

JUNE 16 - 18
PORTLAND MARRIOTT DOWNTOWN WATERFRONT
PORTLAND, OR



2016

NASPA

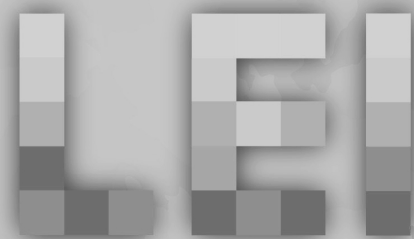
Assessment and

Persistence Conference



NASPA[®]

Student Affairs Administrators
in Higher Education



LEADERSHIP EDUCATORS INSTITUTE

December 11-13, 2016
Renaissance Long Beach
Long Beach, CA

The Leadership Educators Institute will engage early and mid-level student affairs educators in active learning and dialogue to assist with program and leadership course development.

Visit the event website for more information:

www.naspa.org/events/2016LEI

Submit your program by July 29!



Full Registration

Early-Bird
by 9/30/16

Regular
by 11/11/16

Late
after 11/11/16

ACPA, NASPA, NCLP Member	\$425	\$525	\$625
Non-Member	\$625	\$725	\$825
ACPA, NASPA, NCLP Student Member	\$210	\$270	\$320
Pre-Institute Workshops	\$75	\$85	\$95

The Leadership Educators Institute aims to create a space where student affairs administrators and educators will discuss critical topics within Institute themes.

Themes:

- Leadership Development Theory and Models & Celebrating the 20th Anniversary of the Social Change Model
- Leadership in Context
- Technology, Research, and Assessment in Leadership Programs
- Leadership Curriculum and Programs



Dr. Alexander Astin

*Allan M. Cartier Professor Emeritus & Higher Education Research Institute Founding Director
University of California, Los Angeles*



Dr. Susan R. Komives

*Professor Emerita
University of Maryland*



Dr. Julie Owen

*Associate Professor of Leadership Studies School of Integrative Studies
George Mason University*



Rev. Dr. Jamie Washington

*President and Founder
Washington Consulting Group (WCG)*



NASPA welcomes you to Portland, and to the 2016 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 2016 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 variety 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. Again, welcome; we hope you have a great experience!

“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

SCHEDULE AT-A-GLANCE

THURSDAY, JUNE 16

7:30 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
1:30 p.m. – 2:30 p.m.	Welcome and Opening Keynote
2:45 p.m. – 4:00 p.m.	General Interest Sessions I
4:15 p.m. – 5:30 p.m.	General Interest Sessions II
5:30 p.m. – 7:00 p.m.	Opening Reception

FRIDAY, JUNE 17

7:00 a.m. – 5:00 p.m.	Registration Open
7:15 a.m. – 8:15 a.m.	Continental Breakfast
8:00 a.m. – 5:00 p.m.	Conference Exhibitors
8:30 a.m. – 9:15 a.m.	Morning Plenary
9:30 a.m. – 11:30 a.m.	Extended Learning Sessions
11:30 a.m. – 12:45 p.m.	Lunch On Your Own
1:00 p.m. – 2:15 p.m.	General Interest Sessions III
2:30 p.m. – 3:30 p.m.	Afternoon Dialogues
3:45 p.m. – 5:00 p.m.	General Interest Sessions IV
5:15 p.m. – 6:30 p.m.	General Interest Sessions V

SATURDAY, JUNE 18

7:00 a.m. – 10:30 a.m.	Registration Open
7:15 a.m. – 8:15 a.m.	Continental Breakfast
8:30 a.m. – 9:15 a.m.	Closing Plenary
9:30 a.m. – 10:45 a.m.	General Interest Sessions VI
11:00 a.m. – 12:15 p.m.	General Interest Sessions VII

A SPECIAL THANKS TO THE 2016 NASPA ASSESSMENT & PERSISTENCE CONFERENCE PLANNING COMMITTEE

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

- JOSHUA ALEXANDER** senior associate director for residential life and housing, Barnard College
- MICHAEL N. CHRISTAKIS** vice president for student affairs & public service professor,
University at Albany, Assessment, Evaluation, and Research KC co-chair
- MARJORIE L. DORIMÉ-WILLIAMS** director of academic assessment, Baruch College, CUNY
- LEANNA FENNEBERG** assistant vice president for student development, Saint Louis University,
Student Affairs Partnering with Academic Affairs KC co-chair
- JEANNA MASTRODICASA** associate vice president, University of Florida, Assessment, Evaluation,
and Research KC co-chair
- ANDREW J. MAUK** director of student affairs assessment, research & planning,
University of North Carolina Wilmington
- EDNA JONES MILLER** student programs coordinator, University of South Florida
- SUSAN PLATT** executive director of assessment, California State University Long Beach, Student Affairs
Partnering with Academic Affairs KC representative

THANK YOU TO OUR KNOWLEDGE COMMUNITY CO-SPONSORS



NASPA®

Assessment,
Evaluation, and
Research KC
(AER KC)



NASPA®

Student Affairs
Partnering with
Academic Affairs KC
(SAPAA KC)

THANK YOU TO OUR GOLD SPONSORS

LIVETEXT™
Learn what's possible.



SKYfactor™

GENERAL INFORMATION

NASPA CONFERENCE REGISTRATION AND INFORMATION DESK

The NASPA Registration and Information desk will be in the **Salon E & F Foyer** and open during the following times:

Thursday, June 16	7:30 a.m. – 5:00 p.m.
Friday, June 17	7:00 a.m. – 5:00 p.m.
Saturday, June 18	7:00 a.m. – 10:30 a.m.

CONFERENCE VENUE

All conference activities will be held at the Portland Marriott Downtown Waterfront and are open to conference participants only.

Portland Marriott Downtown Waterfront
11401 SW Naito Parkway, Portland, OR 97201
503-226-7600

ATTIRE

Attire for the conference is business casual.

ACCESSIBILITY/DIETARY NEEDS

Please speak with the NASPA staff member at the registration desk for accommodation requests and 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 2016 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.

CONTINUING EDUCATION

All of NASPA's professional development opportunities, including this conference, provide CE credits from the National Board for Certified Counselors, Inc. (NBCC) forms and information will be provided at the conclusion of the conference. You will need to complete evaluations of individual sessions in order to receive continuing education contact hours for this event.

Sessions eligible for CE credits are denoted throughout the program with an asterisk*. If you have specific questions about CE credits, please visit the registration desk.

GENERAL INFORMATION

EXHIBITORS & CORPORATE SPONSORS

Please visit the conference exhibitor tables during the conference on Friday, June 17, 2016. The exhibits will be available near conference registration from 8:00 a.m. – 5:00 p.m. on Friday, June 17. 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 Lower Level of the Portland Marriott. The opening reception and keynote presentations will be held in **Salon E & F**, located on the Lower Level.

LOST & FOUND

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

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 *2016 NASPA Assessment & Persistence Conference* guide from within the NASPA Mobile App.

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 10:30 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 18, 2016.

SOCIAL MEDIA

Take part in a rich social media conversation between attendees, presenters, and NASPA staff during the conference by using the hashtag **#APC16** on Twitter and Instagram. For all the latest tweets and pictures, be sure to follow the official NASPA Twitter, **@NASPAtweets**.

QUIET ROOM

Medford Room has been designated as a quiet space for prayers, nursing mothers, or for other needs. If you require access to this room at any point during the conference, please visit the registration desk.

WIFI ACCESS

Wireless internet is available in all the meeting rooms. Please use the passcode **APC2016** to access.



PERSONALIZE YOUR EXPERIENCE

NASPA ASSESSMENT & PERSISTENCE CONFERENCE PROGRAM TRACKS

FOUNDATIONAL

Designed for professionals new to assessment and persistence, these sessions will cover the basics of understanding learning, 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

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**
- **Using Data to Support Improvement, Reporting, and Accountability**
- **Integrated Assessment, Persistence, and Retention Practices**
- **Promising Practices in Assessment**

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**
- **Persistence of Special Student Populations**
- **Transfer Students and Persistence**
- **Integrated Assessment and Persistence Practices**
- **Promising Practices in Retention and Persistence**

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

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 colleague, 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, honored at the NASPA Assessment & Persistence Conference, will have the opportunity to present a program at the conference, as well as receive a travel grant to offset costs related to attending the event.

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

<http://bit.ly/AERKC-Award>



Dr. Larry Roper

**Professor, School of Language, Culture, and Society,
Oregon State University**

Dr. Larry Roper is a professor in the School of Language, Culture, and Society and coordinator of the College Student Services Administration program and the undergraduate Social Justice Minor at Oregon State University (OSU). Previously he served as OSU's vice provost for student affairs from 1995-2014. He holds degrees from Heidelberg University, Bowling Green State University, and the University of Maryland. He has held numerous positions in student affairs, including director of housing, associate dean of students, coordinator of multicultural affairs, and vice president for student affairs/dean of students.

Larry currently serves as a commissioner with the State of Oregon's Higher Education Coordinating Commission and as chair of the NASPA Faculty Fellows. He served a 4-year term as editor of the NASPA Journal, and 6 years as a commissioner with the Northwest Commission on Colleges and Universities.



Dr. Ashley Finley

**Associate Vice President for Academic Affairs and Dean
of the Dominican Experience, Dominican University of California**

Dr. Ashley Finley is the associate vice president of academic affairs and dean of the Dominican Experience at the Dominican University of California and the national evaluator for the Bringing Theory to Practice (BTtoP) Project. Previously, she served as the senior director of assessment and research at AAC&U. Finley's work, at both the campus and national levels, focuses on developing best practices regarding program implementation, instrumentation, and mixed methods assessment. Her work combines assisting campuses with the implementation of assessment protocols and the promotion of best practices across the institution, including general education, academic departments, and the co-curriculum.

She is the editor of *Civic Learning and Teaching* and co-author of *Assessing Underserved Students' Engagement in High-Impact Practices* with Tia McNair, in addition to many other articles and book chapters. In her work with *Bringing Theory to Practice*, Ashley has worked with campuses to implement and assess programs focused on the intersection of emphases attendant to the whole student— their engagement in learning, civic development, and their psychosocial well-being. Before joining AAC&U, she was an assistant professor of sociology at Dickinson College, where she taught courses in quantitative methods, social inequality, and gender in Latin America. As a faculty member she taught courses incorporating high-impact learning practices, such as learning communities and service learning. Finley received a B.A. from the University of Nebraska-Lincoln and an M.A. and Ph.D., both in sociology, from the University of Iowa.

Dr. Erin M. Bentrim

Senior Research Analyst for Research & Systems Development,
University of North Carolina, Charlotte

Erin M. Bentrim, Ph.D., is currently serving as senior research analyst for research & systems development at University of North Carolina, Charlotte. During the past 23 years, Dr. Bentrim has served in a variety of positions in higher education administration including assistant dean of students, interim director of academic assessment, and the director of institutional research & effectiveness. Her most recent assessment experience includes serving as the director of assessment & planning for the division of student engagement & enrollment services at Old Dominion University 2013-2015.



Dr. Bentrim has led several strategic planning initiatives in her local community and served as an assessment consultant for multiple campuses. Dr. Bentrim has also had numerous responsibilities related to the SACS accreditation process. In addition, she was the national co-chair of the NASPA Assessment, Evaluation, and Research Knowledge Community from 2009-2011 and is a founding member of the Student Affairs Assessment Leaders.

Dr. Bentrim's latest publication, *Coordinating Student Affairs Divisional Assessment: A practical guide*, was released December 2015. She served as editor and author of numerous chapters. She holds a Ph.D. in Educational Psychology & Research, an M.Ed. in Student Personnel Services, both from the University of South Carolina. She is a Phi Beta Kappa graduate of Wofford College where she earned a Bachelor's in English.

Follow us on Twitter
@NASPAtweets
and tag your tweets
#APC16 !





THURSDAY, JUNE 16

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

Salon G | 9:00 a.m. – 12:00 p.m.

Academic Coaching to Promote Motivation, Accountability, and Persistence

PRESENTERS:

Tracy Pascua Dea, executive director, assistant vice provost for student success, Saint Mary's College of California

Gloria Aquino Sosa, assistant professor of counseling, co-director of the High Potential Program, Saint Mary's College of California

THEMES:

Persistence: Institutional Persistence & Retention Initiatives; Financial Aid & Enrollment Management

COMPETENCIES:

Advising and Supporting; Student Learning and Development

In this session, you will explore coaching as a tool to support students in creating a vision for the future, committing to their own success, and persisting through obstacles. Through live demonstrations and activities, you will learn specific coaching strategies to help students set goals, identify challenges, create action plans, and develop habits for academic and professional success. Current research on coaching effectiveness and various models for successful implementation of coaching programs across campus will be shared.

Salon C | 9:00 a.m. – 12:00 p.m.

Assessing Progress and Persistence in Sexual Violence and Sexual Harassment Prevention: Challenges and Opportunities

PRESENTERS:

David Lane, deputy system-wide compliance director, University of California

Sheryl Vacca, senior vice president, chief compliance and audit officer, University of California

THEME:

Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES:

Assessment, Evaluation, and Research; Law, Policy, and Governance

Sexual violence is a topic of national concern across U.S. campuses. The University of California has undertaken a massive effort over the past two years to change the culture of prevention and response for sexual violence and sexual assault. Measuring the change of the University's prevention efforts, the potential effectiveness, and the persistence of those benefits has presented both challenges and opportunities. This workshop will discuss efforts taken by the University of California and methods implemented to assess and measure change and to maintain proactive efforts. Challenges, opportunities, and lessons learned will be presented.





Salon I | 9:00 a.m. – 12:00 p.m.

Building a Culture of Evidence in Student Affairs: What Mid-Level Professionals Need to Know

PRESENTER: Maggie Culp, higher education consultant
THEME: Assessment: Assessment Methods and Measurements
COMPETENCY: Assessment, Evaluation, and Research

You've read the books, attended the workshops, and surfed the Web in search of a fail-safe approach to building a culture of evidence in student affairs. But student affairs at your institution remains trapped somewhere between a culture of justification and a culture of evidence—and cannot seem to move forward. Led by Dr. Maggie Culp, co-editor of *Building a Culture of Evidence in Student Affairs* (NASPA 2012), this data-based, interactive presentation offers you a unique opportunity to assess your culture of evidence knowledge and skill sets, identify where student affairs at your institution is in terms of designing and implementing a culture of evidence, and determine what you—and your student affairs colleagues—must do to move forward. Participants will receive numerous tools that they can use when they return to their campuses including staff assessment instruments, sample outcome measures and rubrics, sample assessment strategies, and a model for designing a culture of evidence action plan. In addition, Dr. Culp will draw on extensive experience working with colleges and universities across the nation to spotlight over 50 innovative culture-of-evidence approaches and offer tips for building capacity, managing up, managing down, and avoiding some of the pitfalls associated with building a culture of evidence in student affairs. She also will meet with workshop participants in small groups to discuss their unique culture of evidence challenges and respond to individual questions.

Salon A | 9:00 a.m. – 12:00 p.m.

Enhancing Student Learning and Student Success Through Collaborative Assessment

PRESENTERS: Leanna Fenneberg, assistant vice president for student development, Saint Louis University
 Marguerite Bonous-Hammarth, director of assessment, research, and evaluation, University of California Irvine
 Marissa Cope, director for strategic planning and assessment, Saint Louis University
THEME: Persistence: Integrated Assessment & Persistence Practices
COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

When academic affairs and student affairs work together, opportunities to strengthen and enhance student learning, development, and success are maximized. This theory-based workshop integrates best practices concerning effective partnerships into planning and execution approaches to enhance collaborative assessment. Participants will fully engage in vigorous discussions and other hands-on activities to build effective partnerships and SMART assessments. Activities such as mapping program activities to institutional missions, reflection templates to evaluate co-curricular program and assessment effectiveness will be shared with and used by participants.





THURSDAY, JUNE 16

PRE-CONFERENCE WORKSHOPS cont'd | 9:00 a.m. – 12:00 p.m.

Salon D | 9:00 a.m. – 12:00 p.m.

Research Design, Data Analysis, and Program Assessment in Student Affairs

PRESENTERS:

Taylor Odle, policy, planning, and research analyst, Tennessee Higher Education Commission

Josh Gianitsis, coordinator of leadership and student organizations, Austin Peay State University

THEME:

Assessment: Assessment Methods and Measurements

COMPETENCIES:

Assessment, Evaluation, and Research; Personal and Ethical Foundations

Student affairs practitioner-educators are held accountable for achieving specific student and program outcomes. However, it is often unclear how to correctly and effectively gather data and execute subsequent analyses. This workshop seeks to review research design methods and quantitative data analysis techniques. Attendees will engage in a peer learning session on how to design assessments and both analyze and interpret descriptive/inferential statistics using Excel, SPSS, or SAS. A best-practices example will be shared, highlighting one campus assessment of a leadership program. Bring a laptop/tablet if you can!

WELCOME AND KEYNOTE SPEAKER | 1:30 p.m. – 2:30 p.m.

Salon E & F | 1:30 p.m. – 2:30 p.m.

Leveraging Data and Exercising Leadership

PRESENTER:

Larry Roper, professor, School of Language, Culture, and Society, Oregon State University

Too often when we discuss the need to collect and act on meaningful data, our conversations lead to how we can leverage those data. However, in the case of enhancing persistence and retention our challenge is to translate data into effective leadership. This session will focus on stimulating thinking about current leadership challenges and strategies to align assessment and efforts to enhance persistence.





GENERAL INTEREST SESSIONS I | 2:45 p.m. – 4:00 p.m.

Salon B | 2:45 p.m. - 4:00 p.m.

A Collaborative Retention and Persistence Campus Model to Support At-Risk Students: Using Data to Inform a Student Success Coach Initiative*

PRESENTER: **Leanna Fenneberg**, assistant vice president for student development, Saint Louis University

LEVEL: Intermediate

THEMES: Persistence: Integrated Assessment & Persistence Practice; Integrated Assessment & Persistence Practices

COMPETENCIES: Assessment, Evaluation, and Research; Organizational and Human Resources

Retention, persistence, and student success are a priority for every institution. This session highlights a new high-touch Student Success Coach intervention for at-risk students attending Saint Louis University. This program was designed collaboratively between student affairs and academic affairs and informed by analysis of student data including MapWorks and an in-house predictive model. Information includes review of model development, establishing campus buy-in, implementation, and assessment of impact for individual students and on progress toward institutional goals. ***denotes CE eligible**

Salon C | 2:45 p.m. - 4:00 p.m.

Encouraging Change: Maximizing Data to Gain Campus Buy-in with Student Success Initiatives

PRESENTERS: **Jane Vangsness Frisch**, associate vice president for student success, North Dakota State College of Science
Melissa Johnson, executive director of student & residential life, North Dakota State College of Science

LEVEL: Foundational

THEMES: Persistence: Institutional Persistence & Retention Initiatives; Financial Aid & Enrollment Management

COMPETENCIES: Advising and Supporting; Assessment, Evaluation, and Research

This session will provide information on how a NASPA Gold Excellence Award winning two-year institution created college-wide support for innovative student success initiatives through creatively utilizing existing student data. Attendees will learn how to enact data to inform strategies that lead to increased understanding and buy-in from campus stakeholders regarding student retention and persistence initiatives. Additionally, strategies on how to effectively overcome resistance to change and other common barriers will be discussed.





THURSDAY, JUNE 16

GENERAL INTEREST SESSIONS I cont'd | 2:45 p.m. – 4:00 p.m.

Salon H | 2:45 p.m. – 4:00 p.m.

Engaged Persistence and Completion Initiatives at a Large Open Enrollment Institution*

PRESENTERS:

Tara Ivie, assistant director, Utah Valley University

Noemy Medina, degree completion program manager, Utah Valley University

LEVEL:

Intermediate

THEMES:

Persistence: Institutional Persistence & Retention Initiatives; Financial Aid & Enrollment Management

COMPETENCIES:

Advising and Supporting; Assessment, Evaluation, and Research

Collaboration is essential when facilitating campus-wide persistence and completion initiatives. Join us to learn how we are addressing retention and graduation at a large, state, open-enrollment institution. This interactive presentation will focus on our cohort concierge model beginning with on-boarding students through graduation and highlight innovative outreach programs to support non-graduated students with barriers. ***denotes CE eligible**

Eugene | 2:45 p.m. – 4:00 p.m.

Get the Scoop on Double Dipping Your Assessment Data

PRESENTER:

Rebecca Goldstein, assessment coordinator, University of South Carolina

LEVEL:

Intermediate

THEME:

Assessment: Fundamentals of Assessment

COMPETENCIES:

Assessment, Evaluation, and Research; Organizational and Human Resources

In the technology age, data has become much easier to collect in large amounts with card swipes, online surveys, and even qualitative data. However, many organizations only use their assessment data once, but data can be used multiple times to answer different questions. Using this strategy, assessment professionals make better use of limited resources, and demonstrate the value of the data. This session will discuss how and when to “double dip” data, and how the second scoop can benefit your organization.





Salon D | 2:45 p.m. – 4:00 p.m.

Meeting Students Where They Are: Assessing Learning in Residence Life Leadership Positions

PRESENTERS: **Jeff Mackay**, associate dean of students, Linfield College
Shannon LaCount, director, campus success, Campus Labs

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Student learning is the purview of the entire campus, but residence life programs have a unique opportunity to make a significant impact on learning—especially with student leaders. In this session, we will provide an overview and examples of how residence life programs across the country are addressing and assessing student learning outcomes. We will also dive deeper into an example from Linfield College and share our past and current processes, examples of measures, how we analyze our data, how we communicated our results, and changed for the better! Your questions and thoughts are welcome throughout the session.

Salon I | 2:45 p.m. – 4:00 p.m.

Reflections on Student Involvement: A Comprehensive Co-Curricular Approach

PRESENTERS: **Kelly Cox**, assistant director of student life studies, Texas A&M University
Darby Roberts, director of student life studies, Texas A&M University

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Student affairs can struggle measuring learning in the co-curricular and how involvement enhances the quality of students' college education. Texas A&M examined the value of co-curricular experiences through a reflection project that provided students the opportunity to reflect on their learning. The study, involving 1,000+ students from 85+ organizations and two academic year cycles, focused on lifelong and integrative learning. This session will share project details, assessment methods, what was learned, and how this could be applied at other institutions.





THURSDAY, JUNE 16

GENERAL INTEREST SESSIONS I cont'd | 2:45 p.m. – 4:00 p.m.

Portland | 2:45 p.m. – 4:00 p.m.

The Impact of Disability Accommodations on Persistence and Graduation*

PRESENTERS:

Jennifer Lowman, coordinator, student persistence research,
University of Nevada Reno

Ada Diaconu-Muresan, alternative media and program assessment
specialist, disability resource center, University of Nevada Reno

Shane Carter, advisor, disability accommodations, disability resource
center, University of Nevada Reno

LEVEL:

Intermediate

THEME:

Persistence: Retention & Persistence of Special Student Populations

COMPETENCY:

Assessment, Evaluation, and Research

We will discuss challenges of evaluating the impact of simplified, quantitative indicators of disability accommodations on persistence research. Disability accommodations differ in type, intensity, number, onset, and duration. Unfortunately, institutional datasets used to evaluate persistence and time to graduation do not record such nuances in service. As such, we address how we used multiple, dichotomous indicators of accommodations to develop a meaningful categorization scheme and evaluate persistence. This session will be of interest to both institutional researchers and disability service providers. ***denotes CE eligible**

Salon A | 2:45 p.m. – 4:00 p.m.

Utilizing the Curricular to Enhance Student Affairs Strategic Planning and Student Learning

PRESENTERS:

Abbygail Langham, director, office of assessment and strategic planning,
division of student affairs, Auburn University

Emily Wilkins, graduate assistant, office of assessment and strategic
planning, division of student affairs, Auburn University

LEVEL:

Advanced

THEME:

Assessment: The Role of Data in Institutional Decision Making

COMPETENCIES:

Assessment, Evaluation, and Research; Student Learning and Development

Many opportunities exist for student affairs educators to connect the curricular and cocurricular for strategic planning and student learning, including student affairs practitioners teaching graduate courses in their professional areas. This session discusses ideas for such a course, including using graduate students as resources through practitioner-based learning. This type of collaboration will benefit student affairs divisions, practitioners, graduate students, and the general student body. In this session, participants will work together to incorporate shared content into their own work settings.



Analytics & Insight

Improvement & Accountability

Retention & Success

Teaching & Learning

Student Engagement

connect more • know more

Better decisions with data. That's exactly what you'll be able to achieve with the Campus Labs® platform. Instead of several separate systems, our platform provides one centralized location so you can spend less time collecting, and more time connecting, your information. See how all the data points create one complete picture of your campus – and then make informed decisions with complete confidence.

Join our sessions!

Sharing the Power of Data: Engaging Student Leaders in Program Assessment

Friday, June 17 | 9:30 – 11:30am | presented by: Jenna Ralicki, Campus Labs and Whitney Brown, University of Alaska Anchorage

Developing & Assessing Learning Outcomes for Student Employees

Friday, June 17 | 1 – 2:15pm | Jenna Ralicki, Campus Labs and Whitney Brown, University of Alaska Anchorage





THURSDAY, JUNE 16

GENERAL INTEREST SESSIONS II | 4:15 p.m. – 5:30 p.m.

Portland | 4:15 p.m. – 5:30 p.m.

Best Practices for Facilitating Coordinated and Effective Assessment in Student Affairs

PRESENTERS: **Melissa Flowers**, director of residential life and co-chair of the divisional assessment team, Trinity University

Jamie Thompson, director of student involvement and co-chair of the divisional assessment team, Trinity University

LEVEL: Intermediate

THEME: Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Now more than ever it is important for student affairs professionals to articulate the value of the educational programs and services offered. Arguably the best way to achieve this is through coordinated and effective assessment. Though assessing individual programs and events is important, a more comprehensive and integrated approach is necessary to determine overall student learning. Learn about how one institution, Trinity University, built a culture of assessment, coordinated divisional efforts, and created a NASPA Excellence Award-winning assessment initiative.

Salon A | 4:15 p.m. – 5:30 p.m.

Data Collection Can Be Fun: Using Activities to Engage Participants

PRESENTER: **Erica Eckert**, assistant dean for assessment and accreditation and assistant professor, Kent State University

LEVEL: Foundational

THEME: Assessment: Assessment Methods and Measurements

COMPETENCY: Assessment, Evaluation, and Research

Data collection CAN be fun for participants! This session will engage you to try using non-traditional data collection methods that are action-oriented, participatory, and entertaining. The presenter will highlight techniques commonly used in strategic planning processes that can be used for the collection of data and artifacts to enhance the student or staff experience, as well as provide suggestions for use of these data. Participants will be asked to join the conversation and share ideas for applying these methods.



Salon D | 4:15 p.m. – 5:30 p.m.

Developing Assessment Practices in Student Affairs from the Ground Up

PRESENTER: Marjorie Dorime-Williams, director of academic assessment, Baruch College

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Assessment of student learning in academia has been going on for decades; efforts in student affairs are a more recent development. Institutions are working to develop systematic, organized, and sustained assessment practices in student affairs. This session describes successful strategies for building a system of assessment in student affairs from the ground up. This program will highlight the importance of assessment, developing and measuring student learning outcomes, and how to foster an environment that supports assessment efforts.

Salon B | 4:15 p.m. – 5:30 p.m.

Lessons From Those Whom We Ask to Leave: Returning Students After Academic Dismissal*

PRESENTERS: Felipe Martinez, manager of student success, University of Washington
Max Savishinsky, director of undergraduate academic advisement, University of Washington

LEVEL: Intermediate

THEMES: Persistence: Institutional Persistence & Retention Initiatives; Financial Aid & Enrollment Management

COMPETENCIES: Advising and Supporting; Assessment, Evaluation, and Research

There is little research available on the experience of academically dismissed students upon their readmission to their former institutions. Do institutions make efforts to identify the needs of this population appropriately, and if so, how well do they address them? Ultimately, are these students academically successful? This session will showcase a pilot program at the University of Washington that analyzed the academic experience of dismissed students, addressed institutional gaps that prevented student success and ultimately helped in their persistence. ***denotes CE eligible**





THURSDAY, JUNE 16

GENERAL INTEREST SESSIONS II cont'd | 4:15 p.m. – 5:30 p.m.

Salon I | 4:15 p.m. – 5:30 p.m.

Managing Up: Political Realities in Data-Driven Decision Making

PRESENTERS:

Andrew Mauk, director, student affairs assessment, research & planning, University of North Carolina Wilmington

Nathan Lindsay, associate provost and associate professor of educational leadership, University of Montana

LEVEL:

Intermediate

THEME:

Assessment: The Role of Data in Institutional Decision Making

COMPETENCIES:

Assessment, Evaluation, and Research; Organizational and Human Resources

How does one “manage up” the ladder? This critical question will be explored while focusing on practical tips for how assessment professionals can contribute to institutional level decision-making. With the rise of political accountability forcing colleges to demonstrate effectiveness, leaders who embrace assessment data can successfully navigate these dangerous waters. The ability to “manage your boss” is an integral component in the assessment process, and this presentation will discuss how assessment leaders can work through and with their supervisors to advance data-driven decision making.

Eugene | 4:15 p.m. – 5:30 p.m.

Spanning Boundaries and Deepening Mission Commitment

PRESENTER:

Larry Roper, professor, School of Language, Culture and Society, Oregon State University

LEVEL:

Foundational

THEME:

Persistence: Retention & Persistence of Special Student Populations

COMPETENCY:

Advising and Supporting

Reserved for Voting Delegates: This session will provide an opportunity for senior leaders to explore the potential to use their roles to convene conversations that bring greater attention to issues of persistence, retention, student demographics, and the institution’s mission commitments – with actionable outcomes. The session will be highly interactive and will require participant engagement.

Salon H | 4:15 p.m. – 5:30 p.m.

Stranger in a Strange Land: How Transmitting Cultural Capital and College “Know How” Empowers First-Generation Students to Succeed & Graduate*

PRESENTER:

Michael Sparrow, director, learning center, Northampton Community College

LEVEL:

Intermediate

THEME:

Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES:

Advising and Supporting; Student Learning and Development

Many students, especially first-generation (FGS), may not possess the institutional and cultural capital necessary to transition into the role of college student. Consequently, these students do not integrate into the campus culture, leading to academic struggles and failure to persist and graduate. We will examine the challenges facing FGS in their acclimation to college-level work through Pierre Bourdieu’s theories of cultural capital and habitus, and explore how these theories can provide the foundation of proven success programs like academic coaching. ***denotes CE eligible**



Salon C | 4:15 p.m. – 5:30 p.m.

Strategic Plans: Utilizing Assessment Data to Influence Change

PRESENTERS:

Toni DeBoni, associate vice president for assessment & strategic operations,
California State University Channel Islands

Dorothy Ayer, special assistant to the vice president for student affairs,
California State University Channel Islands

LEVEL:

Intermediate

THEME:

Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES:

Assessment, Evaluation, and Research; Organizational and Human Resources

This session features a presentation that transforms the approach to utilizing strategic plan assessment data to influence change, narrow the divide that often exists between student and academic affairs, and improve student retention and persistence.

RECEPTION

Salon E | 5:30 p.m. – 7:00 p.m.

Join fellow conference attendees for light hors d'oeuvres and cash bar reception.



YOU DESERVE MORE THAN A WEBINAR

naspa.org/events/olc

- ❖ Pre-readings and focus questions
- ❖ Live interaction with experts
- ❖ 1 year of access to absorb the material
- ❖ Weeks of additional access to presenters for follow-up
- ❖ Network of peer learners
- ❖ Better, high-quality presentations
- ❖ No sales pitches
- ❖ An easy social learning platform

NASPA LIVE BRIEFINGS



NASPA
Online Learning Community



FRIDAY, JUNE 17

CONTINENTAL BREAKFAST | 7:15 a.m. – 8:15 a.m.

Foyer, Salon E & F

MORNING PLENARY | 8:30 a.m. – 9:15 a.m.

Salon E & F

The Unicorn Dilemma: The Mythical Task of Building a Culture of Assessment

PRESENTER:

Ashley Finley, associate vice president for academic affairs and dean of the Dominican Experience, Dominican University of California

One of the most difficult objectives to achieve in assessment is building a culture for it on campus. The implication seems to be that once a culture of assessment exists people will talk about evidence, they will (willingly) engage in data collection, and, at the very least, no one will dread it anymore. But it can be hard enough to change a relatively minor policy on a campus, let alone effect a culture shift. In this plenary, we will take on the unwieldy, amorphous challenge of building a “culture of assessment” by breaking down the term “culture” and applying its component parts to practical assessment strategies and actionable steps. Participants will be invited to consider a range of campus-based examples that reflect elemental shifts toward building a culture of assessment. The goal is for participants to leave with a new perspective on seemingly impossible tasks and new ways to strategize about reaching their own campus assessment goals.

EXTENDED LEARNING SESSIONS | 9:30 a.m. – 11:30 a.m.

Eugene | 9:30 a.m. – 11:30 a.m.

A Rubric to Assess Students’ Development of Self-Awareness Through Actionable Goals*

PRESENTERS:

David Fuentes, assistant dean for academics and assessment, Pacific University Oregon

Anita Cleven, assistant professor, director of experiential education, Pacific University Oregon

LEVEL:

Intermediate

THEME:

Assessment: Assessment Methods and Measurements

COMPETENCIES:

Personal and Ethical Foundations; Student Learning and Development

Students need to develop self-awareness as they take on professional roles of leaders, clinicians, and mentors. Herein we describe a reflective journal writing (RJW) model that develops students’ reflective skills, as well as their abilities to develop action plans aligned with their growing knowledge of self as a person and professional, and a rubric to pair with this reflection model. We present information and share resources that we hope can be of value to attendees at their own home institutions. ***denotes CE eligible**





Salon C | 9:30 a.m. – 11:30 a.m.

Creating and Using Dynamic Dashboards in Higher Education

PRESENTER: **Rebecca Goldstein**, assessment coordinator, University of South Carolina

LEVEL: Intermediate

THEME: Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES: Assessment, Evaluation, and Research; Technology

Dashboard technology is common in the business world, and increasingly used in student and academic affairs to track, assess, and visualize student and programmatic data. Dashboards are appealing because of their user friendliness, allowing staff to see and assess their data by using different variables to reshape the data. This session will define the term “dashboard”, discuss how dashboards can be developed at a unit level, and engage participants in the process of dashboard creation.

Salon A | 9:30 a.m. – 11:30 a.m.

From Drab to Fab: Finding Creative Ways to Assess Student Learning

PRESENTERS: **Matt Lewis**, residential college coordinator, California State University, Long Beach

Cara Surkin, residential academic coordinator, California State University, Long Beach

Cynthia Orozco, faculty, California State University, Long Beach

Deborah Fraser, faculty, biological science, California State University, Long Beach

LEVEL: Foundational

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Assessment does not normally inspire rabid excitement among student affairs professionals. The same can be said for the students we’re assessing. The key to encouraging student participation while still getting rich, informative data lies in our ability to create tools that get students to forget they’re being assessed. During this session we will highlight assessment techniques utilized at California State University, Long Beach in partnership between staff and faculty while encouraging others to develop methods to use in their respective departments.





EXTENDED LEARNING SESSIONS cont'd | 9:30 a.m. – 11:30 a.m.

Salon I | 9:30 a.m. – 11:30 a.m.

Hot Topics: Identifying, Avoiding, and/or Escaping from the Traps Associated with Building a Culture of Evidence in Student Affairs

PRESENTER: Maggie Culp, higher education consultant
LEVEL: Foundational
THEME: Assessment: Fundamentals of Assessment
COMPETENCY: Assessment, Evaluation, and Research

Building a culture of evidence in student affairs isn't easy, but it's not impossible. In this data-based, interactive presentation led by Dr. Maggie Culp, co-editor of *Building a Culture of Evidence in Student Affairs* (NASPA 2012), participants will have the opportunity to explore a few of the traps into which SA professionals often stumble while building a culture of evidence, assess the extent to which the traps exist on their campuses, and explore strategies designed to assist them to avoid or escape from these the traps. Traps that will be discussed during the presentation include Magical Thinking, Tunnel Vision, the Money Pit, Confusing (or Conflicting) Leadership, Overreaching, Overprotecting, and many more. Participants also will have the opportunity to examine how innovative institutions have managed to avoid or extricate themselves from culture of evidence traps, identify additional traps they have seen or experienced, and receive tools that they can use at the institutions to identify culture of evidence strengths and weaknesses in student affairs.

Salon B | 9:30 a.m. – 11:30 a.m.

Increasing Visibility of the Hidden Curriculum: Documentation, Tracking, and Assessment of Co-Curriculum

PRESENTERS: Jeremy Hughes, assistant dean for student affairs, Pacific University Oregon, School of Pharmacy
Jackson Ross, coordinator for experiential and student affairs, Pacific University Oregon, School of Pharmacy
LEVEL: Foundational
THEME: Assessment: Assessment Methods and Measurements
COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

In addition to classroom learning, students also benefit from the "hidden curriculum" (participation in co-curriculum) by developing goals, assessing self and peers, and becoming self-directed learners. Experiences gained through participation in co-curricular activities allows for the holistic development of students in areas such as professionalism, leadership, advocacy, and collaboration. This session will discuss ways to document co-curricular activities and to track and assess their impact on student development and progression.





Salon H | 9:30 a.m. – 11:30 a.m.

Improving Assessment and Evaluation Efforts to Enhance Student Success: The Experience of Oregon State University Student Health Services

PRESENTERS: **Coral Cotto-Negrón**, health analyst, alcohol, drug & violence prevention center, Oregon State University
John Ruyak, alcohol, drug, and recovery specialist, Oregon State University
Robert C. Reff, director, alcohol, drug & violence prevention center, Oregon State University

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCY: Assessment, Evaluation, and Research

The goal of this program is to present how multiple strategies can be used to improve the health of college students and increase student success. The Prevention Center at Oregon State University utilizes multiple assessment and evaluation strategies to engage in programmatic improvement and institutional priority goals, through the application of participatory evaluation and a strategic framework. Attendees will learn strategies to utilize multiple tools for assessment and evaluation on their campuses with the aim of creating programs with measureable impacts that align with strategic priorities.

Salon D | 9:30 a.m. – 11:30 a.m.

Sharing the Power of Data: Engaging Student Leaders in Program Assessment

PRESENTERS: **Whitney Brown**, coordinator of student affairs research assessment and staff development, University of Alaska Anchorage
Jenna Ralicki, consultant, campus success, Campus Labs

LEVEL: Intermediate

THEME: Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES: Assessment, Evaluation, and Research; Organizational and Human Resources

Share the load of data collection by empowering student leaders with an integrated programming and assessment process; create meaningful development experiences for those coordinating events; and enhance learning experiences of program participants. Acquire tools to articulate the value of assessment and learning outcomes and demonstrate the true power of data! Take a deep dive into a variety of quick assessment methods and see how University of Alaska Anchorage student leaders have integrated assessment into their programming process to capture student learning and success.





FRIDAY, JUNE 17

EXTENDED LEARNING SESSIONS cont'd | 9:30 a.m. – 11:30 a.m.

Salon G | 9:30 a.m. – 11:30 a.m.

Using the CAS Standards for Co-Curricular Program Review & Assessment

PRESENTERS:

Marybeth Drechsler Sharp, executive director, Council for the Advancement of Standards in Higher Education (CAS)

Erica Eckert, assistant dean for assessment and accreditation and assistant professor, evaluation and measurement, Kent State University

LEVEL:

Foundational

THEME:

Assessment: Assessment Methods and Measurements

COMPETENCY:

Assessment, Evaluation, and Research

Leading the way for 37 years, the Council for the Advancement of Standards in Higher Education (CAS)—a consortium of 43 professional associations—promotes intra-campus collaboration and reflects good practices agreed upon by the profession-at-large through the CAS Standards. Session participants will explore ways to use professional standards to develop and measure quality experiences for students. CAS program review tools will help you connect your work to meaningful student learning outcomes and engage in purposeful, manageable assessment of programs and services.

LUNCH ON YOUR OWN | 11:30 a.m. – 12:45 p.m.

Check the mobile app for a list of nearby restaurants.

GENERAL INTEREST SESSIONS III | 1:00 p.m. – 2:15 p.m.

Salon B | 1:00 p.m. – 2:15 p.m.

"Objectives, Outcomes, and Benchmarking - Oh My!": Strategic Planning, Assessment, and Student Affairs

PRESENTER:

Jordan Humphrey, assistant dean of student affairs, Lewis University

LEVEL:

Intermediate

THEMES:

Assessment: The Role of Data in Institutional Decision Making; Integrated Assessment & Persistence Practices

COMPETENCIES:

Assessment, Evaluation, and Research; Leadership

Strategic planning and assessment have become critical aspects of university administration as institutions face increasing accountability to external and internal demands such as accreditation and student satisfaction. Even so, the time and resources allocated to these essential activities are often minimal and generated largely in response to specific calls for action. This presentation will outline one division's planning and assessment processes and share the lessons learned through a discussion of the timelines, procedures, and documents created to advance strategic planning and assessment efforts at the program, departmental, and divisional levels.





Salon G | 1:00 p.m. – 2:15 p.m.

A Decade of Early Alert Systems: 10 Key Lessons Learned*

PRESENTER: **Theodore Elling**, associate vice chancellor for student affairs, University of North Carolina at Charlotte

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

This program will present the evolution of early alert systems at a large doctoral research university and ten key lessons learned along the way. These lessons identified key strengths, impacts, and weaknesses of those systems that have stimulated continual service delivery evolution and that have changed the dial on student success and persistence. ***denotes CE eligible**

Salon D | 1:00 p.m. – 2:15 p.m.

Critical Assessment: A New Approach to Equity in Higher Education

PRESENTER: **Sonia DeLuca Fernández**, director, research and assessment for student affairs, New York University

LEVEL: Intermediate

THEME: Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

“Critical Assessment” is a new approach to inquiry in the co-curricular that makes explicit equity and social justice framing. In this advanced session, we will confront the ways in which traditional assessment practices can perpetuate inequality and reproduce racism, and investigate how critical assessment engages assessment of the co-curricular as an intentional social and political practice capable of interrupting white supremacy in higher education. This approach can be applied to the creation of assessment plans as well as stand-alone projects.

Portland | 1:00 p.m. – 2:15 p.m.

Developing & Assessing Learning Outcomes for Student Employees

PRESENTERS: **Whitney Brown**, coordinator of student affairs research, assessment and staff development, University of Alaska Anchorage

Jenna Ralicki, consultant, campus success, Campus Labs

LEVEL: Intermediate

THEME: Assessment: Fundamentals of Assessment

COMPETENCY: Assessment, Evaluation, and Research

Come examine student employment as a high impact practice that enhances the educational and developmental experience. Learn how to effectively develop and assess learning outcomes for student employees and explore strategies on how to create and maintain a supportive learning environment with purposeful activities for student workers. See how the University of Alaska Anchorage operationalizes these strategies through their Alaska PEAK (Purposeful Engagement Assessing Knowledge) program.





GENERAL INTEREST SESSIONS III cont'd | 1:00 p.m. – 2:15 p.m.

Salon A | 1:00 p.m. – 2:15 p.m.

Divination of Student Behavior: Using Early Enrollment Indicators to Predict Student Matriculation

PRESENTERS:

Timothy Salazar, director of assessment and planning, The University of Alabama

Steven Hood, associate vice president of student affairs, The University of Alabama

Matt Kerch, executive director of housing and residential community, The University of Alabama

Ronnie Hebert, director of first year experience and parent programming, The University of Alabama

LEVEL:

Advanced

THEME:

Assessment: The Role of Data in Institutional Decision Making

COMPETENCIES:

Assessment, Evaluation, and Research; Social Justice and Inclusion

Accurately predicting the number of matriculating students each fall has largely been a function of looking at historical trends between ratios of admitted students and those who actually showed up. While historical ratios have provided a fair amount of accuracy over the years, we have sought to clarify these predications using available data students provide about their enrollment intentions. Two important indicators identified are housing applications and orientation registrations. Using these information sources has facilitated planning about the incoming class for the division. This session will discuss the sharing of information between three departments: Housing and Residential Community, First Year Experience and Parent Programming, and Assessment and Planning. This collaborative effort will speak to the practical use of existing information and how this data can be used to inform planning and knowledge-based decision-making.

Salon C | 1:00 p.m. – 2:15 p.m.

Flying Solo: Persistence and Achievement Among Single-Parent Undergraduates*

PRESENTERS:

Dick Carpenter, professor, University of Colorado Colorado Springs

Robert Birdsong, president, T & R Fund

Sarah Kaka, senior instructor, University of Colorado Colorado Springs

Katy Cathcart, instructor, University of Colorado Colorado Springs

Jennifer Tygret, instructor, University of Colorado Colorado Springs

THEME:

Assessment: Assessment Methods and Measurements

COMPETENCIES:

Assessment, Evaluation, and Research; Organizational and Human Resources

With more single parent undergraduates attending college, it is important to identify and understand the needs of this population in order to promote their persistence. This presentation will provide information about factors important to the success of these students, with a particular focus on findings from the study of a single-parent scholarship program. The presentation will provide practitioners with a deeper understanding of the needs of single parent undergraduates and supports that can be employed to meet their needs.

***denotes CE eligible**



Salon H | 1:00 p.m. – 2:15 p.m.

Henning's 2010 A-Teams Revisited: Building Infrastructure and Lessons Learned

PRESENTERS:	<p>Sara Wilson, special assistant to the vice president for enrollment and student services, Western Washington University</p> <p>Christina Van Wingerden, assessment training & special projects manager, Western Washington University</p> <p>Joanne DeMark, leadership development specialist, Western Washington University</p>
LEVEL:	Intermediate
THEMES:	Persistence: Institutional Persistence & Retention Initiatives; Financial Aid & Enrollment Management
COMPETENCIES:	Advising and Supporting; Assessment, Evaluation, and Research

Western Washington University's Division Assessment Resource Team (DART) was featured in Henning (2010) and has continued to evolve amidst changes, challenges and opportunities. After a presentation of the lessons learned from our A-team and its evolution, the diverse perspectives and experiences from other assessment teams will be explored and shared through small dialogue groups. Presenters and participants will reconvene to share structure, challenges, best practices, and future recommendations.

Salon I | 1:00 p.m. – 2:15 p.m.

The Making of Individualized Student Care: Bold Next Steps in Student Centered Case Management and Intervention*

PRESENTERS:	<p>Penelope Strater, director of student life, student & family care, Rollins College</p> <p>Amalia Yount, assistant director of student & family care, Rollins College</p> <p>Connie Briscoe, director of wellness center, Rollins College</p> <p>Gabriel Barreneche, interim associate dean of arts and sciences, Rollins College</p>
LEVEL:	Foundational
THEME:	Assessment: Integrated Assessment & Persistence Practice
COMPETENCIES:	Assessment, Evaluation, and Research; Student Learning and Development

Higher education scholarship and research supports individualized student care leads to student success, persistence, and retention. With the rise of students experiencing wide ranging issues on college campuses, behavioral intervention teams were developed to respond to student needs. The presenters will discuss how Rollins recently transformed their interventions based on emerging needs for individualized student care as well as developed policies and procedures designed to meet individual needs to enhance the persistence of students at Rollins. ***denotes CE eligible**





FRIDAY, JUNE 17

GENERAL INTEREST SESSIONS III cont'd | 1:00 p.m. – 2:15 p.m.

Eugene | 1:00 p.m. – 2:15 p.m.

Transforming Student Retention Through a Holistic Support Model*

PRESENTERS: **Mayra Llamas**, operations director, UC Davis
Kristian Marie Ocampo, community advisor, retention, UC Davis

LEVEL: Intermediate

THEME: Persistence: Integrated Assessment & Persistence Practices

COMPETENCIES: Advising and Supporting; Assessment, Evaluation, and Research

This session will showcase an exemplary student-initiated and student-led recruitment and retention support program initiated after UC Davis discontinued the consideration of race-conscious admissions practices (Prop 209). The program was built on the foundations of collectivism, educational equity, and holistic student empowerment for historically underrepresented, low-income, and educationally disadvantaged communities. During the session, the program staff will provide information about the framework of this support program, what holistic support looks like, and how the model is used by student leaders who design retention strategies to meet the needs of their communities. This session should particularly benefit practitioners who are interested in understanding retention models while working closely with student leaders, and/or those interested in engaging students in examining, developing and improving the effectiveness of their institution's persistence and retention strategies. ***denotes CE eligible**

AFTERNOON DIALOGUES | 2:30 p.m. – 3:30 p.m.

Salon A | 2:30 p.m. – 3:30 p.m.

Analyzing AER KC Members Needs and Barriers to Assessment: Results of a Survey

PRESENTERS: **Erica Eckert**, assistant dean for assessment and accreditation and assistant professor, Kent State University
Brian Lance, assistant to vice president for assessment & enrollment analysis, Northern Illinois University

LEVEL: Intermediate

THEME: Assessment: Fundamentals of Assessment

COMPETENCIES: Assessment, Evaluation, and Research; Leadership

In 2015, students at Kent State University reached out to NASPA IV-E's Assessment, Evaluation, and Research (AER) KC members to gather descriptive data and opinions in five areas: (1) AER-related professional development, (2) preferred communication/engagement, (3) barriers to assessment, (4) best-practices sharing, and (5) perceptions of the future of assessment. The results were interesting despite the low response rate. This session will host a discussion of the results and ask participants to provide reflection on the results to be shared with AER KC leadership.



Salon H | 2:30 p.m. – 3:30 p.m.

First-Generation Latina Commuter Student Persistence towards College Completion*

PRESENTER: Faraah Mullings Brown, director of student programming and commuter services, Mount Saint Mary's University, Los Angeles

LEVEL: Foundational

THEME: Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES: Advising and Supporting; Student Learning and Development

Institutions of higher education can benefit from learning about the persistence of students of color who commute to campus. In particular, learning about the lived experiences of first-generation Latina commuter college students, the issues they confront, and how best to support them in their endeavor toward college completion. A qualitative study conducted at an urban institution revealed how parental expectations, cultural capital, peer support, and faculty interaction influence the persistence of first-generation Latina commuter students toward college completion. ***denotes CE eligible**

Salon D | 2:30 p.m. – 3:30 p.m.

Nontraditional Online Student Perceptions of Student Success Conditions

PRESENTER: Carrie Prendergast, assistant director, enrollment services, New York University, Silver School of Social Work

LEVEL: Foundational

THEME: Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES: Advising and Supporting; Student Learning and Development

This program examines nontraditional online students' perceptions of Tinto success conditions: expectations, support, assessment, and engagement. Expectations include those of the student, the faculty, and the institution. Support includes academic, social, and financial support. Providing early and meaningful assessment and feedback to students is crucial during their educational career. The fourth success condition in Tinto is involvement or engagement of students with their peers (and faculty) in both an academic and social context. Nontraditional student perceptions of each of these institutional conditions of success were uncovered through written questionnaires, interviews, and website artifacts. This program will review and discuss a rich, detailed description of the lived experience of the nontraditional online student to add to the paucity of research on this understudied population.





FRIDAY, JUNE 17

AFTERNOON DIALOGUES cont'd | 2:30 p.m. – 3:30 p.m.

Salon C | 2:30 p.m. – 3:30 p.m.

Persisting in a Technical College: A Needs Assessment of Current Students*

PRESENTERS:

Sarah Nadel, doctoral student, University of Tennessee

Jennifer Morrow, associate professor, University of Tennessee

Kasey Vatter, assistant director, Tennessee College of Applied Technology-Knoxville

LEVEL:

Foundational

THEMES:

Persistence: Fundamentals of Assessment; Integrated Assessment & Persistence Practices

COMPETENCIES:

Assessment, Evaluation, and Research; Student Learning and Development

Technical colleges are institutions that prepare students with a specific skill set to enter a career upon degree completion. Enrollment at technical colleges across the globe is increasing and enrollment in the U.S. has increased over the past 13 years by 24% (U.S. Department of Education, 2015). The following presentation will highlight a student needs assessment conducted at a southeastern technical college that highlights ways to increase academic persistence. A mixed methods approach was utilized to better understand what program, teaching, and administrative needs are necessary to improve academic persistence among the school's students. A review of best practices for academic persistence will be discussed based on the student needs assessment. ***denotes CE eligible**

Salon I | 2:30 p.m. – 3:30 p.m.

Supporting First-Year, First-Generation College Students in Transition to Persistence*

PRESENTER:

Brett Bruner, director of transition & student conduct, Fort Hays State University

LEVEL:

Foundational

THEME:

Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES:

Social Justice and Inclusion; Student Learning and Development

Eight years ago, nearly 4.5 million first-generation college students were enrolled in higher education institutions across the nation. However, attrition rates for this population continue to rise faster than ever before. First-generation college students face additional barriers to the academic and social integration into higher education when compared to their continuing-generation peers. This presentation will focus on understanding the academic and social transition needs of incoming first-generation college students and dialogue around institutional strategies designed to build a culture of supporting these students through the transition and into persistence. ***denotes CE eligible**





Salon G | 2:30 p.m. – 3:30 p.m.

When You Think the Assessment Project Failed

PRESENTER: Kristyn Muller, assistant director for university apartments, assessment & data analyst, University at Albany

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Personal and Ethical Foundations

As assessment and student affairs professionals, we are often trying to come up with creative ways to implement assessment on our campuses. While some ideas work really well, others don't seem to work out the way we had planned. This roundtable provides an opportunity for assessment and student affairs professionals to have an honest conversation about assessment methods that seemed to "fail" and to discuss how we can respond productively to those experiences.



LEARN HOW YOU CAN ADVANCE YOUR CAREER IN HIGHER EDUCATION!

Master of Arts in

Higher Education Administration & Leadership

Benefits:

- Designed for the working professional at 6 credit hours per semester w/2 short residencies
- Focus on Hispanic Serving Institutions (HSI), acknowledging cultural needs and differences
- Learn from outstanding national level faculty committed to your learning success
- Join learners from diverse backgrounds with professional higher education experience
- Experience the best of convenient online study and cohort collaboration
- Expand your personal communication skills and develop practical, useful leadership skills

heal.adams.edu

1-719-587-7768

heal@adams.edu





GENERAL INTEREST SESSIONS IV | 3:45 p.m. – 5:00 p.m.

Eugene | 3:45 p.m. – 5:00 p.m.

Collaborative Partnerships Supporting First-Year Students: Built. Assessed. Enhanced.*

PRESENTERS:

Regan Bruni, director of student life assessment and student success programs, West Virginia University

Ann Richards, assistant dean - university college, West Virginia University

Bernadette Jungblut, associate provost for accreditation, academic planning, & assessment, Central Washington University

LEVEL:

Intermediate

THEME:

Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES:

Assessment, Evaluation, and Research; Student Learning and Development

Despite increased attention on first-year students, many institutions still struggle with collaborative, integrated student success programming that incorporates assessment and continuous improvement. Professionals from academic and student affairs discuss the evolution of comprehensive programming for first-year students on academic probation at a large, public, land-grant university. The presenters describe how iterative assessment was integrated into program development and implementation over the past five years, and the benefits of developing collaborative partnerships between academic and student affairs to support struggling students. ***denotes CE eligible**

Portland | 3:45 p.m. – 5:00 p.m.

Designing and Implementing a Skills-Based Assessment Supervisory Tool

PRESENTER:

Joshua Alexander, senior associate director for residential life and housing, Barnard College

LEVEL:

Foundational

THEME:

Assessment: Fundamentals of Assessment

COMPETENCIES:

Assessment, Evaluation, and Research; Student Learning and Development

Student leaders spend a large amount of time working for our organizations, but how often are we able to tangibly measure the hard and soft skills they gain from participating in these leadership positions? Come explore an assessment supervisory tool created at our institution that identified skills developed from leadership positions and allowed our student leaders to be able to articulate the impact of their leadership position on their professional skills.



Salon B | 3:45 p.m. – 5:00 p.m.

Emergency Aid for College Students: Results of a National Landscape Analysis*

PRESENTER: **Amelia Parnell**, vice president for research and policy, NASPA
LEVEL: Intermediate
THEME: Persistence: Integrated Assessment & Persistence Practices
COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

This session will provide results of one of the most comprehensive examinations of emergency aid to date. The findings reflect responses from over 500 colleges that have an emergency aid program, including details regarding how the aid is administered, how information is shared with students, and how institutions sustain their resources. Six primary types of emergency aid will be discussed, including the use of financial resources such as grants and loans as well as humanitarian support such as food pantries. The session will conclude with five suggestions for how institutions can expand their emergency aid programs while managing important policy and practice considerations. ***denotes CE eligible**

Salon I | 3:45 p.m. – 5:00 p.m.

Prioritizing Professional Development in Student Affairs Assessment

PRESENTERS: **Nathan Lindsay**, associate provost for dynamic learning, University of Montana
Darby Roberts, director of the department of student life studies, Texas A&M University
LEVEL: Foundational
THEME: Assessment: Assessment Methods and Measurements
COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Graduate students and student affairs professionals are often intrigued by the area of assessment, but they may be unaware of the abundant professional development opportunities in this field. This presentation outlines the assessment frameworks, articles, books, webinars, courses, conferences, and other resources available to help them develop their skills. The presentation also highlights the many possible career paths for those who develop assessment expertise. Come to this session to understand why professional development in assessment should be a high priority!





GENERAL INTEREST SESSIONS IV cont'd | 3:45 p.m. – 5:00 p.m.

Salon A | 3:45 p.m. – 5:00 p.m.

How Diverse Academic and Social Learning Environments Shape Undergraduate Success and Engagement*

PRESENTERS:

Michael Soh, research analyst, University of California Los Angeles

Brit Toven-Lindsey, research analyst, University of California Los Angeles

Hannah Whang Sayson, research analyst, University of California Los Angeles

Casey Shapiro, senior research analyst, University of California Los Angeles

Marc Levis-Fitzgerald, director, University of California Los Angeles

LEVEL:

Intermediate

THEMES:

Assessment: The Role of Data in Institutional Decision Making; Integrated Assessment & Persistence Practices

COMPETENCIES:

Assessment, Evaluation, and Research; Organizational and Human Resources

This presentation focuses on undergraduates' diverse academic and social learning experiences, and how they relate to students' social identities, academic majors, and peer interactions. Based on a descriptive and a regression analysis of the UCLA Senior Survey, our findings indicate that academic and social outcomes vary by social identity and academic discipline. Combined with analysis of a faculty survey, this study highlights the intersection of academic and socio-cognitive development and the importance of student affairs in mediating student/faculty perspectives for student success. ***denotes CE eligible**

Salon D | 3:45 p.m. – 5:00 p.m.

Student Success Tracking Using Progress Cards*

PRESENTERS:

Pamelyn Klepal Shefman, director, assessment and planning, University of Houston

Priyanka Raut, career counselor, University of Houston

LEVEL:

Foundational

THEME:

Assessment: Fundamentals of Assessment

COMPETENCIES:

Assessment, Evaluation, and Research; Organizational and Human Resources

How do you know you impact student success? This session will discuss an innovative approach that 27 student affairs departments use to track their progress towards meeting the institution-wide goal of student success known as progress cards. Progress cards can reflect measures of learning, retention, and graduation. This session will outline progress card development, use of institutional data, year to year comparisons, and detailed items. Insights, lessons learned, and progress will be shared. The session is targeted for learning about telling your story using data. ***denotes CE eligible**



Salon H | 3:45 p.m. – 5:00 p.m.

Student Affairs Programs are our Classrooms: Let's Think Like Teachers for More Effective Student Learning

PRESENTER: Vicki Wise, assistant director, teaching, learning and assessment, Portland State University

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCY: Assessment, Evaluation, and Research

This session provides a model for integrating best practices in teaching, learning, and assessment in student affairs programs and services. Using a framework derived from the research of Wiggins and McTighe (2005), student affairs practitioners will learn how to apply a Backward Design process to integrate content and meaningful assessment with effective pedagogy to affect change in student knowledge, skills, and abilities. This process starts with the end-in mind, the intended results of our efforts, and builds the teaching and learning environment around these efforts. While this framework has long been used in K-12 education (and is part of all teacher education programs), neither student affairs practitioners nor higher education faculty (outside of teacher education programs), are trained during their graduate programs on Backward Design.

Salon G | 3:45 p.m. – 5:00 p.m.

The Joy of Simplicity: Decluttering Assessment With the KonMari Method

PRESENTER: Franziska Ludemann, research analyst, The Ohio State University

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

As professionals in student and academic affairs, our facilitation of learning and development, as well as organizational effectiveness, is limited by the extent to which we actually utilize assessment results. How can higher education professionals create environments that allow organizations and individuals to flourish and focus on what is essential to their vision? This session will explore innovative practices grounded in essentialism and the KonMari Method, promoting environments which can enhance productivity, engagement, and growth.

Salon C | 3:45 p.m. – 5:00 p.m.

Unpacking the Claim "There's Nothing Fun to Do": Assessing Campus Vibrancy

PRESENTER: Jordan Humphrey, assistant dean of student affairs, Lewis University

LEVEL: Intermediate

THEME: Assessment: The Role of Data in Institutional Decision Making

COMPETENCIES: Assessment, Evaluation, and Research; Leadership

A common complaint echoes on many of our campuses: "There's nothing fun to do." To challenge these assertions, the student development division at St. Mary's University conducted a 2-year, qualitative and quantitative assessment of campus vibrancy that entailed defining what vibrancy means for students and then assessing the vibrancy of campus spaces, events, people, and practices to determine what happened, if anything, to the "fun" on campus. This study serves as a model for other campuses also struggling to better understand why there is "nothing fun to do."



Designed to support learning for life.

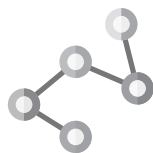


Introducing a Better Way to Engage Learners Friday, June 17 from 11:30 a.m. to 12:45 p.m.

When you join the LiveText session, you'll see how LiveText's new learning engagement platform, Via™ has been purposefully designed to capture learning both inside and outside the classroom. See firsthand how you can use this flexible suite of assessment solutions to evaluate, report on, and showcase both curricular and co-curricular progress through a variety of assessment methods and data analysis tools.



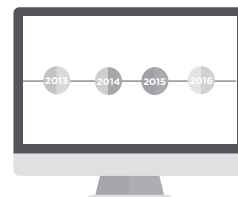
Curriculum &
Assessment Mapping



Outcomes
Assessment



Quizzes/Tests/Rubrics



Timeline



Showcase
Portfolios



Data Reporting
& Analytics



Faculty Credentialing



Accreditation
Management

LIVETEXT®

www.livetext.com | edu-solutions@livetext.com





CONFERENCE SNACK | 5:00 p.m. – 5:15 p.m.

Sponsored by the Assessment, Evaluation, and Research Knowledge Community, grab a bite before the next session in the Salon E & F Foyer.



GENERAL INTEREST SESSIONS V | 5:15 p.m. – 6:30 p.m.

Salon A | 5:15 p.m. – 6:30 p.m.

Administering a Campus Climate Survey on Sexual Harassment and Violence

- PRESENTERS:** **Elizabeth Duszak**, assistant director for student affairs assessment, evaluation and research, University of Utah
Stacy Ackerlind, special assistant to the vice president of student affairs and director of assessment, evaluation, and research in student affairs, University of Utah
- LEVEL:** Intermediate
- THEME:** Assessment: The Role of Data in Institutional Decision Making
- COMPETENCIES:** Assessment, Evaluation, and Research; Leadership

During spring semester 2016, the University of Utah conducted a campus climate survey on sexual harassment and violence. This process was initiated through an academic senate committee with student affairs assessment taking a lead role in development and implementation. This presentation will discuss the process of developing both the survey itself and the administration plan, including marketing efforts and collaborative partnerships. It will also include a discussion of the process of reviewing and disseminating key results.

Portland | 5:15 p.m. – 6:30 p.m.

Advances in Assessment Fundamentals in Student Affairs*

- PRESENTERS:** **Jillian Kinzie**, associate director, Indiana University Center for Postsecondary Research
Patrick Biddix, associate professor of higher education, University of Tennessee Department of Educational Leadership and Policy Studies
- LEVEL:** Intermediate
- THEME:** Assessment: Fundamentals of Assessment
- COMPETENCIES:** Assessment, Evaluation, and Research; Leadership

Assessment in student affairs has evolved over the past several decades to the point where it is being institutionalized in student affairs practice. Yet, it's still not as routine as it should be. The forthcoming 2nd edition of *Assessment in Student Affairs* (Jossey-Bass) documents this evolution, highlights fundamental assessment practices, and points the way to enhancing assessment in student affairs. Two authors will briefly introduce critical updates in the 2nd edition, and then present key findings on two topics particularly salient for advancing current practice: progress on the technical aspects of assessment related to data collection and management, and best practices for sustaining assessment practice and ensuring that results are used to bring about change. The session will close with a glimpse of the future of assessment in student affairs.

***denotes CE eligible**





FRIDAY, JUNE 17

GENERAL INTEREST SESSIONS V cont'd | 5:15 p.m. – 6:30 p.m.

Salon D | 5:15 p.m. – 6:30 p.m.

Improving Retention With Strategic Data-Informed Outreach: A Tutoring Center Learning Community

PRESENTERS: **Barb Quick**, assistant director, learning support services tutoring center, Western Washington University

Debora Nelli, retention and initiatives manager, Western Washington University

LEVEL: Foundational

THEME: Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES: Advising and Supporting; Student Learning and Development

This interactive session will examine data informed outreach at Western Washington University's tutoring center. Student use of the tutoring center correlates with higher retention and reduces the achievement gap for first-generation, low-income, underprepared and minority freshmen. Participants will collectively explore how existing institutional data can be strategically used for program planning. This session will be of interest to mid-level professionals looking for data informed efficiencies to improve engagement and retention.

Salon C | 5:15 p.m. – 6:30 p.m.

Measuring Employee Experiences and Satisfaction in Student Affairs

PRESENTER: **Brian Lance**, assistant to the vice president for assessment & enrollment analysis, Northern Illinois University

LEVEL: Foundational

THEME: Assessment: The Role of Data in Institutional Decision Making

COMPETENCIES: Assessment, Evaluation, and Research; Personal and Ethical Foundations

As state funding for higher education continues to decline, sometimes combined with a drop in enrollment, staff morale can suffer. NIU division of student affairs conducted a division wide staff survey in order to learn more about our employee's experiences, what was and was not working, and improve service delivery. This session will share what we learned from our employees, what we did with the information, and how other institutions can do the same.

Salon B | 5:15 p.m. – 6:30 p.m.

Naughty Numbers: Ways Bad Data Tricks us Into Making Bad Decisions

PRESENTER: **Jennifer Nailos**, program director, Texas Higher Education Coordinating Board

LEVEL: Foundational

THEME: Assessment: Integrated Assessment & Persistence Practice

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

Data-driven decision making is the mode of operation at many colleges and universities. Using the numbers to inform our choices and next steps means that power lies in the data and its interpretation. With all the trust placed in our sources of information, have we stopped to ask: what if this is bad data, or, what are the implications of using this information in certain contexts? This program session, geared toward new professionals, will explore how misinformation, miscalculations, and misinterpretations can cause potential mistakes.



Salon G | 5:15 p.m. – 6:30 p.m.

Supporting the Pipeline: Housing Communities for Transfer Students

PRESENTERS: **Christine Marcellana Orgeta**, interim assistant director, residence life, California State Polytechnic University Pomona
Keiry Ewing, program coordinator, California State Polytechnic University Pomona

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCY: Assessment, Evaluation, and Research

Transfer students are one of the CSU and UC's fastest growing communities. According to a recent report, the number of community college students earning a degree has nearly doubled over the past year. During the Fall 2015, Cal Poly Pomona's University Housing Services saw their largest number of transfer students, which caused the creation of a residential transfer community. Participants in this session will learn about the characteristics of transfer students, and how to support transfer students during their transition from community college to a four-year institution.

Salon I | 5:15 p.m. – 6:30 p.m.

What Does Neuroscience Say About How We Evaluate Learning and Development*

PRESENTERS: **Lisa McCully**, director, office of student services, San Diego State University
Sandra Kahn, data administrator, San Diego State University

LEVEL: Intermediate

THEME: Persistence: Integrated Assessment & Persistence Practices

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

We understand that in order to design effective assessment methods, we must organize to directly evaluate the opportunities we created for students to learn. However, what if the method we created to promote opportunities for students to learn is flawed? What would that mean about the way we assess learning and development? In this session, we will present some basic neuroscience of learning and development principles and explain what that all means for how we assess learning and development. ***denotes CE eligible**

Salon H | 5:15 p.m. – 6:30 p.m.

Writing Learning Outcomes: Lessons and Practice for New Professionals

PRESENTER: **Whitney Brown**, assistant director, assessment, research, and staff development, University of Maryland Baltimore

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Law, Policy, and Governance

Assessing learning outcomes is a huge part of how we demonstrate the impact and effectiveness of our programs in student affairs. Writing learning outcomes can be challenging without foundational knowledge regarding structure and the opportunity for peer review and feedback. Participants will not only learn about what is required to create effective learning outcomes, but will write and review their own, leaving the session with tangible work to take back to their institutions.



Get Involved

A community is nothing without engaged and enthusiastic members and NASPA members are exemplars of these traits. We are eager to support your involvement in ensuring this community provide the most up to date professional development needs for our field.

Propose A Live Briefing

We are currently seeking proposals for fall 2016. Any NASPA member is welcome to submit. Live briefings include about 2 hours of content: 30 minutes of pre-readings or reflection questions and 60-90 minutes of content and live Q&A. Presenters must also agree to respond to questions in the discussion forum for up to 3 weeks following their presentation.



NASPA
Online Learning Community



2016 NASPA Institute for New Vice Presidents for Student Affairs

*Leadership and
Management
Effectiveness
for the
New VP/SA*



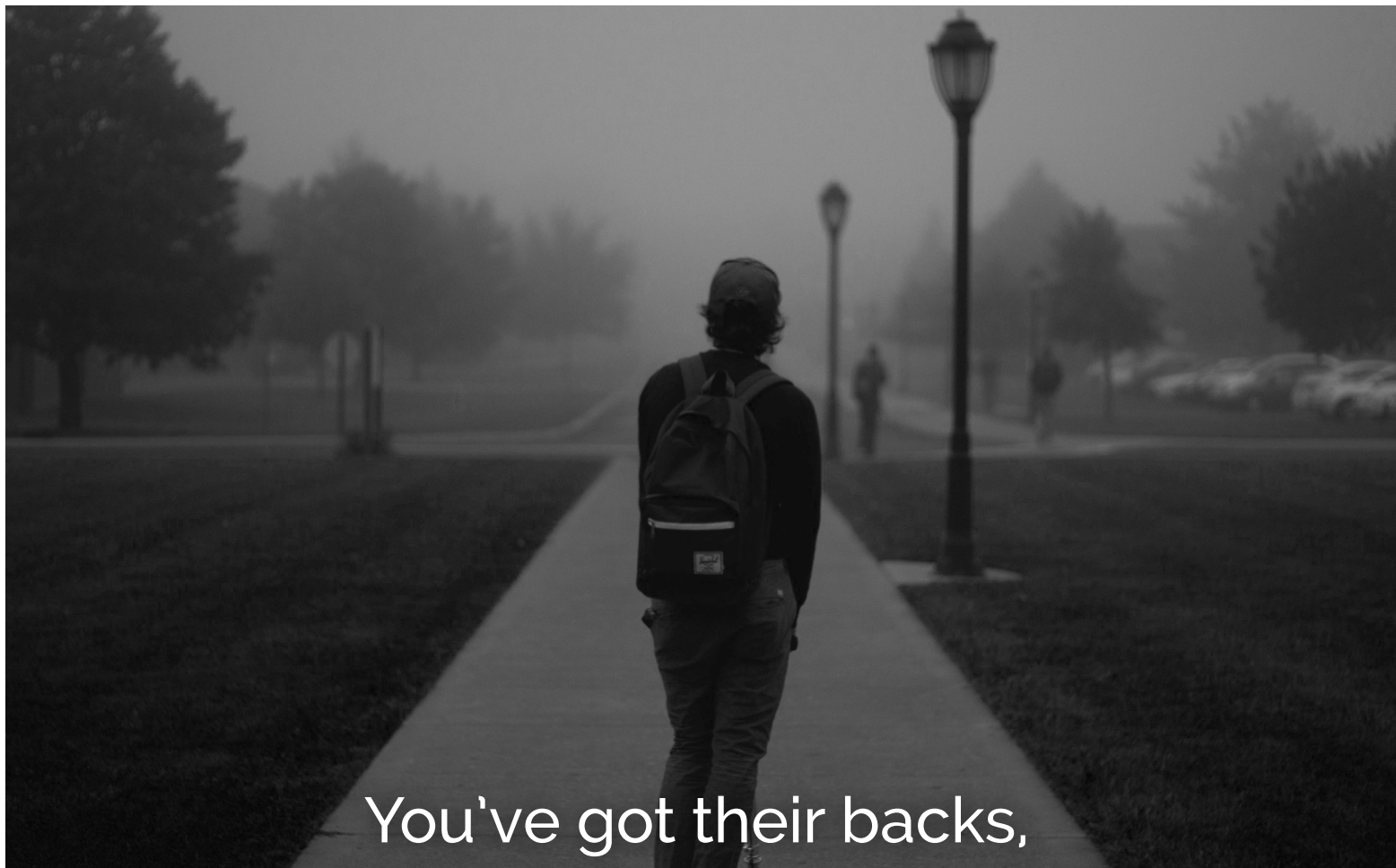
The NASPA Institute for New Vice Presidents for Student Affairs is a foundational three-day learning and networking experience that prepares new VPSAs to be strategic decision-makers, highly-effective managers, and transformational leaders. This professional development opportunity is designed for first-time VPSAs (and other most senior student affairs officers on campus) who have not yet assumed office or who are in the first two years of their position.

2015 Participants, clockwise at left:
Joel Pérez, Whittier College; Carolyn Livingston,
Carleton College; Michael Christakis, University at
Albany; Brenda Ivelisse, Kapi'olani Community College



NASPA
James E. Scott
Academy

October 16-19, 2016 • Hilton Alexandria Old Town • Alexandria, Virginia • For information, visit www.naspa.org/events/2016NewVPSA



we've got yours.

Skyfactor student success, retention, and assessment products adapt to the needs of each of their partner institutions, and are designed to make it easy for you to get started. At Skyfactor, flexibility isn't just a feature—it's a philosophy.

Our affordable and customizable solutions, combined with an impeccable commitment to client service, ensures that your campus achieves its unique goals.

To learn how the Skyfactor team can work with your institution to improve student success and retention rates, visit us online at skyfactor.com. For a deeper look into our insights and analyses across both Mapworks and Benchworks, explore our research papers at skyfactor.com/research.



formerly EBI MAP-Works

skyfactor.com | 417.429.0081



SATURDAY, JUNE 18

CONTINENTAL BREAKFAST | 7:15 a.m. – 8:15 a.m.

Foyer, Salon E & F

CLOSING PLENARY | 8:30 a.m. – 9:15 a.m.


Salon E & F

Keep Assessment Weird

PRESENTER:

Erin M. Bentrim, assistant professor, Wingate University

Portland's unofficial slogan is "Keep Portland Weird." This movement began as a way to encourage support of local businesses in the Portland area. The idea is that by providing consumers a wide range of products representing the different cultures of Portland, the city would stand out as a unique place to live. As leaders in the assessment industry, we must begin to appreciate the unique and quirky aspects of our own institutions and use these to design innovative and intentional assessment practices.



2016 NASPA Student Affairs Fundraising Conference

July 28 – 30, 2016
Columbus, Ohio

naspa.org/events/2016safc



NASPA

Student Affairs Administrators
in Higher Education



GENERAL INTEREST SESSIONS VI | 9:30 a.m. – 10:45 a.m.

Salon I | 9:30 a.m. – 10:45 a.m.

A Team Facilitation Model for Institutionalizing Assessment Practices in Student Affairs

PRESENTERS:

Susan Platt, executive director of assessment, California State University, Long Beach

Cara Surkin, residential academic coordinator, California State University, Long Beach

Matt Lewis, residential college coordinator and Title IX investigator, California State University, Long Beach

Erin Booth-Caro, associate director, career development center, California State University, Long Beach

John Hamilton, director, educational opportunity program, California State University Long Beach

Keya Allen, program council coordinator, university student union, California State University, Long Beach

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCY: Assessment, Evaluation, and Research

This session focuses on the institutionalization of assessment practices throughout the division of student affairs at CSULB through a team facilitation model. Participants will hear a panel of assessment facilitators describe their experiences after one year of implementing this model, including their assessment challenges and successes. Participants will be encouraged to envision and share their own models for institutionalizing assessment practices in student affairs on their campuses.

Salon D | 9:30 a.m. – 10:45 a.m.

Assessing the Impact of Programming on the Persistence of Low-Income Students*

PRESENTER: **Christina Carrubba-Whetstine**, director for the Rinella learning center, Miami University

LEVEL: Intermediate

THEME: Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES: Assessment, Evaluation, and Research; Social Justice and Inclusion

University administrators want to understand why low-income and first-generation students are not persisting through college at the same rate as more privileged student populations. Professional staff (student affairs, academic affairs, and enrollment management) are investing considerable resources in the creation of programs and interventions to increase persistence and retention of this student population. This presentation will explore both qualitative and quantitative methods to assess the impact of these programs on the persistence of low-income and first generation college students. ***denotes CE eligible**





GENERAL INTEREST SESSIONS VI cont'd | 9:30 a.m. – 10:45 a.m.

Salon A | 9:30 a.m. – 10:45 a.m.

Building Self-Confidence and Enhancing Assessment Learning Through Campus Colleagues

PRESENTERS:

Brett Bruner, director of transition and student conduct,
Fort Hays State University

Keegan Nichols, associate vice president for student affairs/Title IX
coordinator, Fort Hays State University

Lisa Baumgartner, professor of adult education, Texas A&M University

LEVEL: Intermediate

THEME: Assessment: The Role of Data in Institutional Decision Making

COMPETENCIES: Assessment, Evaluation, and Research; Personal and Ethical Foundations

Fort Hays State University's Student Life Cluster consistently works to make assessment a part of their daily practices. Recognizing the importance of staff utilizing "big data" to initiate evidence-based practices Fort Hays State University sought to create a method that empowered staff members to confidently implement assessment based practices in the workplace. The award-winning Assessment Colleague Team or the Pilot Program, allows staff members to utilize their peers through a self-directed and experiential process. This session will describe the pilot program process and the results from the qualitative research study.

Salon B | 9:30 a.m. – 10:45 a.m.

Defining Progress: Evaluating the Relationship Between Enrollment Management Policy and Completion Outcomes

PRESENTERS:

Anna Blick, assistant director, disability services,
Western Washington University

Taya Winter, assistant registrar, Western Washington University

LEVEL: Intermediate

THEMES: Persistence: Institutional Persistence & Retention Initiatives; Financial Aid & Enrollment Management

COMPETENCY: Assessment, Evaluation, and Research

Federal, as well as state, guidelines and regulations regarding satisfactory academic progress are increasingly becoming more stringent. What happens when an institution alters an enrollment management policy in response to these external benchmarks? This program explores this question by presenting a case study of the development, subsequent study and ethical implications of the Insufficient Progress toward Degree policy at Western Washington University.



Salon C | 9:30 a.m. – 10:45 a.m.

Developing Persistence in First Generation and First Year Students: Steps to Take and Assessments to Make*

PRESENTER: Linda Hensen-Jackson, visiting instructor and coordinator, principles of collegiate success, Arkansas Tech University

LEVEL: Foundational

THEME: Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

First-generation and first-year students are some of the most at-risk students at our institutions, especially in the area of collegiate persistence. During this session the presenter will describe the efforts and successes of a public four-year rural university with majority of first-generation college students. These efforts and successes were used to increase persistence throughout the first-year of the institution's first-generation students. The presenter will describe the steps she uses to increase persistence in her first-year student success course as a faculty member, as well as the assessment processes and data that corroborates the success of these steps. Participants should come ready to share their own experiences with first-generation as well as first-year students and their institutional initiatives for persistence with these students. Participants will take away new strategies to increase the success of these initiatives. ***denotes CE eligible**

Salon H | 9:30 a.m. – 10:45 a.m.

First Generation Freshmen's Underutilization of Support Services: Interviews Versus Survey as Methodology

PRESENTER: Debora Nelli, retention and initiative manager, Western Washington University

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Advising and Supporting; Assessment, Evaluation, and Research

This interactive session will evaluate interviews as a methodology by examining an interview based study of first generation freshmen's college readiness and support service awareness and utilization. The session will compare the strengths and limitations of interviews versus surveys to inform program planning. This session includes reflection and discussion on the assessment methodology selection process and potential program planning impact. This session will be of interest to program managers, mid-level professionals and first-generation student advocates.





SATURDAY, JUNE 18

GENERAL INTEREST SESSIONS VI cont'd | 9:30 a.m. – 10:45 a.m.

Salon G | 9:30 a.m. – 10:45 a.m.

What is in It for Us? Creating a Culture of Assessment in Student Affairs

PRESENTER: **Mandalyn Gilles**, director of assessment and planning for SEES, Old Dominion University

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCY: Assessment, Evaluation, and Research

A student affairs division-wide assessment process cannot be successfully implemented without first fostering a culture of assessment. Understanding what assessment “looks like” is simply not enough to facilitate the necessary faculty and staff buy-in required to create a shift in thinking or generating a new culture of assessment. This presentation highlights key strategies and lessons for not only implementing a successful assessment program in student affairs, but also for developing a culture of assessment that is essential to an educator’s understanding of the process.



**KNOWLEDGE IS THE
FIRST STEP TO
IMPACTFUL CHANGE.**

5 THINGS ISSUE BRIEFS...

**NASPA AND EDUCATION
COMMISSION OF THE STATES
ISSUE BRIEFS...**

VPSA CENSUS...

In these ways and more, NASPA’s RPI connects research, policy, and practice to support student success. Access our resources and learn more at www.naspa.org/rpi



Check out the New & Improved

VOLUNTEER CENTRAL

Review Conference Programs

Serve on a Regional Advisory Board

Become a Mentor

Support a Knowledge Community

Facilitate a Conference Roundtable

Write for a Newsletter

Volunteer at the Annual Conference

NASPA is made possible by the dedicated commitment of its volunteers. No matter your amount of available time, interests, or skillsets, there is a way to get involved that would fit just right!



<http://bit.ly/volunteerNASPA>



GENERAL INTEREST SESSIONS VII | 11:00 a.m. – 12:15 p.m.

Salon G | 11:00 a.m. – 12:15 p.m.

Building Community and Strengthening Academic Identity for Traditionally Underserved Populations*

PRESENTERS: **Perla Pinedo**, director of retention programs, Portland State University
Emanuel Magana, Latino/a student services coordinator, Portland State University
Marlon Marion, African American student service coordinator, Portland State University

LEVEL: Foundational

THEME: Persistence: Retention & Persistence of Special Student Populations

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

In the last five years, the diversity and multicultural student services department at Portland State University (PSU) has developed and implemented four transition and retention programs that have been successful in the persistence and retention of first-generation, low-income, and culturally or ethnically diverse students. In this session, the presenters will introduce these four programs and explain how they are utilized to serve and support students from historically underserved communities at Portland State University. The presenters will identify the challenges and obstacles that first-generation, low-income, and culturally or ethnically diverse students encounter in and out of the classroom that impact their learning, persistence, retention, and graduation. Participants will also gain the necessary tools to work with colleagues, institutions, and community partners for the implementation of similar programs that are intentional and have the ability to transform the educational culture at various educational institutions. ***denotes CE eligible**

Salon I | 11:00 a.m. – 12:15 p.m.

Quality Control for Student Learning Outcomes: A Primer on Rubrics

PRESENTERS: **Nathan Lindsay**, associate provost, University of Montana
Andy Mauk, director of student affairs assessment, research, and planning, University of North Carolina Wilmington

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCY: Assessment, Evaluation, and Research

Although there are multiple methods available to conduct assessment in student affairs, the vast majority of assessment is done through surveys and focus groups. Unfortunately, rubrics are often mentioned but seldom used to gauge students' learning and performance. This session highlights how five different student affairs departments have developed rubrics to provide feedback to their students. An overview of these of these rubrics will be provided, followed by examples and assessment findings from each of these programs.





GENERAL INTEREST SESSIONS VII cont'd | 11:00 a.m. – 12:15 p.m.

Salon D | 11:00 a.m. – 12:15 p.m.

Developing a Comprehensive Customizable Online End-of-Course Evaluation Survey: Overcoming Technology Issues and Getting Stakeholder Buy-In

PRESENTERS: **Jennifer Morrow**, associate professor, University of Tennessee
Lizzy Taylor, graduate teaching associate, University of Tennessee
Sarah Nadel, graduate research assistant, office of institutional research and assessment, University of Tennessee
Gary Skolits, director of the institute for assessment and evaluation, University of Tennessee

LEVEL: Foundational

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Assessment, Evaluation, and Research; Technology

This session will focus on one university's process of transitioning to a new end-of-course (EOC) survey and online platform (Campus Labs). Due to numerous issues with the university's current EOC (i.e., too many forms, low response rate, lack of validity) the university has spent the past two years developing and validating a more streamlined and customizable EOC survey. The presenters will review how the university navigated technology issues, obtained stakeholder buy-in, and offer suggestions for others who want to improve their EOC assessment.

Salon A | 11:00 a.m. – 12:15 p.m.

Experiential-Learning Interface and Assessment Collaboration for College and Career Success

PRESENTERS: **Daniel Pascoe Aguilar**, director, career center, University of Oregon
Robin Holmes, vice president for student life, University of Oregon

LEVEL: Intermediate

THEME: Assessment: Assessment Methods and Measurements

COMPETENCIES: Student Learning and Development; Technology

In this session, participants leave with a foundation of knowledge around experiential-learning and assessment. Through this study, participants will learn how to problem solve ways we can facilitate collaborative and integrated assessment strategies for students' college and career success. In addition, participants will learn about the University of Oregon's (UO) cross-departmental and divisional Advantage Experiential-Learning Interface and Assessment collaboration. The Advantage Experiential-Learning Interface is a gamified tool designed to help students document, track, organize, strategize, process, endorse and promote their experiential learning for their college and career success. Participants in this session will preview first-year student experiential-learning data tracked and organized by co-curricular learning outcomes in the UO Advantage.



Salon B | 11:00 a.m. – 12:15 p.m.

Increasing Assessment Engagement Through Division Consultants

PRESENTERS: **Pamelyn Klepal Shefman**, director, assessment and planning, University of Houston

Priyanka Raut, career counselor, University of Houston

LEVEL: Foundational

THEME: Assessment: Assessment Methods and Measurements

COMPETENCY: Assessment, Evaluation & Research

This session will share details about the NASPA Assessment, Evaluation, and Research Knowledge Community Innovation Award selection of the University of Houston's DSAES Assessment Consultant Program at University of Houston. The Assessment Committee Consultant Team Program provides a guiding role for the division-wide assessment committee at the departmental level. During the session, details on the evolution of the consultant team model will be discussed and the cycle of engagement will be shared. The consultants, who are volunteer staff members from across the division, assist in preparations for assessment planning, review of assessment plans, and support of assessment work year round. This session will also allow time to discuss data on the program, future plans, and ways to apply this model to campuses of any type or size. **2016 AER KC Award Winner presentation.**

Salon H | 11:00 a.m. – 12:15 p.m.

High Impact Student Affairs Practices

PRESENTER: **Cindy Long Porter**, associate vice president of student affairs, Quinnipiac University

LEVEL: Foundational

THEME: Persistence: Integrated Assessment & Persistence Practices

COMPETENCIES: Assessment, Evaluation, and Research; Student Learning and Development

A large amount of scholarship has been devoted to describing the value of high impact practices on student learning, persistence, and success. However, the impact of student affairs programs and services on student learning has largely been ignored in the literature. This presentation reveals the findings of a 2015 phased study examining the use of high impact practice characteristics in student affairs and identifies several promising practices and recommendations for student affairs leaders and practioners.

Salon C | 11:00 a.m. – 12:15 p.m.

Learning to Love Assessment: A Six Step Process

PRESENTER: **Yessica De La Torre**, assessment and student fee programs coordinator, California State University Fullerton

LEVEL: Foundational

THEME: Assessment: Fundamentals of Assessment

COMPETENCIES: Assessment, Evaluation, and Research; Technology

Assessment may sometimes seem like just another report or another task to check off. However, when one creates a culture of assessment that aligns with department and institutional goals, assessment becomes a tool for improvement and a tool that can engage and unite under a common goal. This session will explore California State University Fullerton's six step assessment process that has taken student affairs into a new relationship with assessment, one focused on improvement and student success.



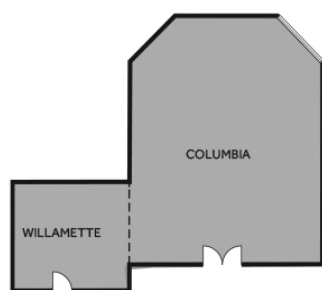
PORTLAND MARRIOTT DOWNTOWN WATERFRONT

1401 SW Naito Parkway, Portland, OR 97201

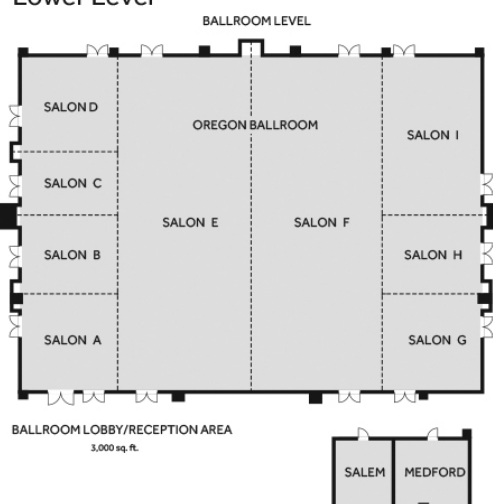
PortlandMarriott.com

Tel 503.226.7600 | Fax: 503.221.1789

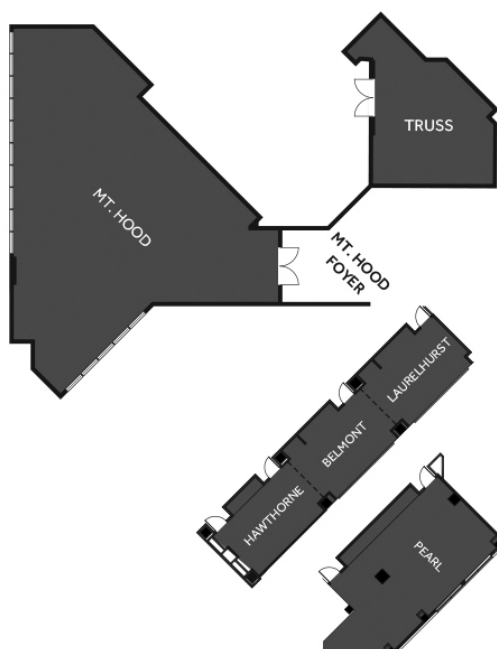
Main Lobby



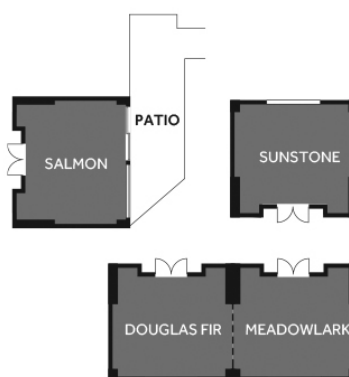
Lower Level







2nd Floor



3rd Floor



-  Main Lobby
-  Lower Level
-  2nd Floor
-  3rd Floor



Please visit the conference exhibitor tables on Friday, June 17, 2016, 8:00 a.m. – 5:00 p.m.

Adams State University *adams.edu/academics/heal*

Adams State University offers a variety of graduate programs serving K-12 and higher education needs. Designed for the working professional, all programs are convenient and affordable. Our K-12 masters programs are 100% online and the Higher Education Administration and Leadership program has only two short residencies with all coursework online.

Campus Labs *campuslabs.com*

Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 750 public and private colleges and universities. To learn more, visit campuslabs.com.

LiveText – GOLD SPONSOR *livetext.com*

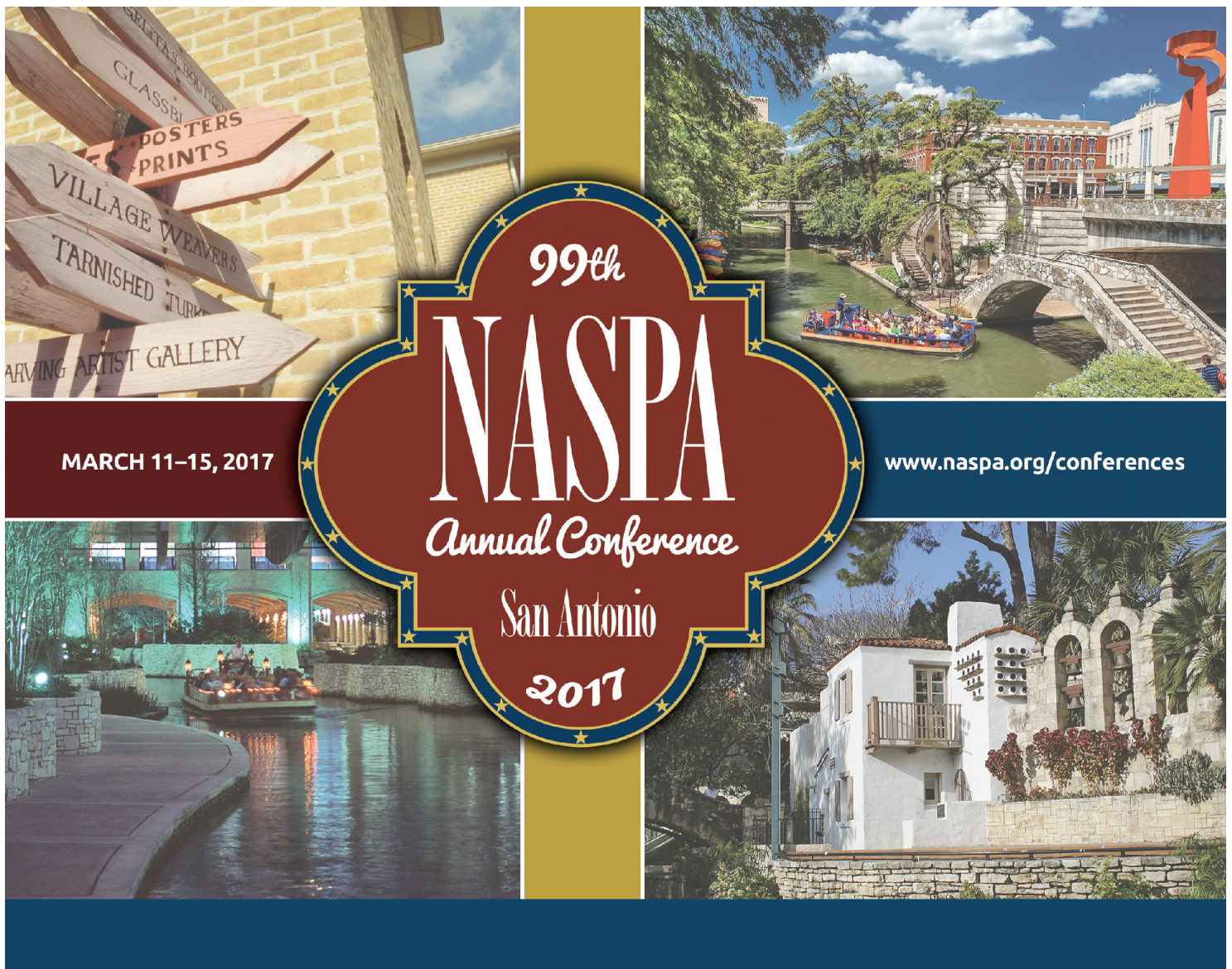
LiveText is a leading provider of campus-wide solutions for strategic planning, assessment, and institutional effectiveness. Our customizable and comprehensive solutions allow for seamless integration and data reporting to effectively measure outcomes-based learning goals and institutional objectives for accreditation and continuous improvement.

Rafter *rafter.com*

Rafter improves student success by making higher education more affordable, accessible, and effective for all. We're transforming how schools discover, manage, and distribute educational content to students. To date, hundreds of schools and nearly three million students have used our technology to save more than \$700 million on textbooks and other educational resources.

Skyfactor (formerly EBI) – GOLD SPONSOR *skyfactor.com*

The Skyfactor Mapworks Student Retention System combines predictive analytics with student data, alerting staff of at-risk students, facilitating early interventions, and generating results. Skyfactor Benchworks offers over 45 academic and student affairs assessments, aligns with accreditation and professional standards, and includes longitudinal data, benchmarking, and identification of critical issues.



MARCH 11–15, 2017

99th
NASPA
Annual Conference
 San Antonio
 2017

www.naspa.org/conferences

The 99th NASPA Annual Conference will convene in San Antonio, Texas. The 2017 conference will provide an opportunity to imagine how student affairs must evolve to meet the changing higher education environment. Through a critical examination of our work and an evaluation of where the profession needs to be, the annual conference featured speakers and innovative program sessions will offer participants a unique opportunity to discuss the future of the student affairs profession.

The conference committee invites you to “Mission City” to explore the big ideas, big challenges, big dreams, and big opportunities that focus on NASPA’s guiding principles of integrity, innovation, inclusion, and inquiry.

Nancy P. Crimmin, Ed.D.
 Becker College
 2017 NASPA Annual Conference Chair

Lori S. White, Ph.D.
 Washington University in St. Louis
 2016 – 2017 NASPA Board Chair

Submission details are available at www.naspa.org/conf

#NASPA17

Stephanie Gordon
 Vice President for Professional Development, NASPA
sgordon@naspa.org 202-265-7500

NASPA does not discriminate on the basis of race, color, national origin, religion, sex, age, gender identity, gender expression, affectional or sexual orientation, or disability in any of its policies, programs, and services.

NASPA has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 05120. Programs that do not qualify for NBCC credit are clearly identified. NASPA is solely responsible for all aspects of the program.