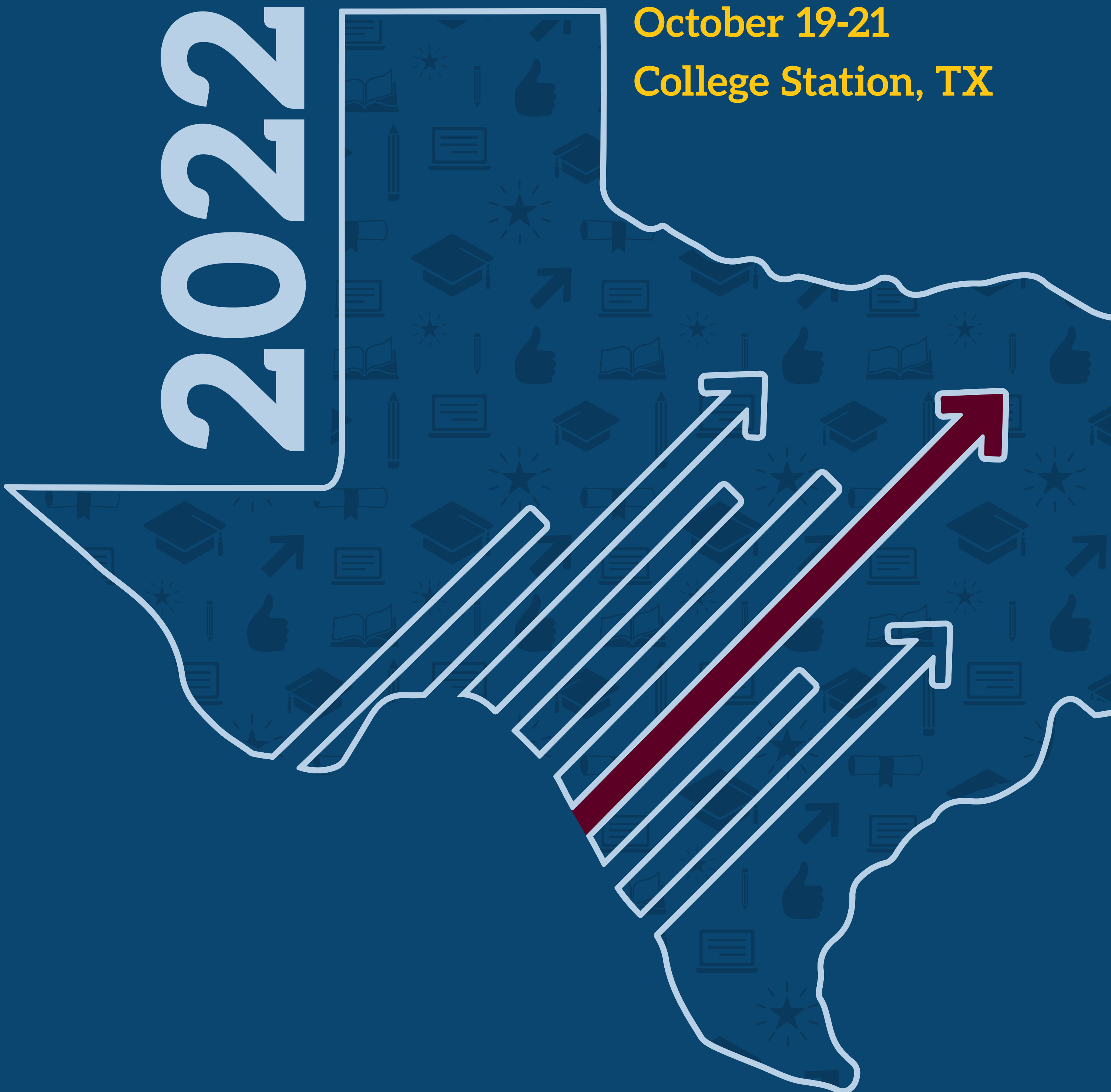


Texas Conference on STUDENT SUCCESS

2022

October 19-21
College Station, TX



#TXSUCCESSCONF22

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WELCOME



Jason Mastrogiovanni

Chair, Texas Conference on
Student Success

Executive Director,
Office for Student Success at
Texas A&M University

Howdy TXCSS Participants,

The Texas Conference on Student Success planning committee has eagerly awaited your arrival on campus for more than a year now. We have put together an exciting slate of formal and informal activities for this community to come together and discuss the important work of student success. We are also pleased to have secured Dr. Gina Garcia, a renowned Hispanic-Serving Institution researcher, as our keynote speaker to engage us in dialogue about the needed change to servingness as we acknowledge the demographics in our state.

When we conceptualized this gathering, we thought it important to represent student success from all corners of our institutions. We started by assembling an amazing team of conference planners that includes student affairs, faculty, administrators, academic advisors, and other practitioners across our university. We have already experienced a fair amount of cross-pollination in our practices and understandings about student success within the planning group.

We know that our good work in educating and assisting our students is often isolated in small pockets of greatness across our institutions. We also tend to share our successes and lessons learned in a variety of discipline-based conferences. Ensuring our students' success takes all facets of the institution working together toward that goal. We invite you to attend a session that presents a perspective outside of your discipline. Additionally, we invite you to interact with our sponsors who have helped make this conference possible. This is our time to look at student success holistically and from the context of our state that shares many of the same challenges and opportunities.

So, welcome to what I hope will be the first annual Texas Conference on Student Success. We hope you learn about different approaches to student success and make meaningful connections with colleagues across the state. If there is anything we can do to help you make this conference more enjoyable, please let us know. We are glad you joined us!

Sincerely,

A handwritten signature in dark ink, appearing to read 'J. Mastrogiovanni', with a large, stylized loop at the end.

Jason Mastrogiovanni, PhD
Chair, Texas Conference on Student Success Committee
Executive Director, Office for Student Success
Texas A&M University

KEYNOTE SPEAKER



Dr. Gina Ann Garcia

Associate Professor,
Department of Educational
Foundations, Organizations,
and Policy at the University
of Pittsburgh

Dr. Gina Ann Garcia is an associate professor at the University of Pittsburgh, where she teaches master's and doctoral students pursuing degrees in higher education and student affairs. Her research centers on issues of equity and justice in higher education with an emphasis on three core areas: Hispanic Serving Institutions (HSIs; postsecondary institutions that enroll at least 25% Latinx undergraduate students), Latinx college students, and race and racism in higher education.

She has made numerous presentations at national conferences, given talks at dozens of colleges and universities, and co-authored multiple publications in top journals including American Educational Research Journal, The Review of Higher Education, and Journal of Diversity in Higher Education.

She is the author of “Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities,” published by Johns Hopkins University Press, for which she won the American Association of Hispanics in Higher Education Book of the Year Award in March 2020. She also edited the

book “Hispanic-Serving Institutions in Practice: Defining ‘Servingness’ at HSIs,” published by Information Age Publishing, which provides stories of success from Title V and Title III directors and grant implementors.

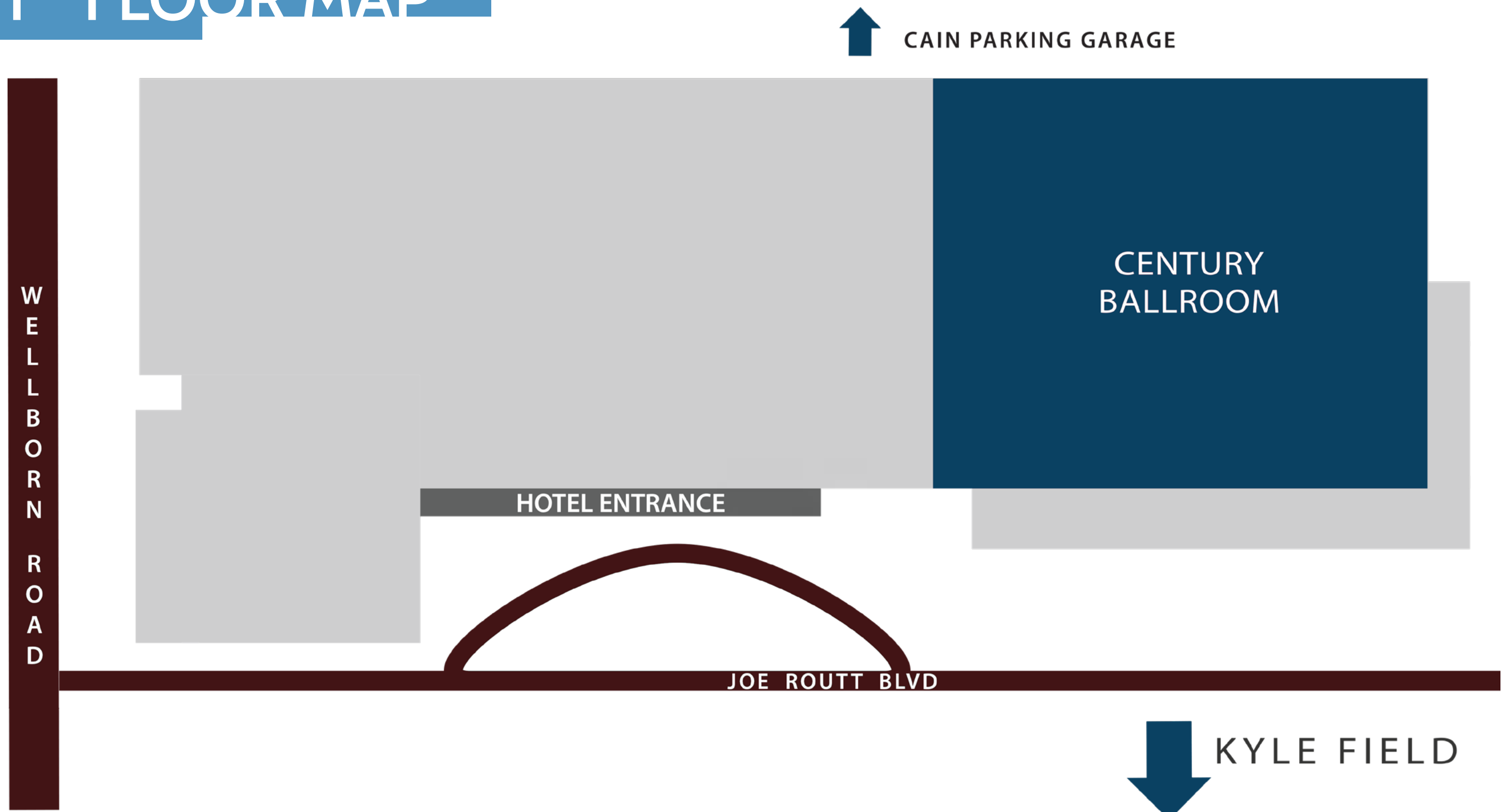
Dr. Garcia was the recipient of postdoctoral fellowships from both the Ford Foundation (2016) and the National Academy of Education/Spencer (2017). In spring 2018, she received the Early Career Scholar Award from American Educational Research Association’s Hispanic Research Issues Special Interest Group, and in fall 2018 she was the recipient of the Association for the Study of Higher Education Council on Ethnic Participation Mildred García Award for Exemplary Scholarship (Junior). At the University of Pittsburgh, she was awarded the Iris Marion Young Award for Political Engagement for her work as a grassroots leader on campus elevating the Latinx community.

Dr. Garcia graduated from California State University, Northridge with a bachelor’s degree in marketing, and the University of Maryland, College Park with a master’s degree in college student personnel. She was a STEM retention coordinator at California State University, Fullerton, funded by a Department of Education Title V grant for developing HSIs. She also held a position funded by a National Science Foundation grant, working with community college transfer students who wanted to major in science and math. She graduated from University of California, Los Angeles with a Ph.D. in higher education and organizational change, where she worked with Dr. Sylvia Hurtado at the Higher Education Research Institute. Dr. Garcia is the mother of two boys, Jovan and Jaren, and has been a fitness instructor for 18 years.

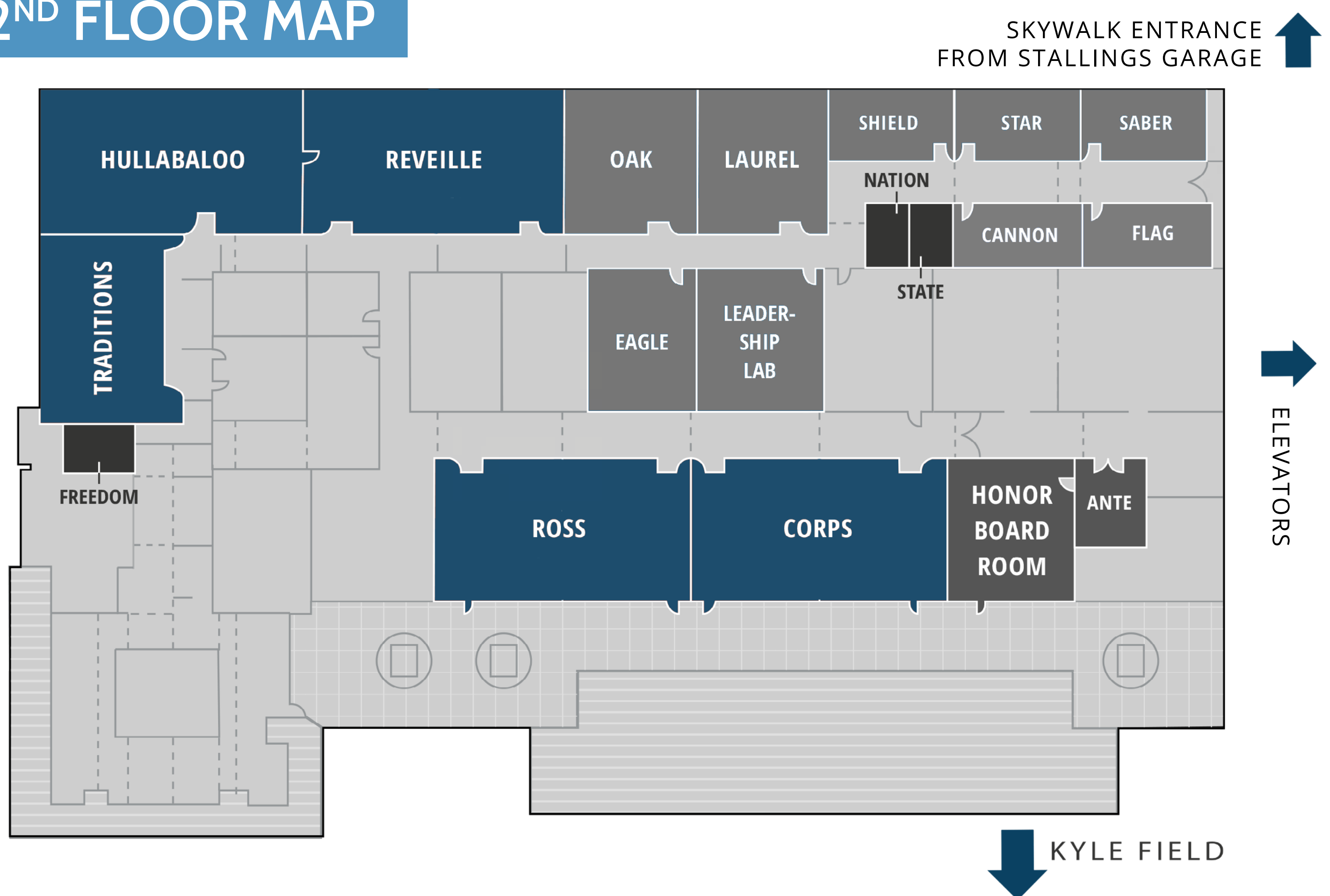
HOTEL INFO

Texas A&M Hotel and Conference Center

1ST FLOOR MAP



2ND FLOOR MAP



WIFI INFORMATION

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ACUE



WEDNESDAY, OCT 19

Check-In & Information Desk 2:30 - 6:30 p.m.

Texas A&M Hotel Lobby

Opening Reception Bus Service 5:30 - 8:30 p.m.

Buses load outside of the Texas A&M Hotel and Conference Center starting at 5:30 p.m. and will shuttle participants throughout the evening. The last bus departs BigShots Golf at 8:30 p.m.

Opening Reception 6:00 - 8:00 p.m.
Sponsored by The Texas A&M University System

BigShots Golf | 400 W. Villa Maria Road Bryan, TX 77801

All attendees are invited to an offsite opening reception with fun activities and food. There is no additional cost for this event.

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THURSDAY, OCT 20

Check-In & Information Desk 7:30 a.m - 6:00 p.m.

Texas A&M Hotel Lobby

Breakfast

8:00 - 8:45 a.m.

Century Ballroom

Opening Remarks

8:45 - 9:00 a.m.

Century Ballroom

Jason Mastrogiovanni, TXCSS Conference Chair

Keynote Address

9:00 - 9:50 a.m.

Defining Servingness in Practice at Hispanic-Serving Institutions

Century Ballroom

Beyond having over a quarter of their undergraduate students Hispanic, what makes Hispanic-Serving Institutions (HSIs) uniquely Latinx? And how can university leaders, faculty, and staff transform these institutions into spaces that promote racial equity, social justice, and collective liberation? This keynote address is recommended for colleges and universities that have already achieved the HSI designation and are figuring out what it means to be an HSI in practice, beyond the 25% enrollment of Hispanic/Latinx students. Dr. Garcia discusses her book “Hispanic Serving Institutions in Practice: Defining ‘Servingness’ at HSIs,” which is an edited volume offering 16 chapters written by

Title III and Title V Directors at HSIs across the country. She lays out the Multidimensional Conceptual Framework for Understanding “Servingness,” providing a definition of the concept of servingness. She talks about the “structures for serving” and gives examples of how HSIs are transforming their structures in practice. She also complicates the “indicators of serving,” providing examples of how HSIs can assess the extent to which they are serving Latinx students. Dr. Garcia challenges audience members to think about servingness as a multidimensional concept that can be addressed in unique ways by each college and university.

Dr. Gina Ann Garcia from University of Pittsburgh

Educational Sessions

10:00 - 10:50 a.m.

Q&A Session with Dr. Gina Ann Garcia

Century Ballroom

Following the keynote presentation, continue the conversation and engage in a small group discussion with keynote speaker Dr. Gina Ann Garcia. This is an informal session with Dr. Garcia where she will answer audience questions.

Dr. Gina Ann Garcia from University of Pittsburgh

Building Success in Pathways Through Faculty Mentorship Experiences

Corps Room

Success Through Engaged Advising (SEA) is Alvin Community College’s SACSCOC Reaccreditation Quality

Enhancement Plan (QEP) and focuses on advising and mentoring relationships among students, professional advising staff, and faculty. This session will explore the pathways model, the development of this high-impact practice at a two-year institution, and the impact of mentorship experiences on student engagement, retention, and success.

Holly Williams, Michael Pounds, Cindi Robinson, and Michael Goodman, from Alvin Community College

Leading First-Generation College Students to Success

Reveille Room

College can be a terrifying and challenging time, especially for first-generation college students. When these students have mentors available to them, academic advisors, and success coaches who understand first-generation barriers, they feel more connected to the university and are usually more successful. We will be discussing the challenges faced by first-generation college students and how higher education professionals can mentor them by providing appropriate campus resources. In this presentation, you will learn about the Generation Jacks Program at Stephen F. Austin State University (SFA), first-generation college student success stories, and initiatives that you can adopt at your institution to create a successful environment for first-generation college students.

Kate Childress, Raquel Skidmore, and Dr. Emmerentie Oliphant from Stephen F. Austin State University

Get Them Talking, Keep Them Talking: Enhancing Group Discussions

Hullabaloo Room

“Does anyone have any questions?” If you’ve ever said something like this to a group of people, you’ve probably seen what happens next—blank stares, awkward silence, maybe a half-hearted question or two (if you’re lucky). When discussions don’t go as planned, it’s all too easy to blame participants for their lack of engagement. But engagement is something we can control. When done well, we can lead discussions that peak people’s interest, get people talking, and ensure that everyone has a chance to participate. This session will introduce participants to various discussion-leading strategies—and to a framework for thinking about the question-asking process—in order to help everyone lead better and more engaging discussions.

Dr. J.D. Thomas from The University of Texas at Dallas

Building a Talent Pipeline Highlighting Diversity, Equity and Inclusion

Traditions Room

The Hispanic Association of Colleges and Universities (HACU) National Internship Program (HNIP), the nation’s largest Hispanic college internship program, has a 30-year history of being recognized by federal and corporate entities for its ability to bring forth opportunities to talented college and graduate students. HACU continues to work with its federal and corporate partners to increase diversity, inclusion, and equity within their organizations. Through these internships, students develop knowledge, skills,

and abilities that make them more competitive for future employment. Learn how students can benefit from paid internships and professional development opportunities. Federal agencies and Fortune 500 companies are looking to diversify their workforce and are just becoming aware of minority serving institutions, specifically Hispanic-Serving Institutions (HSI), and the diversity of the student populations on those campuses. The challenge during the pandemic and post-pandemic times is: What is the best way for HSIs to create opportunities for engagement between corporations/federal agencies and its student population, and what are the best ways to prepare students for these engagements? Through two scenarios, we will generate a dialog with attendees on the challenges experienced by HSIs in developing career-ready students. Furthermore, we will share insights HACU has gained over 30 years of implementing the HNIP program.

Jeanette Morales, Cynthia Meca, and Luis Sanchez from Hispanic Association of Colleges and Universities

Reimagine the Student Experience | Sponsored by Salesforce

Ross Room

We now live in an “experiences economy” where data-advised personalized interactions create opportunities for lifelong engagement. Future-ready universities are delivering the personalized experiences your students have come to expect.

Salesforce provides universities with the tools to strengthen student engagement, understand students more deeply, close equity gaps, and build stronger paths through graduation. By connecting advising, financial aid, career services, athletics,

faculty, and other student support services, Salesforce empowers staff with a 360-degree view of their students.

Join our Texas Trailblazers to hear how Salesforce is bringing the same Experience Economy leveraged by Marriott and Ticketmaster to higher education.

Michelle Clifton and Meredith Langer from Salesforce

Educational Sessions

11:00 - 11:50 a.m.

Fostering Creative Thinking Through Bio-Design Brainstorming

Hullabaloo Room

DaVinci documented well how he was often looking to nature to address challenges ranging from “how to fly” to “how to wage war.” That level of creativity is often missing in the classroom as well as in student general thinking. Teen academic lives often appear scripted, and it is our responsibility as educators to free them from those scripted boxes and encourage them to re-examine what can be had by applying unbounded imagination to serious challenges. Brainstorming practice, with a bio-design overlay and preface, encourages students to tackle challenges via a lens which they do not often choose. The session will begin with a flurry of images connecting nature items with human biomimicry products to help set the mindset of the participants for the session. Then we learn to brainstorm, practice in teams, and present our findings.

Attendees will:

1. Explore existing biomimicry, and consider potential for

new products using this vision

2. Practice working through a brainstorming process
3. Explore the PhotoVoice assessment tool and consider how to deploy this in their classroom

Randy Brooks from Texas A&M University

Maximizing the Ecosystem: First-Generation Student Success

Reveille Room

Student success is the foremost objective of higher education. How are we as staff, faculty, and administrators intentional about helping students define success? In this session, we take a multifaceted approach to examining student success and traditional success metrics, specifically in connection to first-generation college students. Often our students face unique experiences that require purposeful approaches for them to thrive in Higher Education. We will examine and reflect on our collaboration efforts across departments to better understand the significant role the ecosystem contributes to the student experience. We will explore the importance of a holistic approach to engaging students through services and messaging. We will discuss how we can better invest in one of our greatest assets, our student leaders, to provide quality peer mentorship to students. The goal of this session is to explore how all these elements come together to build a sense of belonging and professional identity for our students that supports their visions of success.

Andrea Gonzalez De La Cruz, Lyric Pryor, and Vivian Guilfoyle from University of Texas at San Antonio

Dual Presentations

1 The Well-Being Improvement Survey for Higher Education Settings

Corps Room

Now more than ever, student well-being is seen as critical to student success. Texas A&M University Student Health Services (SHS) partnered with Student Affairs Planning, Assessment & Research (SAPAR) to survey the entire A&M student body using the Well-being Improvement Survey for Higher Education Settings (WISHES). The WISHES was administered to 63,673 students over the course of six months in the 2021-2022 academic year, and 9,757 students responded. The results showed that there is ample room for improvement in student well-being overall and specific disparities in well-being. We have used these results to spur collaborations with Fish Camp (extended orientation), the Corps of Cadets, and the Offices of Fraternity and Sorority Life to evaluate the impact they have on students' well-being. In sum, we have shown that it is possible to measure student well-being, and we share how we used our data to pave the way for interdepartmental and interdisciplinary collaborations focused on well-being and student success.

Dr. Robert Tirso, Dr. Martha Dannenbaum, Kelly Cox, Jim Fish, and Megan Cullers from Texas A&M University

2 Adapting Career Success Services to the Needs of Undocumented Students

Corps Room

Undocumented students face an uphill challenge when considering their career prospects. Despite them facing

a myriad of challenges in their school, professional, and personal lives, oftentimes they are overlooked and under-supported when it comes to career advising at universities. However, there are still ways to assist these students. In creating a welcoming environment, coupled with raising awareness that career services are available to this population, universities can bridge the gap between these students and their respective school's career resources. In this session, we will discuss the importance of reaching out to this population of students and ways to target and connect with them. Join us to learn strategies that can aid university student support staff formulate plans of action to better serve an under-resourced population of students.

Sebastian Mendoza from Texas A&M University

Dual Presentations

1 Rethinking Grading on the Curve

Ross Room

This evidence-based presentation questions the effectiveness of using bell curve grading for evaluation of student learning. Studies suggest that using grading on the curve may negatively impact student success. The practice reduces learner agency by introducing insecurity and uncertainty around student ability to succeed in the course. It discourages classroom community, complicating teamwork and collaboration. Curving artificially restricts the number of top performers through reliance upon factors independent of students' individual evidence of learning. Curve grading also introduces ambiguity regarding

achievement of course learning outcomes given that the same level of learning might result in different grades across two semesters and student populations. For these reasons, it is important for instructors to reflect on their motivations for curving and determine if other approaches to providing meaningful feedback on learning would better support learner achievement of course learning outcomes, increase learner agency, and thereby contribute to student success. In this presentation, we will offer a succinct review of problems associated with bell curve grading and provide recommendations on and resources for alternative grading practices for student development and success.

Dr. Bahman Shahri and Jean Layne from Texas A&M University

2 All Carrot, No Stick: Success in Implementing Incentivized Tutoring

Ross Room

Supplemental Instruction (SI) is an internationally-recognized, U.S. Department of Education approved, and ever evolving academic support program offered across colleges and universities around the globe. Traditional SI programs run on a purely voluntary basis and tend to demonstrate that students who regularly attend SI sessions tend to earn anywhere between a half to a whole letter grade higher than students who do not attend SI sessions. At the same time, many SI programs struggle to get high utilization of this resource program wide or in specific courses. The SI program at Texas State University has implemented several “for-credit” models of SI in over 5 different subject areas over the past 4 years, wherein attending a specific number of SI sessions in a semester

counts as part of their overall course grade. In this session, the presenter will share data on how SI utilization increased, in some courses by over 80%, and how effective partnerships with faculty and department deans and chairs has strengthened student course outcomes through for-credit models of SI.

Victor Vizcarrondo Velez from Texas State University

Dual Presentations

1 Fostering Belonging Among Black/African American Men

Traditions Room

The presenters conducted a quantitative analysis based on the 2018 Community College Survey of Student Engagement (CCSSE) to investigate the role of ‘sense of belonging’ in improving students’ overall educational experience and attendance among students identifying as Black/African American men. Results revealed that students’ sense of belonging had a significantly positive influence on the students’ overall educational experience and a negative influence on how much they skipped class. Meta-analyses have highlighted that special programs for students at risk exhibit reliable, positive effects on students’ sense of belonging. Suh and Jensen (2017) further urge and demonstrate efforts of solidarity with local communities, which both invigorate and inform professional development and practice. This session will provide professionals with strategies to support student success and foster a sense of belonging for Black, male students. Strategies include

changing the deficit-informed framework approach to academic underachievement by advocating for the African American male students using an asset-based approach; and examining the role of faculty and staff mentorship initiatives at community colleges. Following this session, attendees will be able to analyze and evaluate ways in which homogeneity and microaggressions in the classroom, campus, and community can affect African American male students' sense of belonging.

Camrie Pipper, Gail Conrad, Trina Bowers-Johnson, and Dr. Carlton J. Fong from Texas State University

2 FORWARD Program Students' Use of Academic Services

Traditions Room

Former Foster Youth, Homeless, Adopted and Wards of the Court (FORWARD) students are unprepared academically and socially for their college experience even when compared with first-generation and low-income students. Student services, at most universities, do not have the adequate knowledge and connections to serve the unique needs of this population. FORWARD students are underrepresented in post-secondary institutions even though they have aspirations for college, hence the need for support and services that ensure their academic success. Data will be collected from the academic services database. The timeline will be from fall 2021, and spring 2022. A quantitative methodology will be used to analyze the data. This study will look into the use of academic services by FORWARD students from an eastern Texas university and its effect on their GPA. Results from this study will serve

as guidelines to developing supportive practices to better serve this student population in their academic pursuit.

Dr. Fadia Bahia Braktia, Shantal Brissette and Dr. Lory Haas from Sam Houston State University

**Lunch
Sponsored by Instructure**

11:50 a.m. - 12:50 p.m.

Century Ballroom

Educational Sessions

1:00 - 1:50 p.m.

Support at Your Door: Building a Residential Early Alert Process

Hullabaloo Room

Consistent with the old adage, “it takes a village to raise a child,” for students to succeed, an all-hands-on-deck approach is needed. Without far-reaching support, the scaffolding is not sturdy, and programmatic efforts risk not maximizing effectiveness, resulting in students not being adequately serviced. An unlikely duo at Texas A&M University consisted of the Department of Residence Life and the Office for Student Success joining forces to assist mostly first-year on-campus students via an early alert system that involved peer-to-peer outreach (e.g., academic check-ups, in-hall collaborative programs, etc.) to connect them to both internal and university-wide resources to facilitate their success. This interactive presentation will showcase our collaborative arrangement and discuss the impact of the initiative on the individual students served and also the university as a whole via compelling data from both

the fall 2021 and spring 2022 semesters. The main takeaway is that attendees can apply the concepts and strategies to their own unique contexts at their institutions to benefit the students they serve.

Aaron Petuch, Dr. Kyle McCracken, and Shelby Hearn from Texas A&M University

Would you Check the Box?: Supporting Formerly Incarcerated Students

Corps Room

Have you ever thought about if you have served a formerly incarcerated individual at your institution? Currently, there are 2.3 million people incarcerated in the United States. Nearly 600,000 of these individuals are released each year and face reintegration into society by trying to find jobs, gain social mobility, or pursue education (Binnall et al., 2021). These students encounter challenges at institutions, including admissions barriers, lack of financial resources, and overall stigma. Our presentation will highlight formerly incarcerated students' experiences as they engage in higher education through a research-based presentation, group discussion, and interactive activities. Participants will leave the presentation with knowledge and resources



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to help support formerly incarcerated students at various institutions.

Courtney King and Dillon Linder from Texas A&M University

Supporting Student Success with Student-Led FYE Events

Reveille Room

This session will provide examples of opportunities for faculty and staff to support student success by increasing student-created and student-implemented academic events. While students do reap the benefits of attending faculty- and staff-created First-Year Experience (FYE) events, mentoring students to facilitate and lead these events could enhance personal and professional development, and encourage networking with faculty, staff, and other students. Duram and Williams (2015) observed that when students had the opportunity to be leaders in campus initiatives, they learned methods of negotiation in institutional settings. Shepherd et al. (2017) found that student-created and -facilitated events increased student empowerment, leadership, engagement, and time management skills. Additionally, Dallaire et al. (2018) suggested that “student-organized symposia can be effective mechanisms to enhance exposure to interdisciplinary research and to integrate sustainability sciences outside the classroom” (p. 839).

Dr. Erika Nielson and Camrie Pipper from Texas State University

Escape Physiology—Game-Based Learning

Tradition

CANCELED

is a game-based learning opportunity

CANCELED

hinging on interactive sessions where learners utilize the content presented during a course or module to engage with puzzles and uncover hints to solve a problem related to the course content. The principle is the same as “Escape the Room” game, where learners are locked in a room and must find a key to leave a room. In this activity, however, the learners are not locked or restrained but need to navigate a series of puzzles, each one providing an additional clue to solving the proposed problem. This approach can be utilized by any subject matter and at any level of education, provided the game is well designed, with information relevant to the course, and contains clear objectives. It combines problem-based learning, game-based learning, and critical thinking. In this session, the goal is to present the overall concept of Escape Physiology, including puzzle examples and a step-by-step guide on how to conduct a session for tertiary education learners undertaking a physiology course. This activity fosters collaboration and engagement, offers a fantastic opportunity for revision of module content, and it has been well received by professional veterinary medicine course learners.

Dr. Maria-Fernanda De Mello Costa from Texas A&M/West Texas A&M

Reimagining Educational Achievement Cultures in Higher Education (REACH)

Ross Room

This workshop shares a completed study on behalf of the Texas Higher Education Coordinating Board that explores the perceptions of higher education stakeholders in Texas regarding student success initiatives at their institutions.

Data analysis revealed seven findings and corresponding practices that create opportunities to accelerate student success. Incredible outcomes are happening in student success spaces around Texas. This research examined some of those practices and also revealed blind spots that may deter efforts. This workshop will share the qualitative data collected through focus groups of students, their support systems (faculty, university organizations), university administrators (student affairs leaders), and staff across the state of Texas. Participants will have an opportunity to dialogue and take a deep dive into what student success could look like for Texas. This will be the first public presentation of the study results.

Dr. Kimberly McLeod, Dr. Kamshia Childs, Dr. Marta Mecardo-Sierra, Dr. Juan Araujo, and Dr. DeMarquis Hayes from Texas A&M University-Commerce

Educational Sessions

2:00 - 2:50 p.m.

Promoting Experiential Learning & Its Impact on Student Success

Hullabaloo Room

In a job market that is rapidly adapting and changing due to the pandemic, it is important for students to secure experiential learning opportunities. Experiential learning takes what students learn both in and out of the classroom and puts it into practice. The University Leadership Network (ULN) primes students for what is to come after graduation. We work with on-campus partners to provide paid opportunities for our students as well as off-campus

partners. We try to ensure that these experiences are carefully selected for their learning potential; however, we recognize that, at times, these experiences can be unpaid and, therefore, less likely to be pursued by low-income students. For these students whose part-time jobs may not be related to their career field, we help them reflect on the current skills they are learning and how this can relate to their future career prospects. These experiences not only help students connect their experiences to their academics, but it also provides confidence and motivation to complete their degrees in a timely manner.

Jorge Rodriguez and April Barnes from The University of Texas at Austin

big IDEAS: Creating an LLC and Partnership Between ResLife and the Libraries

Traditions Room

This session will showcase how a new partnership between the University Libraries and Residence Life resulted in an unclustered LLC with an emphasis on community building, information literacy, and student success.

Jillian Eslami and Katie Campbell from Texas A&M University

Crafting Explicit Writing Prompts to Help Students Hit the Mark

Reveille Room

Have you ever given a writing assignment that you thought laid out clear expectations, only to receive submissions from your students that completely missed the mark? If so,

you are not alone. A national study of over 2,000 college-level writing assignments, Melzer (2014) found most writing prompts do not indicate a clear purpose, audience, or genre for the writing task. To address this teaching problem, participants in this interactive session will learn best practices for designing effective writing prompts, drawing from the principle that students engage in writing as a way of entering the conversation of a discipline (Burke, 1973; Hyland, 2011). To this end, session participants will design a writing prompt with explicit guidelines towards the intended genre (Cope & Kalantzis, 1993), audience (Magnifico, 2010), purpose (Magnifico, 2010) and topic (Segev-Miller, 2004). Throughout the session, participants will have opportunities to workshop their draft writing prompt, gaining feedback and insight from their peers. Based on their draft writing prompts, participants will also consider how the prompt informs feedback tools, such as rubrics, checklists, and inline feedback.

Dr. Michelle Kwok, Dr. Susan Fields, and Dr. Sharon Matthews from Texas A&M University

Dual Presentations

① Location Diversity in Postgraduate Medical Education

Corps Room

Postgraduate Medical Education is typically conducted at the bedside and during specific classroom-centered didactic times. Due to waning resident interest and burnout related to COVID-19, quarterly “location diverse” i.e. off-campus discussion-based didactic times were introduced and subsequently qualitatively evaluated.

These faculty-guided sessions included topics such as medical ethics, end-of-life discussions, difficult patient encounters, and clinical reasoning. At the end of three sessions residents were surveyed, and the sessions received an overwhelmingly positive response, with a significant minority of respondents requesting that the sessions be more frequent.

This intervention provides initial evidence for the consideration of location being a factor in postgraduate medical education in addition to previous studies on diversity in content, presentation style, and presenters.

Dr. Brandon Williamson from Texas A&M University School of Medicine

2 Instructional Technique Integration for Underserved Student Success

Corps Room

Integration of various educational methods such as special topics and directed studies courses, campus-wide presentations, and extracurricular activities increased student success during the pandemic.

Initially, a Special Topics course in Biomedical Sciences (BIMS), explored foundational knowledge about the



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COVID-19 virus and its pandemic potential. Students shared this information with peers in creative video presentations.

Additionally, faculty formed a publicly shared discussion panel discussing the COVID-19 vaccine and its significant steps towards national recovery. This panel was created to educate the students and public on the COVID-19 vaccines, as well as reinforce participation for the on-site COVID testing and vaccine clinics.

Next, a Directed Studies course researched the impact of the pandemic on mental health and proposed recovery methods through exercise. The presentation of the literature review findings and potential recovery methods were presented to new students for the upcoming semester.

Finally, the implementation of the suggested recovery options included a Special Topics course on Exercise Physiology and Genetics, and the inclusion of workout classes.

Dr. Charity Cavazos, Dr. Catherine Silkwood, and Dr. Negin Mirhosseini from Texas A&M University

Dual Presentations

① Promoting LGBTQ+ Student Success Through Belonging

Ross Room

This short presentation aims to introduce audiences to how programming can promote LGBTQ+ student success by fostering a sense of belonging to their campus. Assessment data from Pride Late Night highlights the impact on student

perception of sense of belonging and connectedness. The session will also discuss applications to other institutions, student populations, and the impact that sense of belonging has on student success.

Karla Alvarez and Frances Jackson from Texas A&M University

2 Barriers to Student Success for Latinos in Higher Education

Ross Room

In this presentation, we discuss the findings of a qualitative study that explored why Latinos are at increased risk for dropping out of college. We collected data from 6 at-risk Latino students at a higher education institution in South Texas. Interviews were conducted with the individual students. Data were analyzed using NVivo. Findings indicated several issues these students are facing: linguistic and cultural differences, financial difficulties, lack of sense of belonging, marginalization, stigmatization, support programs targeting Latino students, and lack of effort by faculty members to motivate and engage them. The findings of this study can be used by administrators, educators, teacher education programs, and other stakeholders to enhance these students' level of success and graduation rate. Efforts for enhancing Latino students' self-efficacy, inclusion, and engagement in different curricular and extracurricular activities, linguistic and cultural accommodation, and culturally responsive teaching are recommended to increase their retention rates and success.

Sara Zohoor, Dr. Hector Rivera, and Dr. Zohreh R. Eslami from Texas A&M University

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Educational Sessions

3:00 - 3:50 p.m.

Agricultural Graduate Inclusive Excellence Leadership Community (AgGIE LC): Developing Graduate Students for Life and Career Success

Corps Room

The AgGIE (Agricultural Graduate Inclusive Excellence) Leadership Community is a cohort-based learning community in the College of Agriculture and Life Sciences at Texas A&M University that aids in the transition to graduate school by helping incoming students understand the culture and expectations of graduate students, develop an understanding and appreciation of different research approaches, decrease the research learning-curve and develop leadership and mentoring skills. It represents a diverse group of students in the College of Agriculture and Life Sciences, including students who self-identified as African-American, Hispanic, or American Indian/Alaska Native and students from the following areas: minority groups that have been historically underrepresented at Texas A&M or certain professions, first generation college students, persons with disabilities, and veterans.

This program contributes to the success of graduate students from marginalized populations by helping them gain knowledge of self, create an individualized development plan, learn from faculty across the college and university, develop social support and mentoring from peers, and acquire skills for mentoring. Graduate students also identify their strengths and create their personal vision. Ultimately, this group of students is growing their capacity for leadership. This community was started over nine years ago and

continues to evolve based on the needs of graduate students.

Dr. Summer Odom, Dr. Mary Bryk, Dr. Craig Coates, and Karly Anderson from Texas A&M University

Cultivating Student Success for Racially Minoritized Students at PWIs

Hullabaloo Room

Higher education institutions are experiencing an influx of racially minoritized students enrolling at historically high levels (Ponjuan & Hernández, 2020). However, racially minoritized students, who are often first-generation students, continued to lag in degree completion compared to White students (NCES, 2019). Dr. Laura Rendón argued that higher education institutions must change to support these students who are entering a world that was not designed with them in mind. Rendón's (1994) validation theory is an assets-based framework that helps us understand how to work with these students by building supportive relationships. In this workshop, participants will learn and understand Rendón's validation theory, learn about the challenges racially minoritized students face at predominantly White institutions, and cultivate inclusive advising practices and approaches to foster a sense of belonging and student success.

Rafael Almanzar from Texas State University

Cultivating Student Success Through Holistic Wellness

Reveille Room

In the aftermath of quarantine, with virtual classes, limited

in-person programs, and other modifications to the college experience, the health and well-being of students took a noticeable hit across college campuses. While we have begun the transition back to “normal,” seeing students from a holistic lens can help foster their success during this time. Students bring their whole selves to campus, so if even one area of their wellness is impacted, there is a greater chance of negative academic outcomes. Our session will explore the eight dimensions of wellness and how lack of support in each area can manifest in the students we work with. We will also provide case studies where attendees will identify the area of wellness impacted, how to support students in the moment, and potential support service referrals.

Jon Hill and Megan Woodfield from Texas A&M University

Optimizing In-Person Education: The Role of the Teacher in 2022

Traditions Room

With the onset of the COVID pandemic, education delivery has been turned on its head. Pandemic conditions crippled access to in-class teaching across the learning spectrum, driving the maturation of technologic means of educational content delivery. In 2022, learners now have access to content taught by true subject matter experts via recorded video, often available for no cost. The internet has made other types of educational materials and programs such as text, images, flash cards, and learning exercises readily accessible. Additionally, there has been recent emphasis on self-learning and small-group interactions, further reducing traditional, in-class lectures for students. In this engaging 50-minute

session, attendees will review threats to the traditional lecture and current scientific data analyzing effectiveness of various learning modalities and pedagogy. Further, attendees will use their own learning experiences to identify their most impactful teachers and the techniques that they used to teach so effectively. Finally, attendees will learn how to enhance the value of their own lectures via the principles of (1) connecting, (2) motivating, and (3) inspiring students.

Dr. William Culp, Jr. from Baylor College of Medicine and Baylor Scott & White Health

Enabling Academic Support for Every Student On Your Campus | Sponsored by Knack

Ross Room

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Samyr Qureshi and Page Keller from Knack



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Happy Hour Poster Sessions

4:00 - 6:00 p.m.

Century Ballroom Pre-Function Space

Explore a variety of interactive poster presentations to learn about emerging ideas in student success while enjoying light snacks and drinks.

Supplemental Instruction Facilitates Student Success: Lessons from Three Federal Grants at a Border Region University

Supplemental Instruction (SI) is a well-documented, high-impact practice in higher education that facilitates student success in the STEM learning fields. This poster session shares best practices from three federally funded STEM program efforts at Texas A&M International University to improve student supports and success through the strategic use of SI leader models. In contrast to the traditional tutoring model, the SI leaders across the three grants hosted a variety of activities and lesson plans for the targeted underserved minority students to collaboratively review and practice course material, address learning gaps, and facilitate collaborative group learning. A third-party evaluation team from the Public Policy Research Institute at Texas A&M used a mixed methods design to track the successes and challenges of the three programs, including qualitative and quantitative data analysis from evaluation surveys and focus groups with the program implementers, SI leaders, and underrepresented students. The session will comparatively focus on the best practices identified across the innovative SI practices in the three programs and reflect on their overall impact on student performance and retention. A part aim is to highlight the implications of this innovative student

support strategy for the targeted geography and the regional STEM workforce.

Dr. Nandita Chaudhuri, Anthony Jackson, and Laila Alvi from Public Policy Research Institute at Texas A&M University

Meeting Students Where They Are: Advising in the Age of COVID-19

COVID-19 forced multiple changes across the spectrum of medical education, to include how student advising took place. The need to adjust was immediate and advisors were forced to adapt how and when student advising took place. Prior to COVID-19, student meetings largely took place in person with virtual meetings through Zoom and phone available as an “as needed” platform. While both students and faculty were forced to work from home or in hybrid models beginning in March 2020, the need for student advising increased due to rapid changes in the curriculum and initially did so without the option of the traditional in-person appointment.

Chris Diem, Dr. Angie Hairrell, Dr. Erica Chance, and Mary Ellen Santerre from Texas A&M School of Medicine

“The Step Child” Exploring Ways to Help Transfer Students

The purpose of the poster session is to showcase ways to enhance transfer students’ experience before and after they arrive. Within the State of Texas, a more significant percentage of students start at community colleges for various reasons that can sometimes carry into their next institution.

As literature surrounding transfer students increases, it is essential that we not only utilize the information but also tailor it to our transfer students based on ethnicity and background. Transfer students must have a sense of belonging and, in addition, meet other transfer students like themselves to develop a community.

In this poster session, I will utilize Schlossberg's Transition theory, which provides a relevant framework to examine the transition experience of community college students pursuing admission and enrollment at a four-year institution. Transfer admission departments must work with transfer students from where they are at and understand that not just the student is transferring to the new institution.

Lastly, I will provide transfer student testimonies that led to this poster and the barriers that could be eliminated to help transfer students transition much smoother to four-year universities.

Dalvin Dunn from Texas A&M University

Can I Teach Students How to Learn?

“Stop memorizing.” Instructors tell students this each semester, with little improvement. So what should an instructor suggest as better learning methods to replace memorizing? As a hook to capture students' interest in learning how to learn, I welcome them with a first-day review activity—a simple matching exercise—and their poor results surprise them. Drawn in by my lure, they become interested in what learning techniques might make learning “portable,” and available for long-term retrieval. This presentation will describe the three simple learning

techniques I assign, how they're used in class, and student feedback from doing so.

Karen Farmer from Texas A&M University

The Brazos Valley Teach Program: Applying Student Success Strategies

Developing and retaining competent teachers is a challenge in Texas education system. Texas A&M University, Blinn College, and neighboring school districts partnered to find solutions to this issue for the Brazos Valley. There are eight components of BVTeach: (1) active advisory that support innovation and sustainability, (2) community of practice, (3) financial literacy, (4) education and training curriculum, (5) peer mentorship, (6) externships, (7) articulated transfer agreements, and (8) community outreach. The BVTeach Program invites and supports students to become teachers in their home communities. BVTeach students follow a degree plan where they take education and training dual credit classes, engage in an externship, take two years of classes at Blinn College, and then select a four-year institution to finish their education degree.

Christine Garcia, Caroline McCall, Adrianna Gasca, and Dr. Valerie Hill-Jackson from Texas A&M University

Enhancing Online Engineering Courses Using Math Animations

Optimizing online courses through various learning aids has been a major interest for educators as new technologies have transformed traditional teaching styles and systems. Notably, visualizations and animations can serve as valuable

means to explore and conceptualize complex mathematical principles (Asmuss & Budkina, 2019). Presenting educational material through alternative formats, such as visual animations, elicits more interest and engagement from students who otherwise would be apathetic towards learning. Through visualization tools, students can discern firsthand what mathematical algorithms actually do (MacIsaac, 2018).

We utilized Manim, a community-maintained Python library, to develop mathematical and statistical animations to explain complex derivations and create vivid graphical visualizations. Our animations are synchronized with narration to create a thorough, yet succinct video lesson. These lessons are integrated within an online learning platform, Canvas in our specific case, to provide clear aids for students to enhance their understanding of each concept. We create an integrated lesson where video, narration, images, and text reinforce each other.

Dr. Enrico Indiogine, Sahana Ramaswamy, and Shweta Katkar from Texas A&M University

Interdisciplinary Business Revitalization

This interdisciplinary study abroad combines the knowledge of students from Center for International Business and University Study Architecture students. These groups will unite in a mission to revitalize small businesses, non-profit organizations, or other preselected clients within Croatia. Students work with local businesses to analyze market conditions, business needs, and business marketing. Texas A&M University students bring in a new perspective, business awareness, and marketing experience from the

user perspective, while applying the Aggie values of respect, Integrity, excellence, leadership, and selfless service.

Working with established, startup and non-profit ecosystems, students study the European commercial environments and then are paired with preselected or selected in-country entities. The students will spend time in class exploring their entity's business, articulating the entities' needs, and scoping work and deliverables. Students will be expected to apply business analysis principles as well as design principles to provide an updated and innovative perspective to businesses.

International studies are essential for broadening minds. A study abroad at this level allows students to explore a new culture, not as a tourist, but as an involved leader who is providing selfless service to those that need help.

Barbara Klein from Texas A&M University

Career Coaching Pilot for Mays Business School Transfer Students for Fall 2022

The MAYS Career Coaching program was developed utilizing a combination of adult education conceptual models, individual coaching, human development, and career development theories through a combination of psychological and sociological experiences. Through this blended approach, students observe career development as an integral part of their higher education experience, and not as an afterthought once graduation has occurred. In the fall of 2022, 36% of Mays Business School transfer students agreed to participate in the four-phased career coaching program. This student population was identified as the pilot

group due to their uniqueness of recruiting season occurring only one month after their first classes begin (while a typical Mays Business School student would have 24 months to prepare for their first major recruiting season). The career coaching phases and main objectives are as follows :

- **Phase 1 : “M” - Market Yourself** - increase in self awareness and professional development
- **Phase 2: “A” - Amplify** - networking and attending Career Fairs
- **Phase 3: “Y” - Yield Results** - interview skills and professional communication
- **Phase 4: “S” - Success** - developing career goals

Sanjuana “SJ” Martinez, Taylor Henderson, and Ashley Anderson from Texas A&M University

Transforming Nursing Student Mindset Beyond the Grade to Practice

Patient safety is paramount in nursing care; it is taught throughout nursing education, particularly in pharmacology, traditionally a one-semester foundational course. One semester does not allow for immediate clinical application and thereby fosters a theory-practice gap. Transformational learning theory explains how teachers can engage students in active learning and introduce clinical context into a didactic classroom. The Swiss Cheese Model explains how individual errors combine with systemic weaknesses, producing catastrophic results. An innovative pharmacology assignment using a real-time, unfolding nurse case study, was implemented as both a structured, in-class activity and an individualized assignment. The controversial case was

heavily reported in the media, facilitating spirited debate among students. A post-class individual reflection indicated students' shift to long-term implications. The majority of students reported transformed thinking regarding the importance of meaningful learning in nursing pharmacology. Once the nurse's criminal case came to a conclusion, an in-class debrief was conducted, along with a follow-up survey. The majority of students felt that the nurse should not have been criminally charged, but the organization should have been held in equal account for the death of the patient. Similar teaching-learning interventions can be applied to medicine, pharmacy, engineering, law, etc.

Dr. Betsy Mauldin and Prof. Cassandra Moffitt from Texas A&M University School of Nursing

A Virtual MCAT Classroom for Our Nation's Military Academies

Preparing for the MCAT is incredibly time-consuming, expensive, and, without a review course, complex. The internet has thousands of resources available, but the most effective resources are often hidden behind a paywall. In the context of our nation's oldest military academy—USMA West Point—these challenges are greatly magnified: With little free time, an inflexible schedule, insufficient funding, and a very narrow window for application, USMA cadets face more significant challenges than their peers across the nation. Our research team, led by Dr. Angela Hairrell (Office of Student Services, Texas A&M College of Medicine), created a fully virtual, comprehensive, open-source, and asynchronous review and preparatory course for these cadets with hopes of alleviating the challenges unique to our Nation's best.

Powered by Google Slides and guided by the Association of American Medical Colleges' published scope of the test, the virtual course includes several "classrooms" for practice tests, schedule-building, content review, and high-yield information with multiple source formats for each topic and sub-topic using only open-access resources vetted by our research team of medical students, veterans, and College of Medicine evaluation staff.

Jordan Newman and Dr. Angela Hairrell from Texas A&M School of Medicine

Undergraduate Equity and Excellence: A New Era of Student

This poster session will showcase the new student success organization at the University of Texas at Austin. After a large-scale reorganization, the new portfolio houses student success programs that serve students in every college, our campus' learning center, our new central advising office, and TSI. In addition, our unit is undertaking a student mental wellbeing initiative that will identify and reduce or remove institutional barriers that have negative effects on students. The goals of the new organization will align with the aims of the second Boyer Report, due out in the fall of 2022. The first Boyer Report in 1998 ushered in the first wave of student success, focused on student-centered classrooms and campuses. Boyer 2030 is focused on infusing higher education with equity and bringing issues of equity to presidents and chancellors across the country. As an Hispanic Serving Institution (HSI) and as home to a student body of one quarter Pell-eligible students, we are committed to investigating equity in all its possible incarnations. We will share the efforts

we are making toward equitable outcomes and solicit feedback from our colleagues regarding ways in which we can improve.

Dr. Hillary Procknow, Kathy Uitvlugt, April Barnes, KJ Harris, and Jeff Handy from The University of Texas at Austin

A Modest Proposal—Undergraduate Research Opportunities for Everyone

The standard 1-on-1 undergraduate research model requires significant commitments by faculty and academic programs, and limited opportunities are typically reserved to the most achieved students. However, since 2016 the Aggie Research Program at Texas A&M University has implemented a modest proposal for preventing less achieved students from being a burden to their mentors or programs, and for making them beneficial to the public university. Briefly, diverse undergraduate teams work collaboratively on a project that advances the research of a graduate student or faculty member who acts as a team leader. Team leaders meet periodically to discuss best mentoring practices to increase productivity by cultivating team competencies and commitment. Four characteristics ensure propagation that creates undergraduate research opportunities for everyone: 1) Scalability: participation has grown 30%/year and currently serves 800 students. 2) Transferability: teams include diverse majors across 12 colleges. 3) Sustainability: administrative costs are \$50K/yr. 4) Inclusivity: 41% of participants are financially disadvantaged, first-generation, disabled, or underrepresented minorities.

Dr. Christopher Quick and Dr. Andrew McNeeley from Texas A&M University

Examining the Relationship Between Writing and Emotional Intelligence

This project will examine the relationship among expressive writing, emotional intelligence, academic stress, and writing productivity in a sample of 60 undergraduate students. Investigators will randomly assign the undergraduate students to two groups: the control group and the intervention group. The control group (n=30) will not write at all but will fill out the pre- and post-survey. The intervention group (n=30) will write for 20 minutes (each day for four consecutive days) about their deepest feelings and thoughts associated with academic stress, writing productivity, and challenges in their academic lives. This project will aid in determining the impact writing can have at the undergraduate level. The outcomes of this project will be a foundation for expressive writing intervention that can positively affect students' emotional intelligence, reduce academic stress, and enhance writing productivity among undergraduate students. The outcome of this project will also provide a significant contribution to the existing body of academic stress, student success, and writing productivity literatures.

Dr. Rhonda Rahn and Dr. Quan Ji from Texas A&M University

It Takes a Village: Improving Support for Student Parents on Campus

In 2021, the Postsecondary National Policy Institute reported that 26% of undergraduate students have children while simultaneously earning their bachelor's degree. However, parenting students still report feeling isolated from the campus community and see themselves missing

from institutional policies.

Many institutions have made great strides to promote diversity, equity, and inclusion for many marginalized student populations, such as immigrant students, who nationally represent a similar portion of college students (28%). For instance, The University of Texas at Austin provides the Monarch Program for immigrant and undocumented students. The Monarch Program specifically provides services to immigrant students and identifies gaps in service for this student population, whereas no dedicated support program exists for student parents at most higher education institutions in the U.S. Such close statistical commonalities exist, yet there are large differentials in support services for the two populations.

To address this gap in support, we will present a variety of ideas that delve into how higher education professionals can support student parents who face unique familial and financial pressures that weigh heavily on academic success. We will present small- and large-scale ideas, immediate changes, longterm projects, and structural and habitual actions that institutions, staff, and faculty can do to support student parents.

Nikki Rodelas Morris and Dr. Jeffrey Mayo from The University of Texas at Austin; Jordan Greene from Baylor University

Clinical Research Experience and Instruction for Students

Improvements in medicine are dependent on outcomes of successful biomedical and behavioral research in humans. The success of clinical trials is highly dependent on the

skills and availability of researchers to complete high-quality clinical trials in an efficient and timely manner. Although supporting clinical research is a national priority, well-trained clinical research scientists are rare. Currently, there is a lack of well-established clinical research training programs to fill this gap. The Center for Translational Research in Aging and Longevity is a clinical research center with more than 20 active clinical trials. The goal is to translate knowledge from basic and applied sciences to care and clinical practice for older adults. A variety of learning strategies are used in an integrative and interactive learning environment to provide instruction in clinical research skills by involvement in ongoing clinical trials in health and diseased population for Texas A&M University undergraduate (10/semester), graduate students (5/semester), international visiting scholar interns (6-8/year) and visiting faculty (2/year). Training on these clinical research topics rely on an interdisciplinary approach.

Dr. Laura Ruebush, Dr. Nicolaas Deutz, and Dr. Marielle Engelen from Texas A&M University

Collaborating for Student Career Success

Academic advising workloads can be demanding with a single advisor serving hundreds of students, leaving little time for conversations that go beyond course registrations and degree requirements. Career advising is sometimes viewed as a luxury focused on resumes and job search services for motivated students who seek these additional resources. We have identified several specific areas in which close collaboration between academic and career advising professionals can equip students to reach their

true potential both academically and in their future careers. These areas of overlap include major exploration, participation in high impact experiences, career education, and professional network building. Through advising and referrals, the creation of shared resources, the coordinated planning of presentations and events, and the sharing of professional and alumni networks, students are exposed to multiple opportunities for personal and professional growth throughout their time at the university. This collaborative approach facilitates a more comprehensive interaction with the academic advisor and increases utilization of the knowledge of the career advisor. The iterative nature of these advisor interactions contributes to improved student success before and after graduation. Attendees will be provided with a QR code linked to example resources and suggestions for implementing these practices at their own institution.

Summer Sibley and Dr. Patricia Edgar from Texas A&M University

Navigating Higher Education and the Advising Role

Academic navigators were introduced at the Texas A&M University School of Medicine in 2019. Navigators work closely with students and collaborate with student and academic affairs to ensure students' needs are met. They help students manage change and adapt to the stages of medical school. Navigators assist students with course registration and monitor progress toward degree completion.

The academic navigator initiative was a response to students articulating the need for staff to help them find resources and

navigate the landscape of medical school, with its distinct phases and transitions. It also bolstered the college's efforts to satisfy Liaison Committee on Medical Education Standard 11. Medical students need navigators/advisors to help them through just as much as undergraduate students, if not more, due to the complicated and ever-changing nature of the curriculum, as well as the demands on their time.

Navigators proved especially important during the pandemic when the level of support needed by all students increased. Anecdotal evidence from students and staff suggests the program is successful. Demand for navigator services is demonstrated by the sheer number of student contacts. In the academic year 2021- 2022, the team of five navigators documented a monthly average of 646 contacts. A formal assessment may yield additional insights.

Terri Toler, Rose Mastrangelo, Kelley Park, and Liz Stacker from Texas A&M School of Medicine

SI Leaders Beyond College: Long-Term Benefits of Being an SI Leader

Many colleges and universities dedicate substantial financial and personnel resources towards programs that support student academic success, such as Supplemental Instruction (SI), a program developed in 1974 by Dr. Deanna Martin. While research on SI programs across the globe consistently shows a positive impact on student achievement outcomes for those who participate in SI sessions, many programs often find themselves defending their need for continued or increased funding to university stakeholders. The value in SI programs does not only manifest in the impact on student academic success but also in the personal and

professional development experienced by the students in SI Leader roles. The objective of this study is to examine information regarding any changes in academic behaviors, increased interest for education-related career choices, and professional development brought on through the experience of working as an SI Leader. Measuring the longterm impact of being an SI Leaders will help highlight the longterm benefits of working in this role and add to the evidence of the positive impacts of such peer-led programs.

Victor Vizcarrondo Velez from Texas State University

The Role of the Zone of Proximal Development in Biostatistics Teaching

Public health students need biostatistics to succeed in their careers. Many current methods of teaching biostatistics at public health schools focus on knowledge in declarative or procedural form. Public health students also need conceptual biostatistical knowledge to use statistical tools more efficiently, but teaching conceptual knowledge to public health students has been severely hampered by students' poor mathematical preparedness. Remedial math classes are an ineffective and impractical way to address this issue, because higher mathematics falls far outside the zone of proximal development for most students. However, by translating the task of learning conceptual statistical knowledge into a process of performing carefully designed computing experiments, we can bring conceptual biostatistical knowledge to the zone of proximal development for most public health students. The feasibility of this approach lies partly in the fact that public health schools and their students are putting an increasing emphasis

on computing literacy in recent years. This presentation cites concrete examples to show how the novel approach works in introductory and follow-on biostatistics courses.

Dr. Qi Zheng from Texas A&M School of Public Health

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FRIDAY, OCT 21

Information Desk

7:30 a.m. - 12:30 p.m.

Texas A&M Hotel Lobby

Breakfast

8:00 - 8:45 a.m.

Century Ballroom

Breakfast Roundtables

8:15 - 8:45 a.m.

Century Ballroom

Engage in a facilitated conversation with fellow attendees during breakfast on a student success idea or problem. Tables will be marked by topic.

Beyond Black: (Re)Defining the Black Student Identity Tradition

“The purpose of this presentation is to highlight the need for a redefined identity of the Black college student to guide higher education professionals on how to meet their student development needs. The presentation focuses on the use of novel reconceptualization of foundational theories to guide recommendations that help higher education professionals meet the needs of today’s Black college students and student success. The session conversations will be aided by feedback activities, debate discussions, and conceptual model demonstrations. This session is designed for higher education practitioners, researchers, and students.

Janae Alexander from Texas A&M University

Career Readiness for the Current and Emerging HSI

While the increase of Hispanic-Serving Institutions (HSI) has grown exponentially in recent years, research has shown that Hispanic students still encounter feelings of oppression, racism, and lack of support in higher education institutions nationwide. Although the requirements of being deemed an HSI are minimal (25% of the student population has to identify as Hispanic), career centers have the opportunity to insert themselves in a supportive and critical role for engagement in order to guide Hispanic students in continuing with their desired career path upon graduation. While making positive changes in engaging with all students before their freshman year, career centers can offer a multitude of resources specifically targeting Hispanic students and their families, encouraging them to explore different career paths within their major, as well as helping them become familiar with all the resources their career center has to offer regardless of language and unspoken cultural barriers that continue to exist at events such as New Student Conferences and other university-hosted events.

Sanjuana “SJ” Martinez, Annette Rodger, and Maritza Garza from Texas A&M University; Taylor Fogle from Texas A&M Higher Education Center at McAllen

Collaborate to Support Today’s Students on Academic Probation

The pandemic prompted a quick pivot to new approaches and technology solutions within our Student Success department. An increase in the number of new students

on academic probation also led us to examine our practices and policies, forge new partnerships across campus to identify solutions, and experiment with new ways to support students and meet them where they are on their journey. In this roundtable session, we will facilitate engaging dialogue focused on effective practices for supporting today's undergraduate students on academic probation. Questions will focus on understanding the shifting needs of new students, addressing internal and external barriers impacting student success, and identifying innovative, agile approaches and practices.

Dr. Amy Buechler-Steubing and Joshua Childress, J.D. from University of Texas at San Antonio

The Effects of a Mini-Semester Enrollment Model on Advising Practices

With a transition away from the “traditional” 16-week enrollment model towards enrollment models focused on mini semesters on the horizon, there are many challenges in store for academic/pathways advisors. Although this migration is currently in the works, we can easily foresee several immediate effects:

- faster-paced scheduling causes student success to atrophy and grades to drop
- tighter scheduling for advising and advisor-related intervention
- potentially longer completion time frames for students that reduce their enrollment
- push back from reluctant faculty
- student and advisor burnout due to rapid, en masse

conversion

Our discussion will briefly touch on these issues and will ideally generate some potential solutions to these challenges; through collaboration with other student service and advising professionals, we plan to explore the multi-faceted issues that these models will create. With these upcoming changes, we would do well to strategize about how we can best serve our students once the changes are enacted.

Michael Goodman, Michael Pounds, Cindi Robinson, and Holly Williams from Alvin Community College

Academic Advising + Career Services = Synergy & Success

In a recent meeting of academic advising professionals representing schools within the same system, a discussion emerged about integrating academic advising with career services. Several schools within the system have begun this process; some with more success than others. Engaging in discussions about how to plan and implement an integration between academic advising and career services will assist participants in avoiding pitfalls while discussing and developing best practices.

Dr. Melody Loya from Tarleton State University

Dr. LaMar Black from Texas A&M, Corpus Christi

Venus Lillis from Texas A&M University, Texarkana

Developing Impactful Student Engagement Activities in Large Lectures

Over the past several years, the acceptance rate of colleges

and universities has increased, leading to lecture sections containing several hundred students. Despite educational research demonstrating an increase in student success in courses with small group engagement activities and discussions, these practices are poorly utilized in large lectures. The ability to efficiently and effectively scale up engagement activities and facilitate small group discussions is very challenging. During this roundtable discussion, I hope to facilitate a discussion among instructors of large lectures that are interested in and/or attempted to incorporate engagement activities and/or small group discussions with the objective of creating a list of best practices and “Helpful Dos and Don’ts”.

Dr. Stephanie McCartney from Texas A&M University

Bringing Equity to TSI: Examining the Top 10% Rule

In this roundtable, we would like to discuss ways to hold the state of Texas accountable for under-resourced schools. To this end, our team has researched and presented a proposal to a Texas State Representative in which students who graduate in the top 10% of their high school classes and who must take the TSI Assessment and/or complete TSI coursework would be reimbursed for related expenses.

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Motimatic

This proposal rests on the argument that any student who has graduated in the top 10% of their high school class has made the most possible use of all the resources afforded to them. In this way, it becomes clear that it is not the student's or school district's shortcomings that have failed to make the student college ready. Rather it is the fact that the student and the school district have not enjoyed access to educational opportunities that other students and districts in wealthier, more resourced areas have. Because these students experience an opportunity gap, we suggest that the state invest resources in reimbursing these high-performing students for any college-readiness expenses they incur. We look forward to learning from our colleagues other attempts to support student equity.

Dr. Hillary Procknow, Vanessa Garcia, and Angeles De Santos Quezada from The University of Texas at Austin

Student Success Through Virtual Advising

While student success remains at the forefront of institutional operations, the constantly evolving environment of higher education demands a shift in how institutions engage with and support their students. This session will explore the implications virtual advising services have on student success. We will explore and discuss virtual advising success stories, best practices for implementing virtual advising services, and the potential limitations of virtual advising services when used to supplement or replace traditional advising models.

Cindi Robinson, Michael Goodman, Holly Williams, and Michael Pounds from Alvin Community College

Bureaucratic Barriers to Earning Degrees – One University’s Confession

In 2012, The University of Texas at Austin announced an ambitious goal—increasing the four-year graduation from 52% to 70% in five years. One identified roadblock impeding our graduation goal was the policy of requiring students to apply for graduation. Adopting the new auto-graduation procedure simplified the graduation process and helped bring the university into alignment with legal and contractual expectations for awarding degrees. Auto-graduation allows us to confer a degree when the degree audit is at 100%. Establishing this procedure has helped more than 3,000 students cross the graduation finish line and is responsible for increasing our graduation rate by an annual average of 1.25%. During this session, we will discuss how self-imposed institutional barriers affect our students’ graduation journeys and how our institutions can change.

Kathy Uitvlugt and Andreyez Alvarado from The University of Texas at Austin

Course Co-Construction Conceptual Framework

Students’ motivation within the classroom can have an impact on student success. Classrooms are becoming increasingly more diverse, making it challenging to create high-impact learning activities that cater to all types of students. The conceptual model we propose in this paper will allow students to design their learning path in a course. This framework is based on how, why, and what they want to learn. Our proposed model will venture to change the roles of the students and teachers to co-designers and co-researchers in designing the course. This idea will introduce

the audience to the constructivist and constructionist learning theories and potential ways to implement them in their own contexts.

William Walker, Dr. Mahjabin Chowdhury, Hang Gui, and Sean Kao from Texas A&M University

Low Stakes/High Impact for Traditionally Underrepresented Students

Students in higher education, particularly in engineering, are inundated with high stakes scenarios. Coursework, capstone projects, and research experiences are saturated with expectations of excellence. Students are expected to either succeed through sheer will and hard work or fail and suffer the consequences of either repeating a course or, in the worst-case scenario, leaving the university. We have taken an opportunity to challenge these traditional norms in engineering education through a purely experiential approach to a multidisciplinary engineering project, representing marginalized populations. The Innovation [X] program facilitated this experience. Originating at Texas A&M University (TAMU), the program provides internal funding for multidisciplinary research projects to engage undergraduate and graduate students who are overseen by experienced graduate research faculty. As a pilot, we included faculty and students from Prairie View A&M University (PVAMU), a historically Black college and university (HBCU), and members of Texas A&M University. Faculty and select research assistants provided technical expertise, acted as mentors, and worked closely with the students. The results were unexpected and encouraging. Several students have exhibited and expressed a level of

comfort and interest in pursuing advanced studies at both institutions, thereby dispelling the boundaries of space, place, and stereotype bias.

Prof. Filza Walters, Mr. Lance White, Dr. Tracy Hammond from Texas A&M University; Dr. Sarhan Musa and Dr. Kelvin Kirby from Prairie View A&M

Educational Sessions

9:00 - 9:50 a.m.

Savvy Storytelling: New Insights on an Old Method

Hullabaloo Room

I love to hear a good story. And I love to tell a great one. Storytelling is an age-old method of communication, used universally to stir emotion, move listeners to action, and for its staying power. And yet, without a few research-based insights, even a great story, delivered to students paying rapt attention, can have unintended consequences in the classroom. As an accounting professor, getting keen, time-starved students to believe that listening to stories is an effective use of class time was a winning outcome. As storytelling has its 15-minutes of fame in teaching and learning pedagogy, it's valuable to hear from a professor who has honed the skill and employs it effectively with a variety of audiences. For those profs who aren't presently using storytelling, I'll share why they should. If their storytelling could use a bit more flair, I'll demonstrate how to add it.

Karen Farmer from Texas A&M University

#FirstGenVets: Building Community for First Generation Student Veterans

Reveille Room

Created in 2017, the #FirstGenVets Learning Community at Texas A&M University supports first-generation student veterans to be successful students and leaders. This one-of-a-kind learning community focuses on professional development, academic success, community building, and leadership advancement through a yearlong comprehensive program that supports students academically, physically, mentally, and interpersonally.

Similar to student veterans, first-generation college students are faced with unique challenges and barriers in their transition to higher education. Being both a student veteran and first-generation college student can create additional obstacles to success. However, experiences such as a learning community can aid in the retention of students who participate in them. The #FirstGenVets Learning Community was born out of this concept and has served over 50 first-generation student veterans in the past 10 semesters.

Montaigne Long, Dr. Summer Odom, Dr. Julie Harlin, and Karly Anderson from Texas A&M University

Centering Student Voices, Data, and Reflection to Transform

Traditions Room

Change is constantly happening in higher education today. But change to what end? A process designed to aid institutions in understanding themselves more deeply, reflect on the current state of various initiatives, and use

data to better inform several Texas A&M schools who are using their work to help challenge the status quo and focus on equity in outcomes. This session highlights the process, benefits, and lessons learned that will inform these institutions moving forward.

Melissa Welker from American Association of State Colleges and Universities; John Gardner from Prairie View A&M; Shannon Baker from Texas A&M Kingsville; Jerel Benton from Texas A&M Corpus Christi

Dual Presentations

① Student Success Programs in the Department of Biology at Texas A&M University

Corps Room

The Department of Biology hosts two academic support programs focused on student success. The first is 'BioFirst,' a yearlong program to facilitate academic success of incoming first generation biology majors. The program provides a scholarship, community-building and student-centered learning activities developed by faculty advisors along with a structured pathway to the Honors program and Undergraduate research. The second is the 'Science Peer Learning Center (SPLC), which not only provides peer tutoring and mentoring services for free to all students enrolled in STEM courses each year, but also is a space for students to interact and collaborate together. Our research analyzes the perceived effectiveness of both these academic support programs, as reported by the students who utilize and participate in them. To assess the students' perceived effectiveness of these programs, we utilized

both quantitative and qualitative data methods. Our results indicate that a majority of students who use SPLC are freshmen and sophomores who seek help in introductory biology, chemistry, mathematics, and statistics courses, and report positive experiences. Our results also indicate that BioFirst has a significant positive impact on first generation student experience in biology. The results also gives us a foothold to improve upon the experiences of students in a way that is both accessible and community-based.

Dr. Asha Rao, Mahjabin, Chowdhury, and Sara Kent from Texas A&M University

2 Critical Thinking (Reasoning) Skills in the Engineering Classroom

Corps Room

Generation-Z will become dominant workforce in early 2020s, and they are now prevalent on campus. This dominant cohort is known to have deviant characteristics on learning. They are keener on visual learning holding limited span of attention and critical thinking, which are attributed to overexposure to digital gadgets. This study analyzed wrong answers using the state-of-the art data mining technology, association rule mining. This approach could identify patterns of wrong answers, and further it could define students' learning behaviors and identify root causes of the mistakes. A critical thinking (reasoning) skill involving information processing was identified as a critical factor, and a lack of thorough understanding of discipline-specific knowledge hindered students from performing right-information processing. Practice of construction management requires multi-step information processing

for decision making in the field, so a studio classroom approach with actual projects is suggested so that students have holistic experiences, which associates multiple steps of information processing that helps students ultimately build critical thinking skills.

Mi Sun An and Ryoo Boong from Texas A&M University

Dual Presentations

1 Provide Academic, Social, and Emotional Support Using Documentation

Ross Room

Academic, career, and personal success must be supported simultaneously. Learn how a plan of action can be used to guide an interactive one-on-one session that supports students academically, socially, and emotionally. The Plan of Action used by the Director of Student Success at the School of Pharmacy helps students identify behaviors and factors that led to academic difficulty while facilitating engagement on campus. This model is unique in that there is a significant emphasis on collaboration amongst a Licensed Professional Counselor (LPC) who serves as the Director of Student Success and faculty advisors.

Amanda Galvan and Dr. Juan Bustamante from Texas A&M University

2 Coaching Interventions for Students Placed on Academic Probation

Ross Room

Students who are placed on academic probation are less likely to persist and graduate. This session will build and expand upon previous research by demonstrating how a college level student success center at Texas A&M University implemented an academic coaching intervention for students on academic probation that made significant improvements to student grades. By utilizing data collected from students through a self-assessment survey and implementing a coaching intervention, student success practitioners can improve student outcomes. The session will walk participants through the academic probation coaching intervention, which includes initial student outreach, a description of the student self-assessment, initial and follow up meeting frameworks, and a brief case study to demonstrate the intervention process. In addition, the session will provide resources such as the student self-assessment survey template, examples of case-management interventions, and data on student outcomes for review.

Joseph Sanchez and Jacqueline White from Texas A&M University

Educational Sessions

10:00 - 10:50 a.m.

Improving Student Focus and Creativity with Martial Movement Meditation

Corps Room

Focus and creativity are essential skills students need to succeed both inside and outside the classroom. Unfortunately, due to technology and the advent of instant

gratification, the capacity for these skills has drastically diminished for our current generation of students. When it comes to fostering these skills, many researchers point to martial arts and meditation as effective practices for enhancing focus, creativity, resilience, problem-solving, and critical thinking. What would it look like to combine and simplify these practices so that students can safely use them as tools to increase their success in school and beyond? This experiential session will guide participants through gentle martial arts-based movement meditations so they can experience their benefit for themselves. It will also look at different student populations as case studies in order to ascertain how the movements can be applied to their specific contexts so that they too can experience the benefits of the practices.

DeVante Love from Texas A&M University

Integrating NACE Competencies into Work Supporting Student Success

Hullabaloo Room

As the professionals that engage with college students daily and shape the student experience, we need to acknowledge student success not only relates to success during college, but also post-graduation.

This presentation proposes supporting student success via intentionally integrating the eight key competencies for career readiness as identified by National Association of Colleges and Employers (NACE). Participants will be educated on both the history of the Career Readiness Initiative, which launched in 2015, and each of the key

competencies, which were recently revised in 2020 to capture the foundational skills employers most value in recent college graduates.

Implementation across campus contexts—from advising, classroom instruction, and co-curricular programming—will also be discussed, including past piloted projects and ongoing initiatives. Multiple interactive individual and group activities will enable participants to deepen their knowledge of NACE career competencies and help them brainstorm applications to support student success in a variety of university contexts, including in their own work.

Madyson Flint and Jade Figueroa from Texas State University

Serving Undocumented Students in Texas: Practices Grounded in Research

Reveille Room

Texas higher education institutions currently enroll over 58,000 undocumented college students, but few institutions showcase awareness of the challenges, laws, and practices to better serve this population. In this session, we illuminate the experiences of undocumented college students to and through higher education. First, we will introduce pertinent laws that influence the college access of this student group. Next, we will provide an opportunity for practitioners to learn about their financial aid realities and emphasize the resources available to them to enhance their college persistence. We will discuss additional challenges that this population navigates while pursuing their college degrees and share best practices grounded in research that can promote their academic success. Throughout the

session, we will showcase the examples of some Texas colleges and universities that have actively implemented resources and mechanisms for other institutions and their staff to use. We will end the session with case scenarios for attendees to further prepare to serve and connect with undocumented college students at their institutions.

Dr. Cinthya Salazar, Cristina, Nader, Cindy Barahona, and Andrea Romero Viruel from Texas A&M University

Chat Bot—A Communication for Student Success and Persistence

Ross Room

Can communications from a chat bot assist with student persistence and overall student success? Studies indicate this can be the case. Chatbots meet the needs of today's students by being available 24 hours a day, 7 days a week, 365 days a year to answer questions from the stroke of the computer keyboard or fingers of a text. In addition, the chat bot can be an artificial intelligence friend and a means to get valuable information into a student's hands. This interactive workshop discusses how this university uses it bot to notify students of events on campus, available academic and personal services, well-being check-ins, and more. The presentation will engage participants by requesting them to ask questions of the bot and receiving real-time answers, sending texts to their phone to demonstrate how the bot looks and interacts, and conversation on scheduling and types of communications along with overall "Best Practices."

John Duarte, Faith Ferguson, and Luisa Cossio from Tarleton State University

Promoting Academic Integrity through an Advising Lens

Traditions Room

This session aims to discuss how academic advisors and/or higher educational professionals can support and play a role in promoting academic integrity. It will discuss academic integrity and how to minimize academic dishonesty among students in higher education. Academic Advisors Eva Magallan and Shelby Nerren will discuss the academic integrity model created at their department to target the growing issue of academic dishonesty. By exploring the current academic integrity model in place in the department, participants will learn how to adapt the model to their institution. Participants will learn of preventative approaches and strategies to address present-day academic dishonesty issues to implement in their higher educational role from classroom to advising office. Furthermore, participants will review case studies and reflect on the implications for teaching and learning in their institution.

Eva Magallan and Shelby Nerren from Texas A&M University

Closing Remarks & Session 11:00 a.m. - 12:00 p.m.

Closing Remarks

Jason Mastrogiovanni, TXCSS Conference Chair

Tim Scott, Vice Provost for Student Success, Texas A&M University

Closing Session: A Statewide Student Success Program Inventory | *Sponsored by the Texas A&M University Office of the Provost*

The Texas Higher Education Coordinating Board (THECB) and Ithaka S+R will describe the process of co-creating a publicly available and evidence-based student success program inventory. They will conduct a live, interactive demonstration of the inventory and share high-level insights from the descriptive data provided through the inventory.

*Jennielle Strother and Suzanne Morales-Vale from THECB
Bethany Lewis and Christy McDaniel from Ithaka S+R*

Conference Adjourns

12:00 p.m.

Boxed lunches to go will be available after the conference adjourns.



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