

USING STUDENT DATA TO IMPROVE YOUR ACADEMIC SUPPORT PROGRAMS

May 21-23, 2012
St Louis, MO



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OVERVIEW

Do you use data effectively to prove and improve the effectiveness of academic support services on your campus? Few campuses use comprehensive student data to strategically improve such academic support services as student success centers, learning centers, and writing centers.

Don't fear the data! Join us for a practical, hands-on conference that will help you organize information and convey it to the right people in the right way. You'll return to your campus better able to determine which of your student academic support center functions are performing at a high level and make budgetary support decisions based on that information.

WHO SHOULD ATTEND

Teams are encouraged to attend. This program is appropriate for all administrators who are involved with evaluating academic support programs and need techniques to better collect, analyze, and use data to evaluate and improve those programs. Directors of academic support programs (student success, learning, tutoring, or writing centers) and key colleagues who will be able to influence improvement in academic support services will leave with strategies for using data to improve their student success functions.

LEARNING OUTCOME

After participating in this conference, you will be able to use an action plan to more effectively collect, analyze, communicate, and use student data to improve academic support programs on your campus.

A TEAM EFFORT

After participating in this conference, you will be able to use an action plan to more effectively collect, analyze, communicate, and use student data to improve academic support programs on your campus.

AGENDA

MONDAY, MAY 21, 2012

Day 1 will start with an overview of the conference agenda. The day's sessions will feature a mixture of lectures, interactive activities, and working sessions to complete your action plan. The morning's session will enable attendees to identify key program functions and appropriate data, while the afternoon sessions will focus on best practices to collect and gather data.

- 8:00 – 9:00 a.m. **Continental breakfast (included in registration)**
- 9:00 – 9:15 a.m. **Opening comments and introductions**
The conference will open with a general welcome to conference attendees, an overview of the program, and an introduction to the instructors.
- 9:15 – 10:00 a.m. **Defining Key Program Functions**
This first session will focus on using your program mission statement to determine and analyze your program functions to set program goals.
- 10:00 – 10:15 a.m. **Morning break**

How do
you know
which of your
academic
support
services are
making an
impact, and
which are
not?

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MONDAY, MAY 21, 2012

- 10:15 – 11:00 a.m. **Identifying Appropriate Data Indicators for Your Goals**
In this session, you will learn how to create an effectiveness scale for your goals, measure program functions using student data, and move your data collection beyond appointment numbers and satisfaction surveys. The session will conclude with brainstorming a variety of student data indicators that you can use to measure program functions.
- 11:00 – 11:45 a.m. **Action plan session: Determining Your Program Functions and Data Indicators**
In this session, you will begin working on your action plan. You will determine 2-3 key program functions to evaluate and the data indicators you will use to measure your program's success.
- 11:45 a.m. – 1:00 p.m. **Lunch (included in registration)**
- 1:00 – 1:30 p.m. **Data Collection: Complying with FERPA and Institutional Policies**
This short session will provide you with a basic understanding of how institutional policies and FERPA regulations impact how you collect data for your program.
- 1:30 – 2:30 p.m. **Data Collection: Integrating a Variety of Evaluative Activities into Your Program and Services**
This session answers the following three key questions: Who collects the data? How do they collect or gain access to the data? When and how do you integrate evaluative activities into your program?
- 2:30 – 2:45 p.m. **Afternoon break**
- 2:45 – 3:30 p.m. **Data Gathering: Communicating and Working with your Institutional Researchers**
Learn about the role institutional researchers play and how they can help you with collecting student data to evaluate and assess your program. The session will conclude with a discussion of how to best communicate your data needs with your institutional researchers and how to collaborate with institutional researchers on projects.
- 3:30 – 4:15 p.m. **Action Plan Session: Determining Your Plan for Data Collection**
You will continue working on your action plan in this session. Develop a plan for how you will collect student data based on information from the previous sessions.
- 4:30 – 5:30 p.m. **Networking reception (included in registration)**

TUESDAY, MAY 22, 2012

Building on the previous day's information, Day 2 will provide attendees with the tools they need to analyze, communicate, and use data to improve academic support programs. The morning sessions include lecture, activities, and case study practice on analyzing and organizing data to evaluate primary program functions. The afternoon looks at how to communicate the results of your data and use it to improve your academic support program.

- 8:30 – 9:00 a.m. **Continental breakfast (included in registration)**
- 9:00 – 11:00 a.m. **Analyzing Data to Determine the Effectiveness of Key Program Functions**
In this session, you will become familiar with common, practical ways to analyze data that do not require prior knowledge of statistics. You will learn how to determine if and how well your program is meeting its primary functions by analyzing indicators appropriately. The session will end with an opportunity to practice this information by working on a set of practice data based on a case study.
- 11:00 – 11:15 a.m. **Morning break**

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TUESDAY, MAY 22, 2012 (CONTINUED)

- 11:15 – 11:45 a.m. **Communicating the Results: Promoting and Displaying Successes**
Communicating your results should go beyond a report or presentation. It should be the opportunity for you to share and promote your program's successes. This session will look at why, how, and where to share your program's achievements, information you will use to record ideas in your action plan. You will also learn how communicating information about your program can lead to more and better collaborative efforts between faculty and academic support programs.
- 12:00 a.m. – 1:15 p.m. **Lunch (included in registration)**
- 1:15 – 2:00 p.m. **Communicating the Results: Identifying Audience and Format**
It is critical to be able to communicate your results clearly so that you can paint an accurate picture of your program's successes and challenges. The session will start with a brainstorming activity to consider various audiences and the best ways to communicate with each audience. The session will then break out into groups to look more closely at one of the following formats: program reviews, grant proposals, or conference presentations.
- 2:00 – 2:15 p.m. **Afternoon break**
- 2:15 – 3:30 p.m. **Using Data to Reflect On and Strategically Improve Your Program**
This session will bring the conference full circle by looking at how to reflect on the results of your data collection to improve your program. The faculty will discuss how to identify strengths and weaknesses in your program, set new goals, and make recommendations for program improvement.
- 3:30 – 4:30 p.m. **Action plan session: Determining Your Plan to Analyze, Communicate, and Use Data to Improve Your Program**
The conference concludes with a short discussion of the recommended time frame and process for how and when to integrate assessment into your program, as well as time to finish your action plan to take back to your campus. In this last action plan session, you will determine first steps for program assessment and consider how and when to integrate assessment into your program.

WEDNESDAY, MAY 23, 2012

Day 3 is an optional, day-long post-conference workshop on how to develop and assess student learning outcomes.

Optional post-conference workshop: How to Develop and Assess Student Learning Outcomes

- 8:30 – 9:00 a.m. **Continental breakfast (included in workshop registration)**
- 9:00 – 9:45 a.m. **The Assessment Model**
The post-conference kicks off with an overview of the assessment process. The instructor will define assessment, evaluation, goals, learning objectives, and learning outcomes. He will then identify the six parts of the assessment model and the three phases of implementation.
- 10:15 – 10:30 a.m. **Morning break**
- 10:30 – 11:00 a.m. **Working Session: Know and Do**
This session will incorporate interactive exercises to discuss the strengths and weaknesses of different approaches to student learning outcomes followed by a brainstorming session to develop learning outcomes for your programs.
- 11:00 – 11:45 a.m. **Indicators, The Matrix, and Wrapping Up Phase I**
In this session, you will learn to identify indicators of student learning and map programmatic efforts to learning objectives. The instructor will also discuss how to connect the assessment model to phase I implementation and analyze indicator data to conduct basic assessment. The session concludes with an activity to generate professional development strategies that address knowledge and skills, motivation, and organizational barriers.

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May 21-23, 2012 :: St Louis, MO

AGENDA

WEDNESDAY, MAY 23, 2012 (CONTINUED)

11:45 a.m. – 1:00 p.m. **Lunch (included in workshop registration)**

1:00 – 2:00 p.m. **Working session: Writing Student Learning Outcomes**

In this session you will write student learning outcomes using the vocabulary of assessment professionals and evaluate the quality and strength of those learning outcomes.

2:00 – 3:15 p.m. **Practical Assessment Strategies and Developing Rubrics**

In this session, you will learn about different kinds of data and the roles of each in assessing student learning outcomes, and practice developing rubrics to assess student learning.

3:30 – 4:15 p.m. **Analyzing Data and Making Decisions**

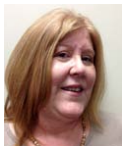
In this session, you will consider how to analyze the data to make recommendations, then map learning outcome data to broader objectives to form a more complete picture of student success.

3:15 – 3:30 p.m. **Break**

4:15 – 5:00 p.m. **Action Plan**

In this session, you will complete your action plan to take back to your campus. You will determine first steps of your academic support services program assessment, discuss how to integrate assessment into your program review, share you plan with the group for feedback, and discuss a recommended time frame and process for implementation.

INSTRUCTORS



Patricia Gregg, Associate Director and Acting Director, Planning and Assessment, Georgia Perimeter College

Dr. Gregg works to provide data to the college community to improve institutional effectiveness. In this role, she works closely with various programs on campus, including the learning and tutoring center. She also does research to track students involved in a Gates Foundation funded program called Project Degree. Patty previously worked as the program director of proprietary institutions at the Texas Higher Education Coordinating Board and holds a Ph.D. in higher education from Penn State University. She has over 25 years of experience in the field of higher education, including research, administration and teaching. Patty is

incredibly passionate about students and the use of data to improve programs that encourage student success.



John Hoffman, Instructor, California State University, Fullerton, Post-conference workshop instructor

Dr. Hoffman coordinates the Student Development in Higher Education program at California State University and also teaches in the Ph.D. program in education. He has presented on learning and assessment in the co-curriculum at several local and national conferences. Before transitioning to the classroom, he spent more than 10 years working in administrative roles in student affairs, academic administration, and fundraising. He spent six years as a dean of students in private Christian universities, where he first developed his approach to assessment, and has refined the process through his work as an instructor and through collaborative efforts

with colleagues at other colleges and universities.



Paula Krist, Assistant Dean for Assessment Support, School of Leadership and Education Sciences (SOLES), University of San Diego

Dr. Paula S. Krist is the assistant dean for assessment support in the School of Leadership and Education Sciences (SOLES) at the University of San Diego. She supports SOLES' efforts to continuously improve its programs and to ensure student learning. She serves on USD's University Assessment Committee and the Western Association of Schools and Colleges (WASC) steering committee and is involved in university-wide assessment collaboration. Prior to USD, Paula was the director of operational excellence and assessment support at the University of Central Florida. She consults for universities and regularly presents workshops on assessment topics at regional and national conferences, most recently the 2011 (WASC) Academic Resource Conference and Program Review Workshop. She has been a faculty member at both Association for Institutional Research Assessment Institutes. Paula research interests include program assessment, student learning and success, teaching excellence, and research methodologies. Her Ph.D. is in educational psychology from the University of North Carolina at Chapel Hill.

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Margaret Leary, Associate Dean of Students, University of San Diego

Among other responsibilities, Margaret coordinates assessment and strategic planning efforts for the student affairs division, facilitates the development and implementation of living-learning communities, and supports institutional assessment and retention efforts at the University of San Diego. After earning a BS in accountancy from Villanova University, Margaret began her professional career as a CPA in public accounting. She returned to Villanova to earn her MS in counseling and human relations and begin her career in higher education. Before arriving at USD, she gained experience in residential life, counseling, and other areas in student

affairs from Villanova University, Arcadia University, University of the Pacific, and Dartmouth College.



Kerry P. Welch, Ed.D., Associate Vice President, Student Development and Enrollment Services, University of Central Florida

Since moving to the University of Central Florida in 2004, Kerry P. Welch has led assessment and strategic planning efforts for the Division of Student Development and Enrollment Services. He has worked as a professional in student services for more than 20 years, covering a variety of roles and responsibilities. After starting as the coordinator for the Racial Awareness

Program, Kerry has since worked with a variety of student groups such as the Student Government Association; academic support services; volunteer and community service programs; programming boards; and multicultural student services. He brings a wealth of experience in assessment and student learning outcomes, including having trained with some of the national leaders in the field.

HOTEL RESERVATIONS

The conference will be held at:

The Westin St. Louis
811 Spruce St.
St Louis, MO 63102

To reserve your room, call 1-800-WESTIN1 or 314-552-5806. Please indicate that you are with the Academic Impressions group to receive the room rate of \$179 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of May 20-22, 2012 . Reservations must be made by April 29, 2012 at 5:00 p.m. CST. There are a limited number of rooms available at the conference rate. Please make your reservations early.

Located in the historic Cupples Station section of St. Louis, The Westin St. Louis boasts a premiere setting. Enjoy the nearby federal courthouse, pedestrian mall, and famed Gateway Arch, watch a Cardinals game at Busch stadium, or just explore the city. The hotel is located approximately 15 miles from the Lambert-St. Louis International Airport (STL).



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Attend as a team – remember, if you register as a group, every fourth registrant is free. Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you. **Register online at www.academicimpressions.com**

REGISTRATION FEES

Your registration fee includes: full access to all conference sessions and materials, breakfast, lunch, and access to the networking reception on Monday, breakfast and lunch on Tuesday, as well as refreshments and snacks throughout the conference.

Postmarked on or before May 11, 2012

- Using Student Data to Improve Your Academic Support Programs _____ \$1095 USD
- Using Student Data to Improve Your Academic Support Programs conference plus post-conference workshop _____ \$1495 USD
(For registrations postmarked after May 11, 2012, an additional \$100 fee per registrant applies)
- Post-conference workshop _____ \$495 USD
- Check here if you have any dietary or accessibility needs. Please list any needs in the space below and we will do our best to accommodate you.

How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.) _____

CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name _____ Name Preferred for Badge _____
Job Title _____ Institution/Organization _____
Address _____
City _____ State/Province _____ Zip/Postal Code _____ Country _____
Telephone _____ Fax _____ Email _____

For registration confirmations and pre-conference communication. (FOR ADDITIONAL REGISTRANTS, PLEASE COMPLETE ADDITIONAL FORMS.)

Additional Contact Name _____ Additional Contact Phone _____
Additional Contact Title _____ Additional Contact Email _____
Emergency Contact Name _____ Emergency Contact Phone (day) _____

FREE HIGHER ED NEWS AND ANALYSIS

Academic Impressions is happy to offer *Higher Ed Impact*, a free industry scan of news, trends, and fresh research on higher education, delivered in an easy-to-scan email.

- Sign me up for HEI: Daily Pulse** – impactful news, trends, and practices, sent daily
- Sign me up for HEI: Weekly Scan** – the week's most critical news, with analysis of top stories and trends, sent on Fridays
- Sign me up for HEI: Monthly Diagnostic** – practical takeaways addressing a strategic challenge facing institutions of higher ed, sent 9-12 times/year

PAYMENT METHOD

We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the "invoice me" option. Fax form to 303.221.2259 or mail form along with payment to: Academic Impressions, 4601 DTC Blvd., Ste. 800, Denver, CO 80237.

CREDIT CARD

Please charge my credit card: (Visa, MC, AmEx)

Name on Card _____
Account Number _____
Exp. Date _____
Billing Zip Code/Postal Code _____
Security Code (last 3 digits on the back of Visa and MC or
4 digits on front of AmEx) _____

CHECK/INVOICE

- My check is included and covers _____ registration(s)
Check # _____
- Please invoice me
Purchase Order # _____
(PO# not required to receive invoice)

REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by February 24, 2012. A \$100 processing fee will be assessed. After February 24, 2012 a credit (less \$100 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, Web conferences, audio proceedings, or Web conference archives. In case this event is cancelled, Academic Impressions' liability is limited to a refund of this registration fee only.