

2:35 p.m. -
3:35 p.m.

CONCURRENT SESSIONS H

Merket &
SUB

H1

The Value Chain of Colorado Agriculture: A Community, University, and State Partnership (C)

Kathay Rennels, Colorado State University; Tom Lipetzky, Colorado Department of Agriculture

In 2012, The Colorado Governor's Economic Blueprint Process identified agriculture as one of 14 "key industry networks" in Colorado's economy. This presentation will focus on the economic partnership process, the development of the Value Chain study, mutual partner benefits, and strategies for change resulting from this process.

Merket 1

H1

Stories of Change: Training Youth Facilitators to Deliver a Life Skills Program for Children (H)

Fay Fletcher, University of Alberta; Alicia Hibbert, University of Alberta; Fiona Robertson, University of Alberta

Our research project aims to develop, deliver, evaluate, and sustain a resiliency-based life skills program for Metis children. Program facilitators are Metis youth from the Metis Settlements in Alberta, Canada; the Metis are a culturally distinct Aboriginal group in Canada. This presentation discusses the evaluation of program facilitator training.

Merket 1

H2

Let's celebrate together: 2013 International Arts and Culture Symposium (G)

Hyojung Cho, Museum of Texas Tech University

The presentation will discuss the 2013 International Arts and Culture Symposium as a meaningful community engagement program for the academic and regional communities to directly experience and participate in the treasured heritage of a culture from a distant part of the world.

Merket 2

H2

Building on Strengths: The Need for Faculty-Librarian Collaboration for Higher Student Success (E)

Laura Heinz, University Library - Texas Tech University

Teaching faculty and academic librarians can partner, building on each other's strengths, to better prepare students to master subject material and submit higher quality assignments. Perceived barriers to collaboration exist but can be overcome with an understanding of a shared common purpose focusing on the academic success of students.

Merket 2

H3	<p>Assessment of Reflective Practices in Service-learning (E) <i>Nicole Springer, Michigan State University</i></p> <p>Reflective practice is a key component of quality service-learning opportunities and significant to the process of lifelong learning. This presentation gives a brief introduction to assessment tools for reflection and shows trends in reflective practices for service-learning students at a large, research-intensive, Carnegie-engaged university in the Midwest.</p>	Merket 3
H3	<p>Training College Students to Better Engage with Community Partners (E) <i>Anna-Margaret Yarbrough, The University of Alabama</i></p> <p>Ideally, university-community partnerships and service learning partnerships have mutual benefits for both the university and the community organization being served. However, many community based organizations (and K-12 schools) are dissatisfied with the partnership due to untrained college volunteers and lack of commitment from college volunteers. Due to the increase in service-learning and university-community partnerships nationally, colleges and universities must improve how we train our college volunteers to engage with the community. This session includes how we must include community input in implementing an effective and meaningful training for college students and the process behind creating community-minded volunteer trainings.</p>	Merket 3
H4	<p>Science and engineering precollege outreach: STEM learning experiences from middle school to grad school (E) <i>Lisa Grable, The Science House - NC State University</i></p> <p>A precollege summer immersion research program is an integral part of education outreach from a university engineering research center. Gains in learning outcomes and awareness of engineering careers result for teachers and high school students, along with agile project management skills for graduate students.</p>	Merket 4
H4	<p>The Power of Mentoring in STEM Education (E) <i>Joanna Skluzacek, University of Wisconsin-Extension</i></p> <p>The Wisconsin 4-H Tech Wizards Program is part of a national program whose mission is to engage youth from economically depressed areas in STEM while providing a strong small group mentoring environment. Assessment tools show youth develop self-efficacy and STEM skills while the adults improve communication and leadership skills.</p>	Merket 4

H5	<p>We all are Responsible for Student Success (E) <i>Joseph Kulhanek, UTSA Office of P-20 Initiatives; Rachel Ruiz, University of Texas San Antonio</i></p> <p>The University of Texas at San Antonio Office of P-20 Initiatives will share successful programming strategies that address the importance of building long-term partnerships that help foster student success. This includes instructional outreach that addresses community first and student success second.</p>	Merket 5
H6	<p>Connecting Instruction, Professional Development and Student Achievement: Partnering for Change (E) <i>Sandra Cooley Nichols, The University of Alabama; Adriane Sheffield, University of Alabama; T. Elisabeth Davis, University of Alabama</i></p> <p>Findings of a partnership initiative designed to improve outcomes of students with disabilities by supporting and enhancing instruction and management will be presented. A review of the partnership development process, the procedures used to collect and analyze data, and the development of the implementation plan will be shared.</p>	Merket 6
H7	<p>Assessing Engagement and Outreach: Lessons Learned (C) <i>Valerie Paton, Texas Tech University; David Procter, Kansas State University; Burton Bargerstock, Michigan State University</i></p> <p>Measuring engagement and outreach activity is an essential element in telling the story of U.S. Higher Education's impact on the public good. This session will summarize the key learning that has resulted from three institutions' efforts to assess and communicate engagement and outreach activity.</p>	SUB - Senate
H8	<p>Integrating Proven Models of Behavior Change into Extension Programs (H) <i>Ronald Cox, Jr., Oklahoma State University; Matthew Brosi, Oklahoma State University; Radonna Sawatzky, Oklahoma State University Cooperative Extension Services</i></p> <p>This presentation outlines the development of a new co-parenting through divorce program based on proven theories of change, the preliminary results of its effectiveness on producing change in negative parenting behaviors, and community engagement. Special attention is given to how community input influenced the development and evaluation of the program.</p>	SUB - Mesa

<p>H9</p>	<p>Engendering Systemic Engagement: the Case of Flint, Michigan (C) <i>Robert Brown, Michigan State University Outreach & Engagement: University-Community Partnerships; Stephen Gasteyer, Michigan State University</i> Linking, aligning, and leveraging University-wide research with ongoing action across multiple community grassroots networks creates systemic engagement which is necessary to fully address community issues created by years of disinvestment, deindustrialization, depopulation and urban decay, as well as high rates of crime, unemployment and poverty. This workshop examines a current effort between MSU and the city of Flint.</p>	<p>SUB - Lubbock</p>
<p>H10</p>	<p>Improving Literacy One "Sense" at a Time (C) <i>Nancy Boyd, University of Alabama; Stephanie Carpenter, Wayne State University; Lance Simpson, University of Alabama; Megan Walters, University of Alabama</i> Universally accessible information encourages literacy by supporting participants with different learning styles and challenges, and physical impairments. Through empathy training, leaders will understand differences in learner's needs to improve services. Project ALFA fellows offer a summary of the Extra-Legally-Ably-Challenged (ELAC) population and ways to proactively provide information to all users.</p>	<p>SUB - Playa</p>
<p>H11</p>	<p>What Is It, Really? Theory and Measurement of Boundary Spanning (G) <i>Lorilee Sandmann, University of Georgia; Jenny Jordan, University of Georgia; Casey Mull, University of Georgia; Victoria David, University of Georgia; *Kristi Farnner, University of Georgia</i> What are theoretical and conceptual foundations to boundary spanning and how do they inform the study and practice of boundary spanning behaviors? This symposium introduces theoretical and definitional aspects of boundary spanning, critiques current research on this topic, and offers a survey instrument for studying boundary spanning in diverse contexts.</p>	<p>SUB - Canyon</p>