2018

NASPA

Assessment and

Persistence Conference

JUNE 14–16, 2018
Hilton Baltimore • Baltimore, MD

NASPA
Student Affairs Administrators
in Higher Education

CENTER FOR FIRST-GENERATION STUDENT SUCCESS

AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION

The Center is the premiere source of evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students.

STRATEGIC PRIORITIES INCLUDE:

- Comprehensive landscape analysis of first-generation programs and services
- Dynamic web interface to provide centralized resources, best practices, and access to offerings
- Advancing first-generation scholarship and practice through conferences, workshops, and events
- Recognition program featuring cohort-based professional and program development
- Community of practice for idea sharing, innovation, and support
- Toolkits for creating student workshops and faculty/staff training

@FirstgenCenter

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◆NASPA® | Student Affairs Administrators in Higher Education

NASPA welcomes you to Baltimore, and to the NASPA Assessment & Persistence Conference. The NASPA Assessment & Persistence Conference is designed to help all campus educators promote student learning and success by strengthening assessment, quality improvement, and intentional retention persistence programs. Institutional leadership must create an environment which builds capacity, as well as encourage an organizational culture that includes a comprehensive assessment and retention program as part of strategic planning.

The NASPA Assessment & Persistence Conference has been designed to address emerging issues in assessment and persistence, as well as to provide a forum for experienced assessment professionals to advance their skills by discussing assessment with practitioners and policy-makers.

This professional development event should be considered a working conference. Given the range of issues presented, you will find colleagues from a wide range of institutional audiences – from those just initiating assessment to those that are integrating and modifying structures and practice. Please take time to network with your colleagues, ask questions, and involve yourself in every aspect of the conference.

> "What do we want to be the most important change? And how do we realize that? That's the real question."
>
> Dr. Alexander W. Astin

ⓘ GENERAL INFORMATION

ATTIRE

Attire for the conference is business casual.

ACCESSIBILITY/DIETARY NEEDS

Please speak with the NASPA staff at the conference registration desk for accommodations for accessibility needs.

CELL PHONES

As a courtesy to presenters, speakers, panelists and attendees, please turn off cell phones during program sessions. Please leave the session room if you must take a call.

CONFERENCE EVALUATION

The NASPA Assessment & Persistence Conference evaluation will be available online following the conclusion of the conference and will be sent via email to all participants.

CONFERENCE HANDOUTS

Session materials will be posted to the NASPA Professional Development Archive behind the members-only section of the NASPA website. Participants who are not NASPA members will receive an email with a username and password to access the handouts following the conference.

Please note: only materials that have been uploaded by presenters will be available.

CONFERENCE HOTEL

All conference activities will be held at The Hilton in Baltimore and are open to conference participants only.

Hilton Baltimore
401 West Pratt Street, Baltimore, MD 21201
443-573-8700

CONTINUING EDUCATION

NASPA has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5120. Programs that do not qualify for NBCC credit are clearly identified. NASPA is solely responsible for all aspects of the programs.

Participants can receive a maximum of 7.5 clock hours for this event. To receive credit, please complete a reporting form available at the registration table. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

EXHIBITORS & CORPORATE SPONSORS

Please visit the Conference Exhibitor tables during the conference on Thursday, June 14 and Friday, June 15. The exhibits will be available near conference registration from **12:30 p.m. – 7:00 p.m. on Thursday** and **7:30 a.m. – 5:15 p.m. on Friday**. A complete listing of conference exhibitors is located in the back of the program book.

HOTEL FLOOR PLAN

A map of the meeting space can be found at the back of the program book. Unless otherwise noted, the educational sessions are located on the second floor of the Hilton Baltimore. The opening reception is scheduled to be held in *Key Ballroom (5-8)*, also located on the second floor.

LOST & FOUND

Lost and found articles should be turned in to the conference registration desk.

NAME BADGES

Name badges are to be worn in sessions and at any meals provided by the conference. Your badge not only indicates that you are fully registered for these programs, but also serves to build community among attendees.

NASPA CONFERENCE REGISTRATION AND INFORMATION DESK

The NASPA Registration and Information desk will be open during the following times:

Thursday, June 14, 2018	7:30 a.m. – 5:00 p.m.
Friday, June 15, 2018	7:30 a.m. – 5:00 p.m.
Saturday, June 16, 2018	7:30 a.m. – 11:00 a.m.

NASPA PUBLICATION SALES

NASPA has a variety of publications for sale during the conference at the registration area. Publications will be on sale during registration hours until 11:00 a.m. on Saturday. You may purchase publications onsite at the conference for a reduced rate and take them home today! Reduced conference rates are only available at the conference and do not apply to purchases made after June 16, 2018.

SOCIAL MEDIA

Take part in a rich social media conversation between attendees, presenters, and NASPA staff during the conference by using the hashtag **#APC18** on Twitter and Instagram. For all the latest tweets and pictures, be sure to follow the official NASPA Twitter, **@NASPAtweets**.

NASPA MOBILE APP

Enhance your conference experience with the NASPA Mobile App, powered by Guidebook! View the schedule and create your own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for "NASPA Mobile App," and after installation download the 2018 NASPA Assessment & Persistence Conference from within the NASPA Mobile App.

A SPECIAL THANKS TO THE CONFERENCE PLANNING COMMITTEE

*NASPA is very thankful for the time, effort,
and guidance of the conference planning committee.*

STACY ACKERLIND Director and Special Assistant to the Vice President for Student Affairs, University of Utah

JERRI BERRY Data Management Analyst, University of Florida

DANIEL KACZMAREK Director, SUNY University at Buffalo

DARBY ROBERTS Director Student Persistence Research, Texas A&M University

TIMOTHY SALAZAR Director of Assessment and Planning, The University of Alabama

PAMELYN SHEFMAN Director, Assessment and Planning, University of Houston

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Thursday, June 14, 2018

7:30 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
12:30 p.m. – 1:00 p.m.	First Time Attendee Workshop
1:30 p.m. – 2:30 p.m.	Conference Welcome and Opening Keynote
2:45 p.m. – 4:00 p.m.	Concurrent Sessions I
4:15 p.m. – 5:30 p.m.	Concurrent Sessions II
5:30 p.m. – 6:30 p.m.	Reception and Poster Sessions
6:30 p.m.	Dinner and Dialogue

Friday, June 15, 2018

7:30 a.m. – 8:30 a.m.	Continental Breakfast *Separate into Regional areas for networking*
7:30 a.m. – 5:00 p.m.	Registration Open
8:30 a.m. – 9:15 a.m.	Morning Plenary Speaker
9:30 a.m. – 11:30 a.m.	Extended Learning Sessions
11:30 a.m. – 12:45 p.m.	Lunch
1:00 p.m. – 2:15 p.m.	Concurrent Sessions III
2:30 p.m. – 3:45 p.m.	Afternoon Dialogues
2:30 p.m. – 3:05 p.m.	Learning Labs 1
3:10 p.m. – 3:45 p.m.	Learning Labs 2
4:00 p.m. – 5:15 p.m.	Concurrent Sessions IV

Saturday, June 16, 2018

7:30 a.m. – 8:30 a.m.	Continental Breakfast
7:30 a.m. – 11:00 a.m.	Registration and Exhibitors Open
8:30 a.m. – 9:15 a.m.	Closing Plenary Speaker
9:30 a.m. – 10:45 a.m.	Concurrent Sessions V
11:00 a.m. – 12:15 p.m.	Concurrent Sessions VI

NASPA ASSESSMENT & PERSISTENCE CONFERENCE PROGRAM TRACKS

FOUNDATIONAL
Designed for professionals new to assessment and persistence, these sessions will cover the basics of developing and writing a learning outcome, designing assessment plans, connecting assessment to retention and student persistence, and more.

INTERMEDIATE
Academic and student affairs professionals who have some experience with assessment will explore new ways to use assessment to improve student learning in both academic and student affairs and move from individual program assessment to integrating assessment as an institutional focus. Retention/persistence professionals that have established programs and services focused on student persistence should attend sessions labeled as "intermediate."

ADVANCED
Professionals who have broad experience with assessment/persistence programs will focus on the next exciting steps in assessment practice, including: integrating learning and assessment across students' experiences; using learning taxonomies and knowledge of student and brain development to guide assessment efforts; the creative blending of assessment methods; and using assessment methods to support institutional data analysis, policy making, and resource decisions.

PROFESSIONAL COMPETENCIES FOR STUDENT AFFAIRS PRACTITIONERS

In July 2015, the NASPA Board of Directors approved Professional Competency Areas for Student Affairs Practitioners. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, the attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field.

Since assessment and persistence are the key topics at this conference, all sessions focus on the Assessment, Evaluation, and Research competency area, which is indicated by the flashlight icon. As you make your session selections, look for the icons below in order to focus your learning on one or more of these additional competencies during your conference experience.

Advising and Supporting		Assessment, Evaluation, and Research	
Law, Policy, and Governance		Leadership	
Organizational and Human Resources		Personal and Ethical Foundations	
Social Justice and Inclusion		Student Learning and Development	
Technology		Values, Philosophy, and History	

All educational programming at #APC18 focuses on the **Assessment, Evaluation, and Research** competency, in addition to exploring the intersection between AER and other competencies.

ASSESSMENT THEMES

The following assessment themes are designed to help the NASPA Assessment & Persistence Conference address emerging issues in assessment, as well as to provide a forum for experienced assessment professionals to advance their skills by discussing assessment with practitioners and policymakers. Finally, those who are new to assessment will find the fundamentals they need to begin the assessment process.

- **Fundamentals of Assessment**
- **Assessment Methods and Measurements**
- **The Role of Data in Institutional Decision Making**
- **Integrated Assessment, Persistence and Retention Practices**

PERSISTENCE THEMES

The following persistence themes are designed to help the NASPA Assessment & Persistence Conference address current issues in student persistence in higher education and make the connection to assessment of student learning as it relates to persistence and completion. Educational programs were intentionally chosen from various institutional types—from community colleges to small colleges and large universities—and demonstrate proven institution-wide interventions that connect student learning to persistence.

- **Institutional Persistence and Retention Initiatives, Financial Aid, and Enrollment Management**
- **Retention & Persistence of Special Student Populations**
- **Integrated Assessment & Persistence Practices**

NASPA ASSESSMENT, EVALUATION, AND RESEARCH KNOWLEDGE COMMUNITY AWARD FOR INNOVATION

NASPA®
Assessment,
Evaluation, and
Research KC

We are excited to offer this award to recognize and honor our innovative colleagues in the field of Student Affairs Assessment! This award will be given to a colleagues, or team of colleagues, who are actively involved in leading student affairs assessment activities. The winner(s) will have shown innovation in the approach to assessment and helped to cultivate a culture of assessment within a department, division or campus-wide.

The winner(s) of the award will be honored at the NASPA Assessment & Persistence Conference, will have the opportunity to present a program at the conference, and will receive a travel grant to offset costs related to attending the Assessment and Persistence Conference.

Please consider nominating yourself or a colleague(s) for this award. Visit the Assessment, Evaluation and Research Knowledge Community webpage for further information: **bit.ly/AER_KC**.

Tia Brown McNair

Vice President for Diversity, Equity, and Student Success, Association of American Colleges & Universities

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact educational practices, and student success, including AAC&U's Network for Academic Renewal series of yearly working conferences. McNair also directs AAC&U's Summer Institute on High-Impact Educational Practices and Student Success. McNair serves as the project director for several AAC&U initiatives: "Truth, Racial Healing and Transformation," "Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success," and Purposeful Pathways: Faculty Planning and Curricular Coherence." She directed AAC&U's projects on "Advancing Underserved Student Success through Faculty Intentionality in Problem-Centered Learning," "Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success," and "Developing a Community College Roadmap. McNair chaired AAC&U's Equity Working Group that was part of the General Education Maps and Markers (GEMs) project that represented a large-scale, systematic effort to provide "design principles" for 21st-century learning and long-term student success. She is the lead author of the book Becoming a Student-Ready College: A New Culture of Leadership for Student Success (July 2016). McNair is a co-author on the publication Assessing Underserved Students' Engagement in High-Impact Practices.

Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC. McNair's previous experience also includes serving as a Social Scientist/Assistant Program Director in the Directorate for Education and Human Resources at the National Science Foundation (NSF), Director of University Relations at the University of Charleston in Charleston, West Virginia; the Statewide Coordinator for the Educational Talent Search Project at the West Virginia Higher Education Policy Commission; and the Interim Associate Director of Admissions and Recruitment Services at West Virginia State University. She has served as an adjunct faculty member at several institutions where she taught first-year English courses. McNair earned her bachelor's degree in political science and English at James Madison University and holds an M.A. in English from Radford University and a doctorate in higher education administration from George Washington University.

Stephanie Marken

Chief Methodologist, Gallup

Stephanie Marken is the Chief Methodologist of the U.S. Gallup Poll as well as the sampling and design architect for Gallup's largest education studies including the Gallup Purdue Index and the Strada-Gallup Education Consumer Survey. This work is designed to inform higher education leaders, policy-makers and the public about the long-term outcomes of a college degree, and the individual collegiate experiences that are most directly related to positive outcomes. To date, Stephanie has worked with more 100 higher education universities and organizations to design and conduct studies measuring student and alumni outcomes.

Stephanie received her bachelor's degree in political science from Elon University and her master's degree in survey research from the University of Connecticut.

Amelia Parnell

Vice President for Research and Policy, NASPA

Dr. Amelia Parnell is vice president for research and policy. She directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Amelia is leading NASPA's examination of several critical higher education issues, including colleges' use of emergency aid programs to address student needs. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs. Amelia is co-editor of the forthcoming book, The Analytics Revolution. She is an advisory board member for the DC Public Schools' Urban Education Leaders Internship Program Alumni Board and an advisory committee member for Lumina Foundation's Beyond Financial Aid toolkit. Amelia holds a Ph.D. in higher education from Florida State University and masters and bachelor's degrees in business administration from Florida A & M University.

Stephanie Gordon

Vice President for Professional Development, NASPA

Dr. Stephanie Gordon serves as the vice president for professional development at NASPA - Student Affairs Administrators in Higher Education. She joined the association in 2003 as the director of educational programs. Since that time, the association has more than doubled in size to more than 15,500 members. She supervises a professional development team at the largest, most comprehensive student affairs association in the United States.

Prior to joining NASPA, Stephanie served as director of residence life and coordinator of first-year programs at Chatham University, assistant director of residence life, staff development, and training at Colgate University, and assistant director of undergraduate admissions at Simmons College.

 Her research interests focus on student retention, persistence, and readiness to learn. Stephanie also focuses on assisting student affairs educators in their daily work on campus. She has co-authored a chapter in the Student Services: A Handbook for the Profession and authored a chapter in the forthcoming edition of The Handbook of Student Affairs Administration.

Stephanie received her B.A. in English literature and political science from Simmons College and her Ed.M. in higher education administration from Harvard University Graduate School of Education. She completed her Ed.D. in higher education management at the University of Pennsylvania Graduate School of Education.

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DECEMBER 9 – 11, 2018 | ORLANDO, FLORIDA

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LEADERS

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bit.ly/LEI-18

CONFERENCE REGISTRATION OPEN
Key Ballroom Foyer | 7:30 a.m. - 5:00 p.m.

PRE-CONFERENCE WORKSHOPS | *9:00 a.m. - 12:00 p.m.*

Key 2 | 9:00 a.m. - 12:00 p.m.
An Introduction to Data Analysis in R

PRESENTER:	**Julie Neisler**, Research Assistant, University of Houston
LEARNING TRACK:	Integrated Assessment & Persistence Practice

The presenter will cover the basics of statistical testing, with a focus on advancing your skills and using statistical analysis in your work in assessment and research. A sample data set will be provided and participants will practice running a t-test, an ANOVA, a chi-square test, and a regression. Participants should have a general understanding of the following statistical terms: mean, standard deviation, the normal curve, variance, and hypothesis testing. We will be using the free statistical syntax-based software R, which participants should download prior to the session.

Key 3 | 9:00 a.m. - 12:00 p.m.
Conducting a Quality Survey Research Project

PRESENTER:	**Darlena Jones**, Director of Assessment and Research, Association for Institutional Research
LEARNING TRACK:	Assessment Methods and Measurements

Program assessment often uses survey research as a data collection tool. Survey research provides valuable insight into the student experience necessary for program review. In this workshop, we discuss the principles of survey research, explore the traits of a quality survey instrument, and give practical tips for reporting. Participants new to survey research will not be overwhelmed and those needing a refresher will find useful tips. Learn from a seasoned researcher on ways to incorporate survey research into your data collection.

Key 4 | 9:00 a.m. - 12:00 p.m.

Implementing an Assessment Framework to Support Division Planning

PRESENTER:	**Marjorie Dorime-Williams**, Assistant Professor, University of Missouri
LEARNING TRACK:	Fundamentals of Assessment

Calls for accountability mean more pressure to implement and report on assessment beyond student learning. The environment that supports student learning is just as important. Student affairs divisions must develop comprehensive, aligned, and organized assessment processes to promote a sustainable and useful process. The presenter will focus on implementing a comprehensive assessment process that looks at student learning outcomes and administrative or support outcomes within student affairs divisions. Further, the presenter will offer practical information and tools to develop comprehensive assessment practices.

FIRST TIME ATTENDEE WORKSHOP

Key 12 | 12:30 p.m. - 1:00 p.m.

Join the 2018 Assessment and Persistence Committee for an indepth look at this year's conference. Bring your questions and your ideas, meet new people and get the lay of the land before the conference starts.

CONFERENCE WELCOME AND OPENING KEYNOTE

Key Ballroom | 1:30 p.m. - 2:30 p.m.

Becoming a Student-Ready College:
A New Culture of Leadership for Advancing Assessment and Persistence

SPEAKER:	**Tia Brown McNair**, Vice President for Diversity, Equity, and Student Success, Association of American Colleges & Universities

Imagine if the national conversation on college readiness and student success engaged in a reframing of the question "Are students college-ready?" to "Are our postsecondary institutions student-ready?" Becoming a Student-Ready College provides a new perspective on designing and leading student success efforts by asking the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering our institutions? What changes need to be made in an institution's policies, practices, and culture to make excellence inclusive for ALL students? Through a discussion of key principles from Becoming a Student-Ready College and selected AAC&U strategic initiatives, the Valid Assessment of Learning in Undergraduate Education (VALUE) Institute, and Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success, this session will help campuses identify and strengthen efforts to improve student learning and persistence toward completion.

CONCURRENT SESSIONS I | *2:45 P.M. - 4:00 P.M.*

Key 1 | 2:45 p.m. - 4:00 p.m.
All I Really Needed to Know I Learned in my Residence Hall

PRESENTERS:	**Brent Klingemann**, Assistant Director, Assessment Development, University of Colorado Boulder
	Amy Biesterfeld, Director, Strategic Planning and Assessment, University of Colorado Boulder
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

Does student learning occur in a residence hall? Definitely! But how do you define the "soft skills" that are being learned by college students in residential environments? How do you measure these skills to determine the effect of residential programming efforts? This is the goal of "Residential Curriculum" assessment at CU-Boulder. This session will provide a brief recap of Residential Curriculum efforts nationally, steps to developing a curriculum for your own institution, and lessons learned throughout implementation.

Key 2 | 2:45 p.m. - 4:00 p.m.
Assessing and Improving LGBTQIA+ Student Persistence, Retention, and Academic Success

PRESENTER:	**Aiden Powell**, Program Manager, Purdue University LGBTQ Center
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

Purdue University designed an innovative data collection tool in Banner that assesses the retention and academic performance of LGBTQIA+ college students. Along with rich data from over 6,000 students, it revealed that 27% of LGBTQIA+ Purdue undergraduates, compared to 16% of all Purdue undergraduates, are at risk of failing to complete their degrees. The presenter will provide an overview of the implementation of the data collection system, and lead a discussion of barriers and strategies for closing the achievement gap for LGBTQIA+ students.

Key 3 | 2:45 p.m. - 4:00 p.m.

**Building and Scaling a Culture of Assessment
to Holistically Understand Student Engagement**

PRESENTERS:	**Sonja Daniels**, Associate Vice President for Campus Life, San Jose State University
	Becky Varian, Director of the Center for Student Progress, Youngstown State University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

Learn how two institutions mapped student behavior and received student feedback in real-time by adopting new tracking and assessment tools. Case studies will be presented on how assessment culture was scaled across departments and events. Outcomes on student engagement and happiness will be discussed. Join us and explore how in-depth student behavior data within one unified platform is essential to create a holistic understanding of student engagement and identify engaged and unengaged students.

Key 4 | 2:45 p.m. - 4:00 p.m.

Compassionate Enrollment: A Collaborative and Innovative Approach to Retention

PRESENTER:	**Kimberly Moore**, Asssitant Dean of Students, Loyola University Chicago
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Institutional Persistence & Retention Initiatives

The presenter will share the findings from a study focused on an innovative pre-enrollment retention strategy called compassionate enrollment. The results of the study confirm compassionate enrollment, when coupled with traditional post-enrollment strategies, leads to the retention of first-generation students and offers university leaders a new way of addressing retention rates. Through an interactive presentation, participants will leave with a deeper understanding of a new retention solution that has broad implications for research and practice.

Key 9 | 2:45 p.m. - 4:00 p.m.

DASH: A New Framework for Division-wide Assessment Implementation

PRESENTERS:	**Michael Nguyen**, Research and Assessment, California State University, San Bernardino
	David Giardino, Influence and Identity Consultant, University of Southern California
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

Using data from multiple sources and working with graduate assistants from statistics and computer science, persistence models with predictive, and more importantly, prescriptive analytics for the freshman cohort were produced and refined. Based on the outcomes from the modeling, secondary support structures were identified, strategies were constructed, and systems were put in place to monitor persistence of students impacted by the strategies. At the conclusion of the registration period, the analytical model was evaluated and refined for improved accuracy. The extended learning session will allow opportunities to workshop strategies for implementing a similar process on your campus.

Key 10 | 2:45 p.m. - 4:00 p.m.

Mapping Cross-difference Interactions: Revolutionizing Campus Climate Assessment

PRESENTERS:	**Demetri Morgan**, Assistant Professor and Primary Investigator, Loyola University Chicago
	Hilary Houlette, M.Ed Candidate and Research Assistant, Loyola University Chicago
	Jessie Payne, M.Ed Candidate and Research Assistant, Loyola University Chicago
	Rachel Fischer, M.Ed Candidate and Research Assistant, Loyola University Chicago
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Integrated Assessment and Persistence Practices

The mapping cross-difference interaction research study attempts to locate and visually represent the specific occurrences of diversity and cross-difference between students on college campuses using geospatial-mapping technology. The generation of student "heat maps" will aid student affairs practitioners and higher education researchers in their campus climate assessments. This presentation showcases our cross-difference mapping application and provide attendees with recommendations for incorporating geospatial technology into assessment.

Key 11 | 2:45 p.m. - 4:00 p.m.

Shaping Student Persistence in Campus Housing from Day 1:
First Year Retention Strategies for Residential Communities

PRESENTERS:	**Jason Meriwether**, Vice President for Student Success, Rhode Island College
	Shawna Altenburger, Director of Residence Life & Housing, Rhode Island College
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practices

Attrition of first year students is a complex challenge for many institutions. Engaging students at midterms or the end of their first semester 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 in residential settings. Robust discussion and group interaction will reveal how a predictive model can increase student persistence outcomes and return rates for first year residential students.

Key 12 | 2:45 p.m. - 4:00 p.m.

Using Campus Card and University Ticketing Data to Assess Student Engagement at the University of Maryland, Baltimore County

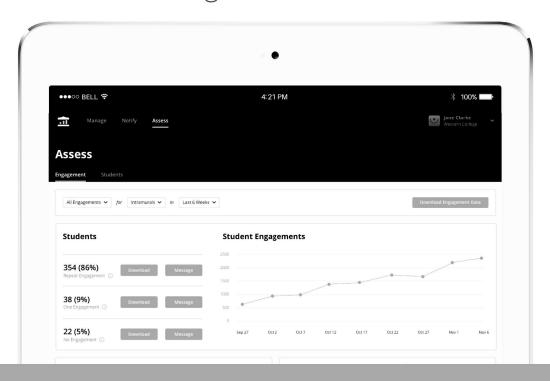|	
PRESENTERS:	**Brittini Brown**, Director for Assessment, Research, and Strategic Priorities, University of Maryland, Baltimore County
	Nancy Young, Vice President for Student Affairs, University of Maryland, Baltimore County
	Ken Schreihofer, IT Manager, University of Maryland, Baltimore County
	Joel DeWyer, Associate Director, The Commons, University of Maryland, Baltimore County
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Integrated Assessment & Persistence Practice

Colleges and universities across the country have increasingly begun to use predictive analytics as a tool to enhance student success. The presenters will focus on how student affairs at the University of Maryland, Baltimore County (UMBC) utilized student IDs in conjunction with UMBC's custom portal to collect student engagement data not only to enhance assessment for divisional programs, but also to contribute to the UMBC's predictive analytics efforts. The presenters will share lessons learned, key implementation strategies, and engage the audience in discussion.

OOHLALA | ASSESSMENT

More Insights, Less Guesswork

Tablet screenshot showing the Assess dashboard with Engagement and Students tabs

- **Manage** | **Notify** | **Assess**
- Jane Clarke — Western College

Assess

Engagement | Students

All Engagements | for | Intramurals | in | Last 6 Weeks | Download Engagement Data

Students / **Student Engagements**

- **354 (86%)** Repeat Engagement — Download | Message
- **38 (9%)** One Engagement — Download | Message
- **22 (5%)** No Engagement — Download | Message

Chart values: Sep 27, Oct 2, Oct 7, Oct 12, Oct 17, Oct 22, Oct 27, Nov 1, Nov 6 (0–2500)

Solving Assessment Challenges with Innovative Solutions

SIMPLIFIED ATTENDANCE TRACKING
Students can use their campus app to 'check-in' at an event or service with one click.

GET FEEDBACK, EFFORTLESSLY
Delivered automatically following the event/service, students provide a star rating and specific feedback.

CREATE ENGAGEMENT BENCHMARKS
Easily compile event and service data to understand engagement patterns and establish benchmarks for students.

ELIMINATE ADDITIONAL HARDWARE
Using QR code readers built in to the campus app eliminates the need for clunky hardware and minimizes required staff training.

SEND TARGETED COMMUNICATIONS
Use your dashboard to send pre-built or custom messages to your students with one click.

DEMONSTRATE PROGRAM ROI
Use efficacy reports, survey data and retention studies to understand the effectiveness of programs.

Get in Touch   ✉ hello@oohlalamobile.com   ☎ 1.877.588.7508   ⚲ oohlalamobile.com

CONCURRENT SESSIONS II | *4:15 P.M. - 5:30 P.M.*

Key 1 | 4:15 p.m. - 5:30 p.m.
Case Management and Predictive Analytics: Powerful Persistence Partners

PRESENTERS:	**Michelle Bombaugh**, Assistant Director, Office of Academic Advocacy, University of South Florida
	Leslie Tod, Director, Office of Academic Advocacy, University of South Florida
	Kim Williams, Academic Advocate for Policy and Analytics, University of South Florida
	Zulmaly Ramirez, Academic Advocate, First Year Students, University of South Florida
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Institutional Persistence & Retention Initiatives

The presenters will address the use of predictive analytics in conjunction with a case management model to identify and support at-risk students. Presenters will discuss how the case management model evolved at their institution and the multi-pronged approach they have taken to identify students in order to provide the right support at the right time to address student persistence. Presenters will elaborate on how they track student cohorts, collaborate with on-campus partners on student issues, and work individually with students.

CONCURRENT SESSIONS II cont'd | *4:15 P.M. - 5:30 P.M.*

Key 2 | 4:15 p.m. - 5:30 p.m.

Creating an Academic/Student Affairs Partnership to Coordinate Student Affairs Divisional Assessment

PRESENTERS:	**Anne M. Hornak**, Professor, Central Michigan University
	Frim Ampaw, Associate Professor, Central Michigan University
	Matt Johnson, Associate Professor, Central Michigan University
	Ellen Wehrman, Assistant Director, Sarah R. Opperman Leadership Institute, Central Michigan University
	LeShorn Benjamin, Doctoral Student and Research Assistant, Central Michigan University
	Quentrese Cole, Doctoral Student and Research Assistant, Central Michigan University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

This session will explore methods used to effectively engage faculty and student affairs professionals in the development of a comprehensive assessment plan. Based on the insights gained from a faculty-administrator partnership, this session aims to examine and assess the program and learning outcomes of the six main units in student affairs. The facilitators will provide an overview of the campus partnership model and explain how the university is assisting in developing and assessing outcomes. Facilitators will also provide an overview of how to facilitate professional development experiences for continual improvement.

Key 3 | 4:15 p.m. - 5:30 p.m.

Developing and Assessing Competency-based Learning in Student Affairs

PRESENTERS:	**Pamelyn Shefman**, Director of Assessment and planning, Division of Student Affairs and Enrollment Services, University of Houston
	Daniel Kaczmarek, Director of Assessment and Evaluation, University of Buffalo
	Colegate Moore, Assistant to the Vice President for Student Life and Director of Student Life Assessment and Planning, Elon University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

Institutions of higher education should assist students in gaining competencies that they can demonstrate. Texts such as Learning Reconsidered, the Association of American Colleges & Universities' LEAP Essential Outcomes, the National Association of Colleges and Employers' Attributes that Employers Want, and the outcomes from the Council for the Advancement of Standards show that the competencies gained from higher education are numerous. What are student affairs educators doing to track those competencies? This panel will share examples where they are making strides.

Key 4 | 4:15 p.m. - 5:30 p.m.

Enhancing Student Affairs Effectiveness Reports: Incorporating Meta-Assessment

PRESENTERS:	**Abbygail Langham**, Director, Assessment and Strategic Planning, Auburn University
	Emily Wlikins, Graduate Assistant, Assessment & Strategic Planning, Auburn University
	Paul Jacobson-Miller, Consultant, Campus Success, Campus Labs
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

The last phases of the assessment cycle are to report and share; however, how do we know we have prepared well-crafted and comprehensive documents for these stages? How do we assess that reports are robust for accreditation and institutional reporting? The presenters will address an innovative peer review meta-assessment approach among student affairs staff in order to strengthen co-curricular assessment reports.

Key 9 | 4:15 p.m. - 5:30 p.m.

Fighting Racism with Assessment

PRESENTERS:	**Lisa Maletsky**, Coordinator of the Office for Student Persistence Research, University of Nevada, Reno
	Jennifer Lowman, Director, Student Persistence Research, University of Nevada, Reno
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

Assessment has the power to make university values salient and map a path towards operationalizing values into real-world policies and programs. Unfortunately, many believe assessment is a bureaucratic afterthought, not a design mechanism. Using the Theory of Change framework and a logic model, we developed an assessment process to identify gaps in diversity and inclusion. Presenters will address ethical issues of incorporating marginalized voices, communicating across a multitude of institutional contexts, and navigating the political climate in a time of heightened fear and racism.

CONCURRENT SESSIONS II cont'd | *4:15 P.M. - 5:30 P.M.*

Key 10 | 4:15 p.m. - 5:30 p.m.
Improving Underserved Students' Experience through Redirected Institutional Will and Collaborative Efforts

PRESENTERS:	**Gralon Johnson**, ISU University Innovation Alliance Fellow, Iowa State University
	Matthew Pistilli, Director, Student Affairs Assessment & Research, Iowa State University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

Institutional data at Iowa State underscored clear disparities in retention and degree completion rates among historically underserved students. To address these, a cross-campus think tank identified what works well for these students, where there are gaps, and where there are opportunities. Additionally, a data symposium was held where over 200 campus leaders worked to further understand the challenges and identify ways to ameliorate them. The presenters will discuss how institutions will shift to create collaborative efforts and improve student outcomes.

Key 11 | 4:15 p.m. - 5:30 p.m.
Is Your Campus Family Friendly? - NASPA AER KC Innovation Award Winner

PRESENTER:	**Joan Karp**, Senior Research Associate for Program Evaluation and Research Group (PERG), Endicott College
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

A quarter of all undergraduate students are raising dependent children, but are often invisible on their campuses, especially the over one million student parents at 4-year institutions. The Family Friendly Campus Toolkit suggests a self-assessment process and provides data collection tools to help identify and better serve this at-risk student population. Join the AER KC Innovation Award Winners to hear more about this topic.

Key 12 | 4:15 p.m. - 5:30 p.m.

The Intersection of Student Affairs Assessment and Institutional Research: Collaboration for the Future

PRESENTERS:	**Stacy Ackerlind**, Special Assistant to the Vice President for Student Affairs and Director, University of Utah
	Andy Mauk, Associate Provost, University of North Carolina Wilmington
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

With the increased focus on persistence and completion, institutions are focused on leveraging data effectively to promote student success. More and more, student affairs assessment and institutional research are partnering to connect knowledge to develop meaningful actions. The presenters will focus on the critical collaboration between these two campus offices, and how the NASPA AER KC will foster this collaboration in the years ahead.

RECEPTION AND POSTER SESSIONS | *5:30 P.M. - 6:30 P.M.*

Key Ballroom Foyer | 5:30 p.m. - 6:30 p.m.

Assessing an Online Financial Literacy Module

PRESENTER:	**Vincent Nix**, Dean, Student Services& Assistant Professor, United States Sports Academy
	Lan Song, Graduate Student, Abilene Christian University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

The 2018 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation requires that "The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (Student debt)" in new Principle, 12.6. Doctoral teaching assistants worked with the dean of students to design, implement, assess, and re-tool an online orientation with a separate Financial Aid Literacy module. Mixed-method assessments provide evidence for accreditors of compliance.

RECEPTION AND POSTER SESSIONS cont'd | *5:30 P.M. - 6:30 P.M.*

Key Ballroom Foyer | 5:30 p.m. - 6:30 p.m.
Dos and Donts of Writing a Quality Survey Instrument

PRESENTER:	**Darlena Jones**, Director, Assessment and Research, Association for Institutional Research
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

Program assessment often uses survey research as a data collection tool. If you're committed to a data-informed culture, you must be committed to quality data. Survey research is a popular method of data collection in student affairs but, if done poorly, can result in inferior data which leads to flawed decisions. In this session, the presenter will explore some funny, and not-so-funny, do's and don'ts when writing a survey instrument. Come and learn from a seasoned researcher on how to improve the quality of your survey instruments.

Key Ballroom Foyer | 5:30 p.m. - 6:30 p.m.
Examining the Moderating Effect of Perceived School Support on Rape Myth Acceptance and Likelihood of Reporting Sexual Assault

PRESENTER:	**Julie Neisler**, Research Assistant, University of Houston
CONTENT LEVEL:	Advanced
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

Sexual assault campus climate surveys have shown that incident rates far exceed reporting rates. This session will discuss the operationalization of students' likelihood of reporting and will explore to what degree rape myth acceptance impacts this likelihood. Additionally, students' perceived school support will be examined as a possible moderator to this relationship.

DINNER & DIALOGUE *(Optional)* | *6:30 P.M.*

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CONFERENCE REGISTRATION & EXHIBITORS OPEN
Key Ballroom Foyer | 7:30 a.m. - 5:00 p.m.

CONTINENTAL BREAKFAST
Key Ballroom Foyer | 7:30 a.m. - 8:30 a.m.

MORNING PLENARY SPEAKER

Key Ballroom | 8:30 a.m. - 9:15 a.m.
Consumer Reflections: U.S. Adults Reflect upon their Education Expectations, Decisions and Experiences

SPEAKER:	**Stephanie Marken**, Chief Methodologist, Gallup

EXTENDED LEARNING SESSIONS | *9:30 A.M. - 11:30 A.M.*

Key 10 | 9:30 a.m. - 11:30 a.m.
Benchmarking Strategies for Any Campus

PRESENTER:	**Sherry Woosley**, Director of Analytics and Research, Skyfactor
CONTENT LEVEL:	Foundational
LEARNING TRACK:	Assessment Methods and Measurements

One of the biggest challenges with assessment data is making sense of it and acting on it. How do we know when results are outstanding or concerning? What if the results are below average? What should our target performance be? Benchmarking can help provide answers to these questions and more! In this session, we'll explore what benchmarking is, why campuses would use benchmarking, and different types of benchmarking. Attendees will leave with practical strategies for making the most of benchmarking data for any campus.

Key 11 | 9:30 a.m. - 11:30 a.m.
Build Effective Student Success Programming by Mapping the Student Experience

PRESENTERS:	**Ali Janjua**, Customer Success & Engagement Consultant, OOHLALA Mobile
	Sonja Daniels, Assistant Vice President for Campus Life, San Jose State University
	Becky Varian, Director of the Center for Student Progress, Youngstown State University
	Christine Deacons, Director of Academic Support Programs, Eastern Michigan University
	Lauren Condon, Director of Student Union and Engagement, Cedar Crest College
CONTENT LEVEL:	Intermediate
LEARNING TRACK::	Integrated Assessment & Persistence Practice

Learn how four institutions mapped student behavior and utilized data collected through large-scale assessment initiatives to identify student pathways of engagement. SJSU, YSU, EMU and Cedar Crest will present short case studies on how these institutions used this assessment data to identify patterns of involvement, set benchmarks and highlight critical programming for student engagement. Using the frameworks presented, session participants will workshop ideas and build models to map student engagement pathways at their institutions.

EXTENDED LEARNING SESSIONS cont'd | *9:30 A.M. - 11:30 A.M.*

Key 12 | 9:30 a.m. - 11:30 a.m.

Exploring First-generation Student Success: Findings from a National Landscape Analysis of Four-year Institutions

PRESENTERS:	**Sarah Whitley,** Senior Director of Center for First-generation Student Success, NASPA
CONTENT LEVEL:	Intermediate
LEARNING TRACK:	Integrated Assessment & Persistence Practice

Join NASPA's senior director of the Center for First-generation Student Success for an introduction to the Center's work and first look at findings from the recent national landscape analysis of first-generation student success programs at four-year institutions. The landscape report, using insights from university leaders and practitioners, association professionals, and student groups, considers priorities, current approaches and limitations, resources, and key collaborations for supporting first-generation students. This session will offer an exclusive preview of findings, discuss recommendations for institutions, both established and emerging, in their commitment to first-generation student success, and provide insight into the Center's work and opportunities for involvement.

Key 1 | 9:30 a.m. - 11:30 a.m.

From Modeling to Action: Using Data to Collaborate for Success

PRESENTERS:	**Kimberlyn Brooks**, Associate Director,Undergraduate Education, Bowling Green State University
	Andy Alt, Assistant Vice Provost, Bowling Green State University
	Stephen Kampf, Assistant Vice President for Student Affairs & Director of Recreation and Wellness, Bowling Green State University
	Cynthia Roberts, Assistant Director, Office of Student Retention, Bowling Green State University
	Sima Sharghi, Graduate Student, Bowling Green State University
	Audry Alabiso, Graduate Student, Bowling Green State University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

Using data from multiple sources and working with graduate assistants from statistics and computer science, persistence models with predictive, and more importantly, prescriptive analytics for the freshman cohort were produced and refined. Based on the outcomes from the modeling, secondary support structures were identified, strategies were constructed, and systems were put in place to monitor persistence of students impacted by the strategies. At the conclusion of the registration period, the analytical model was evaluated and refined for improved accuracy.

Key 2 | 9:30 a.m. - 11:30 a.m.

Institutions' Use of Data and Analytics for Student Success: Results of a National Landscape Analysis

PRESENTERS:	**Amelia Parnell**, Vice President for Research and Policy, NASPA
	Darlena Jones, Director of Assessment and Research, Association for Institutional Research
CONTENT LEVEL:	Intermediate
LEARNING TRACK::	Integrated Assessment & Persistence Practice

As student affairs divisions increase their capacity to make data-informed decisions, it will be important to strengthen relationships with other functional units. NASPA recently partnered with the Association for Institutional Research and EDUCAUSE to examine how student affairs, IR, and IT are working together to support students. This session will share findings from a national survey, which addressed trends in the types of student success data projects that institutions conduct; the structures in place for sharing data among multiple users; the level of coordination across functions; and how institutions are using data to inform interventions and program delivery. The session will conclude with recommendations for how student affairs professionals can contribute to an institution-wide, data-informed strategy for student success.

Key 3 | 9:30 a.m. - 11:30 a.m.

The Factors that Make or Break Successful Assessment Implementation for Leadership

PRESENTERS:	**Nicole Cavanaugh**, Organizational Change Strategist, Independent Consultant
	Michael Nguyen, Research and Assessment Coordinator, California State University System
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

This presentation aims to arm leaders with what they need to know to increase the likelihood of success before diving into an assessment initiative using applied study within an actual Division of Student Affairs. Analysis revealed correlations among leadership, clarity, safety, and performance among student affairs departments as we worked alongside a division to design and implement an assessment initiative. The presentation will present information, role play for deeper understanding, showcase a student affairs case study, and allow for Q&A.

EXTENDED LEARNING SESSIONS cont'd | *9:30 A.M. - 11:30 A.M.*

Key 4 | 9:30 a.m. - 11:30 a.m.
Using Metrics to Motivate Assessment

PRESENTERS:	**Rebecca Goldstein**, Associate Director, Assessment and Research, Florida Atlantic University
	Antonio Perry, Director, Assessment and Academic Initiatives, Florida Atlantic University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

Assessment offices are uniquely situated to use state performance-based funding metrics to showcase how student affairs contributes to the overall profile of an institution. In this session, participants will learn how an assessment office designed their annual reporting cycle based around metrics and university priorities to best showcase the efforts and impact of student affairs. Participants will have the opportunity to practice using this model and discuss the impact of metrics in creating a culture of assessment.

LUNCH (ON YOUR OWN)
11:30 a.m. - 12:45 p.m.

CONCURRENT SESSIONS III | *1:00 P.M. - 2:15 P.M.*

Key 12 | 1:00 p.m. - 2:15 p.m.
Assessment, Evaluation and Retention Town Hall

PRESENTERS:	**Stacy Ackerlind**, Special Assistant to the Vice President for Student Affairs and Director, University of Utah
	Andy Mauk, Associate Provost, University of North Carolina Wilmington
	Amelia Parnell, Vice President for Research and Policy, NASPA

Join the AERKC Co-chairs and NASPA's Vice President for Research and Policy for a dialogue on the latest issues, topics, and trends salient to student affairs assessment. This is an excellent opportunity to dialogue with peers, get new ideas, ask questions and let the AERKC and NASPA know what we can do to help you in your work on your campus.

Key 2 | 1:00 p.m. - 2:15 p.m.
Data and Tchotchkes: Streamlining Data Collection and Analysis

PRESENTER:	**Eric Walsh**, Assistant Director of Assessment and Evaluation for the Division of Student Life, University at Buffalo
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

Data collection and analysis can be an overwhelming task, especially when someone is new to assessment. Often times though, we make our work more difficult than it has to be. The presenter will introduce a framework for how to think about data collection, research design, and analysis. Drawing on lessons from a diverse set of fields ranging from data science and software development to the philosophy of science, we will explore strategies to increase efficiency and refine our research.

CONCURRENT SESSIONS III cont'd | *1:00 P.M. - 2:15 P.M.*

Key 3 | 1:00 p.m. - 2:15 p.m.

Gathering Data on Student Engagement and Improving Student Success with an Achievements App

PRESENTERS:	**Scott Reinke**, Coordinator, Ball State Achievements, Ball State University
	Cole Heady, Institutional Effectiveness Analyst, Ball State University
	Tipton Russell, Assistant Director, Institutional Effectiveness, Ball State University
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practice

The Ball Sate Achievements App is a unique method of gathering student engagement data for use in student success analyses. The presenters will share results of their work studying the relationships between achievement, retention, and graduation. They will also showcase this project as an example of a highly successful IR-enrollment management/student affairs collaboration.

Key 4 | 1:00 p.m. - 2:15 p.m.

How to Identify and Avoid Culture of Evidence Traps: The Sequel

PRESENTER:	**Marguerite Culp**, Executive Director, Maggie Culp Consulting
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

In 2017, Dr. Maggie Culp (co-editor of *Building a Culture of Evidence in Student Affairs*) led an interactive session that explored eight traps into which student affairs professionals often fall when using assessment to guide major decisions, tell the student affairs story, and build a culture of evidence. In this follow-up session, Dr. Culp will identify additional traps, help participants assess the extent to which the traps exist on their campuses, and explore strategies designed to help participants avoid or escape from the most common traps associated with building a culture of evidence.

Key 9 | 1:00 p.m. - 2:15 p.m.

Leveraging Residential Learning Programs to Improve Persistence of Under-represented Minority (URM) Students

PRESENTERS:	**Michael Seals**, Associate Director of Residential Learning, Purdue University
	Amber Martin, Coordinator for Program Analysis, Purdue University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

The expansion of residential learning communities (RLCs) at Purdue University was seen as a method to address the problem of low graduation and retention rates (compared to Big Ten peers) and improve retention of the ever-growing percentage of under-represented minority (URM) students on campus in particular. The presenters will discuss the success of this persistence initiative as demonstrated by the comparison of eight years of cohort data with special emphasis on the effect of RLCs on URM student persistence.

Key 10 | 1:00 p.m. - 2:15 p.m.

LiFT Scholars Program: Supporting the Next Generation of Technology Leaders

PRESENTERS:	**Molly Morin**, Program Manager, LiFT Scholars Program, IU School of Informatics and Computing at IUPUI, Indiana University-Purdue University Indianapolis
	Mathew Palakal, Executive Associate Dean, IU School of Informatics and Computing at IUPUI, Indiana University-Purdue University Indianapolis
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Institutional Persistence & Retention Initiatives

The Leading Informatics for Tomorrow (LiFT) Scholars Program is a multi-institutional scholarship/support program funded by the National Science Foundation. LiFT seeks to support the persistence and career readiness of students with unmet financial need at IUPUI/Ivy Tech pursuing degrees in IT fields. This session will provide an overview of the mission/history of the program, co-curricular activities, strengths of the program, and opportunities for growth. This session aims to help campus leaders brainstorm ways to support underrepresented students in STEM!

CONCURRENT SESSIONS III cont'd | *1:00 P.M. - 2:15 P.M.*

Key 11 | 1:00 p.m. - 2:15 p.m.
The Relationship Status Between Professional Development, Assessment, and Professional Competencies

PRESENTERS:	**Linda Demyan**, Training Analyst, California State University Channel Islands
	Dorothy Ayer, Special Assistant to the VPSA & Strategic Operations Administrator, California State University-Channel Islands
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

This program will provide an overview and practical examples of how to utilize the ACPA/NASPA Professional Competencies to guide your professional development and staff training program. Additionally, this program provides direction and suggestions on how to assess your training program to ensure that each staff member is increasing their level of expertise among each of the ACPA/NASPA competencies. Presenters will demonstrate how assessment and training can and should connect through the use of the Professional Competency rubrics and learning outcomes.

Key 1 | 1:00 p.m. - 2:15 p.m.
Using CAS to Inform Accreditation Processes

PRESENTER:	**Matthew Pistilli**, Director, Student Affairs Assessment & Research, Iowa State University
CONTENT LEVEL:	Advanced
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

The Council for the Advancement of Standards in Higher Education (CAS) publishes standards, guidelines, and self-assessment guides to help institutions demonstrate student learning, development, and achievement. Accrediting bodies increasingly recognize the role of student affairs and services in these outcomes. Working with CAS, assessment professionals developed a white paper discussing how this link could work. The presenter will review that paper, and engage participants in dialogue about how they do or could use CAS as part of their accreditation.

AFTERNOON DIALOGUES | *2:30 P.M. - 3:45 P.M.*

Afternoon dialogues are designed in the roundtable format. Presenters will spend some time introducing the topic to be discussed. Attendees are encouraged to be enthusiastic participants during this time as these sessions are meant to be conversations, not traditional presentations.

Key 1 | 2:30 p.m. - 3:45 p.m.
Addressing Challenges: Graduate Diversity Initiatives at a Predominately White Institution

PRESENTER:	**Bianca Evans**, Assistant Dean, Diversity and Inclusion, Indiana University
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

Recruiting, retaining, and graduating underrepresented graduate students requires targeted, comprehensive approaches that are welcoming and inclusive graduate environments. The presenter will examine and evaluate several initiatives ("Getting You into IU," recruitment program, "Emissaries for Graduate Student Diversity Ambassadors," and "Diversity Fellows Program") targeting recruitment and retention of underrepresented graduate students at Indiana University. An overview of research and diversity initiatives will include: examining the implementation and challenges of initiatives; evaluation of these programs; and identifying key factors contributing to student success.

Key 2 | 2:30 p.m. - 3:45 p.m.
Expanding the Student Success Narrative through Holistic Data Integration

PRESENTERS:	**Maureen Cochran**, MSAP, MSTD Coodinator, Oregon State University
	Daniel Newhart, Assistant Vice President, Director, and Assistant Professor, Oregon State University
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practices

For the past three years, the presenters' institution has been working towards a more coherent data collection strategy to examine student success. Presenters were recently able to analyze their first year cohort, triangulating data that we have not previously been able to triangulate - towards the end of creating a more complete narrative around student success. This afternoon dialogue will discuss roadblocks, lessons learned, and considerations for the responsible use of data to tie co-curricular involvement to retention and persistence analyses.

AFTERNOON DIALOGUES cont'd | *2:30 P.M. - 3:45 P.M.*

Key 4 | 2:30 p.m. - 3:45 p.m.
Second Call for All Directors of Division Assessment

PRESENTERS:	**Stacy Ackerlind**, Special Assistant to the Vice President for Student Affairs and Director, University of Utah
	Darby Roberts, Director, Student Life Studies, Texas A&M University
CONTENT LEVEL:	Advanced
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

Directors of student affairs assessment face unique challenges, such as managing up with division leadership, across the division with peers (often without the authority to implement change) as well as their own teams. They face issues such as politics, ethics and competition for resources. This session is designed for directors to discuss the challenges and successes in their role, and will build on the conversation with directors of assessment that was begun last year at the 2017 NASPA Assessment and Persistence Conference in Orlando.

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LEARNING LABS | *2:30 P.M. - 3:05 P.M. & 3:10 P.M. - 3:45 P.M.*

These mini sessions are designed to be fast pased and high octane! Instead of one presentation for the full 75 minutes, you will have the opporunity to view two sessions. Come learn new skills and leave with tangible ways to improve your work on campus.

Key 11 | 2:30 p.m. - 3:05 p.m.
Are my Surveys Inclusive? Strategies to hear all Voices

PRESENTERS:	**Danielle Glazer**, Assessment and Research Analyst, Resident Life, University of Maryland, College Park
	Sophie Tullier, Assistant Director, Stamp Student Union, University of Maryland, College Park
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

In higher education, the principles of universal design have been applied primarily in the classroom. The Universal Design for Learning (UDL) focuses on how instructors can make classroom content accessible to all learners. Less has been shared about how to make assessment tools accessible. This session discusses how student affairs professionals can design surveys in ways that promote inclusivity, equity, and accessibility.

Key 12 | 2:30 p.m. - 3:05 p.m.
Catalyzing Student Success through Robust Partnerships and Evaluation

PRESENTERS:	**Carrie Carroll**, Senior Partnerships Manager, College Possible
	Jeff Knudsen, Director, Data Analytics and Evaluation, College Possible
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

Low-income students face many barriers to college graduation. To better support retention efforts, College Possible launched the Catalyze partnership model in 2016, which embeds a proven coaching model and curriculum on college campuses. With a laser focus on results, the program evaluate both Catalyze program outcomes and attribution-whether the outcomes are actually a result of programming. This learning lab will demonstrate how innovative programming, collaborative partnerships and adherence to a rigorous evaluation framework can lead to improved success for vulnerable students.

Key 11 | 3:10 p.m. - 3:45 p.m.

Conversational Data: Focus Groups for Formative and Summative Assessment in Student Affairs

PRESENTERS:	**Ethan Kolek**, Assistant Professor, Central Michigan University
	Anne Hornak, Professor, Central Michigan University
	Frim Ampaw, Associate Professor, Central Michigan University
	Matt Johnson, Associate Professor, Central Michigan University
	Quentrese Cole, Doctoral Student and Graduate Assistant, Central Michigan University
	Le Shorn Benjamin, Doctoral Student and Graduate Assistant, Central Michigan University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

This session will explore how focus groups can be an effective approach for summative and formative assessment in student affairs. Presenters will discuss the strengths of focus groups as a data collection method and provide examples of focus group assessment in four student affairs departments at one university. This session will review strategies for conducting focus groups as well as the successes and challenges in using focus group assessment results to inform programmatic change and understand student learning.

Key 12 | 3:10 p.m. - 3:45 p.m.

To use or not to use: Should you be Using Assessment Dashboards?

PRESENTERS:	**Cheryl Stanley**, Assistant Director, Office of Student Assessment, Tulsa Community College
	Scott Mannas, Assessment Specialist, Tulsa Community College
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

"Dashboard" is the hot new buzzword in higher education—but is the usage of dashboards right for you and your division/unit? What does it take to implement effective dashboards? This learning lab will focus on the decision to implement dashboards, a quick checklist for reviewing dashboard software, challenges facing the implementation of dashboards, and creating buy-in from campus constituents who will utilize assessment dashboards to make their decisions.

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CONCURRENT SESSIONS IV | *4:00 P.M. - 5:15 P.M.*

Key 1 | 4:00 p.m. - 5:15 p.m.

Assessment Strategies for Measuring Student Resilience

PRESENTERS:	**Argyle Wade**, Assistant Vice Provost and Associate Dean of Students, University of Wisconsin–Madison
	Ning Sun, Program Assistant for Student Life Assessment, University of Wisconsin–Madison
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practices

Recognizing the broad range of positive impact resilience can have on college student success, the division of student life at a large four-year research university adopted increasing student resilience as their divisional strategic priority. The presenters will share steps and lessons learned in developing and implementing the assessment on this divisional strategic priority. Included will be an institutionally created assessment tool as well as results from a variety of department assessment plans.

Key 2 | 4:00 p.m. - 5:15 p.m.

Beginning from Scratch: Creating a Student Affairs Assessment Office

PRESENTERS:	**Cheryl Stanley**, Assistant Director, Office of Student Assessment, Tulsa Community College
	Scott Mannas, Assessment Specialist, Tulsa Community College
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practice

As institutions continue to press forward in creating a culture of assessment, it is critical that student affairs play an important role in that process. In creating a new organizational structure at Tulsa Community College, the division of student affairs established a new office of student assessment. The goal of this office was to support assessment activities within student affairs. Participants in the presentation will explore a pre-development checklist, a multi-tiered training process, and how to establish your voice on campus.

CONCURRENT SESSIONS IV cont'd | *4:00 P.M. - 5:15 P.M.*

Key 3 | 4:00 p.m. - 5:15 p.m.

**Despicable Me: Encouraging Persistence through
Collaborative Student Engagement**

PRESENTERS:	**Chris Crippen**, Director, Center for Service and Learning, Brigham Young University
	Casey Peterson, Associate Dean of Students, Brigham Young University
	Moisés Aguirre, Director, Multicultural Student Services, Brigham Young University
CONTENT LEVEL:	Advanced
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practice

It has been demonstrated that students are more likely to persist to graduation as they feel supported by student affairs personnel and programming. This presentation will demonstrate the causal links between individual outreach through integrated student involvement programming and persistence, particularly with students who have exhibited poor conduct. Also included is a discussion regarding the benefits of integration of collaborative assessment within student affairs.

Key 4 | 4:00 p.m. - 5:15 p.m.

Exploring the Impact of First-Year Residential Experiences on Students' Sense of Belonging

PRESENTERS:	**Ling Ning**, Quantitative Research Analyst, University of Colorado Boulder
	Amy Biesterfeld, Director, Strategic Planning & Assessment, University of Colorado Boulder
CONTENT LEVEL:	Advanced
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

Many factors influence students' sense of belonging and retention. The research question of focal interest has always been what the prominent factors are and how to align the resources towards the implementation of programs that are effective to improve students' first-year experience. The present study proposes to use a supervised machine learning algorithm to identify and rank order prominent factors within the residential hall environment impacting students' sense of belonging and retention, with particular focus on the underrepresented student population.

Key 9 | 4:00 p.m. - 5:15 p.m.

Measuring Student Success by Assessing Out-of-classroom Engagement

PRESENTERS:	**Christine Deacons**, Director of Academic Support Programs and the Holman Success Center, Eastern Michigan University
	Lauren Condon, Director of Student Union and Engagement, Cedar Crest College
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

Eastern Michigan University and Cedar Crest College will demonstrate how they utilized data collected through large-scale assessment initiatives to identify successful student pathways of engagement. Both institutions used mobile technology to integrate real-time measurement and feedback mechanisms capturing student engagement across events and services. Session participants will learn how these institutions have used this assessment data to identify patterns of involvement, set benchmarks, and highlight critical programming for student engagement.

Key 10 | 4:00 p.m. - 5:15 p.m.

The VALUE of Institutional Assessment for Co-Curricular Learning

PRESENTERS:	**Terrel Rhodes**, Vice President for the Office of Quality, Curriculum and Assessment, Association of American Colleges and Universities (AAC&U)
	Kate McConnell, Senior Director for Research and Assessment for the Office of Quality, Curriculum and Assessment, Association of American Colleges and Universities (AAC&U)
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

Assessment in higher education has seen vast improvements in recent years. Institutions have grown beyond using standardized tests to assess learning, and now implement new methods, such as using rubrics, to evaluate authentic student work. The presenters will discuss the development and utility of the Association of American Colleges and Universities VALUE rubrics by evaluating data displays and institutional examples. Attendees can evaluate whether their campus can benefit from utilizing the VALUE rubrics as a tool for co-curricular assessment.

CONCURRENT SESSIONS IV cont'd | *4:00 P.M. - 5:15 P.M.*

Key 11 | 4:00 p.m. - 5:15 p.m.

Trade-offs in a Comprehensive and Comparable Model of Involvement and Persistence

PRESENTERS:	**Jennifer Lowman**, Director, Persistence Research, University of Nevada, Reno
	Lisa Maletsky, Coordinator, Persistence Research, University of Nevada, Reno
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

We examine tradeoffs made in the construction of a comprehensive and comparable model of campus involvement to predict persistence. Campus involvement indicators differ widely in how they capture the depth of involvement (e.g. quality, intensity, onset, and duration). Tradeoffs between depth and breadth are a common research challenge that we invite our audience to debate. The presenters will highlight the need of institutional researchers and program professionals to collaborate when evaluating the impact of decisions made in quantitative persistence research.

Key 12 | 4:00 p.m. - 5:15 p.m.

Unexpected Assessment Results? Strategies for Handling the "Oh-No" Moment

PRESENTERS:	**Sherry Woosley**, Director of Analytics and Research, Skyfactor
	Erin Bentrim, Senior Research Analyst for Student Affairs, University of North Carolina Charlotte
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	The Role of Data in Institutional Decision Making

Most presentations focus heavily on the successful aspects of data analysis. But what happens when the results are the opposite of what was expected or just does not make sense? How do we respond when our data does not support our theories, programs, initiatives, or resources? In this session, we will explore six concrete strategies for making the most of unexpected data findings using both national data and examples from specific campuses.

CONFERENCE REGISTRATION OPEN
7:30 a.m. - 10:00 a.m.

CONTINENTAL BREAKFAST
7:30 a.m. - 8:30 a.m.

CLOSING PLENARY SPEAKER | *8:30 A.M. - 9:15 A.M.*

Key Ballroom| 8:30 a.m. - 9:15 a.m.
What's Next? The Role of Student Affairs Assessment in the Completion Agenda

SPEAKER:	**Stephanie Gordon**, Vice President for Professional Development, NASPA

Student affairs educators have been focused on the assessment of student learning and persistence for the better part of 20 years. With a renewed focus on the completion agenda, the emergence of predictive analytics as a mechanism for planning and execution, and postsecondary education's focus on employability, what is next for assessment and persistence professionals in student affairs? Dr. Gordon will provide insight into what vice presidents for student affairs are looking for when focused on the data and analytics that will improve student affairs divisions, and ultimately, student success.

CONCURRENT SESSIONS V | *9:30 A.M. - 10:45 A.M.*

Key 12 | 9:30 a.m. - 10:45 a.m.

Accounting for the 'I': Practical Strategies for Incorporating Students' Precollege Characteristics and Attitudes in Assessment

PRESENTERS:	**Frim Ampaw**, Associate Professor, Central Michigan University
	Anne Hornak, Professor, Central Michigan University
	Matt Johnson, Associate Professor, Central Michigan University
	Ethan Kolek, Assistant Professor, Central Michigan University
	Quentrese Cole, Graduate Research Assistant, Central Michigan University
	Le Shorn Benjamin, Graduate Research Assistant, Central Michigan University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

This session will explore the importance of precollege characteristics, commonly referred to as "input measures" in student affairs assessment. The presenters will highlight the relevance of input measures, especially attitudes and perception constructs, in assessment activities. Further, they will explore possible uses of input measures within programmatic and division-wide assessments, and finally, will discuss practical and inexpensive procedures for incorporating input measures into current institution data collection.

Key 2 | 9:30 a.m. - 10:45 a.m.

Assessing Inclusiveness and Engagement with Cultural Diversity to Increase Success for All

PRESENTER:	**Jillian Kinzie**, Associate Director, Indiana University Center for Postsecondary Research, National Survey of Student Engagement Institute, Indiana University Bloomington
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

The assessment of inclusivity and cultural responsiveness represents an imperative for higher education. In 2017, the National Survey of Student Engagement (NSSE) added a module asking students more about inclusive educational practices and perceptions of their institution's cultural responsiveness. This session highlights findings from this set, examines how results vary by student characteristics, and includes a discussion about campuses' use of these findings to create environments that support students of all backgrounds and leverage the educational benefits of diversity.

Key 3 | 9:30 a.m. - 10:45 a.m.

Equitable Assessment Practices in Student Affairs

PRESENTERS:	**Gianina Baker**, Assistant Director, National Institute for Learning Outcomes Assessment (NILOA), University of Illinois
	Natasha Jankowski, Director, National Institute for Learning Outcomes Assessment, University of Illinois
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

In this session, attendees will discuss current assessment practices at their institutions and the role equity can play in moving towards culturally responsive assessment. Acknowledging that learning happens in a variety of ways and places, colleges and universities are working to connect, capture, and document learning in both the curriculum and co-curriculum through several initiatives.

Key 4 | 9:30 a.m. - 10:45 a.m.

Inferential Statistics: Choosing the Right Statistical Analysis for Your Assessment Project

PRESENTER:	**Elizabeth Duszak**, Assistant Director for Student Affairs Assessment, Evaluation, and Research, University of Utah
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

The presenters will delve into the use of statistical analyses for student affairs assessment projects. While some projects don't need analyses beyond simple descriptive statistics, other projects can benefit from more advanced statistical analyses. The presenters will address: the selection of various statistical tests in line with the data; examples of analyses conducted to answer specific assessment questions; the use of statistical software programs to employ these techniques; and the accurate interpretation of the results of these statistical tests.

CONCURRENT SESSIONS V cont'd | *9:30 A.M. - 10:45 A.M.*

Key 9 | 9:30 a.m. - 10:45 a.m.

Nurturing Committement and Transparency in a Compliance Driven Assessment Culture

PRESENTERS:	**Dan Stroud**, Assessment Specialist, Midwestern State University
	Mark McClendon, Director, Institutional Research and Assessment, Midwestern State University
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

A commonly asked question by student affairs professionals and faculty regarding assessment expectations is 'How will this help my program?' In too many cases, the response refers to compliance rather than commitment. As Barbara Walvoord suggests, assessment should be "a kind of 'action research,' intended not so much to generate broad theories as to inform local action." This session outlines strategies for enhancing commitment and transparency in assessment that will positively influence staff, faculty, and student learning outcomes.

Key 10 | 9:30 a.m. - 10:45 a.m.

Promoting Success and Persistence for First-Generation Students

PRESENTERS:	**Nicole Battaglia**, Director, First Year Initiatives, Seton Hall University
	Monica Burnette, Director, Projects and Planning, Seton Hall University
	Rohan Thakkar, Consultant, Campus Success, Campus Labs
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Retention & Persistence of Special Student Populations

The persistence efforts of first-generation college students continue to be a national focus as statistics indicate a high attrition for this population. To improve the academic and social integration of first-year, low-income, first-generation students, a small, private institution partnered student services and faculty to develop a 10-day orientation program called "Gen 1"; to provide a holistic pre-college experience. This session will describe "Gen 1", it's formative and summative assessment, and show how this program yielded a 100% semester persistence rate.

Key 11 | 9:30 a.m. - 10:45 a.m.

Using Persistence Data in Student Affairs: A Panel Discussion

PRESENTERS:	**Pamelyn Shefman**, Director of Assessment and Planning, Division of Student Affairs and Enrollment Services, University of Houston
	Christos Korgan, Director of Institutional Research and Effectiveness, University of Saint Katherine
	Timothy Salazar, Director, Student Life Assessment and Planning, The University of Alabama
	Vincent Nix, Dean of Student Services and Assistant Professor, United States Sports Academy
	Brenda "B" Woods, Director of Research and Assessment, Georgia Tech
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	The Role of Data in Institutional Decision Making

Knowing student affairs' impact on student persistence assists in telling the story of our places within our institutions. The institutions represented on the panel will share how they define and measure persistence as well as roadblocks and successes. Attendees of this session will be able to gather solid frameworks of how persistence data is used across a variety of institutions and how to apply these to their respective campuses.

CONCURRENT SESSIONS VI | *11:00 A.M. - 12:15 P.M.*

Key 2 | 11:00 a.m. - 12:15 p.m.

Culture Eats Strategy: Rethinking Program Review to Align with Divisional Needs and Expectations

PRESENTER:	**Robert Snyder**, Executive Director of Planning and Outreach, Division of Student Affairs, The George Washington University
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Persistence
LEARNING TRACK:	Integrated Assessment & Persistence Practices

Learn how the George Washington University's Division of Student Affairs Assessment Committee re-thought departmental program review in response to divisional culture and stakeholder feedback, resulting in a departmental continuous improvement project model. This model provides departments with flexibility and significantly expanded the number of reviews being completed, while also remaining rigorous and standards-driven. Participants will have an opportunity to consider how they might adopt this model and to provide feedback on the model as the committee continues to refine it.

Key 3 | 11:00 a.m. - 12:15 p.m.

Designing and Implementing an Assessment Framework Across Student Services

PRESENTERS:	**Kristen Vickery**, Director, Testing & Assessment, Anne Arundel Community College
	Danielle Brookhart, Director, Orientation Programs, Anne Arundel Community College
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

How do you get student affairs staff to embrace assessment with excitement instead of fear? Learn how one institution created a culture of assessment and implemented an assessment framework grounded in CAS with continued success. Information will be provided on strategies, meeting planning, organization, materials, accreditation planning, and training. All of this while staying student focused.

Key 4 | 11:00 a.m. - 12:15 p.m.

Developing a Welcome Survey: Our Efforts to Research the First-year Student Experience

PRESENTERS:	**Eric Walsh**, Assistant Director of Assessment and Evaluation for the Division of Student Life, University at Buffalo
	Douglas Sweet, Director of the Office of Student Affairs Assessment and Planning, University at Albany
	Emily Feuer, Assistant Director for Student Affairs Assessment and Planning, University at Albany
CONTENT LEVEL:	Intermediate
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

Student affairs assessment and planning, with help from institutional research, surveys all new students six weeks into the fall semester. The data collected is used to understand a student's experience, reimagine how we engage with these students, and ensure that they persist and succeed. The presenters will discuss how we have refined the instrument and increased response rates over time. We will also discuss the items that provided the most meaningful insight and explain how this insight was put into action.

Key 11 | 11:00 a.m. - 12:15 p.m.

Institutional Research: Your New Best Friends

PRESENTERS:	**Daniel Kaczmarek**, Director, Assessment and Evaluation-Student Life, University at Buffalo
	Rohan Thakkar, Consultant, Campus Labs
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Assessment Methods and Measurements

A friendship built from shared history, investment in the same community, and common interests and goals? When student affairs assessment professionals partner with Institutional Research, data collection, reporting, and decision-making can improve across the university. This session will guide participants through a reflection of their relationship with Institutional Research on their campus, provide insight through promising practices at the University at Buffalo and other institutions, and leave participants with concrete steps on how to develop this important campus connection.

CONCURRENT SESSIONS VI cont'd | *11:00 A.M. - 12:15 P.M.*

Key 12 | 11:00 a.m. - 12:15 p.m.
Surveys for Social Justice?: Aligning our Assessment Practices with our Beliefs

PRESENTER:	**Sophie Tullier**, Assistant Director, Assessment and Research, University of Maryland, College Park
CONTENT LEVEL:	Foundational
PROGRAM TRACK:	Assessment
LEARNING TRACK:	Fundamentals of Assessment

This session will examine beliefs about knowledge creation and student voice as student affairs professionals. Attendees will engage in an activity centered on identifying how our beliefs about knowledge creation align with the methods used to assess student learning and discuss how we might work towards greater alignment in our assessment data collection.

Upper floor plan:
- WEST FOYER
- SOUTH FOYER
- EAST FOYER
- KEY BALLROOM (CORRIDOR) — sections 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- The UPS Store
- Armistead
- Pickersgill
- PRATT STREET

Lower floor plan:
- WEST FOYER
- NORTH FOYER
- HOLIDAY BALLROOM (CORRIDOR) — sections 1, 2, 3, 4, 5, 6
- Mencken
- Blake
- Calloway A
- Calloway B
- Poe A
- Poe B
- TO CONVENTION CENTER
- N >

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Please visit the Conference Exhibitor tables during the conference on Thursday, June 14 and Friday, June 15. The exhibits will be available near conference registration from **12:30 p.m. – 7:00 p.m. on Thursday** and **7:30 a.m. – 5:15 p.m. on Friday**.

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