participate in the conference.

- Dr. Joyce Zhou from the School of Business worked with Dr. Anna Catterson, Educational Technology Coordinator, to bring virtual reality to her marketing class.
- An alumnus who works at KDHE Department of Water and another guest from the EPA joined Dr. Marcia Shulmeister's Environmental Field Methods class. Students learned about surface geophysical methods (including many hands-on experiences).
- A biology alum hosted Dr. David Edd's Fisheries Management class during an electrofishing trip to Peter Pan Park.
- The Ichthyology class visited the Kansas / Missouri River confluence, where students learned about invasive carp first hand and received a demonstration on rill nets and trap nets.
- ESU hosted the "More Than X's and O's- A Coaching Education Workshop" where more than 200 college students participated in active learning about the art of coaching.
- Social Sciences and the Public Affairs Club sponsored "Fixing Kansas' Broken Budget."
- National Player of the Year traveled with her coach to meet Governor Brownback in the Capitol.



- Two Political Sciences faculty provided expert analysis after the second Presidential Debate along with students from the Public Affairs Club.
- A Political Science student and the on-campus group Up to Us brought a discussion to campus about the national debt.
- Two students worked with Dr. Michael Smith to create a video about the caucus system.
- The ESU Office of Diversity and Inclusion along with the horn section welcomed Robert Wyatt to campus to meet students. Mr. Wyatt is the first African American horn player hired by a major US symphony orchestra, the Los Angeles Philharmonic.
- The Department of Nursing welcomed Dr. Patch Adams to campus for a day of professional development: "Finding the Joy in Life and Work."
- The Flint Hills Review is ESU's national literary magazine staffed by students and advised by Professor Amy Sage Webb. Producing the magazine is a high impact practice.
- Professor Terri Summey from University Library & Archives integrated "#DearNextPresident," a social media project into her UL100 class to help students engage in current issues and events.
- Five Pittsburg State University students joined ESU biology faculty and students at the Tallgrass Prairie National Preserve for the first ever "BioBlitz." This event was organized by the ESU student Chapter of the Wildlife Society and sampled for as many identifiable species as possible, thus creating a species inventory for the Preserve.

Learning Communities

AACU explanation: *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 common topic or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.*

The idea behind learning communities is that **a culture is involved**. Students want to be with one another to learn about a topic(s) more than once. Learning communities can be formal or informal. They can involve similar-interest students sharing a living space, or the communities might involve an ongoing meeting that the students and/or faculty arrange.

- Stemming from Dr. Melissa Reed’s high impact practice education course, a learning community spontaneously formed. Students have connected to each other. Professor Reed explains:
Our classroom has become a “safe” environment for discussing tough topics. This models for the future educators how to build this safe community in their own future classroom. As we progressed through the three areas of studies, connections we made between history, current policy/practices, and the pedagogy there are learning in their current education courses at ESU. We looked at policy and law in education and understand who makes the decisions for educators about curriculum, laws, budget, etc. We have discussed professionalism in the community/teaching profession.
- The Koch Center for Leadership & Ethics is hosting the Governance, Law, and Economics Lecture Series open to the ESU community and the public. The series is designed to bring national speakers to campus to discuss how we can maintain a free civil society.
- Koch Center for Leadership & Ethics is organizing a student group (Adam Smith Club) that hosts a monthly movie night and will host a book club in the fall.
- Earth Science majors gather at the green tables in science building to gather and talk each day. Other science students gather in a suite of faculty offices “anti-room.”
- The Diversity Book Club meets regularly in the Diversity Lounge at the Memorial Union.
- Once complete, the new Schallenkamp Residential Hall will house Residential Learning Communities (RLC). RLCs will likely focus on art, music, theatre, which compliments nearby academic buildings and the learning commons. The purpose of the RLCs is to provide a meaningful experience for students with similar interests to live on the same floor and learn from each other through the structure of a curriculum.
- ESU Honors students have the option of living together.
- Residential Life has several learning communities where students primarily from the same major live and study together.
 - School of Business
 - The Teachers College
 - Honors “scholars”- First year students
 - Global communities
- Speakers such as the owner of the local disc golf manufacturing company come to visit learning communities and share ideas.
- Art students have informal learning communities.
- A grouping of seventeen freshmen business students meets monthly.
- Athletes often choose to live together and support one another.

Writing Intensive Courses

AACU explanation: *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.*

In most disciplines, the P-12 school system largely still teaches to the test. When it comes to good writing, not all high school graduates are college-ready. Composition I & II are still important to college student success.

The GEAT team did an assessment of writing at ESU and that study’s findings was that the syllabi in Composition I & II are the best reflection of student learning outcomes in writing.

Some people equate proper grammar, spelling, and punctuation with good writing. Dr. Katherine Daily O’Meara from Rhetoric and Composition suggests that we **value the process instead**. She is undertaking a “writing across the curriculum” project seeking to uncover what is happening “on the ground” with the stakeholders at ESU.

Emporia State University cares about the development of students’ ability to communicate, including written communication. What does good writing look like? There are many different forms.

Traditional Writing Courses

- Marketing has traditional writing projects. Several of these projects have gone on to win awards such as one entitled “How to Promote Business Schools.”
- Dr. Tim Burnett, Interim Chair of the Biology department, lists GB 425 “General Genetics” as a great example of a class with a 10-12 page term paper. In GB 425, biology students receive a lot of writing feedback from their professor throughout the process.
- The Art History classes have a lot of traditional writing involved in their classes.
- At SLIM, information management students learn graduate school writing.

Different Forms of Writing

- Mathematics has its own form of written communication. Dr. Thomas Mahoney requires his students to use an industry-specific writing called LaTeX. This is a math type setting program that *“every single grad student uses,”* so he starts his students early with LaTeX assignments.
- Dr. Kim Simons, Chair of Physical Sciences, explains that *“Writing across the curriculum (especially in sciences) is not codified. As science students move through their career, they will need to be concerned with such things as grammar and tone, not just content. We teach them those skills here at ESU in courses and labs (Chem 1 & 2).”*

Research Writing

- Journalism Professor Max McCoy explains writing intensity in his research classes:

“While courses such as JO 301 News Reporting and JO 302 Advanced Reporting are by nature writing intensive, with students covering actual news events and writing stories, most of our courses require at least a research paper. The courses requiring a research paper include JO 200 Intro to Mass Comm, JO 308 History and Principles of American Journalism, JO 501 Law and Ethics of Journalism. In addition, JO 506 Magazine Journalism and JO 507 Investigative Reporting require students to research and write news stories as part of a team.

Service Learning Writing

- Dr. Kevin Rabas, chair of English, Modern Languages and Journalism, talks about an aspect of playwriting and creative writing that serves the community:
 - *Playwriting/Screenwriting includes a High Impact experience with the short play festival.*
 - *All creative writing courses are supported by the student organization, Quivira, which includes high impact experiences such as performances and student publications.*
 - *Seminar in Literary Magazine is entirely devoted to high impact learnings experiences in literary publishing and literary citizenship.*
 - *All creative writing courses include a literary citizenship component that asks students to engage in the literary community as performers, reviewers, editors, and other roles.*
- The Kansas Masonic Literacy Center at ESU offers service for schools, teachers, and students. There are comprehensive plans for target schools including books for children, professional learning opportunities, and family literacy programs. The goal of the center is to improve literacy for all Kansans.
- At the request of Dr. Dennis Kear, Director of the Kansas Masonic Literacy Center, Governor Sam Brownback announced Literacy Week September 3-9 (2017).

Feedback Loop

- Professor Amy Sage Webb methods for staying in touch with her creative writing students during the semester is impressive:

*The responsibility is on students to demonstrate knowledge through work logs, artifacts, and student learning analyses. We place greater assessment **focus on the process** and rationale than the product. We build experiences with careful attention to the academic oversight component, and how other assessments (such as from on-site supervisors) are included in the academic component. We establish and maintains regular contact with students in high-impact experiences: weekly check-ins (self-reflections, work logs, correspondence, in-person or Zoom meetings, etc.). We make sure every experience includes time for regular debrief and (adjusted) goal-setting. Students makes use of collaboration tools (Asana project manager app, Google dox and drives and classrooms, Canvas, texts, contact “trees,” etc.)*

Techniques

- The William Allen White Library has resources for students to help them do bibliographies.
- SLIM students learn persuasive writing, a skill needed to convince library boards of the need for more resources, funding, etc.

- Assigned Reading makes for good writing. ESU has many book clubs including Diversity Book Club sponsored by the University Diversity & Inclusion Office.

Support

- The Composition Program (Comp 1&II) is a bridge from high school to college. The courses are part of the General Education program at ESU. Practice is a key tool in the courses.
- ESU's Writing Center is available to students with free tutoring available. Many writing enhancements are advertised for undergraduates:
 - Invention strategies Zoom videoconferencing for distance students
 - Main Idea/ Thesis Word choice
 - Content Development Annotated bibliographies
 - Organization Literature reviews
 - Introduction/Conclusion Summaries
 - Use of Resources Job application letters
 - Transitions Resumes/ CVs
 - Sentence Structure Graduate School application letters
 - Grammar and mechanics Creative Writing
- The Intensive English Program (IEP) assists international students in their writing endeavors.
- ESU English Language Learner (ELL) Lab helps students with syntax, pronunciation, listening and reading comprehension, presentation, writing speed, accent reduction, and final drafts.

Essay Competitions

- Dr. Mel Storm of English, Modern Languages, and Journalism awarded scholarships to two students who entered an essay competition for Founders' Day. The theme of the papers was "How Emporia State has changed my life." One of the winners of the competition was a student from Syria who explained how the ravages of war affected his family growing up and how coming to ESU has been a positive influence.

Publishing Opportunities

- The student newspaper (*The Bulletin*) and the yearbook (*The Sunflower*) offer different types of writing opportunities from different majors.
- The Center for Great Plains Studies hosted Kim Hogeland, Acquisitions Editor at the University Press of Kansas to talk about choosing publishers, pitching projects, and avoiding pitfalls.

Workshops

- ESU education majors taught writing workshops that they had prepared for students at Emporia's Turning Point Academy as part of the project Writers Ink.

Reflections

- The Career Center requires journaling for CW 286 / 486. Students write reflections on what they have learned over four years.

Undergraduate Research

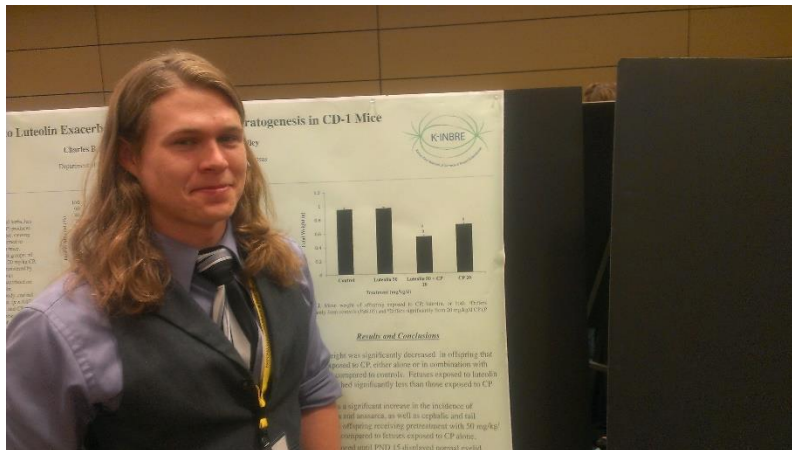
AACU explanation: *Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' **early and active involvement in systematic 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.*

Undergraduate students' desire to do real research projects is growing. At ESU, we offer several opportunities for undergraduate research. In some cases, we require it.

Preparation for Research

- The theme of providing resources at the William Allen White Library is to teach undergraduates how to do real research, not just Google.
- Librarians are often asked by students where to start when doing research. Librarians assist them with big picture questions and leave space to answer questions.

Definition of Research- According to the Undergraduate Research Scholarship and Creativity Activities committee at ESU, "undergraduate 'research' is an endeavor that complements and enhances the teaching and scholarship efforts of faculty. It is an active collaboration with students to examine, discover or create knowledge or works using methods commensurate with the practices of their discipline."



Funding

- To serve as a platform for experimental learning, the ESU (and other entities) provide funding for student research through a grant called ESURP. Competing with other submittals, students and their sponsoring faculty submit ideas, applications, and business plans. A competitive evaluation process is followed, and then for the chosen research, grant funds are awarded (\$2,000 for students and \$3,000). For the summer 2017, sixteen teams were awarded ESURP funds. Many participating teams are from the Honors College.

- K-INBRE, the Kansas-IDeA Network of Biomedical Research Excellence, provides research funds to Emporia State faculty and students. Through 2016, K-INBRE has provided more than \$1.5 million in research support to ESU. Ten ESU students (with accompanying faculty) were selected in 2016.
- External research grants provide opportunities for undergraduate research.

Topics to Research

- Genre writing has been a successful area of research for the department of English, Modern Languages, and Journalism.
- Animal behaviors is always a hot topic in biology.
- Cancer research gets a lot of attention.

Dean's Comments

- The Dean of Liberal Arts & Science is a big supporter of the arts. Dean Brent Thomas (who is also a biology professor) believes that art exhibits, plays, and musical performances are in effect the arts' version of undergraduate research. The flute Choir performing at KMEA (the state's music conference) in Wichita is an example.



Support for Undergraduate Research

- The English, Modern Languages, and Journalism department supports research with:
 - purchased technologies to support undergraduate research;
 - access to library guides in their chosen areas of interest;
 - national literary journal to develop journal exchanges;
 - partnerships (such as with Glimmer Train) to supply our students with additional publications and research material, as well as review copies of new literary publications at presses like Anaphora.
- The William Allen White Library offers specialized databases for research. Examples include databases for nursing and anatomy.
- Every year, ESU hosts Research and Creativity Day. Over 150 students and faculty usually participate. Events include three-minute presentations as well as poster sessions.

Formally Mentored Research - This type of initiative requires a lot of uninterrupted time for students and faculty to delve into these projects.

- A senior communications student completed research on a study called: “Rhetorical Strategies Utilized by Female Leaders around the World.” (with mentor: Dr. Heidi Hamilton)
- A business administration major presented her study: “Current Higher Education Funding Models and Possible Enhanced Solution.” (mentor: Dr. Steven Lovett)
- A biochemistry and molecular biology student produced a research project entitled: “A New Tool for Understanding Bipolar Disorder: Toward the Formation of a Fluorescent Probe to Detect Intracellular Lithium.” (mentor: Dr. Diane Nutbrown)
- Another senior in biochemistry and molecular biology presented: “Determination of Nicotine in Soil.” (mentor: Dr. Qiyang Zhang)
- McNair students do summer research projects with assistance of faculty mentors as they work toward graduate school.
- A business administration student studied: “Could Financial Trouble be Avoided by Cooking at Home? An Examination of the Relationship between Fast Food Spending and Payday Loans.” (mentor: Dr. Marc Fusaro)
- Two students presented “Effects of Pond and Mineral Sites on Trailing Behavior of Domestic Cattle” at the Kansas Natural Resources Conference (mentors: Dr. Richard Sleezer, Dr. William Jensen).

Comment from Administrator about ESURP research:

A number of students describe a moment of crises when project goals seemed frustrated by unforeseen difficulties and that the fortitude and creative thinking required to save the project emerged as one of their most valuable and cherished experiences. Nearly all students noted the importance of the relationship they developed with their faculty mentor combined with their desire to continue the research and creative activities beyond the summer as major positives in their experience. Finally, the near “total emersion” during the period the research took place emerged as a factor that enriched their experience. An assessment instrument will be developed for next year.

Dr. Tim Burnett (interim chair of biology) commented at the Shepherd Scholars recognition ceremony about an undergraduate research mentee:

The student shadowed me in the research lab. She was very curious and asked a lot of good questions. As we studied microflora, her attention to detail was impressive. She kept great records and became adept at protocol. She improvised as needed. She was self-assured and resilient.

Other Undergraduate Research

- For many years, ESU students have actively participated in Undergraduate Research and Creativity Day at the Kansas state capitol. Student travel to Topeka with their posters, present their findings to the crowd, and interact with legislators.
- A tennis player at the SOB did research on generic vs. brand imaging.

- Students worked with Assistant Dean of Students Jason Brooks on the Mosaic Project.
- Two psychology students did research entitled: “College Students' Enjoyment of Acting Out a Scene With or Without Instructions”
- Two other students in psychology presented: “Information about Social Conformity and College Students’ Self-Selected Personality Characteristics.”
- The ESU percussion group performed a piece by John Luther Adams at Friends University and later in Lawrence, Kansas.
- Four groups of students presented papers at the annual Southwestern Association of Naturalists.
- A health promotions student presented at ESU’s Research and Creativity Day a project entitled: “A Comparison of Heart Rate Recovery Times among Untrained, Recreationally-Trained, and Athletically-Trained College Students.”
- An athletic training student presented at Research and Creativity Day a poster entitled: “Is a Cold Pack Beneficial to Cope with Fatigue After Exercise?”
- Mathematics major was chosen for summer undergraduate research project at Carnegie Mellon.
- Summer Theatre performs several shows every summer to great acclaim.

Required Research- Some classes have research as listed requirement on the syllabus.

- TRIO research project in summer as part of McNair program to work toward graduate school.
- In Dr. Katherine O’Meara’s “Introduction to Second Language” class, students completed a research projects. An Honors English student in that class created a poster entitled: “Making the Pages Bleed: An Error and Feedback Study of Mainstream and Multilingual Writers.” She went on to present that research at the 2018 Conference of College Composition and Communication.

“Research-like” Classes- These new classes are being introduced into the curriculum to increase our capacity for providing research experiences to undergraduates.

- Students learn to design novel experiments, troubleshoot implementation strategies, analyze and communicate data. Three examples in the sciences include:
 - EB 481 (Bill Jensen) students work on our Natural Areas (e.g. Ross Reservation)
 - MC 550 Immunology lab
 - MC 765 Advanced Cell Bio Lab- novel research students utilize modern, state of the art equipment, work with cell culture and animal models,

Examples of Graduate Research

- Information Technology worked with Instructional Design students to create a 3D model of an ancient city in Turkey.
- An art therapy Masters student had pieces displayed at the Creations of Hope Gallery in Topeka.
- Online student received Farvolden Award from National Groundwater Association for research on direct-push methods for aquifer characterization. (mentor: Dr. Marcia K. Schulmeister)
- Two biology graduate students presented a poster: “Have you seen me? Looking for Northern Map Turtles and Mudpuppies in eastern Kansas.” (mentor: Dr. Alexis Powell, Dr. David Edds)
- A Teaching English as a Second Language (TESOL) graduate student presented “Understanding and Responding to Assertive Forms of Communication.”

Collaborative Assignments and Projects

AACU explanation: *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.*

At ESU, collaboration is a core value. We value teamwork. It often involves working with people with different backgrounds and experiences. Sometimes, this is called "Cross Pollinating."

Business Ideas

- "Studio E" is a new student advertising collective at ESU that draws from skills from all over campus including graphic design, marketing, writing, and website design. "Studio E" gives students real life experience working with clients.
- Venture Alliance is a School of Business initiative that assigns project teams to work for Emporia businesses. Projects include marketing, event-planning, auditing, web design, and sustainability.
- ESU business students put forth a proposal for a vineyard, a project that would create footprint across campus involving the School of Business, Biology, and other departments.

Educational

- Dr. Matt Seimears and Dr. Sara Swerdtfeger are working with the Koch Center for Leadership & Ethics on an elementary education project that will teach ESU students how to teach children about societies free from restrictions on trade wealth creation.
- Dr. Mirah Dow (SLIM) and Dr. Kenneth Thompson (Physical Sciences) collaborated on an awarded grant proposal from Librarians for the 21st Century to fund a new certification program in SLIM that will certify co-teaching between school libraries and science teachers.

Community Service

- ESU Football teamed with KMLC reading "Mouse and a Motorcycle" at Village Elementary.
- The English, Modern Languages and Journalism (EMLJ) department hosts a collaborative playwriting festival (with Theatre, Creative Writing, community).
- The ESU Ambassadors work together to assist with the "63 traditions at ESU" program.
- The Teachers College and Flint Hills Technical College collaborated on an effort to build interest in rural areas for students to become involved in computer science. The project is funded through a three-year National Science Foundation grant.

Competition

- The Emporia Entrepreneur Challenge is a competition in collaboration with the local technical college (Flint Hills Technical College), the Chamber of Commerce, Emporia Main Street, and the Kansas Small Business Development Center. Teams of students submit business plans, are coached by local business owners, do a sales pitch, and present a poster. Winners are chosen.

Courses

- EMLJ collaborated with Instructional Design to offer a Radical Poetry Writing course.

- Art Gutierrez and Bethanie O’Dell, faculty at University Library and Archives, presented about their use of a video game to students in UL100.
- Students in JO 506 Magazine Journalism and JO 507 Investigative Reporting work in teams. For Magazine Journalism, writers and photographers pair up to cover in-depth a feature story, and other students serve as editors and managers; in Investigative Reporting, the students choose an investigative project for the semester, and divide the work load—research, data analysis, interviewing, photographing, writing, editing, and design—based on each individual’s strengths.

Discussions

- A biology graduate student participated on a panel discussing “Diversity in Conservation” where the issue of under-represented gender and ethnic diversity among natural resource professionals was discussed.
- Dr. Michael Smith and Dr. Gregory Schneider from Social Sciences hosted a panel with two ESU students to talk about trends in the new Trump administration.

Research

- Three Science, Technology, Engineering, and Mathematics (STEM) students worked together to model traffic flow solutions in Seattle.
- A music minor and Associate Professor Dawn McConkie collaborated on an abstract submission entitled “Music and the Written Word: Power of Collaboration.” This submission was approved by the National Conferences on Undergraduate Research for submission to the annual conference.
- Two psychology students presented research paper entitled: “Will College Students Recall More Words if Paired with Matching Pictures?”
- During the 2016 winter break, Dr. Bill Jensen (biology) collaborated with students from The Wildlife Society on a trip to Wyoming to trap and tag mule deer. Wyoming Game & Fish biologist Tommy Wong said:

“Experiences like this for wildlife undergraduate students especially are few and far between. So the ability to be able to come out here and do projects like this is a real boost not only for research but also for their careers because they are gaining experience that most other undergraduate students across the United States will not be able to gain,”

Performances

- Ceramics and sculpture students work every year together to produce beautiful art for viewing.
- Music students sang with the Trinity choir.
- Emporia State students collaborated with theatre students from Missouri Western State University, Southwestern University, University of Nebraska, University of Kansas and others to form a 24-person troupe for Summer Theatre.
- A practicum student collaborated with ESU’s Special Collections and Archives to create a May Masee Virtual Reality Experience.
- A Shepherd Scholar double major in music and business plays in a lot of duets, which she says helps her better achieve her musical goals.

Diversity / Global Learning

AACU explanation: *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 US 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.*

DIVERSITY

Emporia State University highlights its effort to be an inclusive campus under Goal 5.0 of the Strategic Plan of *developing a campus climate and culture in which embracing diversity, equity, and inclusion is a core value lived by all members of the Emporia State community.*

Recent History

- ESU created the University Diversity and Inclusion Alliance (UDIA) in 2015-2016 academic year.
- A UDIA Plan was drafted in 2016. From this plan, a larger college-wide institutional committee formed. This group meets regularly to discuss areas of progress. In February, the committee created and distributed a campus climate survey. Results were shared with large constituencies.
- An active UDIA support team creates programming for campus.
- Diversity ambassadors meet each month.
- UDIA Director Jason Brooks leads diversity efforts and gives regular updates to President Garrett.

Emporia State University is working hard on behalf of all of its students to create an inclusive campus.

Policies

- ESU recognizes protected classes and takes steps to ensure inclusivity.
- ESU publishes interfaith religious holiday schedules.
- Exceptionalities and Disabilities are recognized and accommodations are made.
- ESU maintains a nondiscrimination statement.
- The University has signed the NCAA diversity pledge.

Campus Activity

- The Earl Center hosted a Halloween open house with games that showcased African-American, deaf community, Hispanic, Japanese, and American roots.
- ESU is celebrated Black History Month with rotating displays at the Memorial Union.
- ESU celebrated Hispanic Heritage Month.
- Bilingual reporting is an increasing important component of many of our journalism classes.
- ESU was recognized as a Top University for Latinos by Latino Magazine.

Speakers

- The former chief and tribal manager for the Delaware Tribe in Oklahoma spoke at ESU to raise awareness about contemporary Native American issues as well as Delaware heritage in Kansas.

- Civil Rights Pioneer Fred Gray was invited to speak at President Garrett’s inaugural weekend celebration. Guns on campus was a sponsored topic.
- A talk was hosted on “Colorism: A critical analysis of politics, ethics, and social issues within the African American Culture when it deals with the construct of skin tone.”
- The horn studio welcomed Robert Watt, the first African American horn player hired by a major U.S. symphony orchestra.
- Dr. Randal Jelks, a KU Professor, reflected on Dr. Martin Luther King’s philosophy.
- Political Activist Kevin Powell joined ESU for MLK week to give a key note address.
- Social Justice Expert Joy Degruy gave a speech on race relations and other issues.
- The founder of Women’s March Tamika Mallory spoke at ESU.
- An equal access discussion was hosted by Adam Burnett about etiquette.
- Residential Life took a group of students to the Bonner and Bonner lecture.

LGTBQ

- Students watched a video on LGBTQ students and discussed working with transgender students. Gender identification, equality, human rights, and social justice resources were discussed as well. GLSEN resources are provided to support the LGBTQ student population.
- Hornets Haven is a program designed to help university community understand issues of sexual orientation and gender identity. It helps prepare our community members to become allies of LGBTQIA students, faculty, and staff.
- Staff attended training for employees who identify as transgender.
- Six Hornet students attended the Midwest Bisexual, Lesbian, Gay, Transgender, Ally College Conference in Omaha.
- A graduate student presented at the Gender & Sexuality in Kansas Conference.
- All Residential Assistants completed Safe Zone Training.

Fun

- Trivia Game Name tested participants’ knowledge of the civil rights movement.
- Noted poet-writer Joshua Bennett came to Albert Taylor Hall for a night of spoken poetry.
- A skate night was held at the local roller rink.
- One-hundred free tickets were offered for a viewing of the movie Black Panther.

Breaking of Bread

- A brown bag dialogue was held to discuss Dr. King’s philosophy of non-violence.
- Student Accessibility & Support Services (SASS) held a lunch on accessibility at ESU.

Discussions

- A talk was held on intersectionality.
- Pages of Change Book Club meets regularly.
- Residential Life hosted a discussion on micro-aggressions, privilege, and oppression.
- A blog was set up by the Discover Nurses website featuring an interview with a male ESU nursing student talking about the need to recruit men to the nursing profession.
- A winning Shepherd Scholar who interns at a local church has seeks social justice for women.

Conferences

- A biology graduate student attended the Kansas Natural Resource Conference in Manhattan and participated on a panel discussion titled “Diversity in Conservation.”
- An accounting graduate student attended the Ph. D. Project conference in Chicago which “helps African-Americans, Hispanic-Americans, and Native Americans attain their business Ph.D. and become the business professors who will mentor the next generation of leaders.”

Retreats

- A Mosaic leadership retreat was held.

Community Service

- A mental health day in the black community event was held at the Blue Key Room.

Encouraging Youth

- Approximately sixty Hispanic middle school students attend ‘Si Se Puede’ each year. Students participate in workshops led by Hispanic professionals from ESU and the Emporia community. The ESU student group HALO share their college experiences. (organizer: Dr. Betsy Yanik)

Cultural Experiences

- A local coffee house was transformed into “The House of Haiku,” an interactive artistic explosion that includes haiku other mediums like vocal, dance and instrumental portions as well as live painting and more.

Recruiting

- ESU makes effort to recruit “TradPlus” students, which are those degree candidates who may not be coming directly out of high school to college. Many have jobs and dependents.
- Admissions hosted a Hispanic Family Night at the ESU campus.
- ESU tries to keep a good mix of rural and urban recruiting.

Interfaith

- Dr. Antonina Bauman held a practice stimulation of the UN Legal Committee meeting discussing “Protection of Threatened Religious Minority Groups.”
- The OIE hosted an Interfaith Dialogue, a United for Peace event. The event opened the floor for discussion about Individualism vs. Collectivism, Mercy and Compassion, Care for the Needy and Justice.
- A new interfaith prayer room is opening in Morse Hall in fall 2018.
- OIE sponsored “Meet a Muslim.”

Disabilities

- Elementary Education students with Dr. Melissa Reed toured the Kansas School for the Deaf and Deaf Cultural Center in Olathe, Kansas.

INTERNATIONAL (GLOBAL)

Approximately 10% of the ESU student population is international. We have a diverse group of students with different backgrounds and interests. The Office of International Education (OIE) leads the charge to bring these students here and feel welcome. It is all our jobs to be part of that effort. We want to put a good foot forward for Kansas.

Welcome

- Dr. Lei Wen and Dr. Joyce Zhou attended new Chinese student orientation to answer business major related questions.

Relationships

- The Comite Paraguay-Kansas (based in Asuncion, Paraguay) visited Emporia State University as part of a tour to Regent universities in Kansas.

Support

- OIE began development of online classes for Intensive English Programs.
- ESU and vendor Sodexo strives to recognize dietary needs of many different groups from around the world.

Fun

- Game Night at the Library was held for international students.
- An international tea party was hosted at the ESU ballroom.
- The huge international food festival was held at Webb Hall.

Panels

An American and International Student Panel was held at the Memorial Union.

Study Abroad

- Dr. Andrew Smith (SLIM) spent ten days in Serbia with eleven students as part of a semester-long class, visiting libraries with different cultural contexts.
- Biology students eagerly signed up for the upcoming Bahamas study abroad trip.
- Dr. Mel Storm took a group of 24 students to London on a study abroad.
- Dr. Gary Wyatt took a group of Honors College students to Uganda for a high impact learning experience. With them, they brought refurbished computers and worked on adaptive leadership challenges with the people.
- Dr. Barnett took a group of students to Vietnam.
- A journalism student traveled to Africa to study current day slavery.

In talking over with OIE Director Dr. Mark Daly why students should go abroad, he shared:

ESU Students should go abroad to expand their minds. Learning tolerance and experiencing a global setting enriches lives. It is good to gain the basic experiences of other cultures and to see their way of thinking and doing. Other systems have validity too.

Cultural

- The Chinese Student Association hosted the Chinese New Year. ESU welcomed the New Year of the Monkey (“hou”).

Recruiting

- Dean Ken Weaver from The Teachers College visited elementary and secondary schools in Germany and Denmark with executive director of international education Mark Daly.
- ESU’s new First Generation Advisory Council is “First Generation Success Stories” on campus and with Emporia High School AVID students to recruit more first generation students to ESU. The council also hosted game night for first-generation students who are already on campus.
- New recruiting initiatives for outreach in Guatemala, Colombia, Vietnam and Bangladesh are underway.
- OIE is expanding efforts to recruit English Language Learners.
- As of 2018, we have new students from Mongolia, Lebanon, and Kazakhstan.
- OIE has translated recruitment materials into Spanish, Chinese and Arabic.

ePortfolios

AACU explanation: *ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.*

Emporia State University recognizes that best practices change. We embrace this fact and look to help our students stay up with the times. As such, our information technology group, career services, and academic departments have been working for several years on electronic achievement capture.

ePortfolios and other Technologies in use at ESU

- The School for Library and Information Management (SLIM) uses a software product called Digication to help students highlight achievements.
- ESU's Canvas system that is used by faculty and students for classroom syllabi and updates has some ePortfolio capabilities. The limiting factor of Canvas is that the student cannot take this with them after they graduate as their internal logins end at graduation.
- ESU uses a software called *Credly* (rebranded as *Hornet Badges*) which allows earned badges to be available beyond someone's time at ESU. These can generally be linked to professional accounts (such as *LinkedIn*).
- Several free options for credentialing are available online. Students often use tools like Flickr, Instagram and similar sites for photos, LinkedIn profiles, and even sites like Medium.
- Fine arts students create their own website and upload their work onto that website and share the URL on their resume or curriculum vitae.
- Career Services is using a new software called Handshake. Director June Coleman explains: *Within Handshake, students can upload a variety of different projects, publications, documents, photos, links to individual webpages that showcase a student's e-portfolio and other related items in a number of formats.*

ePortfolios, Badges, and Microcredentials under Consideration:

- Information Technology is considering a product called TaskStream. This solution provides cloud-based software to help institutions with assessment, accreditation, and ePortfolios.
- A few Kansas institutions are pushing forward with badges and microcredentials. The Colorado Community College system is as well. Northwestern University has teamed with IBM to sponsor hundreds of microcredentials for its students, which are used from upskilling to reskilling and placement. These new best practices are on ESU's radar. Cost is a factor.
- Corey Falldine, Associate Vice President in Information Technology, looks to the future:

Different platforms are going to have different functions and can wonderfully supplement each other. We have focused on our efforts on developing a standard platform for badging and micro-credentialing, which we feel still have a wealth of room for growth in co-curricular, Honors, licensure and certification credentialing for workforce development, and even modular competency-based learning within traditional curriculum.

[Service Learning/ Community-Based Learning](#)

AACU explanation: *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 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.*

SERVICE LEARNING- At ESU, these are activities that help others and contribute in some way to students learning (usually in major):

- Educational
 - ESU strives to encourage young people to pursue Science, Technology, Engineering, and Mathematics (STEM).
 - Each year, ESU hosts Sonja Kovalevsky Mathematics Day (Feb 13) for junior women in high school.
 - ‘Si Se Puede’ is a math outreach day for middle school Hispanic students.
 - ESU Mathematics Methods and Physical Science students had a Math Family Night at Emporia Middle School.
 - Dr. Connie Schrock brought the outdoors inside by with Math and Science Family Night at Emporia Middle School.
 - Students were given a chemistry demonstration by ESU’s Chemistry Club.
 - ESU f helped lead Americus 7th graders to the Red Rocks State Historic Site.
 - ESU Biology Department held the Biology Camp for third to sixth graders.
 - Dr. Kim Simons created science projects for students attending the summer meal program at Emporia elementary schools, a project that was part of the Summer Climbin’ program offered by the United Way.
 - ESU creative writing students worked with young writers in classes and after school projects.
 - ESU Honors Program requires service learning as a standard part of its curriculum. The goal is to help top Hornets make it a better world with important projects.
- For Children
 - Beta Alpha Psi members assisted students at Riverside Elementary School with learning about financial literacy (using Money Island).
 - ESU Chamber Orchestra performed for Walnut Elementary School.
 - Teachers College – Amanda Brabec and Kailee Dettmann coordinated a symposium, “Take a Stand Against Bullying.”
 - Residential Life assists with summer camp by offering a “hospitality” check-in theme.
- Environmental
 - Honors Chemistry students are testing homes in the Emporia area for radon and also took soil samples to test nicotine levels at other sites.
- Community outreach

- Family Literacy Program – The Teachers College is coordinating so tutors will be available in the areas of math, literacy and reading in grades K-9 at schools in Emporia, Americus, Lebo and Olpe, Kansas.
- Legal outreach
 - Journalism students learn about Kansas Open Records Act providing opportunities for ESU students to learn about their right to inspect public records.
 - Social Science students and faculty help host K-12 students for Constitution Day.
- Health
 - ESU health promotion students and medical staff from Emporia held a Teddy Bear Clinic with mock checkups.
 - Senior nursing students in the Public Health Practicum presented at Emporia High School about drinking and driving.
 - ESU students coordinate cooking demonstrations for the event “Eat Real Food.”
 - Students spent a day at Corky’s Summer Nurse Camp learning about what it’s like to be a nurse.
 - A senior business student researched whether fast food purchasing is related to payday loan usage.
 -
- Civic
 - Students from Dr. Chris Stone’s Organizational Behavior class developed plans to revitalize the Emporia Public Library
 -
- Community
 - ESU Information Technology held a security awareness event for the general public.
- Business
 - Phi Beta Lambda students worked with local businesses to show them how to use social media.
 - Dr. Liz Diers’ accounting students assisted the VITA program for community members who needs help with income tax returns.
 -
- Mental Health
 - Melissa Kurtenbach organized “Emporia Out of the Darkness” to raise awareness for the American Foundation for Suicide Prevention.
 - HPER students hosted a mental skills and drills workshop at Burlingame High School.
 -

COMMUNITY SERVICE

- Community Outreach
 - ESU students donated 17,695 community service hours last year.
 - ESU student athletes host Senior Prom
 - ESU Facilities donated useable materials from the demolished University House to Habitat for Humanity.
 - Morse Hall students wrote thank you letters for the “Hearts in the Cards” project thanking departments for the impacts that they have in the community.

- The GIVE program provides a diverse range of community service projects for ESU students participate including reducing poverty, youth development, care for the elderly, literacy, drug prevention, and women’s rights. The theme of the program can be summed up by a quote from John Wesley:

Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can.

- Environmental
 - Faculty and students from athletic training program served as an Adopt-a-Highway cleanup crew along I-35.
- Children
 - Student Athletes volunteer many service hours at Camp Alexander painting facilities, lifting heavy objects, and cleaning up the grounds.
 - Three ESU students presented a talk on turtles to LeaAnn Guion’s class at Lord’s Lambs Preschool in Emporia.
 - BizHornet Student Ambassadors paid it forward and adopted two Angel Tree children for Christmas.
 - Student-athletes raised money for Make-A-Wish foundation.
 - Business students gathered to volunteer for Food for Students.
- Animals
 - Women’s Basketball built dog houses on a Saturday morning.
- For ESU students
 - CSI held a “Leaders for Common Good” retreat, which includes thinking about ways to help ESU students better succeed.
 - The Hornet Helpers assist incoming freshmen with move-in day.
 - Corky’s Closet provides professional wear free of charge.
 - ESU started Corky’s Cupboard to keep food available for ESU students in need.
 - Police officers raised \$500 for Corky’s Cupboard.
- Disaster Relief
 - ESU TRIO students worked with national organizations to assist raising funds for hurricane ravaged Puerto Rico.
 - Marketing Club students led a drive to help victims of Hurricane Harvey.
 - Mathematics and Economics students and faculty donated towels, tee-shirts, and clothes to victims of Hurricane Harvey in Houston.

Internships

AACU explanation: *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.*

In today's competitive environment, relevant work experience (especially in a student's chosen field) helps graduating seniors garner attention from prospective employers. Demonstrating a history of hard work and a willingness to learn truly sets graduating Hornets apart. Having interesting employment history to highlight on resumes gives Hornets positive substance to talk about in interviews.

Of course, there are different types of work experiences, and we highlight those below:

Paid Positions on Campus (not directly related to Field) - For the most part, ESU students do not come from extremely rich families. As such, many Hornets need to pay at least some of their own living expenses (which actually gives them a work ethic that will take them far in life). For that reason, most Hornets work some sort of part-time job during the summer and even during the semester. Some of those positions are considered internships (but not necessarily to their fields).

- Physical Labor Positions- ESU employs a bevy of student workers throughout campus to do a wide range of jobs. Many positions are labor intensive. Some are office jobs. In all of these positions, students learn hard work, the value of a dollar, and the role of university divisions.
 - Janitors and custodial
 - Landscaping
 - Courier, Mail room, and Print shop
- International- Because of their visa status, many international students can only work on campus (they can't legally work outside of campus). To give these students an income, Facilities often hires them to do whatever is needed around campus.
- Office/ secretarial- Students learn to use technology, answer phones, meet deadlines, scan, organize, and help professional staff achieve goals.
- Residential Assistants (R.A.)- Responsibly-minded students who show a propensity for leadership are encouraged to apply to be residential assistants. These students live in residential halls providing leadership to the residents. For this effort, R.A.s receive various forms of compensation and reduced costs.
- Social media and marketing- Many departments across campus hire students to help them with flyers, events, and general advertising of their areas.
- Athletics- Student athletes (especially 5th year seniors) help with athletic events celebrations. Several are needed to work events like the Watering Hole before football games.
- Tradesmen- Students from many different majors learn jobs such as laying carpet, painting, car maintenance, and other useful tasks that make them employable in society.
- President's, Dean, and Corporate Offices- Students learn to represent the university at the highest levels. They work on 30,000 foot projects and earn executive-level references.

Paid Positions On-Campus (related to field)

- Information Technology (I.T.)- Many students from different majors work in the I.T department. They work help-desk shifts, answer phones, code and program, set up technologies, create I.T.

solutions, and are generally leaned upon for heavy amounts of production. These are great work experiences for students from any major, but especially those going into computer science.

- Graduate Assistants- Masters-level students help faculty with research, co-writing papers, help teach classes, grade assignments and assist departments. For this, they receive payment in the form of salary, some benefits, tuition waivers, etc.
- Crime & Delinquency majors work with Police & Safety with parking collection, ticketing, police office, and general security around campus.

Unpaid - Sometimes (especially during recessions), students will work unpaid internships because it gives them work experience in their desired field. Other times, it is just the tradition of their field that they work unpaid positions to get a needed qualification.

- The state of Kansas requires student teachers to work 12 (unpaid) weeks at a local school district serving as a student-teacher. ESU Teachers College Students work 16 weeks. Many of these student teachers go on to be hired by the school for whom they student-taught.
- ESU Nursing students do clinical rotations that are both paid and unpaid.
- ESU Ambassadors are some of our best and brightest student and do many unpaid projects on behalf of the university.

Formally Structured Internships

- The School of Business worked with Emporia business community and Emporia Main Street to create the Community Internship Initiative (CII). Through this cooperative, business students work on short, impactful consulting internships. Prior to engaging in the work, students take a 3-credit hour pre-internship course (CW 286) on dynamics in the workplace.
- Career Services initiated an opportunity for ESU students to work three different jobs over three weeks in Counsel Grove, Kansas.

Faculty-Driven Internship Opportunities- These highly-sought-after internships (sometimes with other institutions) come about for students because of faculty connections. These internships are usually afforded to the best and brightest students from within a major.

- Facilities- Art and Theatre students work with Facilities to learn welding, construction and other needed skills for staged performances.
- Facilities- Some science students work in the labs doing cleaning and maintenance.
- Dr. David Edds used connections to help students secure internships with the Core of Engineers.
- Dr. Bill Jensen arranged for internship work at the Tall Grass Prairie.
- Dr. Tim Burnett shared that the Johnson County Crime Lab hires 2-3 ESU interns per year.
- Writers and editors for *The Bulletin* get invaluable experiences throughout the semesters writing for the student newspaper.
- Interns from the local technical college (Flint Hills Technical College) work at power plants for free to get experience they need to become more attractive hires at the nuclear plant.
- Five interns in counseling services completed 371 appointments.
- Dr. Keven Rabas shared: *“Creative Writing helps students garner internships and field study experiences. Students intern with such entities as literary publishers/presses, local libraries and arts centers, publications, and now ESU’s first student design collective. They also engage in field studies of their own design to explore areas of literary arts, or to complete special projects such as visiting writer interviews and profiles, podcasts, or presentations.”*

Industry Internship Opportunities (formal relationship with ESU)- Career Services, the School of Business (through the Corporate Connection program), The Teachers College, and many other ESU faculty and staff work hard to create a pipeline of ESU students for intern employment in industry:

- Cerner
- Phillips 66
- Koch Industries
- Westar
- Cerner
- Wolf Creek Nuclear Plant
- Hill's Pet Nutrition
- Westar Energy
- Payless Shoe Source
- Sprint
- Hill's Pet Nutrition
- Capitol Federal
- Disneyworld

Other Industry Interns- Other industrious students create their own internships opportunities with companies and institutions such as:

- Honeywell
- Federal Express
- Lyon County Historical Society
- *The Joplin (Mo.) Globe*
- Synergy Services
- Sedgwick County Regional Forensic Science Center
- St. Louis Police Department
- "Elf the Musical"
- Virginia and Nevada City, Montana
- Van Stratton, Winer, Associates
- Wesley Medical Center
- Sedgwick County District Attorney's Office
- Dow
- Smithsonian in Washington DC (SLIM student)
- Plumb Place
- Hetlinger of Emporia
- Rutgers University Research Internship in Ocean Sciences
- Lawrence Arts Center
- Mayo Clinic

Credit-given- Some internships contribute to earned credit hours as well.

- JO 509 – 3 credit hours are given in Journalism for some internship efforts.

Legislative Interns- Some legislative internships are paid, while others are unpaid. ESU students have interned in recent years for:

- US Congressman Kevin Yoder
- Kansas Speaker Pro Tem Peggy Mast
- Kansas Senate President Susan Wagle
- Kansas Representative Joe Siewert and Brenda Landwehr

Required

- Psychology students complete a required internship their senior years as a capstone experience.
- Theatre students take Field Internship I&II.

Capstone Courses

*AACU explanation: 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.*

Depending on majors, ESU students experience different types of capstone event. Some students take an official capstone course. Other students take an exam administered by ESU. Some students sit for professional licensure. Some students turn in a thesis or research project. Some give a performance. Others lead groups. Some take trips with a professor. Other students just give feedback to ESU about what they have learned. A few even engage in advocacy.

Programs

- After a few years leading campus tours, experienced ambassadors serve as tour trainers.
- Blue Key Honors Students organize the Hayes Lecture series.
- Recreational Services utilizes leadership from upper division HPER majors to lead personal training, Group X, and intramural activities.

Courses

- The School of Business requires MG 473 "Business Policy" class for all of its students as a traditional capstone experience.
- The Creative Writing Program has offered a capstone course for the past 19 years. Students design an individual project supported with readings and research, produce the project, and participate in weekly workshops and regular mentoring with professors.
- Modern Languages have offered a capstone course for the past 18 years. Students engage in a research or culminate project that incorporates their study of language, and present upon their findings in an open presentation to the faculty.
- Theatre 401 "Senior Capstone" course brings together four years of learning into one active class.

Papers

- SLIM requires a capstone essay in LI 880.

Summer Trips

- Dr. Michael Morales leads earth science students to do capstone work out of state.

ESU-Administered Exams

- Concurrent enrollment with MG 473 (Business Policy class) requires a Major Field Test.

Licensure

- ESU students achieve high passage rates on licensure exams (NCLEX, CPA, PRAXIS) for nurses, accountants, and teachers.

Career Services- Outreach occurs in capstone/senior level classes.

- Mock interview days are set up for students from the School of Business, Graduate Studies, Office of International Education, and LA&S.
- Mock interviews are set up for practicums in Health Promotions, Recreation, and Strategic Management.
- Skype interview preparation.
- At the Teacher Career Fair, professional recruiters gave advice to ESU job seekers.

Feedback

- ESU student-athletes do exit interviews providing live feedback about their experiences.
- Career Services asks graduating seniors to write reflections on “what they learned.”

Advocacy

- Members of the executive associated student government team travel to Topeka to advocate each spring on behalf of higher education.

SECTION V: CONCLUSION

When doing a research project like this one, it is helpful to have a technical framework from which to work (i.e. AACU's official list of high impact practice examples). These are proven areas of engagement where students from a broad range of backgrounds benefit.

Admittedly, not every impactful practice that universities pursue fit cleanly into the AACU's official list of examples. This why the writer feels the definition for HIP needs to be somewhat fluid. To be thorough, we collected examples of AACU's high impact practices as well as examples of other university initiatives we feel are impactful to student success.

Regardless of how we define buckets of high impact practices, what matters to an institution's success in the long run is student satisfaction. We need to remember who are primary stakeholders are, our students. It is their lives that are most impacted by the positive practices that we employ on their behalf. While it is true that universities have other constituencies (advisory boards, parents, employers, legislatures, communities, etc.), students are the ones who vote with their feet. They are the ones who have to be satisfied first and foremost. We must help them achieve their dreams and goals. By this measure, ESU rates highly.

As proven out by our surveys, students feel Emporia State University is improving in the areas that they care about. While the surveys do show room for improvement, they do show relative to our peers and improvement from freshman year to senior year that ESU is teaching students the skills they need. We are supporting them. Our faculty are giving them the hands-on experiences that they desire. They are making a difference in the world.

With hundreds examples of high impact practices in areas all over campus, it is fair to say that Emporia State University is operationalizing strategic plan goal 1.1.A.

Walking up the hill both ways in the snow...

Years ago, when I attended another university, students did not receive the same experiences and level of support that Hornets do today. Courses were factual, not necessarily impactful. Instructors were less interested in empowering undergraduate students to learn life and career skills. Their role (at my institution) was to recite knowledge, answer questions during office hours, and issue academic challenges. If we could keep up, then we made a decent grade (and maybe secured a job after four years). Sitting in the front row helped. If we did not, then the bell curve awaited.

At my institution, there was no central advising. Each student was assigned a faculty member who would spend thirty (30) minutes discussing the next twenty-five (25) classes that we should take. No one helped us with registration. There were no early alert systems. We really had no idea if we would graduate on time. My friends and I were supposed to look at the five-hundred (500) page book and figure it out.

There was little assistance with FAFSA. If families did not have enough money, there were few scholarship references. No one talked with us about borrowing too much money. The career center was there at my college, but thinking about career options were certainly not part of the first-year experience. Back then, there were worthwhile activities to do in college, but the entire onus was cast upon college students to find worthwhile activities and make them **meaningful** on our own.

Service learning was something people did occasionally to make their resumes look better. Good writers were born. Leaders were ordained. Undergraduate research is something students might have done on their own time. There was no effort to encourage students to meet people with different points of view. Faculty did not try to connect us with summer opportunities and future employers. There was no one to teach us about proper manners and how to handle oneself at a corporate event. Finding mentors, searching for extra hands-on experiences, and preparing for study were the completely the responsibility of the college student.

Thankfully, times have changed. Emporia State University's higher impact practices prove it.

APPENDICES

Contributors

Name	Role	Department	SLAC Member
Bashaw, Ed	Dean, Professor	School of Business	
Bolen, Kristi	Director	TRIO	
Brooks, Jason	Assistant Dean of Students	University Diversity & Inclusion	
Burnett, Tim	Interim Chair, Associate Professor	Biology	X
Catt, Steven	Chair, Professor	Communication & Theatre	X
Catlett, Rob	Assistant Professor	Mathematics and Economics	
Coleman, June	Director	Career Services	
Coughlin, Cass	Director	Residential Life Administration	
Daly, Mark	Dean	International Education	X
Denton, Jennifer	Associate Vice President	University Foundation	
Ewy, Joel	Career Counselor	Career Services	
Falldine, Corey	Associate Vice President	Information Technology	
Gehrke, Shelly	Associate Provost	Enrollment Management and Academic Success- Student Advising	
Ginter, Beth	Marketing Director	School of Business	
Hammond, Michelle	Dean	University Library & Archives	
Jeong, Wooseob	Dean, Professor	School of Library & Information Management	


Name	Role	Department	SLAC Member
Kear, Dennis	Executive Director	Kansas Masonic Literacy Center	
Kienholz, Kevin	Professor	English, Modern Languages & Journalism	
Kohman, Rachel	Senior Director	Center for Student Involvement	
Lovett, Steve	Assistant Professor	School of Business	
Mahoney, Matthew	Assistant Professor	Mathematics and Economics	
Martin, Patrick	Professor	Art	
Metz, Nikki	Coordinator	Alumni Programs	
O'Meara, Kathleen	Assistant Professor - GEAT	Rhetoric & Composition, Director of Composition	
Runge, Mark	Director	Facilities	
Rabas, Kevin	Chair, Professor	English, Modern Languages & Journalism	X
Reed, Melissa	Associate Professor	Elementary Education, Early Childhood, and Special Education	
Seimears, Matthew	Chair, Professor	Elementary Education, Early Childhood, and Special Education	X
Simons, Kim	Chair, Associate Professor	Physical Sciences	X
Smith, Andrew	Associate Professor	School of Library & Information Management	
Smith, Michael	Chair, Professor	Social Sciences	X

Name	Role	Department	SLAC Member
Jerald Spotswood	Dean, Professor	Graduate School and Distance Education, English, Modern Languages & Journalism	
Thomas, Brent	Dean, Professor	Liberal Arts & Sciences, Biology	
Weaver, Kenneth	Dean, Professor	The Teachers College, Psychology	
Webb, Amy Sage	Professor	English, Modern Languages & Journalism	
Weiser, Kent	Executive Director	Intercollegiate Athletics	
Wiggins, Brenda	Administrative Specialist	Honors College	
Willingham, James	Coordinator- Graduate and Career Services	School of Business	
Williams, Deanna	Director	Diversity Programs	
Wyatt, Gary	Associate Provost Dean, Professor	Honors College, Sociology, Anthropology, and Crime & Delinquency	X
Yanoi, Derek	Director, Associate Professor	Koch Center for Leadership and Ethics	
Zhou, Joyce	Associate Professor	School of Business	

INTERVIEWS

ACADEMIC AFFAIRS INTERVIEWS

A) Interviews from Student Learning Assessment Council (SLAC)

<p>Date: December 6, 2017</p> <p><u>Subject Matter Expert:</u></p> <p>Dr. Tim Burnett</p> <p>Interim Chair and Associate Professor - Biological Sciences</p> 	<p>First Year experience</p> <ul style="list-style-type: none">• CW 101 (been going on 8-9 years) <p>U/G Research</p> <ul style="list-style-type: none">• Biology is top department for research• Students work with faculty mentor, usually on a project that is of interest to faculty and student. Vests both.• K-INBRE program is funded through special appropriation (not a part of the NIH budget.)• Increase in NIH funds. K-INBRE biomedical grant-around 8 students paid and do research over summer and academic year.• Train u/g to become better graduate students.• External research grants provide more opportunities for undergraduates to participate in research (Current grants to Jensen, Powell, Burnett and Koerner).• Students do a lot hands-on work in laboratory and field classes.• “Research-like” classes are being introduced into the curriculum to increase our capacity for providing research experiences to undergraduates Students learn to Design novel experiments, troubleshoot implementation strategies, analyze and communicate data. Three examples EB 481 (Bill Jensen) students work on our Natural Areas (e.g.Ross Reservation), MC 550 Immunology lab and MC 765 Advanced Cell Bio Lab- novel research students utilize modern, state of the art equipment, work with cell culture and animal models,• UG experiences help with Job interviewing• Independent study for credit• Research and creativity day (Webb, Topeka)• “Research is important part of what we do.”• Invest, pays off to get involved.• ERSCA URSCA advisory committee writes letters to donors (50 people local to ESU). Handwritten invitations to come to Research and Creativity day. <p>Internships</p> <ul style="list-style-type: none">• 2-3 per year
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- Intermittent internships that come up.
- Johnson County Crime Lab

Diversity

- NIH wants diversity in scientific work force
- TRIO McNair- like INBRE model, students get paid to work in labs. Designed specifically for diverse STEM students.

Global Learning

- Bahamas – marine biology (every other Christmas)

Writing Courses

- GB425 General Genetics
- Big term paper (10-12 pages)
- True Writing Intensive course with back & forth with teacher

Aquatics Center

- Another lab space
- Philosophy of UG research experiences includes 1-on-1 experiences
- The motivation for creating ‘research-like’ courses is to make the experience more hands-on. This requires less students in a classroom than at typical Research I type school.
- Creating new space creates new opportunities
- Limnology

Capstone

- Many students present their work at conferences.

Grants

- K-INBRE- apply every five years
- TRIO McNair- like Embry model, students get paid to work in labs. Designed specifically for diverse STEM students.

Hands On

- All of our programs emphasize hand on learning. Forensics is a great example.

Date: April 12, 2018 (phone interview)

Subject Matter Expert:

Dr. Steve Catt

Chair and Professor -
Communication and Theatre



Interviewing Class

- Formal, 3-hour credit class
- Offer in fall
- Required for concentration

Theory

- Art of asking questions
- Teach how to gain information
- Example: Insurance Company needs to open office in Lawrence. New employee needs to get information about... How would formulate questions, follow-up?
- Persuasive interviewing- Realtor wants to sell listing, but doesn't know what buyer's needs are. Persuade to buy house.
- Experiential
- HIP
- Not lecture out of a book
- "How to drive a car" not from a book
- Not journalistic interviewing

Date: March 2018

Subject Matter Expert:

Dr. Mark Daly

Dean- International Education



Study Abroad:

- Faculty led
 - Dr. Wyatt- Uganda
 - Dr. Barnett- Vietnam
 - Dr. Storm- UK
- Expand and make more complex
- 10-12 go abroad for a semester (Europe and Asia)
- Why go abroad?
 - Expand mind. City people coming to rural areas and vice versa.
 - Tolerance, global system enriches lives, basic experiences of other cultures, thinking, doing.

International Studies:

- Many are graduates.
- IEP is part of OEI.

Culture for International:

- Provide opportunity for int'l students to share their culture and learn about American culture.
- International office helps provides the experience
- Measure learning and continually try to get others involved.
- Meet people of different faiths

Other countries

- "Am I thinking about their world?"
- Systems have some validity
- See why they work and deserve respect.

Date: December 5, 2017

Subject Matter Expert:

Dr. Kevin Rabas

Chair and Professor– English,
Modern Languages, & Journalism



Journalism

- **Writing Intensive Courses.** While courses such as JO 301 News Reporting and JO 302 Advanced Reporting are by nature writing intensive, with students covering actual news events and writing stories, most of our courses require at least a research paper. The courses requiring a research paper include JO 200 Intro to Mass Comm, JO 308 History and Principles of American Journalism, JO 501 Law and Ethics of Journalism. In addition, JO 506 Magazine Journalism and JO 507 Investigative Reporting require students to research and write news stories as part of a team.
- **Internships.** A few advanced journalism students are offered internships at commercial news outlets or related organizations. Over the holiday 2017-18 break, for example, one student will be interning as a general assignment reporter at *The Joplin (Mo.) Globe*. The interns may enroll in a course, JO 509, which offers them up to 3 hours of credit, with the cooperation of their work supervisor. In the past, students have also served internships at other media, and at the Student Press Law Center.
- **Collaborative Learning.** Students in JO 506 Magazine Journalism and JO 507 Investigative Reporting work in teams. For Magazine Journalism, writers and photographers pair up to cover in-depth a feature story, and other students serve as editors and managers; in Investigative Reporting, the students choose an investigative project for the semester, and divide the work load—research, data analysis, interviewing, photographing, writing, editing, and design—based on each individual’s strengths. “Cross Pollinating.”
- **Diversity Learning.** Bilingual reporting is an increasing important component of many of our journalism classes, considering the community is approximately 40 percent Hispanic. The students have transferred these skills to their work on the student newspaper, *The Bulletin*, an independent forum for student expression. Each week, in print and online, *The Bulletin* presents many stories in both Spanish and English.
- **Community-Based Learning.** Students in JO 301 News Reporting and JO 302 Advanced Reporting must submit a request for records under the Kansas Open Records

Act to a governmental unit in the community. These requests have been submitted, for example, to the Clerk of the 5th Judicial District Court, the Emporia Police Department, the Lyon County Commission, and other entities. This not only provides the students with experience in their right to inspect public records, but also provides an opportunity for students to help educate records custodians who may be unclear about which records may be released to the public.

English

- **FYE:** We offered first year seminar for many years and stopped offering it last year because we were understaffed to teach it.
- **Writing courses:**
 - Playwriting/Screenwriting includes a High Impact experience with the short play festival.
 - All creative writing courses are supported by the student organization, Quivira, which includes high impact experiences such as performances and working on a student publication.
 - Seminar in Literary Magazine is entirely devoted to high impact learnings experiences in literary publishing and literary citizenship.
 - All creative writing courses include a literary citizenship component that asks students to engage in the literary community as performers, reviewers, editors, and other roles.
- **Collaborative assignments:** playwriting festival (Theatre, Creative Writing, community), collaborated with Instructional Design to offer collaborative course in Radical Poetry Writing
- **Global learning:** the Modern Languages programs offer a range of study abroad experiences (how high-impact these are in terms of how they're instructed, I don't know, but certainly study abroad might be seen as high impact. Colombia 2016, Spain 2017, etc.)

	<ul style="list-style-type: none"> • Diversity Learning: Two of our faculty are members of the KLC Faculty In Residence, and one other faculty member has been selected for the KLC transformational grant team working on Diversity, Equity, and Inclusion at ESU. • Undergrad Research: <ul style="list-style-type: none"> --We offer a significant range of (unremunerated) directed study and mentoring experiences for undergraduates. --We have so far been successful at gaining summer research grant funding for projects, and we continue to offer mentoring for undergraduate research in projects outside of class, particularly in genre writing. We send forward 2-3 applications every summer for ESURP summer research assistance. --We have pursued equipment and technology funding to support undergraduate student research and creative projects. --Student mentoring includes helping students identify conferences and publications, and prepare work to submit for presentation or publication. --We help students develop library guides in their chosen areas of interest. --We use our national literary journal to develop journal exchanges in support of student research and creativity. --We pursue partnerships (such as with Glimmer Train) to supply our students with additional publications and research material, as well as review copies of new literary publications at presses like Anaphora. --The creative writing capstone course includes a directed research component—all students
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complete a program of directed reading in primary and secondary source material.

- **Service Learning:** Creative Writing students work with young writers in a range of activities—William Allen White Children’s Book Award poetry chapbooks, writers in the schools mentoring, Young Writers Project work in classes and after school writing projects (Emporia Middle School and Chase County Elementary), Emporia High School writers mentoring. Projects have included contests, chapbooks, performances, creation of prompts websites to help students write through the summer, pen pal projects, etc.
- **Internships:** Creative Writing is offering internships and field study experiences every semester. Students intern with such entities as literary publishers/presses, local libraries and arts centers, publications, and now ESU’s first student design collective. They also engage in field studies of their own design to explore areas of literary arts, or to complete special projects such as visiting writer interviews and profiles, podcasts, or presentations.
- **Capstone Courses:**
 - The Creative Writing Program has offered a capstone course for the past 19 years. Students design an individual project supported with readings and research, produce the project, and participate in weekly workshops and regular mentoring with professors.
 - Modern Languages have offered a capstone course for the past 18 years. Students engage in a research or culminate project that incorporates their study of language, and present upon their findings in an open presentation to the faculty.

Strategies to promote HIP

- **Advising**—working with all students in the Creative Writing Program to identify interests and skills, and to place into internship or field study experiences.
- **Curriculum**—integrating HI activities into classes (creative writing’s Visiting Writers

	<p>Series, reviewing, chapbook projects, playwriting festival, etc.)</p> <ul style="list-style-type: none"> • Strategic Partnerships—cultivating partnerships with entities in the profession and community for student internship and field study experiences. (Creative Writing examples: Meadowlark Press, Spotlight Magazine, Quest Magazine, Topeka/Shawnee County Public Library, Visiting Writers Series, The Writers Place, Kansas Poet Laureate, Emporia Public Library, Ellen Plumb’s Bookstore, local schools, and studio-e Design Collective. Also seeking additional press partnerships, bookstores, KS Humanities Council, KS CAIC, publishers, professional organizations.) • Pursuing grants—Spanish faculty and Creative Writing faculty have successfully applied for high impact learning grants to support HI experiences with students. CW has also applied successfully for grants to support infrastructure and equipment for HI experiences (podcasting, video, live performance, layout and design, publishing arts). Will apply to KS CAIC and KS Humanities Council in future. • Pursuing endowments—working with the ESU Foundation to identify donors to support student scholarships and internships, as well as support for publishing and literary arts activities. Ultimate goal = endowed professorship to support the Reichardt Center for Publishing and Literary Arts, a locus of HI activities. <p>HIP in one year</p> <ul style="list-style-type: none"> • In a position to reflect upon assess our efforts. • Still seeking more information about student interests and abilities. • Continuing to develop strategic partnerships for HI experiences. • Ready to identify especially fruitful areas to intensify efforts. • Developing information for presentation at professional organizations. • In need of additional staffing to support the efforts (particularly in the areas of assessment, maintaining online platforms/communications, and tech support).
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Date: December 5, 2017

Subject Matter Expert:

Matt Seimears, Ph.D.

Chair and Professor- Elementary Education, Early Childhood, and Special Education



About Matt

- Teaches STEM from a teaching perspective
- Micro-teaches students hands on
- Group teaches with peers
- Pre-tests ESU students and assesses afterwards.
- Teaches EE 311 Planning and Assessment, EE 316 Elementary Science methods.
- Concentrates on ethics, behavior strategy, and rural teaching methods.
- Works in activity centers where students learn about electricity, force in motion, matter, basic chemistry
- “Tell” = forget. “Show” = remember. “Hands on” = understand.

Teachers College

- Recruiting students into the program due to high impact experience opportunities.
- The continuation of growth is predicted due to hands-on rigorous experiences provided for all majors in the department.
- I-pads initiative (through grants)
- Hornet connected learning

HIP

- Robotics competition- only known competition nationally that trains future educators in STEM, STEAM, and STREAM. 344 participants from 38 teams from all over Kansas. Compete at the Hive for Robotic Glory.
 - Split over two days.
- Matt takes new STEM Masters students to study Bats at Selman Living Lab (EE316) <http://sites.uco.edu/cms/sll/>
- The Emporia State University Science and Mathematics Education Center (SMEC) serves students, faculty, and area teachers. This STEM Center includes library resources, planetarium programs, and educational outreach. We have a plethora of K-12 physical sciences, natural sciences, and mathematics resources in formats including kits for classroom use, teacher resource books, student activity books, literature books, textbooks, professional materials, assessment resources, audio-video & interactive white board DVDs.
- E311 and E316 are not lecture classes- they are project based.
- Internship- during block 3, some students teach abroad (Finland, Indonesia, etc.)

Melissa Reed's Project

- Melissa Reed contracted course credit for twelve education majors to participate in three book studies, attend Brown vs. Board of Education field trip, and journal their experiences.
- Explored historical timeline of American education and the types of schools and school choice.
- Analyzed landmark education court cases. Explored IDEA special education law, role of school boards, legislative trends, and importance of educational organizations like NEA and KNEA.
- Students explored leadership in education, identified advocacy for the profession and students, and learned about professional writing and speaking.

(Follow-up from April 2018):

HIP attributes

- Life Changing
- Metacognitive Enhancements
- Positive Mindsets
- Positive Change
- Positive Impacts
- Positive Life Impacts (PLI's)
- Spontaneous Positive Impacts

Quote from Student

Dr. Seimears goes above and beyond for every student, he truly has our best interest in mind and wants nothing more for us than success. Dr. Seimears has taught me how to communicate effectively with other teachers, professors and colleagues. He has taught me to be confident in my own teaching and has also given me the tools to be confident through all of the experience and feedback from being in the classroom. In his class we were able to do two group teaches, two individual teaches, science stations, and robotics.

Through these experiences I was able to gain confidence in my teaching styles, how to work cooperatively with other team members, and how to include students in every lesson. It's always hard to make sure every student enjoys what we are learning and these teaches helped me understand how to do so in the best way. I enjoyed the science stations the most

	<p>because we had the opportunity to teach all grades about pollution at Reading Elementary. This was the last teach for ESU students ever at Reading because it is closing at the end of this school year, so it was incredible to be apart of that history.</p> <p>Dr. Seimears' class gives us the opportunity to work in a rural school and an urban school. I was able to actually get a feel for each setting, after being so close minded to what I thought I wanted for my future, it opened my mind to how great both of these settings are. Through his class I was able to connect with other talented elementary school teachers who also provided me with feedback on my teaching, and questions that helped me think critically towards my future profession. I am grateful for the opportunity to learn from Dr. Seimears.</p>
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Date: December 19, 2017

Subject Matter Expert:

Dr. Kim Simons

Chair and Associate Professor -
Physical Sciences



About Physical Sciences

- Consolidated in 2013
- Master in S.P. with concentration in CHEM, Physical Sciences

Prep for Chem I

- Acclimation to Chemistry
- Brand new (assessment)
- Final was ACS exam, Math & Chem
- Dr. Thomas and Shelly Gehrke (SAC)

First Year

- Intro to Physical Sciences (in Fall) = intro to engineering
- 2+2
- CHEM 2 Lab (Diane Nutbrown)

Service Learning

- Special honors section
- Community involvement (Radon Testing)
- Water analysis
- Tobacco – smoke free campus
 - Baseline measurements- nicotine level in soil

Living community

- No official living community, but they hang out together in suite of faculty offices “anti-room”
- Table, whiteboard, classroom
- Earth science hangout- green tables

Writing

- Writing across the curriculum- especially in sciences, it’s not codified
- Moving through career → grammar, tone
- Write up in lab- Chem 1 and 2
- Share – now, expect later

UG Research Projects

- Biochemistry
 - Independent project- last semester or two.
 - 1-1 with faculty
 - Recommend talk with many faculty

Travel

- Topeka posters

- Scientific conferences
- ACS regional meeting
- American Chemical Society
- Kansas Academy of Sciences (150 year anniversary)
- International (more graduates)

Internships

- Biology- wonderful syllabus
- Daily journal (professor evaluates)
- Chemistry- pharma interns
- Students shadowed doctors (daily journal)

Nursing

- Chem 1&2, General Chem = nursing chem

STEM Teachers

- Less being produced, especially CHEM
- Fewer classes offered, need more
- Education majors take harder courses in field

Cap Stone

- Earth Science- Fields Capstone course (Mike Morales)
 - 3-4 year travel
 - 6 week course over summer (2 weeks investigating Hamilton quarry, 2 weeks in Grand Canyon, Colorado)
 - Tents, food, van, T.A.
- Bahama trip
- Partially subsidized by Foundation (final project)

Grants

- Fewer and fewer
- Release time needed for faculty to write position
- Some collaborative grants
- K-INBREE- great success mentoring u/g biomedical

Date: March 20, 2018 (via email)

Subject Matter Expert:

Dr. Michael Smith

Chair and Professor- Social Sciences




National internship opportunities

- Truman and Eisenhower opportunities
- Interns at Eisenhower digitized records.
- education/ public outreach programs at Truman
- Partnership with KU for DC.
- 10 credit hours in spring and are encouraged to take PO 446 American Legislatures online at same time (enough for f.t. enrollment)
- Student is interning for the Organization of American States
- Student is interning for Congressman Kevin Yoder

Topeka interns

- Through Speaker Pro Tem
- Attend 12-14 times during session
- Some expenses paid
- Student is interning for Senate President Wagle
- Student is interning for Rep. Joe Siewert
- Student is interning for Rep. Brenda Landwehr

B) [Interviews with Deans](#)

<p>December 8, 2018</p> <p><u>Subject Matter Expert:</u></p> <p>Dr. Ed Bashaw</p> <p>Dean- School of Business</p>  <p>Beth Ginter</p> <p>Marketing Director- School of Business</p> 	<p>SOB Department</p> <ul style="list-style-type: none">• Accounting, Business Administration, Information Systems, Management, Marketing, Computer Science, Business Education, Business Data Analytics• MBA with Concentrations in Accounting, Information Systems, and Marketing; Master of Accountancy; Master of Science in Information Systems <p>High Impact Practices</p> <ul style="list-style-type: none">• Internships (Lovett, Rahman, Bauman, Willingham)<ul style="list-style-type: none">- 47 last fall- Relationships and hiring- Joyce Zhou working with Emporia biz community- Grant with Honors College<ul style="list-style-type: none">○ SOB pays ½ salary, handles paychecks○ Main Street is administrator• Capstone (Professors Miller, DeVito, Bauman)• Learning Community (SOB advises)<ul style="list-style-type: none">- 17 freshmen meet monthly• Writing (Keough management course)<ul style="list-style-type: none">- Muldoon- elevator challenge- Entrepreneur challenge• Research (grad and undergrad)<ul style="list-style-type: none">- Honors - (student)- (grad student)- Topeka research• Collaborative Learning<ul style="list-style-type: none">- Venture alliance: match up colleges (Willingham)- Holt Prize- Cerner Cup- Experimental Learning• Community Service<ul style="list-style-type: none">- Adaptive leadership theme• Common Intellectual experience<ul style="list-style-type: none">- Dr. Fusaro's Adam Smith (Koch Center as well)• Corporate Connection (Career Development)<ul style="list-style-type: none">- Companies pay for access (Koch, Cerner, Phillips)- Interact with students (critique resumes)- Go into classroom- presentations on what to do to get job, desired majors- Targeted career services- Koch Insights Day- ESU takes 5 students there- Insurance Day (Ken Selzer, Blue Key)- day seminar
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	<p>Club Opportunities:</p> <ul style="list-style-type: none">• George Durler's Beta Alpha Psi (Accounting)• Beta Sigma (national)• PBL- FBLA (national)
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Date: February 6, 2018

Subject Matter Expert:

Michelle Hammond

Dean - University Library and Archives



Background:

- Hopkins University - medical library
- University of Detroit
 - Factories, industrial info
 - Human labor, info age

Library Theory:

- Inter-library tool (standard at every university)
- Specialty databases (nursing, anatomy)
- Research does not just = GOOGLE
 - Kids are ready for more advanced tools
- Info-literacy
 - "I don't know where to start"
 - "How to even think about this topic?"
 - Leave space to ask questions
- Technology
 - Cool tools

ACLR framework (American Association of College Research Library)

- Best practices concepts

ESU Library

- Librarians available by circulation desk
- Chat function on main page
- Regular student workers
- 4th Floor Honors College- classroom with smart promethean board, writable tables
- ACES on 2nd Floor- writing center with Joelle
- Evening tutoring sessions
- Research based, meaningful presentation.
- Trifecta of Aces, writing, librarian's research section
- Children's library

Scenarios

- 2AM freak out "can someone help me? I am in a bad place right now."

Quotes:

*"The career opportunities of the future aren't totally known. They don't exist yet. At ESU, we are preparing our students to **think critically** and be **adaptable**. The world is changing under our feet like sand in an hour*

glass. Future leaders must be info-literate, flexible, positive, and able to communicate.”

- Transferable. Malleable.
- Info age
 - Prepare ourselves, positive, meaningful, significant contribution
- Holistically, globally
 - Create opportunity, adaptability-- > ESU understands
 - Do what takes to train kids for spaces to be adept and adaptable. → Move every class to address that.
 - Some degrees need to be movable.
 - Focus on future.

1st Year Experience

- UL 100 (survey course)
- Push wall of thinking.
- Go from 2 hour to 3?
- Broad spectrum

Date: January 26, 2018

Subject Matter Expert:

Dr. Wooseob Jeong

Dean and Professor - School of
Library and Information
Management



SLIM Program

- Masters and PhD program
- Goes through summer
- Lots of group projects
- 7 core classes, both face-to-face and distance

High Impact Practices

- 801 intro class
- 880 capstone essay to reflect and review
 - Intentionally done toward assessment (ALA also requires assessment)
- Professors give career advice
 - Most are librarians, practice-oriented.
- Serbia trips
 - US helped to rebuild libraries in 1990s
- National conference- takes students
- ALA conference with 30,000 people (moves around)
 - Credit bearing
- Public library association in June
- National Book festival with Laura Bush- took 12 students to DC last fall.
- Graduate school writing
 - learn technical, grant
 - how to convince consultants, boards
- Advocacy classes with Andrew Smith
- Active in state and national poster sessions for graduate research days.
- Students often co-present.

Date: January 15, 2018

Subject Matter Expert:

Dr. Jerry Spotswood

Dean - Graduate School

Dean - Distance Education

Professor - English, Modern
Languages, and Journalism



Graduate Program

- 31 degree programs
- 33 concentrations
- 14 certificates
- Stressing quality and rigor

Graduate Department Roles

- Admissions
 - Basic ESU Graduate Standards + Departmental requirement
- Marketing to prospective grad students
- Graduation ceremony
- ESIRC repository

ESU Departments

- There are some first year experiences (set by departments).
- Hands-on graduate experiences
- Many long papers assigned by faculty
- Lots of research done by grad students with faculty
- Capstone experiences, including theses and dissertations

“Student Experience”

- Great recap of graduate activities
- Individual stories

Date: December 11, 2017

Subject Matter Expert:

Dr. Brent Thomas,

Dean - College of Liberal Arts and Sciences, Professor - Biological Sciences



First Year

- BIOL- Dwight Moore

Common Intellectual and Learning Communities

- Art Forum-not a first year seminar, but some freshmen participate
 - No other Kansas school does this
 - Visiting artist- not just present and go home. In class visiting with students.
 - Required for every art department
 - Build **sense of community**
 - Shared intellectual experience

Writing intensive

- Every department

Collaborative

- Studio E- Plumb Hall team “Gold plated”
 - SOB + Graphic Art + Creative Writing
 - Real clients, Lot of zing
 - Expansion of HIP
 - Crosses disciplinary boundaries
- Imbedded in one person’s class
 - Project as a group. Group paper

U/G Research


- Sciences have countless examples.
 - Turn in project, no one hears
 - Presented at professional conference
- Animal behaviors- required format of journal
 - Two students presented to journal. Publisher accepted.
 - Van load of students went to conference
- Research broadened out to include creative scholarly effort.
 - Glass, music, theatre- Production
 - Creative equivalent = U/G experience
 - Tangible products

Global learning

- Mel Storm- London
- Moore – Bahamas
- Robinson/Spaulding- Spain
- Barnett- Vietnam
- Daly- inventory

	<p>Goal 5.0 Diversity</p> <ul style="list-style-type: none">• Get students involved in UDIA• Engage students• Jason/Gary/Jim- dorms, RSO• What are we doing with students in diversity? <p>Service Learning</p> <ul style="list-style-type: none">• Honors, Gary Wyatt• Rob Catlett- community• Michael Smith• KLC training• Id problem in community and work to solve<ul style="list-style-type: none">- Traffic sign and accident- Community leaders change <p>Internships</p> <ul style="list-style-type: none">• June Coleman• Michael Smith• David Edds- Core of engineers.• Tall grass prairie (Bill Jenson)• Emporia Community Foundation• Alfredo Montalvo- lots of crime internships• Theatre/ Music- perform for events- lead up to u/g research <p>Capstone</p> <ul style="list-style-type: none">• Interdisciplinary capstone- Ellen Hanson- variable• NCLEX nursing- prep <p>Provosts Office</p> <ul style="list-style-type: none">• HIP proposals• Gary Wyatt- call for proposals• All funded initiatives, lists
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C) [Interviews with Professors](#)

<p>Date: February 10, 2018 (via email)</p> <p><u>Subject Matter Expert:</u></p> <p>Rob Catlett,</p> <p>Director - Center for Economic Education and Community Research Associate Professor - Mathematics and Economics Faculty Senate Past President of the Faculty</p> 	<p>About Economics at ESU</p> <ul style="list-style-type: none">• ESU has the only Department of Mathematics and Economics in the United States. Obviously, the ESU economics program is rather quantitative; however, when combined with mathematics, physics, or engineering, economics can be a powerhouse. The Bachelor of Science with a major in economics is classified as a quantitative economics program, which makes it one of the few STEM economics programs in the United States. This allows international students to apply for extended Optional Practical Training (OPT) that may make it possible to have an additional two years of practical training (e.g., employment related to the major) beyond the one year limitation for most non-STEM majors. <p>Internships leading to Employment</p> <ul style="list-style-type: none">• Student 1 – Econ & Math From the Wichita Eagle 2/17/17 “Kansas Air National Guard major in the 184th Intelligence Wing, fought in 425 battles in recent years, killed Taliban and other insurgent fighters – and never left Wichita to do it.” As I recall she oversees a budget of about \$400 million. She had an internship with Marion Merrell Dow in Kansas City that gave her special insight in to private sector and public sector connections• Student 2 – Econ, Physics, & Pre-engineering (dual degree with K-State) – had multiple internships with Honeywell in Kansas City. He has a top-secret security clearance because Honeywell makes the non-nuclear parts of nuclear weapons.
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Date: January 31, 2018

Subject Matter Expert:

Kevin Kienholz

Professor- English, Modern Languages and Journalism



Role of Principal

- Advises English BSE students

Advising

Students who to become English teachers through the BSE program (Bachelor of Science in Education) typically will work with the Student Advising Center for during their first year (or so). Once the BSE students earn 30 credit hours, they migrate over to the English department where an English faculty advisor works with them further on a BSE degree plan. Then, over time, the Teachers College begins to share some of the advising responsibilities during the BSE student's last two semesters. Faculty Member Dr. Kevin Kienholz describes the advising process within his English department:

"BSE students have an extensive meeting with an English departmental advisor who then signs off on their application and enrolls them in everything else that they will take (that is not designated as Phase I). Then, going into Phase II, the student again meets with the English departmental advisor to seek approval for their three Phase II placement choices. The department then votes on candidates applying for Phase II."

Student Teachers

- Field placement (not paid)
- Work full time with cooperating teachers at schools
- Serve 16 weeks (Kansas requires 12)
- Can split into two 8 week sessions at different schools (middle + high school)
- In Emporia (college town), there is a lot of demand for our student teachers.
- Most of EHS are ESU grads.

Teaching Profession

- Many teachers leave the teaching profession after five years.

Date: March 16, 2018

Subject Matter Experts:

Dr. Steven Lovett

Director-School of Business Career Services, Business Resource Center

Assistant Professor - School of Business



James Willingham

Coordinator-Graduate and Career Services - School of Business- Business Resource Center



School of Business

- Only 5% of SOB have ESU's accreditation.
- Beat Ivy League accreditations.
- Venture Alliance three-pronged approach
 - Chamber list, goodwill, full-time jobs
- Dr. Fusaro's economic index (led off KBOR meeting)
- Ultimately, parents want students to get jobs.
- Career day in the fall.

High Impact Practices

- ESURP grant through Honors College
 - Platform for new ideas "Experimental learning"
 - Idea, Application, Biz plan, Approval
 - Pool of money (\$2K for student, \$3K for prof)
 - Undergrad research about funding model of Higher Ed (legislators interested)
 - All versions of public higher ed are unsustainable.
 - Only private schools with huge endowment are going to make it as is.
 - cancer research
- Internship pipeline
 - Career services, SOB, professors, self-generated
 - Can be entrepreneurial
 - Actively supervised (not getting coffee)
 - Grocers, banks, property developers
 - Granada wants an intern
 - Wolfe Creek HR internship
 - Koch students stay
 - Jon Geitz from Edward Jones invites students to dinner, internship, employee development (7-8 students self-select).
 - ESB cost share.
- Advisory Council (speakers)
 - Capital Federal- systems analysis careers
 - Clark Brothers "Executive in Residency" talking about finance, law, HR, resume prep
- Career Placement in classroom
 - Different way of teaching talking about internships and job placement in class.
- PBL = Collegiate FBLA
 - 12 students eligible for nationals (out of 14 went to nationals)
 - Honorific society
 - Adviser of the year

	<ul style="list-style-type: none">- Social media workshop for community → grow business through snapchat, geo-fencing, not giving away authority• IT seminar for community members• Biz Hornet Center (4 years old)<ul style="list-style-type: none">- Matches faculty to student• To Intensive advising<ul style="list-style-type: none">- Sophomores- let's talk about careers- Professional advisers who know curriculum and discipline specific information <p>Clubs</p> <ul style="list-style-type: none">• Beta Gamma Sigma<ul style="list-style-type: none">- Invited to join. Top 10% in SOB.• Beta Alpha Psi<ul style="list-style-type: none">- Accounting / IS- Career development (i.e. visit Phillips in Bart, OK)
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Date: December 8, 2018

Subject Matter Expert:

Dr. Thomas Mahoney

Assistant Professor- Math and Economics



Virtual Reality in classroom (limited)

- Knot theory course
- 3-dimensions (useful in chemistry)
- Curves spinning in space

Math and Economics Department

- In graduate school, 2-4 are pure math majors.
- ESU graduates about 12 Math Ed majors per year
- ESU Econ (Rob Catlett, Dr. Selby pursue strong math students for ECON)
- Cross-listed "game theory" econ for u/g

Light board

- "Resources accentuate teaching"
- Students make content with light board. Looks sharp.
- Uses for online lectures, math solution videos
- Teaches college algebra, graph theory course
- Dr. Wiley and Schrock teach calculus, graph theory, MA701
- GTA uses for lower levels
- Came on an I3 grant (Anna Catterson's IDT design)
- Rob Gibson from IT assisted
- Joe Kern constructed
- Wired cameras, monitor
- Post production, canvas capabilities
- Feature: students don't have to learn video and editing software. They just open one piece of software, login, click as they learn how to use the light-board itself.

High Impact Practices

- Using light board as a collaborative new way to "write"
- Math 410 Math explorations
 - 5 students doing virtual reality
- UG research: Math involved in a smart phone (pinch to zoom)- had students figure out that equation
- Sofa problem- hang a picture around 2 nails
 - Friction of string
- Strong study groups formed around Math community
- Math honors game night (2x semester), initiation
- Dr. Akers Math 410 part of that community building
- Writing LaTeX language- math type setting program (industry standard)- every single grad student uses.

	<ul style="list-style-type: none">• Matt publishes his LaTeX messages online (students careers will depend on usage). "Type setting mathematics" is best practice for career.• NSF funded summer math research <p>Opportunities:</p> <ul style="list-style-type: none">• Lots of career opportunity in business, actuary, science, economics. PHD options.• NASA, DOD• Coding careers• Internships are impactful, but hard to get.
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Date: December 19, 2017

Subject Matter Expert:

Patrick Martin

Professor- Art



Art department

- Ten years ago, we had several 1 hour required art courses, but with 120 graduation goal, those are going away.
- Art therapy- grad program. Teachers.

High Impact Practices

- Art forum serves as first year seminar.
 - Visiting professors stay 1-3 days (all kinds)- graphic design, glass, etc.
- Learning communities- not formal, but many live together.
- Writing courses- plenty of writing in art history. Upper classmen do power point presentations- 15 minutes on an artist in field. Lots of art proposals.
- Collaborative- Depends on medium. Sculpture, ceramics, glass constantly work together.
- Art history does have some global learning.
- U/G research- Art history, upper division painting.
- Service learning- arts center. Teach classes- community
- Internships- always had some in graphic design. Make things for dept. Posters for art forum.
 - Ceramics produced for company. Mugs for Dirty Kansa. Multi-media.
- Capstone- no, but there is a mid-program portfolio review (required, not credited)
 - Sophomore review- digital review of their work.
 - Write a statement
 - Faculty vote
- Faculty interaction
 - Roberta worked with advanced u/g.
 - Joint summer project with student. Published and exhibited.
- Collaborative- new graphic design- printing and design
 - Marketing + Communication +Art
- UG research = senior exhibitions in King Hall
- Mural projects
- Service- Skateboard park

Date: March 22, 2018

Subject Matter Expert:

Katherine Daily O'Meara, Ph.D.
Assistant Professor, Rhetoric &
Composition, Director of
Composition



About Dr. O'Meara

- PhD in English (Writing, Rhetoric, and Literacies)
- Specialization in 2nd language writing and writing program administration
- Directs the Composition Program (Comp I & II)
- Teaches courses in rhetoric and composition

Writing theory

- Institutional ethnography: Has roots in sociology; seeks to uncover what is happening "on the ground" with all stakeholders in an institution (e.g., Emporia State)
- Scaffolding- giving students a big project and break down into manageable pieces. Build back up.
- Some people equate proper grammar, spelling, and punctuation with good writing. We should value the process instead.
- Meta cognitive process- drafting, collaborate, feedback

Her research

- Writing across the curriculum "WAC"
 - 12 participants from 12 departments across campus. Initial canvassing, chit chat about:
 - What does good writing look like?
 - What type of assignments?
 - Feedback?
 - How writing is assessed
 - Writing may be valued in these courses, but they might not be using the same language (culture, silos)
- WAC usually paired with writing across disciplines "WID"

General Ed Assessment Team

- Look at how courses in other disciplines contribute to instruction in writing and mastery of writing skills.
- Wildly different ideas on what good writing is.
- Depends on discipline
- Lower order- citations, spelling
- Variability of responses

Intensive English

- Method and set-up

K-12

- Many schools teaching to the test

- Writers aren't necessarily better than in past
- Need more space for inquiry
- Common core
- Not writing practice or rhetorical concepts
- Dual credit high school courses are often implemented in an AP English course, which is often literature-focused (rather than rhetorical)

Do we fix these writing skills coming into college?

- Depends on student
- Engage in writing process
- Invested

Comp 1&2

- Required
- Future: Implementing a sophomore- or junior-level writing class, implementing a professional writing class

Date: December 6, 2017 (via email)

Subject Matter Expert:

Dr. Melissa Reed

Associate Professor - Elementary Education, Early Childhood, and Special Education



High Impact Practice Summary:

This learning experience was designed to provide our education majors with opportunities to explore teaching/education from the real-world, professional aspects of the career. Of those education majors who applied to be in the first cohort, 12 were accepted (combined elementary and secondary). I met with each student individually and each signed a **learning contract** and created an **Individual Plan of Study** stating the criteria/personal goals they would meet in order to earn 1, 2, or 3 hours of college credit. The course was divided into three areas of study: The History of Education; Education Law, Policy, and Ethics; and Leadership and Advocacy in Education. For each area of the course, there was a book study, guest speakers, field trips, discussion/reflection, and simulations. The students kept a reflection journal throughout the course. Dr. Reed's high impact learning experience aligns to three of the criteria from the AAC&U resource link:

"Service Learning, Community-Based Learning"- Throughout the semester, guest speakers from the education community including the Kansas Department of Education, have come to our classroom and provided opportunities for the students to participate first-hand in rich discussions with experts on education-related topics. They have reflected on how the learning from the experiences will impact their future career as an educator. In addition to the guest speakers, we have also taken field trips to participate in real-world settings to observe education in action. We have explored a variety of school models, education-related historical sites, and a state board meeting to discover the impact on schools/students/educators. We looked at law, policy, and ethics in education. We also heard from advocacy groups (e.g. KNEA, Rise Up Kansas) who lobby for classroom conditions. They learned the importance of educators to serve in leadership roles in the community, exercise their right to vote, and be an advocacy voice for their profession and school children. I have attached an overview of our speaker/field trip schedule.

"Diversity/Global Learning"- Through our book studies, speakers, and field trips, a theme of diversity and global learning has been explored. We have studied the impact of poverty and how de

facto segregation exists as a result. Dr. Stephens provided an opportunity for students to experience the Cycle of Socialization. In addition, guest speaker, Dr. Rochelle Rowley, provided opportunities for students to understand the effects of power and privilege in the classroom. We explored racial and cultural diversity on our trip to Brown V. BOE in Topeka. School segregation and desegregation was a topic of discussion.

Ranger Ekong, Ranger Armstrong, and Ranger Lutz (Brown v. BOE) led us in a “courageous conversation” exercise in which the students participated to learn about a teacher’s role/impact on race/culture in the classroom. We also met with Dr. Beyl New from the Topeka School District, who not only shared her experiences as a student in the Monroe School, but also how she currently manages diversity and racial issues in the Topeka District. We watched a video on the LGBTQ students and discussed working with transgender students in the classroom. Gender identification, equality, human rights, and social justice resources have been explored, as well. Guest speaker, Dr. Jim Persinger provided GLSEN resources to support the LGBTQ student population. One of my students is in the process of starting an “I am That Girl” chapter <http://www.iamthatgirl.org/> on our campus, as a result. We explored landmark legal cases that have impacted students’ rights in schools. In all aspects of diversity, we have discussed the impact of bullying on these populations, including the side-effects such as suicide, and the socio-emotional needs of all students.

Learning Communities- Students in the course have connected to each other. Our classroom has become a “safe” environment for discussing tough topics. This models for the future educators how to build this safe community in their own future classroom. As we progressed through the three areas of studies, connections we made between history, current policy/practices, and the pedagogy there are learning in their current education courses at ESU. We looked at policy and law in education and understand who makes the decisions for educators about curriculum, laws, budget, etc. We have discussed professionalism in the community/teaching profession.

	<p>Students have been provided with information on locating resources with accurate information on education policy. They have been invited to network with the speakers when they have questions or concerns about the profession in the future. They now know how to contact the state school board members or the education commissioner. They were invited to attend educational events at the state capitol by the legislators who visited our class. They have been shown how to write a professional letter to express concerns or ask questions of the individuals who lead these decisions in the education community. Many are now following these leaders on social media. There are currently teachers in the profession who have not had the opportunity to speak first-hand to the education leaders in our state!</p>
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Date: April 2, 2018 (via email)

Subject Matter Expert:

Dr. Andrew Smith

Associate Professor, School of
Library and Information
Management



Advocacy

- Goal- The point of the advocacy class is to equip the students with a broad range of advocacy skills they can use to promote and preserve libraries within their communities.
- Method- Educate and inform their communities about the library, and the value a professionally-staffed library brings to its community.
- False assumption- We assume everyone knows what a library is and what benefits it brings to a community. This is not true. A lot of people are unaware of the services available at their local library.
- Process- Library professionals are identifying the stakeholders in their library - using a very broad definition that includes legislators at all levels, funders, users, and non-users attending governance meetings (city or county government, school boards, etc.) through advocacy elevator speeches, to developing a comprehensive advocacy plan.

Curriculum

- Real world application: Faculty are putting professional education in a real-world context, so we try as much as possible to have all our assignments based on real-world tasks that our graduates will have to perform. So a huge part of each of our classes would be high impact learning activities.

National Standards

- Learning outcomes are firmly based on our national professional standards, but we teach our courses with a combination of a strong theory base coupled with practical application.

Date: May 9, 2018 (via email)

Principals:

Amy Sage Webb

Professor - English, Modern Languages, and Journalism



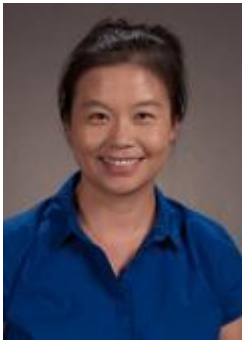
1. Identify applied learning opportunities in existing course content and skills (What are ways students could demonstrate this knowledge in an out-of-classroom setting? Where do I use this knowledge **outside the classroom**?)
2. Identify potential for **academic partnerships** in non-academic situations, particularly professional service and consulting in community
3. Create flexible academic / credit-bearing opportunities in curriculum (**variable credit option courses**, contract courses, internship/field study)
4. Create recognition opportunities for specific skills (**badges**, certificates, etc.)
5. Develop contract grading in courses with high impact practices. Maintain a core of activities and objectives for all, with flexibility for students to contract particular activities and objectives.
6. Put the responsibility on students to demonstrate knowledge through work logs, artifacts, and student learning analyses.
7. Place greater assessment focus on the process and rationale than the product.
8. Build experiences with careful attention to the academic oversight component, and how other assessments (such as from on-site supervisors) are included in the academic component.
9. Establish and maintain regular contact with students in high-impact experiences: weekly check-ins (self-reflections, work logs, correspondence, in-person or Zoom meetings, etc). Make sure every experience includes time for regular debrief and (adjusted) goal-setting.
10. Make use of collaboration tools (Asana project manager app, Google dox and drives and classrooms, Canvas, texts, contact "trees," etc.)
11. Build professionalization activities into student contracts (mock interviews with Career Services, credentialing documents such as resumes, practice presentations, etc.)
12. Practice separating the project from the person through regular "meta-communication" activities. Analyze what's happening in the project, then interpret from various points of view and test multiple interpretations.

Date: December 20, 2017

Subject Matter Expert:

Dr. Joyce Zhou

Associate Professor - School of Business



School of Business Department

- 13 tech grant (ignite and innovate)
- Edscoop magazine Virtual Reality – make students the content creators
- Assessments of learning. Write reflections on every course. Close the loop.
- Talked with Hopkins about curriculum. ESU added marketing analytics to innovate business feedback

High school recruiting

- High school career day (600+ students) come to campus to learn about marketing, accounting, HR
- Shadow day for h.s. students
- Curriculum discussion with h.s. teachers

High Impact Practices

- First year- Business Dynamics class “hook”
- Learning communities- Biz learning commons in Towers
 - Dynamic Disc Jeremy Rusco speaker on team building
 - Business afterhours
 - Social media for small business
- Writing project
 - best paper award “data analytics”
 - “How to promote Business Schools”
- Collaborative assignments
 - Venture Alliance
 - o Real life project
 - o Flint Hills Mall, Sweet Granada, Kansas Free for Arts, Ellen Plumb Bookstore, Emporia Presbyterian Manner
 - o Marketing presentation in front of clients
 - o Feedback on spot
 - o Testimonial- clients post info on their FB page
 - o Student reflective thinking
 - Studio E - art/graphic design major
- Diversity- Study abroad in Germany
- Research- (tennis player)- generic vs. brand image
- Capstone
 - Business Policy for everyone
 - Integrated Marketing Communication 400 level
 - o PR person, accounting exec, pick client
 - Creative ideas for biz
 - Virtual reality

- Free consulting
- Real world experience
- Community service
 - Chamber
 - Social media workshop for small business (FBLA)- twitter, snap, fb
- Internships / Career development
 - Shadow day following career professional
 - Spring break week
 - Community and business enhancement tour
 - Emporia Main Street takes students to different business each week. Tour Twin Rivers, Uncommon Threads, Studio 54, Salsa
 - Innovative Teaching grant recipient
 - Business etiquette luncheon (teamed with Career services)
 - Executive Hour
 - Career closet (interview tips, wardrobe)
 - Venture Alliance- student project initiative coordinated through Career Services and BizHornet Center to execute projects for local businesses on a no-cost basis as part of their coursework.

The Future

- “Gazing back, engaging forward”
- Need to tell our story.

Technology

- Google glasses

Club Opportunities:

- Chinese Student Association
- International marketing
- Country presentation
- Traditional Chinese clothing

D) [Honors College Interview](#)

Date: December 11, 2017

Subject Matter Experts:

Dr. Gary Wyatt, Associate Provost and Dean - Honors College
Professor - Sociology, Anthropology, and Crime and Delinquency Studies



Brenda Wiggins, Administrative Specialist at Honors College



Recruiting

- Black & Gold
- Hornet connection
- GPA and ACT requirements
- Looking for well-rounded, engaged students

Honors Program

- 170 students in program (about right)
- 50 graduating per year
- National association definition
 - Measurably broader, deeper, more complex
 - Skills building
 - Collaborative
 - Research-oriented
 - Use assessment to fine tune (Baseline surveys)
- Mentoring
 - Shared interest projects
 - Application
 - Approval
 - Funding
- Adaptive leadership
- Systems as opposed to individuals
- Transforming lives at personal level
- Civic leadership training
 - KLC 2-day course
 - CW111 (General Ed class)
 - Faculty in residence
- R&D for HIP
 - Summer ESURP (fund 4-5 every semester)
 - HIP= world= realize it's about human relationships
 - CW 300 Global problems (sociology) "Pre-Uganda"
- Conferences
 - Host two conferences
 - Great Plains Honor Council
 - Kansas Honors Connection
 - Presentations on interests
 - Early November
 - Keynote
 - Collaborative and research oriented
- Regular ESU students can take honors courses.

ESURP

- \$15K per budget (from Provost)

- Proposals from faculty (in spring)
- Makes award in fall
- Propose a budget
- Assessment
- Examples: Matt Seimears bat trip, Joyce Zhou's biz marketing students.
- Looking for curriculum innovation (not travel)

Service Learning

- New honors students
- Practicums
- ID a problem in community
- CW 510
 - Payday loans
 - Mark Fusaro
- Adding value
 - Teach clarinet at h.s.
 - Database for local agency (Nick Sumner)
 - Oral history for veterans
 - Promise keepers
- Goal 1.0 Communities + vision/mission
- Honors = academic excellence → Better world with progress on important projects

Global Learning

- Uganda
 - Students raised own \$ for travel.
 - Decommissioned computers
 - Not a tourist
 - Life-changing
 - Sanitation
 - Partnered with two agencies
- Finland

Living Communities


- 6th floor in S. Towers
- Scholars floor
- Want to be there.
- RAs organize activities for the honors students

McNair



- Shanna Eggers partners with Gary
- "At Risk" → Masters
- Economically disadvantaged with promise
- "Interested in PhD"
- Interviewed, faculty mentor, faculty research

	<ul style="list-style-type: none">• Incubator of Kansas Leaders• 1st generation + Pell eligible <p>Research</p> <ul style="list-style-type: none">• All Honors students involved (required)• Research & Creativity day <p>Internships</p> <ul style="list-style-type: none">• Nothing official <p>Capstone</p> <ul style="list-style-type: none">• CW510
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E) [Student Advising Center, ACES, and Admissions Interview](#)

<p>Date: December 20, 2017</p> <p><u>Subject Matter Expert:</u></p> <p>Dr. Shelly Gehrke</p> <p>Assistant Provost for Enrollment Management and Academic Success - Admissions, SAC, ACES, SASS</p> 	<p>Academic Center for Excellence and Success (ACES)</p> <ul style="list-style-type: none">• Free peer tutoring• Writing and research assistance (Joelle Spotswood)<ul style="list-style-type: none">- One-on-One coaching student success workshops• Recommended by faculty in discipline• Strong academics background in academic discipline• Certification training• U/G only, Student job, paid hourly• BIO, CHEM, HIST, ORG CHEM, PSYCH, A&P, GEOG, others by appointment• TRIO provides 1 on 1 tutoring <p>English Learning (ELL) Lab</p> <ul style="list-style-type: none">• Integrated in the writing center• Head phones- listen to selves talk <p>Wellness Center</p> <ul style="list-style-type: none">• Test anxiety <p>Library</p> <ul style="list-style-type: none">• Research• References <p>Student Accessibility & Support Services (SASS)</p> <ul style="list-style-type: none">• Accessibility for everyone who engages ESU.• Section 504 RA of 1973, ADA• I.T. focus• Tools, accommodations, support for all aspects of university life <p>Student Advising Center (SAC)</p> <ul style="list-style-type: none">• Graduate on time• Mentoring• 1st Generation Student Organization• PALS• Facilitate CW101: University 101 seminar• 7 student employees shared with SAS• Front desk, files, schedules, formats• Monitor tests for SAS <p>Retention Action Team- Lynn Hobson and Shelly Gehrke</p>
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[Masonic Literacy Center Interview](#)

<p>Date: December 6, 2018</p> <p><u>Subject Matter Experts:</u></p> <p>Dr. Ken Weaver</p> <p>Dean - The Teachers College Professor - Psychology</p>  <p>Dr. Dennis Kear</p> <p>Executive Director - Kansas Masonic Literacy Center</p> 	<p>Athens of America</p> <ul style="list-style-type: none">• Emporia puts children in forefront• Tracing history of literacy in Emporia <p>Masonic Literacy Center</p> <ul style="list-style-type: none">• Goal: <i>improve literacy of all Kansans, birth - adulthood</i>• Works with KDOE to id schools in Mason's districts.<ul style="list-style-type: none">- Free and reduced and ELL• Three Pillars<ul style="list-style-type: none">- Service for schools, teachers, students including: Books for children, professional development for educators, family literacy programs- Comprehensive plan for target schools<ul style="list-style-type: none">o Targets 11 schools around Kansas from Arkansas City to Garden City to Coffeerville to Oberlin to Kansas Cityo Action plano Diverseo High poverty- Support families and communities<ul style="list-style-type: none">o Distribute books and literacy information to parents and school events, community baby showers and via website- Research<ul style="list-style-type: none">o Monitor student data and use it to help target schools with literacy performance- Partnership with Masons, which includes: reading with students, host family literacy events, distributing books<ul style="list-style-type: none">o Read for record- teachers read at daycareo Promote family literacy.<ul style="list-style-type: none">o Distribute bookso One School One Book at Village Elementaryo Videos for parent education training (IDT makes video)• Guiding principles• Events<ul style="list-style-type: none">- Partner with USD, library, and communities- Emporia Arts Center- Reading readiness training for 101 daycare and PreK teachers in Lyon County- Mobilizing Literacy Liaison Jodi Case- 200 people- Reading to succeed at Timmerman Elementary
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F) [Interview with Koch Center for Leadership & Ethics](#)

<p>Date: December 7, 2017</p> <p><u>Subject Matter Expert:</u></p> <p>Derek Yanoi</p> <p>Director and Associate Professor, Koch Center for Leadership & Ethics</p> 	<p>Background</p> <ul style="list-style-type: none">○ Managing Director of the O’Neil Center for Global Markets and Freedom at Southern Methodist University○ Founding Director of the Center for Free Enterprise at Florida Southern College○ Lundy Chair of the Philosophy of Business at Campbell University (Managed economic and free enterprise education for the business school)○ Manage using Market Based Management <p>Goals</p> <ul style="list-style-type: none">○ Humanize Business Education○ Introduce students and the public to the role principled entrepreneurs play in dignified human flourishing○ Develop a Political Economy Major○ Develop a residential summer camp for high school students <p>Koch Center values</p> <ul style="list-style-type: none">○ Leadership emerges from freedom and human dignity○ Create long term value for people○ Business is inherently social and must be about people not things○ Individual dignity and freedom○ Humility, all knowledge is dispersed and cannot be given to a single mind○ Reduce poverty and enhance human flourishing○ Create opportunities <p>Market Based Management (MBM)</p> <ul style="list-style-type: none">○ Best people to make decisions are ones dealing with the problem; given them decision rights (if they have earned them)○ Develop a vision for the organization and all strategies must support and further the vision○ Hire good people with both skills and commitment to vision○ Recognize your core competencies and leverage them
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- Encourage entrepreneurship and creativity based on core competencies and capacities

HIP now

- Teaching Philosophy of Business (Fall 2018)
 - At Florida Southern, taught a business learning community comprised of freshman with the top 15% of SAT/ACT scores
 - Matt Seimears and Sara Schwerdtfeger working on K-8 curriculum to integrate economics into STEM
 - Importing *Teaching Free Enterprise* curriculum from Texas and rekeying for Kansas Standards
 - Operating two weekend colloquia for college students, nationwide, to explore ethics, morality, freedom, and economics
 - Organizing a student group (Adam Smith Club) that hosts a monthly movie night and will host a book club in the fall.
 - Hosting the Governance, Law, and Economics Lecture Series open to the ESU community and the public; designed to bring national speakers to campus to discuss how we can maintain a free civil society
 - Operating a faculty grant program designed to support instructors that create course projects that address issues related to the values of humility, dispersed knowledge, and knowledge.

STUDENT AFFAIRS INTERVIEWS

A) Interviews with Center for Student Involvement

<p>Date: January 29, 2018</p> <p><u>Subject Matter Expert</u></p> <p>Rachel Kohman</p> <p>Senior Director – Center for Student Involvement</p> 	<p>High Impact Practices</p> <ul style="list-style-type: none">• 1st Year<ul style="list-style-type: none">- E-Experience 24-hour freshman camp- Hornet orientation- Partnership b/w SAC and CSI- Peer mentor program- built-in friend partnership b/w SAC and CSI• International<ul style="list-style-type: none">- 1st year orientation- Lots of events- Focus: Recruit int'l into ASG and all areas of CSI• Service<ul style="list-style-type: none">- Blythe Eddy- Community Hornets- GIVE- getting involved and volunteering in emporia (partnership with international students and domestic students volunteer throughout the Emporia community)- “Leaders for Common Good” retreat- KLC based capstone- Habitat for Humanity- Alternative Spring Break’- Hornet Helpers- move in day• Fraternity and Sorority Life<ul style="list-style-type: none">- Emerging Leaders Institute (1st & 2nd year students)- Bridge commonalities
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Date: December 5, 2017

Subject Matter Expert:

Deanna Williams

Director-Diversity Programs - Office
of Diversity, Equity and Inclusion



Role of Principal

- Coordinate programming of student diversity initiatives at the university.


Comments

- ESU is ahead of a lot of other universities. More work to do.
- Service learning- GIVE community hornets

CSI plans

- Involve faculty more in diversity programming.
- TRIO
- Hispanic Heritage
- Diversity Leadership Training
- Cultural Celebration
- SAFE Zone
- LGBTQ
- Residential Assistants in E team
- Ahead of lot of university
- Co-collaborate

B) [University Diversity & Inclusion](#)

<p>Date: December 2017</p> <p><u>Subject Matter Expert:</u></p> <p>Jason Brooks</p> <p>Assistant Dean of Students, University Diversity, Equity & Inclusion</p> 	<p>Diversity and Inclusion Office</p> <ul style="list-style-type: none">• Deanna Williams does grass roots programming• Jason does the 50K foot level• 2 grad students• ASG Diversity chair• ASG president• Jason does UDIA plan, report every year to president• Jason looks at retention and recruiting <p>ESU</p> <ul style="list-style-type: none">• Training for new faculty on diversity issues• Ray/Lisa handle Title 7 discrimination issues, remediation• Finance does ADA compliance• SAC office• International does paperwork (Rosita's old job)• Retention of black students is similar to academy <p>African American studies</p> <ul style="list-style-type: none">• Important to understand own history <p>Collaborative Assignments</p> <ul style="list-style-type: none">• Jason provides update to ESU <p>Diverse Learning Communities</p> <ul style="list-style-type: none">• Manners KSU – Small targeted communities <p>Where are we going?</p> <ul style="list-style-type: none">• Enrollment management (10 years)• Diversity learning• Honors college <p>Interfaith</p> <ul style="list-style-type: none">• Separation of Church and State <p>Global learning</p> <ul style="list-style-type: none">• Multicultural floor for Intl• Honors floor• Educator floor <p>Research</p>
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- Sonja Ezell
- Mosaic-published

First Year Experience

- Rachael Kohman- E experience
- Diversity component
- Students gathering team building
- Cognitive, ability differences
- “Isms”- hit race last
- Ageism, sexism, faithism – soften hearts

SAC office


- Kathy, Morgan Mathews
- Embedded ESU cultural competency (on diversity website)
- Intro to 1st year curriculum

“ESU is way ahead, but not 3 years ago.”

Theory

- Pluralism “how do we speak to each other?”
- Trajectory

C) [Interview with TRIO](#)

<p>Date: January 29, 2018</p> <p><u>Subject Matter Expert:</u></p> <p>Kristi Bolen</p> <p>Director- TRIO Programs</p> 	<p>1st Year Experience in TRIO program (Part 1)</p> <ul style="list-style-type: none">• Freshman course (for credit)• TRIO becomes academic advisor• Help with financial aid• Tutoring services• Julie Clayton teaches<ul style="list-style-type: none">- Study skills- Non-cognitive skills- Strengths finder• Fall semester (not a one-weeker)• Want to keep Freshman Seminar 1 active in student's lives during Oct-Dec (hard times) <p>Partnering with Academic Departments</p> <ul style="list-style-type: none">• BIOL (Dwight Moore) CW 101• Business Dynamics + TRIO• GOALS (athletics) + TRIO <p>Freshman seminar, Part 2</p> <ul style="list-style-type: none">• Offered in Spring• More panel activity• Speakers, study abroad explored <p>2nd Year Seminar</p> <ul style="list-style-type: none">• At risk students: Undecided majors, GPA<• Amy Sage Webb: wrote First Generation Stories <p>Non-cognitive skills:</p> <ul style="list-style-type: none">• Personal responsibility• Making wise choices• Inner motivation• Growth mindset• Grit• Emotional intelligence• Self-awareness• Self-management• Habit formation• Clarifying values• Building resiliency• Discovering & developing strengths <p>Tutors</p>
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- Many tutors are international students
- Paid \$8 per hour
- Take tutor certification class through ACES

Interns

- 1 student worker helping front desk
 - Learn office skills
- Another student worker in charge of social media
 - Manages website, posts scholarships

Diversity

- Many students are Hispanic, but TRIO is not race-driven
- AVID students are often involved in TRIO


Community Service

- Not required, but encouraged
- COE in DC partnering with TRIO in Puerto Rico

McNair program

- Graduate school does co-presentation
- Faculty mentors for juniors and seniors
- Direct upper classmen toward grad school
- Waiver for GRE
- Develop research project in summer

D) [Interview with Career Services](#)

<p>Date: January 19, 2018</p> <p><u>Subject Matter Expert:</u></p> <p>June Coleman</p> <p>Director- Career Services</p> 	<p>Four counselors</p> <ul style="list-style-type: none">- Ryan (1st year)- career planning- Robyn (2)-Joel (3-4)-June (Employer relations) <p>Strategic Plan (for CS)</p> <ul style="list-style-type: none">• Mock interviews• Resume reviews• Dining Etiquette and Professional Dress• Opt-in services• Cover letters• Professional communication skills- body of letter• LinkedIn• Follow-up <p>1st Year Experience (Ryan)</p> <ul style="list-style-type: none">• Freshmen walk by CS to eat• Not every student needs 1 hour with CS• Delivery can be online.• Career Services (CS) reaches out to departments.<ul style="list-style-type: none">- Dwight Moore (all freshman biology majors)• Career test and results• CW 101 (Campus-wide, SAC, some required)<ul style="list-style-type: none">- Intentional, for at-risk- Undecided- 10% window- 7 sections• Career Services completes career intervention in over 85% of freshman seminar classes across campus. <p>TRIO</p> <ul style="list-style-type: none">• Teaches 1st year seminar• Career testing of this group <p>CSI</p> <ul style="list-style-type: none">• All take a 1st year experience (Kuhlmann)• Orientation, e-experience <p>Teachers College</p> <ul style="list-style-type: none">• Department efforts<ul style="list-style-type: none">- Elementary Ed (EL 150) – Intro to Elem Ed
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- Myers Briggs- introvert pursuing teaching? (Nat)
 - ➔ Working with people most of day.
 - ➔ Career exploration early on
- Stephanie Perez- EL 220 Intro to Teaching class
 - ➔ Every teaching major takes
 - ➔ Career Services presents on Supply/demand in teaching and educational opportunities outside the traditional classroom.
 - ➔ El Ed is in higher demand in than in previous years.
 - ➔ PE / Health too many—must add some experience to get a job.

2nd Year- Local internship program

- Job shadow at 3 job sites
- Journaling to reflect on key career factors throughout experience.
- Required pre-internship orientation and post-assessment
- Final reflection papers

Noel Levitz

- Risk factors (through SAC), ACT<21

3-4 Year Capstone (Joel)

- Which departments offer capstone
- Spreadsheets
- Grad school/ interviewing
- Hey, you may want to help...
- Course #, u/g research
- Masters degree comps

HPER

- Jen does mock interview (pre-practicum)
- Clint Longacre: Recreation students in pre-internship course do required mock interviews

Date: December 5, 2017

Subject Matter Expert:

Joel Ewy

Career Counselor- Career Services



Role of Principal

- Handles internship program for Career Services

Background

- Fort Hays State

CW Class (Leadership)

- CW 286/486
- Stick close to strategic plan.
- Apply journal questions
- Map out as part of class

Capstone / Writing

- Professional development
- Final reflections paper "What you learned"
- Resume writing
- Job search strategies (professional development)

Targets: soph-sr.

Internships

- Disneyworld (60 hours per week, Spring semester)
 - Exceptional candidates only (1 out of 8 apps)
 - ESU tradition
 - Merchandising
 - Be "on" and in "character"
- Grant- Robyn McGregor
 - 3 participants in 2017, 4 in 2018
 - Local summer internship
 - 1 week at 3 places
 - Experience different organizations
 - Figure out career options
 - Student from Counsel Grove worked three jobs over summer at \$10 per hour. Said one week wasn't enough.
 - Foundation provided funding for students at risk (lower ACT, GPA) to do this internship.
- Legislative interns
- Pysch course requires internships
- Koch holds a certain # for ESU interns

Challenges of internships

- Direction of info only goes in one direction.

- Joel serves as a coordinator for internships at departments.
- Many internships depend on connection with one professor.
- Corporate engagement meetings need three people connected instead of one.
- Joel is job is to tell students which places are good. They do leg work.
 - Will put good word in for students.


Finding internships

- Need resumes that are worth getting hired
- Fortitude, GPA
- 98% outcomes- 2/3 get hired on afterward

Working student vs. paid for college

- Know how to work
- Time organization
- Within field
- More professional environment
- Scoreboard show (communication major)

E) [Interview with Residential Life](#)

<p>Date: March 19 2018</p> <p><u>Subject Matter Expert:</u></p> <p>Cass Coughlin</p> <p>Director, Residential Life Administration</p> 	<p>Residential Life</p> <ul style="list-style-type: none">• Formed freshman interest group in 2010 to look at housing options (fishing/hunting, theatre, art)• RLC formed in 2013-2014• Year 1: “Where do I fit in here?”• Explore options out there.• Year 2: Engage in 2-3 things• Interested in research with faculty, campus job, student athlete, Greek Life <p>Living Communities</p> <ul style="list-style-type: none">• Must be a member of the community to live there. (dilute impact otherwise, we do allow some exceptions)• Don’t require a specific academic program• Four communities:<ul style="list-style-type: none">- Education/ Teachers College- Business- Honors “scholars (Towers) – 1st year students- Global communities <p>Education</p> <ul style="list-style-type: none">• Freshmen (plenty of interest)• Soph-Sr. (varies widely)• Secondary and elementary branches <p>Business</p> <ul style="list-style-type: none">• Towers• James Willingham and Alicia <p>Global</p> <ul style="list-style-type: none">• Walking tour <p>Honors</p> <ul style="list-style-type: none">• Gary Wyatt for scholars• R.A.s partner with AP <p>Schallenkamp Hall</p> <ul style="list-style-type: none">• 200 continuing students• ACUHO ebi survey• RLCs still in development; likely to include focus on art, music, theatre to compliment academic area and the design of the Learning Commons.
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- Coming online Fall, 2019.

Interns

- Student employee position

Resident Assistant (RA)

- RA jobs are posted, they apply, cover letter, resume, recommendation. If selected, there is a background check.
- Most RAs are upper-class or graduate students who have at least one semester of on-campus living.
- Summer interns are from other universities

Service

- Work with community hornets
- Once a semester service/ social justice
- In/out with community

Diversity

- RA take students to listen to Bonner and Bonner
- Zoiks Theatre, Selma

Camps

- “Hospitality” aspect. Check-in, check-out
- Hotel front desk mindset.
- Not education


Finance

- No state funds. Not an island
- Fees= revenues

IT

- Cory rebooting new dorm, Morse
- Connectivity
- IT hospitality (h-30 solution)—use in Abigail and new dorm

INTERVIEW WITH ATHLETICS

<p>Date: December 2017</p> <p><u>Principal:</u></p> <p>Kent Weiser</p> <p>Executive Director - Intercollegiate Athletics</p> 	<p>Athletics</p> <ul style="list-style-type: none">• Advisory council (upper classmen)• Pizza team building, minute to win it. <p>Sports</p> <ul style="list-style-type: none">• Students start missing home. ESU support group. <p>GOALS Class</p> <ul style="list-style-type: none">• Carmen Leeds handing off to Kristy Bayer• Learn time management, study skills, resources, labs, financial management, NCAA drug awareness• Mix Baseball, Volleyball, Track (collab., diversity)<ul style="list-style-type: none">- Get involved with those other than own team.- More fun at ESU when know someone in different areas, demographics.- Small town Kansas vs. inner city Chicago <p>Living communities</p> <ul style="list-style-type: none">• Many same sport athletes live together. (Volleyball, basketball, etc.)• Miss class on Friday; cover for each other. <p>Exit interviews</p> <ul style="list-style-type: none">• All athletes (seniors get different format)• Especially interested in 4-year experience• Asked about ACES, academic support, coaches• 4 questions – rate them• Comments section <p>Internships</p> <ul style="list-style-type: none">• Clint Longacre helps at games• No sports management degree yet.• Student helpers at Watering Hole (5th year sr, paid)• Playing= working for ESU <p>Service Learning</p> <ul style="list-style-type: none">• Senior Prom- senior citizen dance• Kristy Bayer- go build dog houses on Saturday (women’s bb)• Camp Alexander• Breakfast at grade schools
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[INTERVIEW WITH ALUMNI](#)

Date: April 13, 2018

Subject Matter Expert:

Jennifer Denton

Foundation Vice President-
Stewardship and Administration
and Associate Vice President for
University Advancement -
Foundation



First-year student access to different scholarship programs:

- Presidential scholarships are available to freshmen and transfer students using a GPA / ACT matrix.
- For certain out-of-state students, Sunflower scholarships are available.
- There are departmental scholarships available in some majors. For instance, the Economics department awarded more than \$60,000 to current and incoming students for the 2018-2019 year. These scholarships reward students who take the challenge of getting involved in ESU's **STEM-oriented economics** major.

Date: January 17, 2018

Subject Matter Expert:

Nikki Metz

Coordinator- Alumni Programs



Role of Principal

- Manages ambassador program for Alumni department.

Background

- MBA
- 10+ years at ESU

Ambassador Program

- Program looks for well-rounded volunteers who are involved.
- Rigorous interview process
 - Candidates meet with the Program Coordinator, Ambassador Leadership, and Admissions Professional.
 - Social interview in group setting
 - Tough scenarios explored
- 30-40 ambassadors are chosen each year
- Over ½ are new ambassadors each year, including freshman, Sophomore and Juniors
- Nikki looks for leaders early in new classes
- Executive team of consists of sophomores, juniors, and seniors
- Experienced ambassadors have opportunity to be tour trainers
- Tour training consists of a two day retreat (including several educational tours), shadowing two tours, a reverse shadow (where they are evaluated by an Ambassador Tour Trainer), and an exam on campus tour facts and highlights.
- Meet every Monday evening


Projects:

- Coordinate senior week.
- Market E-Zone (spirit group for football, basketball)
- Traditions Program- 63 traditions at ESU
 - Zoo, Jay's hamburger, music experiences

Responsibilities

- Expected to do one campus tour per week
 - Two shadow tours with a trainer

INTERVIEW WITH INFORMATION TECHNOLOGY

<p>Date: January 24, 2018</p> <p><u>Subject Matter Expert:</u></p> <p>Cory Faldine</p> <p>Associate Vice President- Information Technology</p> 	<p>Background</p> <ul style="list-style-type: none">• ESU BSB and MBA• Worked in IT as a student <p>ESU</p> <ul style="list-style-type: none">• IT supports ESU recruitment through learning technologies and administrative systems as well as retention action team (RAT) both directly and indirectly <p>IT</p> <ul style="list-style-type: none">• Continual performance review for professional growth - student employees receive more frequent evaluations to enhance their growing experience• “When you were involved with ___ project....”• Attire - professionally dress• Tech experience is good, but looking for high energy over low energy; willingness to learn• Emotional Intelligence / Soft Skills• Room to grow and fail - “don’t compare a student employee’s beginning to our (FT) middle”• Bruce, John, Mike are CIOs <p>Online collaborative</p> <ul style="list-style-type: none">• Tools- Google hangouts, Zoom videoconferencing, Canvas LMS, Kaltura, Panopto lecture capture, accessibility, Web 2.0, blogs, wiki, and much more. <p>UG Interns</p> <ul style="list-style-type: none">• Went from a few student employees to 15-20 student related employees• Not gophers – students get practical experience in development, systems administration, web and creative, communication and support, reporting, instructional design, etc.• Assistant office manager (as student, not GA) <p>Grad Interns</p> <ul style="list-style-type: none">• Instructional design• Heavily used• Portfolios, working toward students <p>Customer Service</p> <ul style="list-style-type: none">• Help Desk and field support• Mostly IS majors but not isolated to IS.• Some have marketing background (Piper)• Info security awareness programming <p>Service Learning</p> <ul style="list-style-type: none">• October- Security awareness event program
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- Reached out to bring people
- Event management skills
- Clever ways hackers use
- Learn info security

Internal consulting

- Printers
- Piper and Karis (MBA students)
- Cost model, assumptions, formulas + spreadsheets, leasing equipment
- Reduce student tech fees

MBA students

- How do you continually evaluate services
- Cost and efficiency, return on investment,
- “Rebuild, re-learn, re-live”
- For employees wanting to succeed, N+1 model for professional growth - “Let’s figure out how to build you up.” (Karis)

External internships

- Fed ex panic rooms- Info security people together
- Reached out
- Cerner, Koch, SEZ- “front door, shadows”

Intern projects

- Build service environments
- IT marketing
- Data management
- ERP- teaching students how to understand people, biz decisions, not ad hoc SQL
- Analyze and see where data is
- IDT- class room, pedagogy

Flint Hills Tech interns

- Unpaid, CNAs, CSE

Interns for credit

- IS 500 (dual credit) Mohammad, Dr. Serith
- Mike Wise- imbed learning outcomes in courses

Goals:

- Find an intern that multiply Cory’s time.
- Continual cycle of rock stars- ones with new ideas
- When a student leaves, it should be as painful as losing a full time employee

13 Grants – (Learning technologies)

- Generate external \$ to help faculty with HIP
- Joyce Zhou (her idea)
- Leverage our IDT expertise

- Put resources into hands of students
- Strategically base
- Dedicate resources


Faculty

- HIP (high impact practice) is good, but make leap-
Roberta Eichenberg (Accounting)

Maker Space/ Maker Lab

- Augmented reality
- IDT is good degree
- IDT= faculty
- Our folks are the product- tying to learning
outcomes
- EDD instructional quality

INTERVIEW WITH FACILITIES

<p>Date: January 19, 2018</p> <p><u>Subject Matter Expert:</u></p> <p>Mark Runge</p> <p>Director of Facilities</p> 	<p>ESU</p> <ul style="list-style-type: none">• Powerhouse- Flint Hills Tech students can intern at the power plant. <p>High Impact Practices</p> <ul style="list-style-type: none">• Art and Theatre students can work with facilities (welding, carpentry, etc.) as part of their learning experience.• Crime & Delinquency students work in the ESU Police & Safety Department as dispatchers or as campus security checkers.• Building services hires international students to assist FTE staff.• Environmental & Life Safety hires Chemistry/Biology students to assist Environmental Scientist with chemical safety In laboratories. <p>Opportunity</p> <ul style="list-style-type: none">• Department(s) can hire Facilities employees.
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REFERENCES

AAC&U HIP examples https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

President Garrett's "I'm A Hornet" updates <https://www.emporia.edu/president/i-am-a-hornet.html>

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George Kuh quote: http://nsse.indiana.edu/NSSE_2007_Annual_Report/index.cfm