LEAP Day 2020 Poster Session Abstracts

Abstracts are sorted by theme and alphabetized by first author last name within each theme.

Inclusive Excellence

The Reality of DREAMers

The general goal of the Reality of DREAMers Project is to create a more welcoming environment for undocumented students by educating majority students, faculty, staff, and administrators about the barriers faced by DACA students, thereby influencing recruitment and retention efforts. We believe that students who feel more welcome on campus and who see others like themselves in leadership roles are more likely to remain on campus and graduate. The Reality of DREAMers Project encourages majority students, faculty, staff, and administrators to confront the continuing struggle of undocumented students to obtain information about accessing higher education, to secure a post-secondary education free from unfair financial burdens, and to enjoy freedom from emotional stressors created by their immigration status. Our team, which includes three undocumented students, share our "stories" through presentations to students, faculty, staff, and administrators. Recent presentations to the UWW Admissions Department and the College of Education and Professional Studies Spring Forum for faculty and staff have been well received. We look forward to continuing our work in this and subsequent semesters.

Nayeli Govantes Alcantar *Accounting, Spanish, Student*
Roberto Sagrero Sosa *Spanish, Student*
Daniela Porras *Art Education, Student*
Emily Rodriguez *International Business, Student*
Anne Stinson *Curriculum & Instruction*

BrainSTEM: A LEAP Project for Improving STEM Retention and Narrowing Achievement Gaps by Increasing Growth Mindset Use by STEM Faculty

Students with a growth mindset (GM) believe that they can get smarter with effort and are more resilient than students with a fixed mindset. Faculty GM has been shown to reduce achievement gaps. Our goal is to encourage the use of activities promoting a GM in STEM courses. We surveyed STEM faculty and students to assess their GM and their experience with GM in STEM courses and conducted a student focus group. We found that most students and faculty have a GM and are familiar with the concept. We piloted a number of GM activities in our classrooms and assembled supporting materials in a Canvas course to make them available to other instructors. Early failures can lead to STEM attrition; however, using GM practices supports student resiliency and retention in STEM majors. These efforts support the LEAP principle of inclusive excellence where mistakes and failures are accepted as part of learning, encouraging more students to persevere in STEM fields.

Jessica Bonjour *Chemistry*
Kirsten Crossgrove *Biological Sciences*
Kris Curran *Biological Sciences*
Lori Trimble *Biological Sciences*
Lauren Von Rueden *Social Work, Student (Graduated)*

Assessing Awareness and Utilization of the UW-W Warhawk Pantry: Results of Campus-wide Survey Data
Campus food pantries are becoming increasingly common in the U.S. (12 pantries existed in 2012; today there are over 700 are in operation). Students struggling financially may skip meals or eat less-healthy but more affordable meal options in order to make ends meet. Recognizing this as a reason students may withdraw from the university, the UW-W Warhawk Pantry opened in the Spring 2018 semester. Originally housed in White Hall, it moved to Drumlin Hall in April of 2019, which is a more visible and welcoming space. While there has been a considerable push to publicize the existence of the pantry, those efforts may not have reached students in need. As part of a LEAP project, a survey was created and distributed via email to all students in November of 2019 in order to assess student awareness and utilization of the Warhawk Pantry and other assistance-related campus resources; those results indicate a need for greater outreach with both reaching and communicating with the UW-W student population to increase the likelihood of utilization of these services.

Kate Ksobiech *Communication*
Frank Wirth
Emma O'Connor *Communication, Student*

Hawaii Community Engagement
Our organization members worked with Hawaiian students as part of the ALOHA MAP program and exposed them to STEM disciplines. This will help encourage Hawaiian K-12 students to pursue college education in general, particular in STEM fields. This can in turn reduce opportunity gaps between Native Hawaiian students and students on the mainland. By focusing on the big picture of cultural competency, we can help future teachers and others interested in working with children and teens to work with diverse cultures including (but not limited to) Native Hawaiians. Our group members have the opportunity to gain hands-on experience learning native traditions alongside the students in an immersive environment. The team continues to engage with the students while being back at Whitewater, through videos showing college life as a STEM major. Most of the team is returning to Hawaii next summer, with plans to double the students from eight to sixteen.

Caylee Meer *Geography Geology Environmental Science*
Stephanie Pitzl *Geography Geology Environmental Science*
Makenzie Miller *Geography Geology Environmental Science*

Fostering Success & Independence: Creating a Supportive College Experience So Students, Regardless Of Family Support, Can Thrive

According to a 2018 survey, 167 UW-W students identified as having spent time in foster care and/or being concerned about housing. These students lack guidance on how to navigate college and may lack emotional and financial support from a "traditional family." We have taken steps to support these students, such as providing welcome baskets and finals care packages, sharing resources with them, and helping them to secure housing. Students cannot access services unless they are aware of them. We will describe how we have communicated these resources through website development, paper fliers, a Facebook page, informing high school guidance counselors, and through informal contacts. We will explain how knowing people on campus care about their wellbeing has helped students who have come to us for assistance. Finally, we will identify next steps for this work that is necessary to recruit and retain a diverse student body and support access to higher education for students from multiple backgrounds.

Lori Trimble *Biological Sciences*
Sarah Hessenauer *Social Work*
Sarah Duesterbeck *Admissions*
Tracey Scherr *Psychology*

Essential Learning Outcomes

LEAP, Growth Mindset, & the Information Literacy Framework
As a 2018-2019 LEAP team, librarians from UW-Whitewater and UW-Whitewater at Rock County are supporting student success by coordinating their information literacy programs. This includes a joint instructional plan and tutorials designed to supplement face-to-face instruction for English 102 and other entry-level courses on both campuses.
Martha Stephenson *Andersen Library*
Beth Webb *Lenox Library*
Diana Shull *Andersen Library*
Ellen Latorraca *Andersen Library*

Assessment of Student Learning

Assessment of Student Learning Outcomes: Embracing the Process
In order to connect data and outcomes, the Counselor Education graduate program recently re-constructed student learning outcomes to better reflect program foci, mission, and vision. This poster presentation will reflect this process as well as the SLO outcomes, including how data in the last two years informed the outcomes. Additionally, the role of a new technological platform for data management, VIA by Watermark, will also be integrated as an important element in the data-driven program decision process.
Jennifer Betters-Bubon *Counselor Education*
Carrie Merino *Counselor Education*
Brenda Rust O'Beirne *Counselor Education*

Assessing the Future of the Past
When the UW-Whitewater History Department revised its senior thesis sequence in 2018, it created an opportunity to assess our program more thoroughly than we had in the past. To generate useful assessment data about student success, our Assessment Institute team created rubrics and assignments based on departmental Student Learning Objectives (SLOs) that align with AAC&U and LEAP principles. Our poster will explain and illustrate these developments.
Karl Brown *History*
Sinae Hyun *History*
Kim Nath *History*
Adam Paddock *History*
Nengher Vang *History*

Assumption to Reality - Reassessing an Online MS Degree Learning Outcomes & Evidence of Achievement
The MS in ESH online degree was developed for working adults who desire advanced education of the field and/or to gain legitimacy to their current practice. The original assumptions and plan for the degree program exceeded expectations but also presented unexpected challenges. While attempting to address changes, the department faculty realized that the original student learning outcomes (SLOs) needed updating for determination of effectiveness and to drive additional assessment for improvements. The four goals entered for the 2019-2020 UWW Assessment Institute were:
1. Change the assessment tool for SLO 8, "Perform duties with professional ethics"
2. Create a survey to collect current student and graduates about program organization and delivery;
3. Add questions to Graduate Outcomes and Satisfaction Survey based on our ESH SLOs; and
4. Explore the potential for a new indirect assessment tool to gain additional feedback from students. Additional work and initial outcomes will be discussed.
Todd Loushine *Occupational & Environmental Safety and Health*
Donna Vosburgh *Occupational & Environmental Safety and Health*

Critical Thinking, Writing, and Quantitative Literacy at UW-Whitewater: A VALUE Institute Assessment
In 2018-2019, UW-Whitewater participated in AACU's Valid Assessment of Learning in Undergraduate Education (VALUE) Institute. Led by UW-Whitewater Assessment Fellow Carmen Rivers, we used instructor-designed embedded assignments to assess students' quantitative reasoning, writing, and critical thinking performance as they completed GenEd core courses and quantitative electives. Both UW-Whitewater faculty/staff and nationally trained raters used AACU's VALUE rubrics to score student work. The project also provided faculty/staff professional development in analyzing the VALUE rubrics, designing assignments that align with rubric dimensions, and discussing learning goals for UW-Whitewater students in these domains. Preliminary results indicate that most UW-Whitewater students showed moderate levels of achievement, similar to national averages. Analyses are ongoing and will examine specific rubric dimensions for areas of strength and for improvement, performance for specific subgroups (such as URM status, gender, Pell grant eligibility), and similarities and differences between UW-Whitewater and national scorers.

Carmen Rivers *Curriculum & Instruction*
Catherine Chan *Office of Academic Assessment*
Liz Hachten *L&S Dean's Office*
Fe Evangelista *L&S Dean's Office*
Joan Littlefield Cook *Provost's Office*

Business & Marketing Education leaps forward with a new shared purpose and plans to create a culture of continuous improvement
The field of business & marketing education (BME) has seen drastic changes to the role of the teacher. Combine changes in the field with the need to revise our degree program to meet new requirements for teacher licensing under PI-34 and the request of the institution to develop a more learning outcome-centered approach to program assessment, the BME program embarked on a 1-year process of redefining student learning outcomes, aligning assessments to outcomes, and devising a plan to implement and sustain this new assessment plan. The resulting student learning outcomes from this process contribute to the program's increased ability to measure what matters with regards to student learning and assure students graduate with skills that are transferable throughout their lives and careers. The ultimate goal for doing this work is to use assessment to establish a culture in the program of shared purpose and continuous improvement.

Karla Saeger *Curriculum & Instruction*
John Smith *Curriculum & Instruction*
Denise Roseland *Curriculum & Instruction*

Learning Analytics in Service of Student Learning: Using An Adaptive Course's Dashboard
Adaptive Learning technologies like Realizeit allow instructors to personalize a student's pathway through some of the content of a course based upon their low-stakes assessment results as they work through a course. Data dashboards are often a part of these technologies. Realizeit provides a dashboard at the level of "chunks" of learning that involve about 15 minutes of reading/viewing before assessment. This dashboard provides analytics about knowledge mastered, knowledge attempted, and time engaged in the system. An instructor can use this to guide interactions with online students to offer help or support during a course. This instructor used the dashboard during a summer online teacher education course in order to provide support to keep students on pace and to encourage relearning of key concepts. In a blended course, these analytics could also be used to assess class understanding before face-to-face sessions and to focus instruction.

Matthew Vick *Curriculum & Instruction*

High-Impact Educational Practices

Institutional Barriers to Transgender Student Success
In 2019-2020, the Transgender Support on Campus LEAP Team was formed to address barriers to the success of our transgender students on the UW-Whitewater campus. Through the work of the team, we identified the High Impact Practice of Learning Communities as a major touchstone of transgender sense of belonging, safety, and inclusion on campus. Upon further investigation into the use of the LC, we identified multiple problems with promoting the programs to students for whom we do not collect data and therefore cannot market to, and further concerns with faculty and staff who were unwilling to be identified as allies or members of the community, leading to a lack of coordinators and mentors for this vulnerable group of students. Our group reorganized our goals based on resistances we encountered at the departmental, campus, and system level, and present the results of an 18-month effort to bring diversity to campus.
Melissa Bleiler *University Health & Counseling*
Stephanie Selvick *Career and Leadership*
Ashley Barnes *Womens and Gender Studies*
Sam Findley *Music, Student*

NASH TS3 Project: Student Employment and Community-Based Learning as High-Impact Practices
UW-Whitewater, as part of the UW System, received a National Association of System Heads Taking Student Success to Scale (NASH TS3) grant to work on scaling up select high-impact practices (HIPs). Members from across the Divisions of Student Affairs and Academic Affairs formed the leadership team and decided to focus their work on student employment and community-based learning, two HIPs that have strong foundations and the potential to positively impact a large number of students. Since Spring 2018, the team has worked to define the characteristics that make these practices truly impactful, develop assessment strategies, ensure more equitable access, and engage various constituencies across campus to increase awareness and recruit them to be partners in promoting and supporting these HIPs. We will share project progress to date and our plan to use these HIPs to facilitate student success, efforts that are aligned with the campus and UW System strategic plans.
Catherine Chan *Office of Academic Assessment*
Joan Littlefield Cook *Provost's Office*
Kim Adams *University Center*
Bob Barry *University Center*
Ron Buchholz *Career and Leadership Development*
Beth John *First Year Experience*
Amanda Murphy *First Year Experience*
Frank Bartlett *University Housing*
Jodie Parys *Community Based Learning*
Liz Hachten *College of Letters and Sciences*
Susan Johnson *College of Letters and Sciences*

The Benefits of Incorporating Trading Simulations to Teach Investments and Security Analysis
Investments (FNBSLW 345) and Security Analysis (FNBSLW 456) are two of the core courses in our Finance curriculum, in which students learn about various asset classes, techniques to make sound investment decisions, and the factors that may affect those decisions. Three years ago, we decided to go beyond covering the theoretical aspects of investment by incorporating trading simulation in our courses. As part of this assignment, students have the opportunity to test the theories from class and evaluate different investment strategies before trying it in the real world. Over the past three years, we have observed a growing interest and confidence among students for investing their own money and also pursuing investments-related careers, and selecting more suitable candidates for the Applied Investment Program. In the future, we hope to find a way to measure the impact of this exercise to assess the change in students' attitude toward financial risk-taking and improvement in their overall financial well-being.

Mohammad Jafarinejad *Finance & Business Law*
Pascal Letourneau *Finance & Business Law*
Bakhtear Talukdar *Finance & Business Law*
Garrett Smith *Finance & Business Law*

Addressing the Equity Gap in Lower Division STEM Courses: Initial Results
This research employs the case study methodology to analyze program equity gaps with a revised curriculum to incorporate High-impact practices (HIPs) in a lower division STEM undergraduate course. Many departments do offer HIPs within their programs and curricular offerings (e.g., collaborative assignments and projects, service learning, community-based learning, capstone courses). However, most of these HIPs are exclusive to upper division courses, which perpetuates inequitable access to underserved students (Kuh et al., 2017). This poster presentation reviews initial results of integrating a community-based learning experience in a lower division course to address the equity gap among underserved students. An introduction to information systems course is chosen for this case as some of the largest gaps among underserved students exist in this STEM field. Integrating captivating classroom experiences into introductory STEM courses offer promising results (i.e., Beier et al., 2019; Cox et al., 2008; Goeden et al., 2015).

Anna Land *ITSCM*
Alana Platt *ITSCM*
Andrew Ciganek *ITSCM*

Increasing Science Literacy and College Exposure in a Local High School through Repeat Undergraduate and High School Student Interaction.

To increase science literacy and college exposure at Greendale High School (GHS), Dr. Levas and his LEAP team implemented the use of his coral research as a teaching tool. A combination of high impact practices (HIPS) were used to increase interest in the sciences along with qualitative assessment to determine the overall impact. For example, there were multiple classroom visits by the lead professor and undergraduate students, execution of a coral reef experiment, and a visit to UW-Whitewater for 120 participating high school students. While at UW-Whitewater, students presented a poster to faculty, staff, and undergraduates and participated in hands on STEM based activities. Initial assessments have measured increased awareness of science opportunities at the university level. In addition, these works have resulted in the creation of a new course being offered at GHS, Oceanography, to target students who are interested in Freshwater and Marine Sciences.

Kiley Lofy *Geography, Geology, and Environmental Science*
Kalama Kamoku *Biology*
Alexis Piper *Literature and Languages*
Megan Levas *Greendale High School*
Stephen Levas *Geography, Geology, and Environmental Science*

Concerns and Hope: Engaging More Students in HIP participation

Analyzing which HIPs students reported being "unaware of" in the Senior Outcome Assessment Survey, this poster offers both general and specific opportunity efforts to engage more students in HIPs across their academic career.

S.A. Welch *Communication*
Morgan Barber *School Psychology, Student*

Signature Work

Integrating Trauma Informed Self-Care in Social Work Field Education
The poster will provide an overview of how trauma informed self-care was integrated into the field education experience to support the success of social work students. Sometimes students pursuing a degree in social work have experienced previous traumatic experiences. Engaging in a field placement experience where social work students are working with clients who are struggling with traumatic events, can be triggering for the students. This project aimed to heighten students' level of awareness of their own trauma history and offered tools to practice trauma-informed self-care during their field placements. Faculty Field Liaisons and Field Instructors gained awareness to be mindful of how the student's trauma may impact the field experience and learned ways to support the student during their field placement experience. A Community Partners Training was offered to Field Instructors and included a training on compassion resilience. This training highlighted the importance of maintaining physical, emotional, and mental well-being while responding compassionately to the suffering of others.
Katherine Drechsler *Social Work*
Kristi Wood *Social Work*
Nicolette Miller *Social Work, Student*

Riding in Style: A Summary of Graduate Students' Conversations with Fairhaven "Cycling Without Age" Participants
As part of course content, students enrolled in the Fall 2019 Communication Research Methods graduate class developed open-ended interview questions to assess a sample of Fairhaven residents who participated in the Cycling Without Age (CWA) program. CWA is an international program, which trains community members in the use of "tri-shaws," which are specially designed, motorized transportation that gives residents the opportunity to experience the outdoors as passengers. Students conducted interviews at Fairhaven, transcribed their notes, and themes which emerged from the resident comments will be presented.
Kate Ksobiech *Communication*
Leslie Lowe *Communication*
Keylee Mayr *Communication*
Colleen O'Donnell *Communication*
Evan Thompson *Communication*
Alexandria Vogl *Communication*
Emily Zeimet *Communication*

LEAP Connections: Community-Based Learning Experience in a Science-Business Senior Project Course
Community-based learning has been one of the key high-impact practices with significant student learning outcomes both in pedagogy and research. During the fall 2019 semester, we designed and implemented real-world projects in partnership with community partners that required the integration of scientific and business knowledge in SCIBUS 485 course. The integrated Science-Business (ISB) students worked with local community partners, namely, McCullough's LTC Pharmacy, Environment Safety and Sustainability and Blue-line Batteries-Whitewater Innovation Center. The research at McCullough's Pharmacy evaluated more than 120 patients to screen for eligible immunizations through the use of the Wisconsin Immunization Registry. This research resulted in a science-business plan which can be used for evidence and support for varying forms of patient care that can be expanded to different age groups and patient populations. The second project researched the availability of local, healthy and affordable food products and food industry employment in Whitewater in collaboration with the Whitewater Grocery Cooperative and the University Sustainability Office. A business plan was created to develop shared use kitchen space either as part of the Whitewater Grocery Cooperative or as a stand-alone entity to operate as an independent business; The third project involved developing efficient Lithium-Ion battery technologies to improve capacity, efficiency and lifespan in collaboration with Blue-line Battery. The students demonstrated effective collaboration and communication skills through deeper levels of engagement with the community through real-world projects specific to science-business needs. Community partner benefitted from ISB student's science and business literacy and statistical skills. Overall, the projects impacted student's personal and professional growth through civic engagement and commitment to serve the community.

Hephzibah Kumpaty *Chemistry*
Thomas Welch *Science-Business*
Jonathan Roberts *Science-Business*
Taylor Russell

Student Involvement and Engagement with LEAP

Mission Possible--making great strides with student employment at the University Center
The James R. Connor University Center continues with our mission of working and improving student employment as a High Impact Practice. Our poster will detail our small steps for student employment over a number of semesters, which has led to a giant LEAP for students over time. Central to our mission is involving students through the process and incorporating plenty of stations for reflection.
Kim Adams *University Center*
Jenny Fisco *UC Graphics/Marketing*

Other LEAP-Related Projects

Implementing HIPs and LEAP-ELOs to reform General Education at UW La Crosse
General Education at UW La Crosse has not been substantially revised since the mid-1990s. Part of UW La Crosse's current Strategic Plan is to evaluate and revise the General Education program. The process of revision began in 2017. So far, we have approved a new General Education mission statement and goals; we have added a First-Year Seminar requirement that will begin in Fall 2020; and we are integrating LEAP Essential Learning Outcomes into our current General Education assessment processes. This poster will describe the steps our campus has taken to make these changes, and will articulate our future vision, which is driven by HIPs and LEAP Essential Learning Outcomes.

Chad Vidden *Mathematics & Statistics, UW-La Crosse*
Anne Galbraith *Biology, UW-La Crosse*
Natalie Eschenbaum *English, UW-La Crosse*