

## **NASPA 2014 Assessment and Persistence Conference**

*Schedule as of 5/30/2014*

### **SCHEDULE AT-A-GLANCE**

#### **Thursday, June 9, 2014**

9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
1:30 p.m. – 1:45 p.m.	Conference Welcome and Introduction: Kevin Kruger
1:45 p.m. – 2:30 p.m.	Opening Keynote: Alexander Astin
2:45 p.m. – 3:45 p.m.	Concurrent Sessions
4:00 p.m. – 5:00 p.m.	Concurrent Sessions
4:00 p.m. – 5:00 p.m.	CSAO Only Reception with Alexander Astin
5:15 p.m. – 6:30 p.m.	Evening Plenary Panel
6:30 p.m. – 7:30 p.m.	Opening Reception

#### **Friday, June 20, 2014**

7:00 a.m. – 5:00 p.m.	Conference Registration
7:15 a.m. – 8:15 a.m.	Continental Breakfast and Roundtables
8:30 a.m. – 9:15 a.m.	Morning Plenary Speaker: Thomas E. Miller
9:30 a.m. – 11:30 a.m.	Mini-Institutes
11:30 p.m. – 1:00 p.m.	Break
1:00 p.m. – 2:00 p.m.	Concurrent Sessions
2:15 p.m. – 3:15 p.m.	Concurrent Sessions
3:30 p.m. – 4:30 p.m.	Concurrent Sessions
4:45 p.m. – 5:45 p.m.	Concurrent Sessions

**Saturday, June 21, 2014**

7:00 a.m. – 10:30 a.m.	Registration / Information Desk
7:15 a.m. – 8:15 a.m.	Continental Breakfast
7:30 a.m. – 8:30 a.m.	Assessment, Evaluation, and Research Knowledge Community Open Meeting
8:30 a.m. – 9:15 a.m.	Closing Plenary Panel, Belle Wheelan
9:30 a.m. – 10:30 a.m.	Concurrent Sessions
10:45 a.m. – 11:45 a.m.	Concurrent Sessions

**THURSDAY, JUNE 19****8:00 a.m. – 5:00 p.m.**      **Conference Registration****9:00 a.m. – 12:00 p.m.**      **Pre-Conference Workshops**

*You must be registered for pre-conference workshops. Workshops are an additional fee*

**Rio Grande East****Assessment Revolution: A How-To Guide for Jumpstarting a Culture Change**

**Nathan Lindsay**, *Assistant Vice Provost, University of Missouri – Kansas City*

In response to accreditation standards, institutional mandates, and heightened student needs, many institutions are struggling to initiate best practices for assessment on their campus. This pre-conference will feature the key elements needed for an assessment culture change, provide practice in the essential skill of writing good learning outcomes, and then highlight several data collection methods. If you are seeking to develop a game plan for energizing or re-energizing your institution's assessment initiatives, then this is the right session for you! This session will be presented by Nathan Lindsay, Assistant Vice Provost for Assessment at University of Missouri-Kansas City.

**Rio Grande West**

**A Persistence Focused Student Concerns System: A Next Generation Behavioral Intervention Team**

**Vince Diller**, *Assistant Dean of Students at Belmont University*

An innovative shift from a centralized “student at risk” intervention plan, to a University retention and persistence system highlighting high-touch, student centered advising and resourcing. This model’s architecture and philosophy provide a safe and efficient assessment of safety concerns and academic risk, then timely referral to the best relationship capable of assisting the student concern. This highly interactive workshop will review participating institutions’ and Belmont University’s experience in building retention and persistence programs and compare/contrast benefits of the presented model. This session will be presented by Vince Diller, Assistant Dean of Students at Belmont University.

1:30p.m. - 1:45p.m.

**Welcome & Opening Remarks**

Regency Ballroom

Kevin Kruger, *President, NASPA*

1:45 p.m. – 2:30 p.m.

**Opening Plenary Session**

Regency Ballroom

**Using Assessment to Promote Student Development**

**Alexander W. Astin**, Ph.D., *Allan M. Carter Professor Emeritus of Higher Education, University of California, Los Angeles*

Promoting student development and retention through the use of assessment is not just a matter of performing “outcomes assessments.” If assessment data are to be used to enhance student learning and development, several different types of data need to be gathered. Dr. Astin will discuss a systematic framework for gathering and utilizing assessment data, with particular emphasis on the difficult question of assessing “affective” outcomes.

2:45p.m. - 3:45 p.m.

**Concurrent Sessions**

**Rio Grande Center**

**Keeping Score: Establishing Meaningful Accountability in Student and Academic Affairs**

Intermediate    Theme: *Assessment*, Assessment Methods and Measurements

**Randall Brumfield**, *Director, Undergraduate Advising Center, University of Kansas*

Student affairs and academic affairs units all too often attempt to define success via retention and graduation rates. A balanced scorecard approach helps managers and practitioners develop and track goals based on benchmarks and outcomes specific to the service rendered. Inasmuch, this session seeks to provide guidance on setting appropriate and measurable metrics for success.

**Blanco/Llano**

**How Can Student Affairs Professionals Support Working-Class Women to Achieve Degrees at Elite Institutions?**

Beginner

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Jennifer O'Connor Duffy**, *Dissertation Chair Manager, Northcentral University*

Researchers, who like me, have gained from the women's movement need to remain active on behalf of other women who have not yet benefited educationally. Although there may be data to chart the extent and the effects of retention for women from low-income backgrounds, this historical perspective highlights the generational experiences of working-class women, enabling current higher education practitioners and student affairs administrators to examine how much progress has been made in the last half century to retain and accommodate the particular needs of women from low-income backgrounds.

**Regency Ballroom 3**

**Driving Student Success**

Intermediate

Theme: *Assessment*, The Role of Data in Institutional Decision Making

**Renee Delgado-Riley**, *Program Planning Officer, The University of New Mexico*

**Carolina Aguirre**, *Director, STEM UP, The University of New Mexico*

**Tim Schroeder**, *Director, STEM Gateway, The University of New Mexico*

**Vicky Morris-Dueer**, *Senior Institutional Researcher, The University of New Mexico*

**Rosa Cervantes**, *Director, El Centro de La Raza, The University of New Mexico*

**Kiran Katira**, *Director, Community Engagement Center, The University of New Mexico*

This session will describe a strategic process established within Student Services to align its assessment/student data tracking with institutional/state-wide student success outcomes. Directors from Student Services in collaboration with the Provost's Office and the Office of Institutional Analytics developed a

long-term solution for tracking student data. Student Services is dedicated to working with first-generation, low-income and traditionally underrepresented groups from early childhood through college, graduate school and career planning. Key Performance Indicators (KPIs) and a data repository system were developed.

**Rio Grande East      Towards a Socially Just View of Student Affairs Assessment**

Beginner      Theme: *Assessment*, Fundamentals of Assessment

**Daniel Newhart**, *Director, Oregon State University*

**Sophie Tullier**, *Research Analyst, The Ohio State University*

We argue that social justice is a critical component of student affairs assessment, from the formation of the question to the final report. Considering justice at the center allows us to consider the assessment design differently, especially in projects that involve underrepresented populations. In this session, we provide a framework for applying social justice to student affairs assessment and practical tips on how to integrate this thinking into the assessment process in such a way to honor the participants.

**Chula Vista      More than a Respondent: Engaging Students in Conducting Assessments**

Beginner      Theme: *Assessment*, Fundamentals of Assessment

**Paulina Abaunza**, *Associate Director, Student Resource Center, New York University*

**Sonia DeLuca Fernandez**, *Director, Research and Assessment for Student Affairs, New York University*

Involving students in conducting assessment activities contributes to creating a culture of assessment in student affairs divisions, enhances student “buy-in,” augments student engagement, facilitates student learning, and improves the quality of the assessment process. In this session we will review our approach to addressing the logistic, ethical, and institutional issues when involving students, and we provide examples and suggestions for engaging students in student affairs assessment.

**Nueces/Frio      Using Rubrics to Assess Student Learning: A Tool for Student Affairs Professionals too!**

Intermediate      Theme: *Assessment*, Assessment Methods and Measurements

**Emily Langdon**, *Coordinator, Assessment, Research & Evaluation, University of California, Merced*

**Laura Martin**, *Coordinator, Institutional Assessment, University of California, Merced*

**Kristin Hlubik**, *Coordinator, Health Promotions, University of California, Merced*

**Hector Sambolin**, *Assistant Director, Bright Success Center, University of California, Merced*

Student Affairs professionals are being called to collect more direct evidence of student learning outside the classroom. Understanding how to use a rubric to measure student learning can make the idea of direct evidence less daunting. This workshop will introduce multiple types of rubrics and ways they can be used to collect direct evidence of student learning in the co-curriculum. Participants will practice scoring and norming using a rubric designed to measure the quality of student staff members' incident reports.

#### **Live Oak**

#### **Data Driven Decision-Making: Using Assessment Data to Support Persistence of Underrepresented Students**

Intermediate Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Marjorie Dorime-Williams**, *Director of Academic Assessment, Baruch College*

**Michael Williams**, *Doctoral Candidate/Graduate Research Associate, The Ohio State University*

Assessment of academic programs and student learning has become increasingly important. While it is acknowledged that assessment of student learning should be done, making productive use of data is often a challenge. Faculty, administrators, and educators struggle to translate data into practical strategies that improve student outcomes, such as retention or academic growth. This presentation seeks to introduce participants to ways that assessment can be used to shape policies that impact student outcomes.

#### **Rio Grande West**

#### **Reframing retention and persistence as a University-wide initiative**

Intermediate Theme: *Persistence*, Institutional Persistence & Retention Initiatives Financial Aid & Enrollment Management

**Tom Fritz**, *Engagement Director, Michigan State University*

Who is responsible for institutional retention? The provost? The president? Or should it be more integrated into the day-to-day operations of an institution? In

this presentation, we will examine how a large, public institution reframed his or her retention, persistence, and student success initiatives and changed the organizational culture to refocus everyone's attention on student success.

**4:00p.m. – 5:00 p.m.    CSAO Only Reception**

**Presidential Suite**    *Chief Student Affairs Officers are invited to attend a reception with Dr. Alexander Astin. Light refreshments will be provided.*

**4:00p.m. - 5:00 p.m.    Concurrent Sessions**

**Rio Grande East    Beyond Benchmarking and Satisfaction: Using NASPA Consortium Surveys to Examine Learning**

Beginner    Theme: *Assessment*, Assessment Methods and Measurements

**Kristyn Muller**, *Apartment Coordinator, University at Albany*

Do more with your survey data! Learn how existing NASPA Consortium results were used to examine the impact of involvement on institution-specific learning dimensions. Applicable survey questions were matched with corresponding learning domains to show students' perceived learning attainment. The average scores of freshman and senior students were compared to demonstrate the influence of involvement over time. By linking NASPA Consortium data to learning, an institution can gain a new perspective on the effectiveness of their students' involvement.

**Live Oak    Using Data to Increase Student Persistence**

Intermediate    Theme: *Assessment*, The Role of Data in Institutional Decision Making

**Kathleen Karran-McCoy**, *Student Services Manager, Palm Beach State College*

**Karline Prophete**, *Student Services Manager, Palm Beach State College*

**Penny McIsaac**, *Dean, Student Services, Palm Beach State College*

Academic institutions boast a strong focus on strategic plans for student success but few practice it in their daily connections with students. During this session, the presenters will utilize institutional data to discuss some dilemmas faced by two year colleges in the areas of Student Services and how they affect everyday practices. While strength lies in adhering to the "open access" mission of community colleges there seems to be a growing conflict between its historical mission and its future course.

**Nueces/Frio    Don't Want No Satisfaction: Assessing Learning in Student Affairs Programs with Rubrics**

Beginner Theme: *Assessment*, Fundamentals of Assessment

**Jeremy Penn**, *Director, Student Affairs Assessment, North Dakota State University*

**Bunnie Johnson-Messelt**, *Director, Disability Services, North Dakota State University*

Assessing students' satisfaction with student affairs programs is no longer sufficient as we are expected to assess student learning wherever it occurs. Targeting those who struggle to transition to assessing learning, we describe strategies for assessing learning and share the Office of Disability Services' journey from no assessment, to assessing satisfaction with a survey, to assessing student learning with rubrics that are linked to Division-wide learning outcomes. We discuss the benefits of rubrics and will share them with participants.

Rio Grande Center **Promoting Learning and Persistence of URM Students in STEM through Dynamic Assessment Frameworks**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**Hannah Whang**, *Research Analyst, University of California, Los Angeles*

**Brit Toven-Lindsey**, *Research Analyst, University of California, Los Angeles*

**Michael Soh**, *Research Analyst, University of California, Los Angeles*

**Casey Shapiro**, *Post-Doctoral Scholar, University of California, Los Angeles*

**Marc Levis-Fitzgerald**, *Director of Survey Research and Curriculum Assessment, University of California, Los Angeles*

Assessment frameworks have provided administrators and faculty with student data on learning, engagement, and satisfaction. These evolving frameworks have integrated this student-driven feedback; leading to tailored teaching methods and student services, particularly for underrepresented minority populations, and efficient collaboration amongst institutional units. Given this, it is imperative that institutions better understand how various assessment methods can inform curricular and programmatic changes. This session will share three dynamic, multi-pronged assessment plans at various stages of development and implementation.

Chula Vista **Transformative Progressive and Intentional: Supporting the Persistence of Students of Color through Integrative Assessment Practices**

Intermediate Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Dametraus Jagers**, *Associate Director for Retention and Student Engagement, Office of Multicultural Student Life, University of Tennessee, Knoxville*



This presentation will share strategies for developing integrative and intentional assessment practices to strengthen a peer mentoring program designed to support the retention and graduation of students of color, at a predominately white institution. The presenter will shed light on how assessments results were used to “close the loop” and implement new components into the peer mentoring program to further enhance student success and persistence.

**Rio Grande West**

**Study Simpler: A Holistic Approach to Study Skills Development**

Beginner

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Mitchell Colver**, *Retention Specialist, Eastern Washington University*

Academic success is one component of retention and persistence for colleges and universities. This session, based in empirical study and campus practice highlights a new model of holistic study skills interventions called Study Simpler. This program a foundation of study skills proficiency for students. The acronym SIMPLER outlines seven of the most influential factors related to student well-being: Space, Intervals, Method, People, Loyalty, Energy, and Resources. These seven holistic categories make up the Who, What, When, Where, Why, and How of student success.

**Blanco/Llano**

**Retention Coordinators: Unifying Academic and Student Affairs to Improve Student Outcomes**

Intermediate

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Derrick Bullock**, *Retention Coordinator College of Professional Studies, Bowie State University*

**Nichole Mason**, *Retention Coordinator College of Business, Bowie State University*

**Corey McKinney**, *Retention Coordinator, College of Arts and Sciences, Bowie State University*

**Jennifer Johnson**, *Retention Coordinator, College of Education, Bowie State University*

**Tamisha Jackson**, *Transition and Retention Specialist, Division of Student Affairs, Bowie State University*

The collaboration between academic and student affairs is essential to support the holistic development of students both inside and outside of the classroom. Retention Coordinators at Bowie State University (BSU) play a central role in assisting students’ development of the academic competencies needed for success, while fostering opportunities for campus engagement and student leadership. This program highlights strategies for how to empower students to

take advantage of campus resources, remain actively involved in student programming, and maximize their educational experience.

**Regency Ballroom 3      Beyond The Classroom Matters: Structuring data to assess and improve student involvement**

Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Pam Bowers**, *Associate Vice-President for Planning, Assessment and Innovation, University of South Carolina*

**Claire Robinson**, *Associate Director, Student Success Center, University of South Carolina*

**Amber Fallucca**, *Director of Assessment for University Housing, University of South Carolina*

**Elizabeth White-Hurst**, *Assessment Coordinator, Department of Student Life, University of South Carolina*

There is general agreement in literature and practice that the quantity and quality of college student involvement affects learning and development. However, student involvement in educationally purposeful activities outside the classroom is often not systematically documented by colleges and universities. Presenters will discuss strategy, challenges, and progress on implementation of a new information management system to document student involvement and create a composite record of each student's holistic educational experience, making more learning experiences visible and providing information for improvement and accountability. *This is an NASPA Research Policy Institute sponsored session.*

**5:15p.m. – 6:30p.m.      Evening Panel Discussion**

**Regency Ballroom**

**Edward Smith**, *Senior Policy Analyst, NASPA*

**Lester Manzano**, *Assistant Dean for Student Academic Affairs, Loyola University Chicago*

**Anne-Marie Nunez**, *Associate Professor of Higher Education, University of Texas at San Antonio*

**Samuel D. Museus**, *Associate Professor of Higher Education, University of Denver*

**6:30p.m. – 7:30p.m.      Opening Reception**

**Regency Ballroom Foyer**

## FRIDAY, JUNE 20

7:00 a.m. – 5:00 p.m.

### Conference Registration

Regency Foyer

7:00 a.m. – 8:15 a.m.

### Continental Breakfast

Regency Ballroom Foyer

*Pick up your breakfast and join your colleagues for morning roundtable discussions.*

7:15 a.m. – 8:15 a.m.

### Roundtable Discussions

Rio Grande Center

#### **Learning Communities to Recruit and Retain Students in STEM Majors**

**Anu Gokhale**, *Professor, Illinois State University*

**Kenton Machina**, *Professor Emeritus, Illinois State University*

Research suggests that the perceptions of students, educators, and other stakeholders play a large role in discouraging students, especially women and minorities from pursuing STEM majors and participating in technical occupations. This NSF-funded project utilizes online learning communities and after-class seminars to help students challenge stereotype constraining definitions of “femininity” and “ethnicity” and overcome these barriers. Findings show that these methods do not alienate the majority white males and are effective in recruiting and retaining students into computing-related majors.

Rio Grande West

#### **Student Crisis Intervention: Policies, Procedures, and Persistence**

**Vince Diller**, *Assistant Dean of Students at Belmont University*

A review of student crisis concern case studies and related policy implications involved with the institution’s response, with a focus on the intervention's impact to individual and community persistence factors. Participants will identify academic and safety policies involved in these case studies and compare/contrast similar practices at their institution. Participants will experience an increase appreciation for the value of persistence driven policy making and effective intervention strategies in responding to student crisis concerns.

Blanco/Llano

#### **Building the Bridge: Connecting Strategic Planning and Assessment**

**Tim Kresse**, *Director, Student Affairs Budget and Technology, Miami University*

**Gwen Fears**, *Associate Dean of Students, Miami University*

Share with and learn from colleagues on the topic of integrating assessment with strategic planning. Miami University is currently involved in university-wide strategic planning and the individuals leading the process for the division of Student Affairs are also on the division's assessment committee. This marriage keeps assessment and reporting needs present during the planning process. The presenters will share their experience and ask participants to reflect and share their experiences – good and bad – with strategic planning and assessment integration.

**8:30a.m. – 9:30a.m.**

**Morning Plenary Session**

**Regency Ballroom**

**At the intersection: Improving Student persistence through effective Student Affairs Assessment**

**Luis Ponjuan**, *Associate Professor of Higher Education Administration, Texas A&M University*

This keynote address focuses on understanding the intersection of student affairs assessment practices and student persistence. Relying on the concept of driving through an intersection, this talk focuses on the unique challenges new and veteran student affairs administrators face when creating, sustaining, or renewing student assessment activities. Based on the research literature, this talk will focus on understanding how we can improve student persistence through effective student affairs assessment practices. Dr. Ponjuan will offer a dynamic and engaging talk to inspire, empower, and educate student affairs practitioners to enhance their student assessment acumen.

**9:30a.m.-11:30a.m.**

**Mini-Institutes**

**Rio Grande West**

**Beyond Demographics: Developing, Using, and Analyzing Surveys to Improve Persistence**

**Rishi Sriram**, *Assistant Professor and Graduate Program Director, Baylor University*

Grades, college entrance exam scores, and student demographics all help to predict persistence, but there is so much more to the complexity of students' lives and their decisions to stay or go. How do you discover other key elements that may influence the persistence of college students? Teaching and elaborating on NASPA's Five Things Brief on survey development, this mini-institute helps scholar-practitioners create meaningful data that they can use to improve practice. Participants will learn how to select important variables that likely influence persistence, develop a reliable and valid survey to measure those variables, and use the results of the survey for further statistical analysis. The goal of this mini-institute is to guide participants from an idea all the way through making decisions based upon sound data. *This is a NASPA Research and Policy Institute sponsored program.*

## **Regency East**

### **Student assessment driving school: Applying Student Affairs assessment to student persistence**

**Luis Ponjuan**, *Associate Professor, Higher Education, Texas A&M University*

As a student affairs professional, you have to do student assessment all the time, yet you often feel ill equipped, unsure, and uneasy with this type of assessment work. This mini institute session is designed to help student affairs practitioners move beyond those challenging moments and work towards developing a new confidence in their assessment work. Relying on the metaphor of a driving school, this mini institute extends beyond the keynote address and highlights specific research based concepts so that student affairs practitioners can enhance their student assessment activities with particular focus on student persistence. Dr. Ponjuan will provide a lively and pragmatic discussion of assessment research to help student affairs professionals enrich their student assessment work.

## **Rio Grande East**

### **Assessment 2.0 – What's Next?**

**D'Arcy Oaks**, *Associate Director for Assessment, and Evaluation, Ohio State University*

**Sophie Tullier**, *Research Analyst, The Ohio State University*

There's more to life than surveys and satisfaction! How do student affairs assessment practitioners move beyond the satisfaction survey? The presentation will focus on opportunities for continued growth in the field of student affairs assessment and will highlight innovative

assessment techniques and methods to realize a deeper understanding of our student's co-curricular experiences.

## **Rio Grande Center**

### **Using Partnerships and Case Strategies to Improve Co-Curricular Student Learning**

**Marguerite Bonous-Hammarth**, *Director of Assessment, Research and Evaluation for Student Affairs, University of California-Irvine*

**Lua Hancock**, *Assistant Provost for Student Success, Stetson University*

**Susan Platt**, *Director of Program Review and Assessment, California State University-Long Beach*

**Randall Brumfield**, *Director of the Undergraduate Advising Center, University of Kansas*

Members of the Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community and colleagues from NASPA present a hands-on mini institute to enhance the strategic planning and use of assessment data to improve co-curricular student outcomes. The session will use case study, action-oriented conversations from small group discussions, and resource sharing to promote participant assessment skills through partnerships for student and institutional learning.

## **Live Oak**

### **Toward a More Engaging Campus for All Students: Assessing and Transforming Institutional Environments to Maximize Success among Diverse Populations**

**Sam Museus**, *Associate Professor of Higher Education, University of Denver*

In this mini-institute, participants will receive an overview of the Culturally Engaging Campus Environments (CECE) Model of College Success and Survey, which delineate the types of campus environments that are necessary for diverse populations to thrive and provide the tools for campuses to assess the extent to which their environments are culturally engaging. Participants will also engage in discussions about how they might be able to utilize the CECE assessment tools to foster dialogue about creating environments of thriving on their campuses, refine their programming and practices so that they can be more culturally engaging, and build campus-wide coalitions to cultivate broader institutional transformation so that their institutions can more effectively serve diverse populations. *This is a NASPA Research and Policy Institute sponsored program.*

11:30a.m. – 1:00p.m.

**Conference Break (Lunch on Own)**

1:00p.m.-2:00 p.m.

**Concurrent Sessions**

**Blanco/Llano**

**Intrusive Advising: The Holy Grail of At-risk Student Retention?**

Advanced      Theme: *Persistence*, Retention & Persistence of Special Student Populations

**J. Vincent Nix** *Assistant Vice President of Instruction & Student Services  
, Dawson Community College*

In 2011, the J.A. & Kathryn Albertson Foundation (JKAF) funded a three-year Continuous Enrollment (CE) Initiative in response to the growing workforce job skills gap in Idaho and the need to meet the postsecondary needs of unconventional students—those working on their GEDs and from alternative high school programs. The goal was to measurably increase access, retention and completion for these students. Progress data collected measured student achievement benchmarks: the percentage of credits earned, GPA, credential goal completion and continuing enrollment.

**Regency Ballroom 3**

**What StoryTellers Know that Assessment Committees Can Learn**

Intermediate      Theme: *Assessment*, The Role of Data in Institutional Decision Making

**Rebecca Murray**, *Client Services Manager, EBI MAP-Works*

Higher education faculty and administration are continually called upon to gather assessment data. Collectively, higher education has improved the capacity to compile information. However, this effort often fails to prompt action, change thinking, or demonstrate value. To create a happy ending, faculty and administration need insights from storytellers, who know how to design an impactful story. This session will allow participants to draw on story design elements and theory to provide a framework for developing cohesive and compelling stories.

**Rio Grande West**

**The Roles of Social and Academic Engagement and Perceptions of Belonging in a Model of Student Persistence**

Advanced      Theme: *Persistence*, Institutional Persistence & Retention Initiatives Financial Aid & Enrollment Management

**Jean Starobin**, *Associate Director of Administrative Services, University of Florida*

This presentation will share the results of a quantitative study that investigated the relationships of academic engagement, social engagement, and perceptions of belonging on retention among first year students at a large, public university. Berger and Milem's (1999) Causal Model of Student Persistence is utilized as the conceptual framework for this study. Portraits of both retained students and non-retained students were created using institutional demographic data and self-reported data as reported on the spring 2011 Student Experience in the Research University survey (SERU). In addition, the study measured the predictive value of the patterns of academic engagement, extra-curricular activities, perceptions of belonging, and student characteristics relative to retention based on SERU participants' subsequent enrollment in the fall 2012.

## **Rio Grande East**

### **Assessing Sense of Community in Residence Halls**

Intermediate    Theme: *Assessment*, Assessment Methods and Measurements

**Yanmei Zhang**, *Coordinator Research Programs and Services, University of Florida*

**Kim Fugate-Roberts**, *Director, Academic Advising, Career, and Counseling Center, Santa Fe College*

**Diane Porter-Roberts**, *Director, Student Personnel in Higher Education Graduate Program, University of Florida*

Are students satisfied with the community in their residence hall in meeting their needs? Do men and women differ in how they perceive that community? What impact do Living Learning Communities (LLCs) have on the perceived sense of community? This program will share assessment results using the Sense of Community Index – 2 that looked at how students perceive community in residence halls. Research method and findings will be shared. Participants will discuss how to use data to develop campus community.

## **Nueces/Frio**

### **Assessment is Your Friend: Developing a Divisional Assessment Plan and Culture**

Beginner    Theme: *Assessment*, Fundamentals of Assessment

**Marsha Jackson**, *Associate Vice President for Student Services, Erie Community College*

**Nathan Wallace**, *Assistant Project Coordinator, Erie Community College*



During the spring of 2012 Erie Community College's Division of Student Affairs embarked on an ambitious initiative to create and implement a divisional assessment plan. At the time, assessment was seen in a negative light by many in Student Affairs due to a history of sporadic and punitive assessment practices. Due to this assessment history, a detailed plan wasn't enough. A culture of assessment was needed. A culture in which assessment would be seen not as an enemy, but as a friend.

**Chula Vista**

**Zero to Sixty: Jumpstarting a Divisional Assessment Roadmap**

Beginner

Theme: *Assessment*, Fundamentals of Assessment

**Robert Snyder**, *Executive Director of Planning and Outreach, Division of Student Affairs, The George Washington University*

**Adam Bethke**, *Presidential Administrative Fellow, Division of Student Affairs, The George Washington University*

**Toby Davidow**, *Coordinator of Planning and Outreach, Division of Student Affairs, The George Washington University*

**Colby Moss**, *Area Coordinator, Center for Student Engagement, The George Washington University*

**Anne Scammon**, *Managing Director of Curricular and Strategic Initiatives, Center for Career Services, The George Washington University*

This presentation covers the fundamentals of developing and implementing a division-wide assessment program in the Division of Student Affairs at the George Washington University, a larger, private, urban, research university. The presentation outlines the steps taken and explores considerations such as incorporating assessment into divisional goals, engaging senior leadership, and establishing a cross-divisional committee. The session engages participants in discussion and provides a toolkit to help them develop their own roadmaps for assessment programs at their institutions.

**Rio Grande Center**

**Measurement of First Generation College Student Success: Acknowledging Diversity, Shared Experience, and Intersectionality**

Intermediate

Theme: *Assessment*, Assessment Methods and Measurements

**Margot Saltonstall**, *Director of Enrollment Management and Student Affairs Assessment, Northern Arizona University*

First-generation (FG) college students share some experiences but at the same time can be diverse in terms of academic preparation, family income, ethnicity, and psycho-social measures like commitment and motivation. For program directors and other professionals to gain a meaningful understanding of the learning, development, and academic progress of FG students, our assessment needs to account for this diversity and shared experience. Grounded in the first of NASPA's Winter 2014 imperatives to "identify, actively recruit, and continually track first-generation students," this session locates serving FG students in a national context, as well as addresses tailoring services regionally and acknowledging the range of FG student characteristics. We will use a case study of a campus initiative targeting FG students to examine how creating multi-layered comparison groups for assessment purposes yields more useful outcomes data reflective of the shared, diverse, and intersections of FG student characteristics and experiences.

#### **Live Oak**

#### **Student Engagement and the Updated NSSE: Exploring Leadership, Learning Support, and Persistence Results**

Intermediate Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Jillian Kinzie**, *Associate Director, Center for Postsecondary Research, Indiana University*

The updated National Survey of Student Engagement (NSSE) provides colleges and universities new information about leadership, learning support and high-impact practices, and new module results offer insights into civic engagement and advising practices. This session will highlight new findings relevant to all campuses interested in student success. In addition, campuses with NSSE results will learn about approaches to analyzing results to understand engagement activities associated with persistence and consider ways to take action on results.

2:15p.m. - 3:15 p.m.

#### **Concurrent Sessions**

#### **Rio Grande East**

#### **Methods and Instrumentation for Assessing Development in Student Employees**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**Timothy Salazar**, *Data Analyst, Texas A&M University*

**Susan Fox-Forrester**, *Assessment Coordinator, Texas A&M University*

**Christina Athas**, *Research Analyst, The Ohio State University*

**D'Arcy Oaks**, *Associate Director for Assessment and Evaluation, The Ohio State University*

Co-curricular learning within institutions of higher education presents challenges for assessment. This presentation examines the different approaches of two large public institutions to addressing the learning of student employees within the co-curricular realm. Both approaches identified themes of student learning that have provided useful insight about how to increase student employments impact.

**Nueces/Frio**

**Good to Great: Improving an award winning undergraduate retention program**

Beginner

Theme: *Assessment*, Fundamentals of Assessment

**Marcelo Vazquez**, *Associate Dean of Students, University of Nevada, Reno*

**Jennifer Lowman**, *Coordinator, Student Persistence Research, University of Nevada, Reno*

**Araceli Martinez**, *Assistant Director, The Center for Student Cultural Diversity, University of Nevada, Reno*

College Life 101 is an award winning retention and graduation program. However, until program specialists developed a learning outcomes assessment, it was not collecting data to demonstrate a direct impact on student persistence. Learning outcomes became the vehicle to improve content, structure, and delivery. Building a coordinated Student Services and Academic Affairs effort to document outcomes became the impetus to improve a good program by focusing on what information students need and when and transforming it into a great program.

**Live Oak**

**Effective Summer Bridge Programs: Assessment , Action & Results**

Intermediate

Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Tamara Johnson**, *Executive Director, Multicultural Student Affairs, Northwestern University*

**Louie Lainez**, *Director, Asian/Asian American Student Affairs, Northwestern University*

This session will provide an overview of the summer bridge program offered at Northwestern University. Presenters will discuss the

curricular and co-curricular components of the program, the formal assessment conducted, the annual action planning process to effectively incorporate student voices, and data related to the retention rates of program participants. Those interested in developing, modifying, or assessing a summer bridge program and using student feedback to implement changes, will find this presentation practical and useful.

**Regency Ballroom 3**

**Better Together: Strategic Assessment Partnerships between Academic and Student Affairs**

Intermediate    Theme: *Assessment*, The Role of Data in Institutional Decision Making

**Susan Platt**, *Director, Testing, Evaluation & Assessment, Student Services, California State University, Long Beach*

**Sharlene Sayegh**, *Director, Program Review & Assessment Academic Affairs, California State University, Long Beach*

This session focuses on our strategic assessment partnerships between academic and student affairs professionals. We will explain how we collect, examine and use data collectively for student learning and development and program improvement. We'll also describe how the work of our Program Review and Assessment Council has enabled us to inspire best assessment practices among faculty, staff and administrators throughout the campus community. Finally, we'll discuss challenges we've faced and plans to continually strengthen our assessment methods and collaborations.

**Rio Grande Center**

**Hitting the Bull's Eye or Missing the Mark: Ensuring the Effectiveness of First-Year Courses**

Beginner    Theme: *Assessment*, Assessment Methods and Measurements

**Jordan Humphrey**, *Associate Director for Civic Engagement, Adjunct Instructor, St. Mary's University*

**Timothy Bessler**, *Dean of Students, St. Mary's University*

Is your first-year course hitting the bull's eye or is it missing the mark? How do you know? And, how do you ensure your program stays on target? This presentation demonstrates the importance of assessment and curricular redesign as relates specifically to first-year seminars and promises to provide examples that will help student affairs professionals understand how to develop a comprehensive evaluation

and assessment plan that focuses on student success (personal and academic).

**Chula Vista**

**College Mental Health and Academic Success: Findings from The Healthy Minds Study**

**Beginner**

**Theme: *Persistence*,** Retention & Persistence of Special Student Populations

**Blake Wagner III,** *Creative Director/Research Associate, University of Michigan*

**Daniel Eisenberg,** *Associate Professor, Director, University of Michigan*

Mental health represents an important but relatively unexplored factor in explaining college student success. In our recent research, we have found that mental health problems, particularly depression and anxiety, are significant predictors of lower GPA and retention, even when controlling for prior academic achievement. In this program, we will present findings from our large-scale surveys to address how mental health affects student persistence and performance. We will facilitate discussion around next steps for improving policy and research in this area.

**Blanco/Llano**

**Understanding the Impact of Social and Academic Integration on Multiracial Student Persistence**

**Beginner**

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Ashley Spicer-Runnels,** *Leadership Institute Coordinator, Texas State University*

Multiracial individuals represented 2.9% of the U.S. population in 2010, which was a 32% increase in the multiracial population since 2000. Vincent Tinto's theory of student integration stated that social and academic integration contributed to student persistence. This session will examine the impact of social and academic integration on multiracial student persistence, the importance of student service departments and programs, specifically for multiracial students, and why they have the power to influence student persistence.

**Rio Grande West**

**Shaping Student Persistence: First Year Retention Strategies Using a Predictive Indicator Model**

Intermediate Theme: *Persistence*, Institutional Persistence & Retention Initiatives Financial Aid & Enrollment Management

**Jason Meriwether**, *Vice Chancellor for Enrollment Management & Student Affairs, Indiana University Southeast*

**Amanda Stonecipher**, *Assistant Vice Chancellor for Enrollment Management & Student Affairs, Indiana University Southeast*

Attrition of first year students is a complex challenge for many institutions. Engaging students at the end of first semester, and sometimes even at midterms may already be too late to influence academic behavior patterns. This interactive session will redefine current approaches and timelines for encouraging student success, involvement, and engaged learning. Robust discussion and group interaction will reveal how a predictive model led to increased student persistence outcomes and higher semester to semester return rates for first year students.

**3:30p.m. - 4:30 p.m.**

**Concurrent Sessions**

**Rio Grande West**

**The First Scholars Experience: A National Model for First-Generation Success**

Beginner Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Wade Leuwerke**, *Associate Professor, Department Chair, Drake University*

**Tracie Lowe**, *Assistant Director, Campus Relations and Programming, The Suder Foundation*

First-generation students enrolling in higher education face significant difficulties during their acclimation to college that can negatively affect their persistence and ultimately success in college. First Scholars®, a four year program implemented at seven affiliate universities across the nation, is designed specifically to address the transitional needs of first-generation students. Join us for an engaging session to learn about and discuss strong persistence among First Scholars and the many program components that are supporting first generation college students.

**Regency Ballroom 3**

**Exploring Academic Resiliency: Theory, Study & Practice**

Intermediate Theme: *Persistence*, Integrated Assessment & Persistence Practices

**Rebecca Murray**, *Client Services Manager, EBI MAP-Works*

Academic resiliency is promoted as having a significant impact on student motivation, behaviors, and hypothesized to have impact on outcomes. But how is known about academic resiliency? This session will discuss related theory, research, and practice as linked to first-year students. Specifically, the presenter will talk about the origins of self-efficacy, the relationship to academic resiliency and to students' motivation, and the impact on behaviors and outcomes. Finally, this connection to practice will be made through examples and group discussion.

Rio Grande East

**Enhancing Your Assessments through the Use of Mixed Methods**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**S. Jeanne Horst**, *Assistant Professor and Assistant Assessment Specialist, James Madison University*

**Walter Ghant**, *Assistant Director of Community Service Learning, James Madison University*

**Devon Whetstone**, *Graduate Student, James Madison University*

Student affairs professionals increasingly assess and report student learning associated with their programs. Use of mixed methods is one way to maximize the information obtained through assessment. This session will provide activities that engage participants in exploring their own views of knowledge. Methods for combining quantitative and qualitative approaches will be presented. Applied examples will be offered in the context of James Madison University's Community Service Learning program.

Nueces/Frio

**All for One: Assessing a Single Student Learning Outcome Across a Division**

Intermediate Theme: *Assessment*, Fundamentals of Assessment

**Shannon Faris**, *Assistant Dean of Students for Research and Assessment, Loyola Marymount University*

**Jennifer Belichesky-Larson**, *Acting Assistant Dean Student Engagement Retention & Transition, Loyola Marymount University*

As a means of streamlining assessment efforts and optimizing findings, the Division of Student Affairs at LMU assesses a single, common learning outcome each year. This effort includes both department-level

as well as division-wide learning outcomes assessments. This presentation provides an overview of the process from introducing the concept and garnering organizational buy-in to closing the findings loop and using the outcomes to improve practice.

**Live Oak**

**Program Review in Years 1-5: The benefits of using an “Incubation” model to assess growth, impact, and scalability**

Intermediate Theme: *Assessment*, The Role of Data in Institutional Decision Making

**Rudy Jackson**, *Director, Co-curricular Assessment, Georgia Gwinnett College*

Greater accountability in higher education has prompted institutions to build processes for program review that evaluate performance and provide data that informs decisions and practices. However, most program review processes evaluate new and mature programs similarly, without accounting for important differences that impact institutional decision-making. A specialized framework for program review that focuses on issues of growth, sustainability, and scalability for new programs in during years one through five is examined. Attendees will explore the application of this approach at their own institution.

**Rio Grande Center**

**Exploring provosts’ views of campus-wide assessment: Generating ideas for student affairs educators roles and practice**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**Jillian Kinzie**, *Associate Director, Center for Postsecondary Research, Indiana University Bloomington*

Assessment must measure learning outcomes and program effectiveness campus-wide. Yet, the National Institute for Learning Outcomes Assessment (NILOA’s) 2013 provost survey indicates that while institutional uses of assessment evidence are up, there is limited support for student affairs involvement or need for more student affairs educators using results. This suggests a lack of integrated assessment activities and points to the need to explore the role of student affairs educators in campus-wide assessment. This session explores NILOA findings by involving the audience in interpreting results and generating strategies to foster campus partnerships for assessment.

**Chula Vista**

**Building a Culture of Assessment: How to use it to Mitigate Risk and Increase Persistence and Retention**



Intermediate Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Ghenet Weldeslassie**, *Interim Assistant Director of College Housing, Stony Brook University*

**Gina Vanacore**, *Associate Director of Residential Program, Stony Brook University*

In this program, we will discuss how at risk students persistence, retention, and graduation can be increased and progress be assessed. This will include defining and identifying at risk students, and designing strategies for interventions to increase academic and professional success. Stony Brook has an increased graduation rate of at risk students enrolled in programs designed to empower those students, enhance their academic and social success. We will make the connection to support the claim and ignite fellow professionals' ideas.

**Blanco/Llano**

**Sharing the Wealth: Developing a platform for successful integration and persistence for first-generation/low-income students**

Intermediate Theme: *Persistence*, Retention & Persistence of Special Student Populations

**James Beattie**, *Assistant Director, Center for Student Engagement, University of Nevada- Reno*

**Sandra Rodriguez**, *Director Center for Student Engagement, University of Nevada Reno*

**Bill Thornton**, *Associate Professor, Educational Leadership, University of Nevada, Reno*

The Dean's Future Scholars is a collaborative academic college based outreach program that recruits first generation/low income students in sixth grade and successfully transitions them into higher education. Specific components of student development include social/academic integration and reproduction of social and cultural capital (Astin & Sax, 1998; Bourdieu, 1983, 1988; Bloom, 2008). A case study produced data indicating program strategies facilitated college integration, engagement, and persistence. Of the cohort studied, 89% persisted into the second semester of their sophomore year.

**4:45p.m.- 5:45p.m.**

**Concurrent Sessions**

**Nueces/Frio**

**Assessment as the Generation of Actionable Knowledge**

Beginner Theme: *Assessment*, Fundamentals of Assessment

**John Hathcoat**, *Assistant Professor / Assistant Assessment Specialist, James Madison University*

**Jerusha Gerstner**, *Graduate Assistant, James Madison University*

This session provides a philosophical and logical framework for improving student programs through assessment results. Aspects of this framework are applied to a substance abuse prevention program that uses motivational interviewing to facilitate change in target behaviors among college students. This application illustrates how to map objectives to program features and techniques for assessing both adherence and quality of program implementation. With such evidence in place, it is possible to identify specific aspects of the program that should be changed in order to improve student outcomes.

Rio Grande East

**Reflections on Student Involvement: A comprehensive co-curricular approach**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**Kelly Cox**, *Assistant Director, Texas A&M University*

**Timothy Salazar**, *Data Analyst, Texas A&M University*

Measuring student learning in the co-curricular and how student involvement enhances the quality of a college education is challenging. The authors examined the value of co-curricular experiences through a reflection project that engaged students to reflect on campus involvement during the academic year. The study, involving 1,000+ students from approximately 85 organizations, focused on lifelong and integrative learning. This session will share project details, assessment methods, what was learned and discuss how this could be applied at other institutions.

Regency Ballroom 3

**Driving Effective Change through the Departmental Review Process**

Intermediate Theme: *Assessment*, The Role of Data in Institutional Decision Making

**Gwen Fears**, *Associate Dean of Students, Miami University*

**Christina Carrubba-Whetstine**, *Interim Director, Rinella Learning Center, Miami University*

**Tim Kresse**, *Director of Student Affairs Budget and Technology, Miami University*

The division of Student Affairs at Miami University has developed a comprehensive departmental review process under which units conduct a thorough self-study examination and host an external visit. We will share our successes and pitfalls while highlighting key components that have been effective in providing a foundation for making data driven decisions informed through the departmental review process. We will address key elements of the review process and offer insight and thoughts for consideration while offering examples from our experiences.

**Rio Grande Center**

**"Story of a Student": Advancements of a Holistic Student Database**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**Amber Fallucca**, *Director of Assessment, University Housing, University of South Carolina*

**Rebecca Goldstein**, *Graduate Assistant for Assessment, University Housing, University of South Carolina*

**Sean Sukys**, *Graduate Assistant for Assessment, University Housing, University of South Carolina*

Utilizing technology-based approaches, presenters will describe qualitative and quantitative methods employed to assess the residential experience within a large research-intensive institution. Innovative approaches associated with creating a comprehensive database to combine assessment data across multiple systems will be discussed. Further emphasis will be placed on how findings can inform departmental outcomes and institutional performance benchmarks to provide a deeper understanding of the collegiate student experience.

**Rio Grande West**

**Extended Orientation Program Persistence Rates: Texas A&M's Ten-Year Longitudinal Assessment**

Intermediate Theme: *Persistence*, Institutional Persistence & Retention Initiatives Financial Aid & Enrollment Management

**Timothy Salazar**, *Data Analyst, Texas A&M University*

**Kelly Cox**, *Texas A&M University*

Extended orientation programs assist freshmen in their transition to college. We examine the question, if this transition training impact persistence of students from first to second semester and first to second

year. Persistence rates of extended orientation program (Fish Camp) participants were compared to non-participants across student sub-groups. This session will provide an overview of Fish Camp, assessment methods, what was learned, how Fish Camp can use this information, and how this approaches could be used at other institutions.

**Blanco/Llano**

**Living Learning Communities: An Intervention In Keeping Women Strong In The Sciences**

Intermediate    Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Jennifer Belichesky-Larson**, *Acting Assistant Dean of Student Engagement, Retention & Transition, Loyola Marymount Univeristy*

This presentation highlights the findings of a mixed methods study focusing on the impact of the co-educational living learning community model on female persistence in science, technology, engineering and mathematics (STEM). The findings of this study illustrated that the co-educational living learning community model created an inclusive academic and social environment which positively impacted the female participants' experiences and persistence in STEM. The findings also found the inclusion of men in the community aided in the demystification of male superiority in the sciences for the female participants. This study also highlighted the significance of social identity in the decision making process to join a science living learning community.

**Chula Vista**

**Creating Your SPA! The Evolution of a Student Affairs Strategic Planning and Assessment Team**

Beginner    Theme: *Assessment*, Fundamentals of Assessment

**Amanda Drum**, *Executive Direcotor of Strategic Engagement Initiatives, Texas A&M University - Corpus Christi*

This program is designed to assist assessment practitioners with the creation and development of a student affairs strategic planning and assessment team. Attendees will learn how one university met the immediate needs of accreditation preparation and how those efforts evolved into a comprehensive team approach to planning, assessment and continuous improvement. Methods of identifying and overcoming obstacles as well as methods of obtaining buy-in will be discussed and participants will be requested to share experiences and results.

**Live Oak**

**Broadening Participation in Assessment Activities on Your Campus**

Beginner      Theme: *Assessment*, Fundamentals of Assessment

**Margot Saltonstall**, *Director of Enrollment Management and Student Affairs Assessment, Northern Arizona University*

**Jared Hopkins**, *Research Analyst, Northern Arizona University*

How involved in assessment are students, staff, and faculty on your campus? Come learn about how others are hosting assessment days, fairs, roundtables, and online discussions to bring people together to share results and ideas, build assessment capacity, and make our work more meaningful. The session will highlight successful events at a number of institutions as well as review pitfalls, challenges, and obstacles yet to overcome.

## SATURDAY, JUNE 21

7:00 a.m. – 10:30 a.m.

Conference Information

7:15a.m. – 8:15 a.m.

Continental Breakfast

Regency Foyer

7:30 a.m. – 8:30a.m

Assessment, Evaluation, and Research Knowledge Community Open

Rio Grande Center

Meeting

8:30a.m. – 9:15 a.m.

Closing Plenary Session

Regency Ballroom

**It Takes Courage to Succeed**

**Belle Wheelan**, *President of the Southern Association of Colleges and Schools Commission on Colleges*

This session will provide an update on national conversations surrounding issues related to assessment of student learning, the completion agenda, competency based assessment, and other hot topics impacting institutions of higher education.

9:30a.m. – 10:30 a.m.

Concurrent Sessions

Pecan

**Graduation Rate of Low Income Students - In One Year**

Beginner

Theme: Persistence, Institutional Persistence & Retention Initiatives, Financial Aid, & Enrollment Management

**John Laws**, *Vice Chancellor for Student Affairs, Ivy Tech Community College*

**SeanMcCan**, *Accelerated Degree Program Coordinator, Ivy Tech Community College*

Low income and first generation students are recruited and provided the opportunity to earn an associate's degree in one year. This accelerated paced program is designed for students who were not planning on college but are academically qualified. In fourth year, the program has maintained an 80% success rate of students, combining the associate's degree and leadership development. With a small investment, any institution can reproduce and achieve similar results. Ivy Tech is expanding the program due to success.

Rio Grande Center

**Mixed Methods Assessment: The Odd Couple or a Match Made in Heaven?**

Advanced

Theme: *Assessment*, Assessment Methods and Measurements

**Jeremy Penn**, *Director, Student Affairs Assessment, North Dakota State University*

Qualitative methods use words and themes, while quantitative methods use numbers and statistics. Although seemingly at odds, just like Oscar and Felix from The Odd Couple, there are advantages to mixing qualitative and quantitative methods in assessing student learning and development. This session will provide an overview of mixed methods assessment approaches and provide guidance on strategies for combining qualitative and quantitative methods in an assessment project.

Nueces/Frio

**An Untapped Assessment Treasure: Using Focus Groups for Collecting Richer Data**

Intermediate

Theme: *Assessment*, Assessment Methods and Measurements

**Nathan Lindsay**, *Assistant Vice Provost for Assessment, University of Missouri-Kansas City*

**Darby Roberts**, *Director of Student Life Studies, Texas A&M University*

**Dan Stroud**, *Graduate Assistant for Assessment, University of Missouri-Kansas City*

For many decades, surveys have been the most popular method for collecting feedback from students. Many student affairs professionals are aware of and even use focus groups periodically, but most of them would benefit from using focus groups more regularly and more effectively. In this presentation, we will provide an overview of best practices for conducting focus groups, and then highlight examples of how focus groups have been used at three different universities.

**Chula Vista**

**Creating Divisional and Departmental Level Learning Outcomes: One Institution's Journey**

Beginner      Theme: *Assessment*, Fundamentals of Assessment

**Cindy Long Porter**, *Associate Vice President of Student Affairs, Quinnipiac University*

**Sean Kalagher**, *Associate Dean of Student Affairs, Quinnipiac University*

The demand for greater accountability of student learning in higher education has never been greater. Student learning outcomes are a vital tool in gauging institutional effectiveness, yet student affairs professionals still grapple with how to define the learning that takes place as a result of their programs and services. This session will illustrate the processes used at a mid-sized private university to categorize student learning and develop divisional and departmental level outcomes.

**Rio Grande West**

**Invisible Population: Considering Ways to Help Formerly Incarcerated Students in Higher Education**

Intermediate      Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Terrence McTier**, *Masters Student, University of Nebraska-Lincoln*

Formerly incarcerated students (FIS) are present on college campuses across the U.S. Issues of college access, lack of resources, and programming available for FIS, raises concerns for student affairs professionals. This presentation will dissect issues of college access and resources needed by FIS to thrive in a collegiate setting, sparking conversation for future research that will help college (higher education) administrators and staff effectively serve FIS as they

transition from prison to the community and hopefully into higher education.

### **Regency Ballroom 3**

#### **Success and Persistence Factors for Transfer Students of Color**

Beginner

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Julie Law**, *Graduate Student, Azusa Pacific University*

As enrollment into college is on the rise so is the number of students who are transferring into a 4 year institution (Laanan, 1996). However, for many students of color that is not the case (Laanan, 1996). Research has shown a growing trend towards student of color transferring from a community college to a 4 year institution and not being able to complete their degree on time or even at all (Berger & Malaney, 2003). This presentation will focus on what are the retention and persistence factors of students of color who have transferred to a 4 year University?

### **Rio Grande East**

#### **iPeer: Commuter & Transfer Communication/Engagement Plan**

Intermediate

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Carol Galladian**, *Associate Director, Georgetown University*

Attend this session and engage in conversations surrounding a new commuter and transfer peer-led communication plan-iPeer! iPeers are current student leaders who are assigned a group of incoming commuter/transfer students. iPeers maintain communication with their students during the fall semester and support them in exploring various engagement opportunities on campus! Join the discussion of how to work with diverse commuter and transfer students, methods of communication, and best practices in engaging this unique population.

### **Live Oak**

#### **Bringing Research and Policy into Assessment: an Organizational Philosophy**

Beginner

Theme: *Assessment*, Fundamentals of Assessment

**Anne McDaniel**, *Associate Director for Research and Data Management, The Ohio State University*

**Krystynse Savarese**, *Associate Director for Policy and Planning, The Ohio State University*

**D'Arcy Oaks**, *Associate Director for Assessment, and Evaluation, The Ohio State University*



A guiding philosophy, represented by a Venn diagram, has been adopted by a research and assessment office of a student affairs division. The philosophy encompasses three overlapping, interdependent, and complimentary areas: Assessment and Evaluation, Research and Data Management, and Planning and Policy. We provide real-world examples of how these areas are simultaneously interdependent, overlapping, and complementary.

**10:45a.m.- 11:45 a.m.**

**Concurrent Sessions**

**Regency Ballroom 3**

**Creating a culture of evidence for adult-learners in student affairs**

Beginner

Theme: *Assessment*, Integrated Assessment & Persistence Practice

**Adam Green**, *Senior Director of the Division of Student Success & P-20 Initiatives, West Virginia Higher Education Policy Commission*

**Katie Busby**, *Assistant Provost for Assessment and Institutional Research, Tulane University*

**Sarah Beasley**, *Director of Statewide Academic Initiatives, West Virginia Higher Education Policy Commission*

This session will explore portions of two NASPA publications: (1) Building a culture of evidence in student affairs and (2) Increasing adult learner persistence and completion rates: A guide for student affairs leaders and practitioners. Much of the session will focus on the uniqueness of assessing student affairs adult learner-focused programs and services. The session and discussion will include concrete examples of how some institutions demonstrate the need for and the effectiveness of processes, programs, and services specifically designed for adult learners—and how they determine if programs and services designed for all students meet the needs of adult learners.

**Rio Grande West**

**Holistic Assessment: From Research to Application**

Intermediate

Theme: *Persistence*, Integrated Assessment & Persistence Practices

**Ross Markle**, *Senior Research & Assessment Advisor - Higher Education Division, Educational Testing Service*

**Renée Delgado-Riley**, *Program Planning Officer, University of New Mexico*

The importance of “noncognitive” skills is well known by, and in fact often the focus of, most efforts in student affairs. However, only

recently has assessment of these skills become more widely used, though less widely understood. In this session, we will review several keys to implementing holistic assessment to improve student persistence, each of which is both rooted in research and tied to practice. These include evaluating assessments, the use of scores, and applying assessments with populations of interest.

## **Rio Grande East**

### **Living On-Campus and Student Learning: Steps to Developing a Housing Assessment Plan**

Beginner

Theme: *Assessment*, Assessment Methods and Measurements

**Theresa Brown**, *Director of Student Affairs Research, University of Kansas*

**Chris Sowa**, *Assistant Director for Residence Life, University of Kansas*

**Jacque McKenna**, *Assistant Director for Residence Life in Student Housing, University of Kansas*

How does living on-campus contribute to academic success? Are on-campus students' learning experiences different from off-campus students? These are the questions posed by housing professionals at the University of Kansas when they redesigned their assessment plan to intentionally focus on the university's academic mission. Participants will learn how to reframe assessment questions to focus on student learning, select appropriate tools based on the current literature, and design a data analysis to capture how units contribute to the learning process.

## **Chula Vista**

### **Student Affairs: Planting the Seed of Critical Thinking for FTIC Students**

Beginner

Theme: *Assessment*, Fundamentals of Assessment

**Barbara June Rodriguez**, *District Director Quality Enhancement Plan, Broward College*

**Janice Stubbs**, *Dean, Student Affairs, Broward College*

At Broward College, Student Affairs is commonly referred to as the "early adapters," and implementing the college's QEP, Question Every Possibility—Think Critically, was no exception. Student Affairs developed programming around the QEP's conceptual framework of professional development and training, teaching and learning strategies, and outcomes-based assessment. This presentation discusses the FTIC

orientation and advisement session; provides examples of teaching and learning strategies used; demonstrates how assessment is used for continuous improvement; and engages participants in hands-on activities.

**Rio Grande Center**

**A Model of Assessment Coaching: Next Steps**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**D'Arcy Oaks**, *Associate Director, The Ohio State University*

**Sophie Tullier**, *Research Analyst, The Ohio State University*

A working model of assessment coaching is expanded to connect late, reporting/implementing steps to early, planning/designing steps to ensure utility and ethics of data gathering. Concrete examples of assessment plans, measuring instruments, and artifacts of reporting will be presented. Session participants will engage in dialogue and exercises to flesh out the model in the context of participants' home institutions.

**Blanco/Llano**

**Generating Post-Hoc Comparison Groups for Persistence Research**

Intermediate Theme: *Persistence*, Integrated Assessment & Persistence Practices

**Jennifer Lowman**, *Coordinator, Student Persistence Research, University of Nevada, Reno*

Persistence research is often limited by the lack of a comparison group for testing the effect of participation in a program or receipt of a particular service. Predicted values provide a post-hoc mechanism to generate a comparison group from basic enrollment data by matching non-participants to the program participants. We will discuss the benefits and limits of generating a post-hoc comparison group with predicted values or propensity scores to evaluate a program's impact on various outcomes, specifically, persistence.

**Nueces/Frio**

**Assessment and Accreditation: Making a Cogent Argument**

Intermediate Theme: *Assessment*, Assessment Methods and Measurements

**Brandon Griggs**, *Dean of Student Affairs, Texas A&M University - Central Texas*

**Troy Courville**, *Assistant Vice President for Academic Enhancement and Institutional Effectiveness, Texas A&M University - Central Texas*

This presentation is designed to give student affairs and support programs tools to prepare writing a compliance report for accreditation and using diverse methods of measurement to assess programs and staff effectiveness. Through case studies and an overview of the SACSCOC accreditation process and terminology, attendees will be prepared to return to their campuses to measure and write a cogent argument for compliance.

**Live Oak**

**Developing Homegrown Assessments: Practical keys to success**

Beginner

Theme: *Assessment*, Fundamentals of Assessment

**Stan Dura**, *Director of Student Affairs Assessment and Research, University of Oregon*

Student affairs programs rely heavily on homegrown surveys for program evaluation, assessment of satisfaction, and more. Yet, few professionals in the field have any experience or training in sound survey design or understand how to get the most out of the data. This session will help provide professionals with a basic understanding of sound survey design and evaluation. Participants will discuss possible applications to individual contexts as well.

**Live Oak**

**College Mental Health and Academic Success: Findings from The Healthy Minds Study**

Beginner

Theme: *Persistence*, Retention & Persistence of Special Student Populations

**Sarah Lipson**, *PhD Candidate Assistant Director, University of Michigan The Healthy Minds Network*

**Daniel Eisenberg**, *Associate Professor, Director, University of Michigan, The Healthy Minds Network*

Mental health represents an important but relatively unexplored factor in explaining college student success. In our recent research, we have found that mental health problems, particularly depression and anxiety, are significant predictors of lower GPA and retention, even when controlling for prior academic achievement. In this program, we will present findings from our large-scale surveys to address how mental health affects student persistence and performance. We will facilitate discussion around next steps for improving policy and research in this area.