

Select References¹: First Year Experiences

Cuseo, Joe. (2015). The empirical case for the first-Year Seminar: Evidence of course impact on student retention, persistence to graduation, and academic achievement. <https://doi.org/10.13140/RG.2.1.3021.2568>.

Friedman D.B. (2012). *The first year seminar: Designing, implementing, and assessing courses to support student learning and success*. Columbia, SC: University of South Carolina, National Resource Center for the First Year Experience and Students in Transition.

Greenfield, G. M., Keup, J. R., & Gardner, J. N. (2013). *Developing and sustaining successful first-year programs: A guide for practitioners*. San Francisco, CA: Jossey-Bass

Hunter, M. S. (2006). Fostering student learning and success through first-year programs. *Peer Review*. 8(3). Washington, DC: Association of American Colleges & Universities. (4-7).

Magolda, M. B. B. (2004). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.

Magolda, M. B. B., & King, P. M. (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Sterling, VA: Stylus.

McBroon, A. (2018). How extended orientation programs improve the student experience. Retrieved from <http://www.presence.io/blog/how-extended-orientation-programs-improve-the-student-experience/>.

Morris, L. V., & Cutright, M. (2005). University of South Carolina: Creator and standard-bearer for the first-year experience. In B.O. Barefoot, J.N. Gardner, M. Cutright, L.V. Morris, C.C. Schroeder, S.W. Schwartz, M.J. Siegel & R.L. Swing (Eds.). *Achieving and sustaining institutional excellence for the first year of college*. pp. 349-377. San Francisco, CA: Jossey-Bass Inc.

Upcraft, M.L., Gardner, J.N., Barefoot, B.O., & Associates (2005). *Challenging and supporting the first-year student*. San Francisco, CA: Jossey-Bass.

¹ Compiled by representatives from the SEC for INSPIRE

Select References²: Experiential Learning Beyond the First Year

- Boyer, E. L. (1998). *Reinventing undergraduate education: A blueprint for America's research universities*. The Boyer Commission on educating undergraduates in the research university. Stony Brook, NY. Retrieved from <http://eric.ed.gov/?id=ED424840>.
- Castillo, Y. A., Stephen, F., & Estudillo, A. G. (2015). Undergraduate research: an essential piece for underrepresented students' college success. *Perspectives on Undergraduate Research & Mentoring*, 4(1).
- Council on Undergraduate Research (2016). Strategic plan. Retrieved from <https://www.cur.org/who/organization/plan/>.
- Goldrick,-Rab, S.Richardson, J., Schneider, J., Hernandez, A., & Cady, C. (2018). Still hungry and homeless in college. Wisconsin Hope Lab. Retrieved from <https://hope4college.com/wp-content/uploads/2018/09/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf>.
- Ishiyama, J. (2001). Undergraduate research and the success of first-generation, low-income college students. *Council on Undergraduate Research Quarterly*, 22(1), 36-41.
- Jones, M. T., Barlow, A. E. L., & Villarejo, M. (2010). Importance of undergraduate research for minority persistence and achievement in biology. *The Journal of Higher Education*, 81(1), 82-115.
- Kuh, George, D. (2008). Why integration and engagement are essential to effective educational practice in the twenty-first century. *Peer Review*, 10(4), 27-28. Retrieved from <https://www.aacu.org/publications-research/periodicals/why-integration-and-engagement-are-essential-effective-educational>.
- Lopatto, D. (2010). Undergraduate research as a high impact student experience. *Peer Review*, 12(2), 27–30. Retrieved from <https://www.aacu.org/publications-research/periodicals/undergraduate-research-high-impact-student-experience>.
- Najmabadi, S. (2017, March 17). How colleges can open powerful educational experiences to everyone. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/How-Colleges-Can-Open-Powerful/239462?cid=wcontentgrid_teaching_6
- Roberts, J. W. (2015). *Experiential education in the college Context*. New York, NY: Routledge.
- Seymour, E., Hunter, A., Laursen, S. L., & Deantoni, T. (2004). Establishing the benefits of research experiences for undergraduates in the sciences. *Science education*. 88(4), 493-534. Retrieved from <https://onlinelibrary.wiley.com/doi/epdf/10.1002/sce.10131>.

² Compiled by representatives from the SEC for INSPIRE

Seifer, S. D., & Conners, K. (2007). *Faculty toolkit for service-learning in higher education*. Scotts Valley, CA: Learn & Serve America, National Service-Learning Clearinghouse.

Sutton, R. I., Rao, H., & Rao, H. (2016). *Scaling up excellence: Getting to more without settling for less*. New York, NY: Random House.

Wolf, L. W. (2018). Undergraduate research as engaged student learning. In J. E. Groccia & W. Buskist (Eds.) *Student engagement: A multidimensional perspective, new directions for teaching & learning* (154). Hanover, PA: John Wiley and Sons, Inc. (75-85).

Van Scoy, I. (2018). How a graduation distinction can impact learning for all. *eSource for College Transitions*. National Resource Center for First Year Experience and Students in Transition, 15(3), 1-3. Retrieved from https://www.sc.edu/nrc/system/pub_files/ES_15_2_Apr18.pdf.

Van Scoy, I., Falluca, A., & Ducate, L. (2019). Building a culture of integrative learning: A story of Institutional impact. An e-publication of the *Reinvention Collaborative 20/20 Project*. Retrieved from <https://www.rc-2020.org/curiosity-creativity-and-discovery>.

Van Scoy, I., Falluca, A., Harrison, T., & Camp, L.D. (2018). Integrative learning and graduation with distinction: ePortfolios and institutional change. In B. Eynon, & L. Gambino & (Eds.), *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice*. Sterling, VA: Stylus Publishing.

University of Tennessee (2016). Experience Learning Resource Guide. Retrieved from <https://experiencelearning.utk.edu/wp-content/uploads/sites/21/2018/04/442930-ELResourceBookUpdate-v2.0accessible-smaller.pdf>.

University of Tennessee (2017). Service Learning Course Design Guide. Retrieved from <https://servicelearning.utk.edu/wp-content/uploads/sites/27/2018/04/442930-ServiceLearningGuide-v2.0accessible.pdf>.

Select References³: Peer Mentoring/Peer Tutoring, SIs

Clark, M., & Cundiff, N. (2011). Assessing the effectiveness of a college freshman seminar using propensity score adjustments. *Research in Higher Education*, 52, 616-639. Retrieved from <https://link.springer.com/content/pdf/10.1007%2Fs11162-010-9208-x.pdf>.

Collier, P. J. (2015). *Developing effective student peer mentoring programs: A practitioner's guide to program design, delivery, evaluation, and training*. Sterling, VA: Stylus.

Colvin, J. W. (2015). Peer mentoring and tutoring in higher education. In M. Li & Y. Zhao, (Eds.). *Exploring learning & teaching in higher education*. Berlin: Springer. (207-229).

Crisp, G., Baker, V. L., Griffin, K. A., Lunsford, L. G., & Pifer, M. J. (2017). *Mentoring Undergraduate Students: ASHE Higher Education Report*, 43(1). San Francisco, CA: John Wiley & Sons.

Dawson, P., van der Meer, J., Skalicky, J., & Cowley, K. (2014). On the effectiveness of supplemental instruction: A systematic review of supplemental instruction and peer-assisted study sessions literature between 2001 and 2010. *Review of Educational Research*, 84(4), 609-639. Retrieved from <https://journals.sagepub.com/doi/pdf/10.3102/0034654314540007>.

Frizell, M., Reedy, D., & Sanders, L., (Eds.). (2018). *Learning centers in the 21st century: A modern guide for learning assistance professionals in higher education*. Springfield, MO: Oghma Creative Media.

Hodges, R., & White Jr, W. G. (2001). Encouraging high-risk student participation in tutoring and supplemental instruction. *Journal of Developmental Education*, 24(3), 2.

Keup, J. (2016). Peer leadership as an emerging high-impact practice: An exploratory study of the American experience. *Journal of Student Affairs in Africa*, 4(1), 33-52. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1127442.pdf>.

Mayhew, M. J., Pascarella, E. T., Bowman, N. A., Rockenbach, A. N., Seifert, T. A., Terenzini, P. T., & Wolniak, G. C. (2016). *How college affects students: 21st century evidence that higher education works* (Vol. 3). San Francisco, CA: Jossey-Bass.

McGuire, S. Y. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Sterling, VA: Stylus.
McGuire, S. Y. (2018). *Teach yourself how to learn: Strategies you can use to ace any course at any level*. Sterling, VA: Stylus.

Pendleton, L. H. (2019). It's cool to be a first-gen at UF. Building a culture of inclusion for first-generation students. Center for First-Generation Student Success. Retrieved from <https://firstgen.naspa.org/blog/it-s-cool-to-be-first-gen-at-uf-building-a-culture-of-inclusion-for-first-generation-students>.

³ Compiled by representatives from the SEC for INSPIRE

Skipper, T., & Keup, J. (2017). The perceived impact of peer leadership experiences on college academic performance. *Journal of Student Affairs Research and Practice*, 54, 95-108. Retrieved from <https://doi.org/10.1080/19496591.2016.1204309>.

Thomas, G., Roche, L., Brocato, M., & McGuire, S. (2019). Supplemental instruction levels the playing field in STEM at Louisiana State University. In Wilson-Kennedy, Z., Byrd, G. S., Kennedy, E., & Frierson, H. T. (Eds.). *Broadening participation in STEM: Effective methods, practices, and programs*. Bingley: Emerald Group Publishing.

University of Missouri Kansas City (2017). SI Supervisor Manual & Leader's Guide to SI. Available for purchase at <https://info.umkc.edu/si/materials/>.

Select References⁴: Proactive Academic Advising/Early Intervention Systems

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: John Wiley & Sons.
- Attewell, P., & Monaghan, D. (2016). How many credits should an undergraduate take? *Research in Higher Education*, 57(6), 682-713. Retrieved from <https://link.springer.com/content/pdf/10.1007%2Fs11162-015-9401-z.pdf>.
- Bloom, J., Hutson, B. & He, Y. (2008). *Appreciative advising revolution*. Champaign, IL: Stipes Publishing.
- Bowman, N. A., Miller, A., Woosley, S., Maxwell, N. P., & Kolze, M. J. (2019). Understanding the link between noncognitive attributes and college retention. *Research in Higher Education*, 60, 135-152. Retrieved from <https://link.springer.com/content/pdf/10.1007%2Fs11162-018-9508-0.pdf>.
- Capstick, M. K., Harrell-Williams, L. M., Cockrum, C. D., & West, S. L. (2018). Exploring the effectiveness of academic coaching for academically at-risk college students. *Innovative Higher Education*. Retrieved from <https://link.springer.com/content/pdf/10.1007%2Fs10755-019-9459-1.pdf>.
- Feldman, R. S. (Ed). (2018). *The first year of college - research, theory, and practice on improving the student experience and increasing retention*. Cambridge: Cambridge University Press.
- Habley, W. R., Bloom, J. L., & Robbins, S. (2012). *Increasing persistence: Research-based strategies for college student success*. San Francisco, CA: John Wiley & Sons.
- McKenzie, L. (2018, September 11). Early-alert systems seen as a mixed bag. *Inside Higher Ed*. Retrieved from. <https://www.insidehighered.com/news/2018/09/11/academics-question-system-measuring-academic-performance-flagging-potential-problems>.
- Swecker, H. K., Fifolt, M., & Nearby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal*, 33(1), 46-53. Retrieved from <https://www.nacadajournal.org/doi/pdf/10.12930/NACADA-13-192>.
- Tinto, V. (2012). *Completing college: Rethinking institutional action*. Chicago, IL: University of Chicago Press.

⁴ Compiled by representatives from the SEC for INSPIRE

Select References⁵: Incentivizing and “Training” Faculty and Staff

Association of American Colleges & Universities. (2019). High-impact educational practices. Retrieved from <https://www.aacu.org/leap/hips>.

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, CA: John Wiley & Sons.

Burnett, W., & Evans, D. (2016). *Designing your life*. New York, NY: Penguin Random House.

Busby, K. et al. (2018). *Research & Practice in Assessment*. 8(Winter 2018). Retrieved from http://www.rpajournal.com/dev/wp-content/uploads/2019/02/W18_Full.pdf.

Condon, et al. (2016). *Faculty development and student learning: Assessing the connections*. Bloomington, IN: Indiana University Press.

Healey, M. (2000). Developing the scholarship of teaching in higher education: a discipline-based approach. *Higher Education Research & Development*, 19(2), 169-189.

Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018, January). *Assessment that matters: Trending toward practices that document authentic student learning*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

McNair, Albertine, Cooper, McDonald & Major (2016). *Becoming a student ready college: A new culture of leadership for student success*. San Francisco, CA: Jossey-Bass
Pratt, D., et al. (1995). *Five perspectives on teaching in adult and higher education*. Malabar, FL: Krieger Publishing Company.

University of Florida Office of Teaching Excellence. (2019). Retrieved from <http://teach.ufl.edu/>.

University of Arkansas Teaching Innovation & Pedagogical Support (2018). HIPs: High impact practices. Retrieved from <https://tips.uark.edu/hips-high-impact-practices/>.

Van Scoy, I., Fallucca, A., Harrison, T., & Camp, L.D. (2018). Integrative learning and graduation with distinction: ePortfolios and institutional change. In B. Eynon, & L. Gambino & (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice*. Sterling, VA: Stylus Publishing.

Van Scoy, I., Fallucca, A., & Ducate, L. (2019). Building a culture of integrative learning: A story of institutional impact in Reinvention Collaborative 20/20. Retrieved from <https://www.rc-2020.org/vanscoyfallucaducate>.

⁵ Compiled by representatives from the SEC for INSPIRE

Select References⁶: ePortfolio

- Association of American Colleges & Universities. (2019). ePortfolios. Retrieved from <https://www.aacu.org/eportfolios>.
- Bartlett, L. E., Wyss, H. E., Eidson, D., & Truman, J. (2015). Using ePortfolios to Support Student Writers. *Student Success in Writing Conference*. 25. Retrieved from <https://digitalcommons.georgiasouthern.edu/sswc/2015/2015/25>.
- Eynon, B., & Gambino, L. (2017). *High-impact ePortfolio practice*. Sterling, VA: Stylus Publishing.
- Fink, D. L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- Kuh, G. D., Gambino, L. M., Ludvik, M. B., & O'Donnell, K. (2018). Using ePortfolio to document and deepen the impact of HIPs on learning dispositions. Report of the *National Institute for Learning Outcomes Assessment*. Retrieved from <http://www.learningoutcomesassessment.org/documents/Occ%20paper%2032Final.pdf>.
- Marshall, M. J., Duffy, A. M., Powell, S., & Bartlett, L.E. (2017). ePortfolio assessment as faculty development: Gathering reliable data and increasing faculty confidence. *International Journal of ePortfolio*, 7(2), 187-215. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1159839.pdf>.
- Mueller, J. (2019). Authentic assessment toolbox – portfolios. Retrieved from <http://jfmuller.faculty.noctrl.edu/toolbox/portfolios.htm>.
- University of Alabama Arts and Sciences Teaching Hub. (2019). Student ePortfolios in Spanish conversation (SP 353). Retrieved from <https://teachinghub.as.ua.edu/faculty-blog/assessment/student-eportfolios-in-spanish-conversation-sp-353/>.
- University of Washington University Honors Program. (2019). The honors portfolio. Retrieved from <https://honors.uw.edu/reqs/portfolio/#components>.
- Van Scoy, I., Fallucca, A., Harrison, T., & Camp, L. D. (2018). Integrative learning and graduation with distinction: ePortfolios and institutional change. In B. Eynon, & L. Gambino & (Eds.), *Catalyst in action: Case studies of high-impact ePortfolio practice*. Sterling, VA: Stylus Publishing.

⁶ Compiled by representatives from the SEC for INSPIRE