



ACPA Atlanta 2008 Quick and Easy Reference Guide For Assessment Education

Purpose: Capitalize on your time at the ACPA National Convention in Atlanta to invest in your assessment education. You can use this guide in two ways:

1. Browse the guide by topic area (see Table of Contents) to plan sessions that most interest you in the areas of assessment.

2. Take a few minutes to complete the ASK Needs Assessment (http://www.myacpa.org/pub/pub_books_assessment.cfm) which will quickly identify areas of improvement. Then compare those areas with the programs being offered at the conference. All ASK standards as labeled in the Table of Contents.

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(Institute Sponsored by the Commission on Assessment And Evaluation)

Assessment Institute

Develop Expertise in Assessment Ethics and Politics ASK Standards Style

Monday, March 31, 2008

8:45 AM - 10:00 AM

Marriott Marquis, International 3

Katie Busby

If you have ever planned a research project, you know how challenging it can be to prepare for the various issues that arise regarding ethics and workplace political culture. This interactive session, based upon the Assessment Skills and Knowledge (ASK) standard of Assessment Ethics and Politics of Assessment, will cover the necessary skills, knowledge, and expertise to respond to ethical and political situations that may arise while planning, implementing, and reporting assessment projects. This is the first of a four part Convention Institute.

Using What You've ASKed About: ASK Standard 11

Monday, March 31, 2008

10:15 AM - 11:30 AM

Marriott Marquis, International 3

Gavin Henning

You spend weeks, months, or even semesters on an assessment project and the results sit on a shelf not being used to influence policy or practice. This experience is frustrating and a waste of valuable resources. Focusing on ASK (Assessment Skills and Knowledge) Standard 11: Effective Reporting and Use of Results, this session will explore the challenges in using results to improve policy and practice and offer concrete tips for overcoming these barriers so you can turn assessment into action. This is the second of a four part Convention Institute.

You're ASKing for it... An Overview of Quantitative Data Collection

Tuesday, April 1, 2008

8:45 AM - 10:00 AM

Marriott Marquis, International 3

Robert J Domingo

Student affairs practitioners are increasingly expected to collect data on self-reported student gains and other indirect measures of learning. This session provides insight, strategies, and techniques for accomplishing the selection of data collection and management methods per ACPA's Assessment Skills and Knowledge (ASK) Standard #3. Attendees will identify the types of information needed to complete an assessment, be introduced to quantitative data collection and analysis methods, and discuss data management with particular emphasis on technology solutions to data collection. This is the third of a four part Convention Institute.



Developing ASK Standard 7: Listening to Stories that Impact Practice

Tuesday, April 1, 2008

1:15 PM - 2:30 PM

Marriott Marquis, International 3

Amanda R Knerr

Student affairs practitioners are often referred to as touchy feely practitioners. We love to tell stories about our work. This session will focus on how to effectively gather relevant scholarly stories, analyze the information, and use it to guide practice. Using lecture, discussion, hands on activities and real-life examples, ASK Standard 7: Analysis of Qualitative Data, will be explored. If you're interested in what qualitative research can do for your program, this session is for you. This is the fourth of a four part Convention Institute.

Assessment Basics (ASK Standard #1)

Assessment 101: A Guide for Student Affairs (ASK Standard #1)

Saturday, March 29, 2008 **Note Pre-Conference Session, registration required

9:00 AM - 12:00 PM

Hyatt Regency, Hanover Hall D

Kimberly Yousey

When it comes to student affairs assessment, are you uncertain where to start? This session offers participants information on assessment, from understanding terminology and developing assessment plans to using the results and putting those into practice. Through an interactive discussion around assessment issues and needs, participants will gain a foundation in assessment language and then explore in-depth the assessment planning cycle. Real-world examples will help frame the discussion as well as application to each participant's individual institution.

Assessment with Purpose: Developing Assessment Skills to Guide Professional Practice

Sunday, March 30, 2008 **Note Pre-Conference Session, registration required

8:30 AM - 4:30 PM

Hyatt Regency, Hanover Hall F, G

Luis Ponjuan

Assessment has increasingly become a necessary skill for student affairs administrators to possess. The aim of this pre-conference workshop is to introduce basic assessment concepts and skills in an effort to empower administrators to conduct survey research on their campuses. Through group discussion and hands-on exercises participants will learn the basics of assessment, how to link learning outcomes to survey development, and how to disseminate survey findings to improve our practice and inform policy.



Assessment Skills and Knowledge (ASK) for Student Affairs Practitioners-Scholars

Wednesday, April 2, 2008

8:00 AM - 9:15 AM

Marriott Marquis, International 6

Gavin Henning

What do student affairs professionals need to know in order to do assessment? In the past 20 years, the public, government, parents, and students have shown increased interest in fiscal and learning accountability in higher education. The ASK Standards, developed by ACPA's Commission for Assessment for and Evaluation, articulate the areas of content knowledge, skills, and dispositions that student affairs professionals need to assess the degree to which students are mastering the learning and development outcomes we intend as professionals.

Learning Outcomes (ASK Standard #2)

Putting the Expertise of CAS to Work

Saturday, March 29, 2008 **Note Pre-Conference Session, registration required

1:00 PM - 4:00 PM

Hyatt Regency, Inman

Merrily S. Dunn

As a profession, student affairs is immersed in the work of assessment. It has become a central and crucial element of the work done by student affairs professionals. It is important and necessary for practitioners to be able to effectively complete this aspect of their work. The CAS professional standards are one tool to aid in this work. This workshop will introduce participants to these standards and how to most effectively use them to meet their assessment needs.

Creating and Assessing Student Learning Centered Health Peer Education Programs

Monday, March 31, 2008

10:15 AM - 11:30 AM

Marriott Marquis, International 7

Matthew Wawrzynski

With shrinking student affairs budgets, students in peer educator roles (health educators, resident assistants, academic advisors, etc.) have become standard on college campuses. Too often peer education program success is only measured by the service provided to the campus. Research shows that experiential learning opportunities provided to peer educators result in student success on personal and academic dimensions. This presentation will provide participants with tools and strategies to connect the peer education experience with student learning outcomes.



Documenting Student Learning in the Co-Curricular

Tuesday, April 1, 2008

8:45 AM - 10:00 AM

Marriott Marquis, M106 & M107

Peggy C Holzweiss

Student affairs professionals instinctively know that students learn through their involvement activities. The problem has been discovering a way to document that learning, thereby providing evidence of the valuable experiences available outside of the classroom. This presenters share details of an ongoing project that identifies common learning outcomes for student leaders, along with concrete methods for evaluating and documenting that learning. Session participants take home tools to use with their student leaders.

Assessment Instruments (ASK Standard #4)

How Using The CIRP Surveys Can Benefit Student Affairs Professionals

Tuesday, April 1, 2008

10:15 AM - 11:30 AM

Marriott Marquis, International 4

John H Pryor

Some of the most important findings concerning the impact of college and the characteristics of college students have come out of the largest and longest running research program on higher education in the United States: the Cooperative Institutional Research Program (CIRP). This session will illustrate how student affairs professionals can use these three highly-respected CIRP instruments on their own campuses to examine such issues as student diversity, civic engagement, faculty-student interactions, student engagement, and many more issues.

Are We Making a Difference With Drug and Alcohol Abuse?

Tuesday, April 1, 2008

11:45 AM - 1:00 PM

Hyatt Regency, Courtland

David S. Anderson

The College Alcohol Survey has examined policies, programs, services, foundations, and problem assessment on alcohol, drugs, tobacco and violence since 1979. With increases and decreases in the range of approaches, what difference does this make? Furthermore, what implications exist for meaningful results as we strategize for the future? This workshop highlights the longitudinal results from ten data collection points, including detailed research analysis, modeling, and data mining. Practitioners and researchers will be challenged to rethink individual and organizational initiatives.



Global Perspectives Inventory: An Instrument for Your Assessment Toolbox

Tuesday, April 1, 2008

11:45 AM - 1:00 PM

Marriott Marquis, International 7

Kelly Carter Merrill

Do students' global perspectives change during college, especially through exposure to initiatives like study abroad, multicultural training, and diversity curriculum? The Global Perspective Inventory (GPI) is a survey instrument that measures multiple dimensions of an individual's global perspective (cognitive, intrapersonal, and interpersonal), utilizing both communication and educational theorists' conceptions of these dimensions. Attendees will learn the theoretical foundation for the GPI scales and the results of the over 500 participant pilot study. Critiques and possible uses will be discussed.

Using Campus Life Data to Transform Institutional Policies and Practices

Tuesday, April 1, 2008

11:45 AM - 1:00 PM

Hyatt Regency, The Learning Center

Cassandra E Harper

This session shares how campus life research can impact institutional policies and practices. A panel of administrators and practitioners who participated in the Campus Life in America Student Survey (CLASS) discusses the logistics, challenges, and successes associated with utilizing data for these purposes. The project is aimed at maximizing the educational benefits of diversity through action. Current and potential users of similar single- or multi-institutional data are encouraged to participate in this program on using data for institutional transformation.

Are Students Really Learning? The Results of a Multi-Campus Study

Tuesday, April 1, 2008

2:45 PM - 4:00 PM

Marriott Marquis, International 2

Will Barratt

During this academic year the University Learning Outcomes Assessment (UniLOA) has been used by 10 campuses and one national fraternity to assess critical thinking, self awareness, communication, diversity, citizenship, membership and leadership, and relationships as student learning outcomes. This presentation reports on the collective results of these assessment projects and on the usefulness and usability of the UniLOA for small and large scale assessments. Everyone interested in assessment of shared student learning outcomes is encouraged to attend.



Quantitative Methods/Analysis (ASK Standards #4,5,7)

You're ASKing for it... An Overview of Quantitative Data Collection

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Using Excel to Analyze Basic Quantitative Data (ASK Standard #7)

Wednesday, April 2, 2008

9:30 AM - 10:45 AM

Hyatt Regency, The Learning Center

Kimberly Yousey

Does the mention of SPSS send you running away? Have no fear, Excel is here! Basic quantitative analysis is often easier and more user-friendly using Excel and you do not need to be a master statistician in order to get the job done. Meant for professionals with basic knowledge of statistics, this session breaks down terms and types of analysis, discuss how to present data to various audiences as well as demonstrate step-by-step approached to running data in Excel.

Qualitative Analysis (ASK Standard #7)

Thematic Analysis for Open-Ended Survey Items

Sunday, March 30, 2008 **Note Pre-Conference Session, registration required

9:00 AM - 12:00 PM

Hyatt Regency, The Learning Center

Carol M. VanZile-Tamsen

The purpose of this workshop is to teach participants how to analyze open-ended survey data. Very often, student surveys include open-ended items which are never completely analyzed. The goal of this session is to provide sufficient information and practice to allow participants to complete thematic analysis of such items. By the end of the session, participants will know how to use thematic analysis for open-ended data and will understand how the results might be presented to decision-makers.



Doing Scholarly Personal Narrative Writing for the Thesis or Dissertation

Sunday, March 30, 2008 **Note Pre-Conference Session, registration required

1:00 PM - 4:00 PM

Hyatt Regency, Hanover Hall A, B

Andrea S McManus

Student affairs plays a critical role in creating environments that promote and foster student learning and development. Student affairs professionals' potential contributions to scholarship through research via Scholarly Personal Narrative writing (SPN) are compelling. SPN is a research methodology, a way of thinking, and a way of writing, about professional practice. This session focuses on the whys and hows of doing SPN writing for the thesis or dissertation. Participants will learn about all facets of selecting and implementing this methodology.

More Than Just a Few Themes: Analyzing Qualitative Assessment Data

Tuesday, April 1, 2008

1:15 PM - 2:30 PM

Marriott Marquis, A706

Susan R Jones

As our profession is increasingly accepting of qualitative methodologies to meet assessment expectations, analyzing qualitative data in a methodologically sound manner is an imperative. This session addresses ASK standard #7: the ability to analyze data. Using hands-on exercises to gain experience in analyzing data, this session will allow participants to incorporate meaningful qualitative data representing several methodological approaches into a comprehensive assessment plan.

Developing ASK Standard 7: Listening to Stories that Impact Practice

Tuesday, April 1, 2008

1:15 PM - 2:30 PM

Marriott Marquis, International 3

Amanda R Knerr

Student affairs practitioners are often referred to as touchy feely practitioners. We love to tell stories about our work. This session will focus on how to effectively gather relevant scholarly stories, analyze the information, and use it to guide practice. Using lecture, discussion, hands on activities and real-life examples, ASK Standard 7: Analysis of Qualitative Data, will be explored. If you're interested in what qualitative research can do for your program, this session is for you. This is the fourth of a four part Convention Institute.



Reporting and Use of Results (ASK Standard #11)

Publishing Books with ACPA Books and Media

Monday, March 31, 2008

8:45 AM - 10:00 AM

Marriott Marquis, International 2

Kristen A Renn

Have you ever wondered how professional books get published? This program will reduce the mystery out of the publishing process and to encourage participants to turn their ideas into viable publications. Editors Ellen Broido, Michael Cuyjet, and Kristen Renn; members of the review board; and current authors will discuss how to develop effective proposals for both edited and authored books; the proposal review process; choosing chapter contributors; completing a project; and writing strategies and support systems.

Using What You've ASKed About: ASK Standard 11

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Writing for the Journal of College Student Development

Tuesday, April 1, 2008

1:15 PM - 2:30 PM

Marriott Marquis, International 2

Florence Hamrick

This session will offer information for prospective authors about the editorial process for the Journal of College Student Development (JCSD). The panel of editors and editorial board members will provide information on preparing manuscripts, the editorial review process, and writing for peer-reviewed publications. Opportunities will be available for attendees to ask questions about the multiple publication outlets in the JCSD, including feature manuscripts, Research in Brief / On the Campus manuscripts, and book reviews.



Assessment Ethics and Politics (ASK Standard #12)

Develop Expertise in Assessment Ethics and Politics ASK Standards Style

Monday, March 31, 2008

8:45 AM - 10:00 AM

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Assessment Education (ASK Standard #13)

Educating Others About Assessment: ASK Standard 13



(Program Sponsored by the Commission on Assessment And Evaluation)

Tuesday, April 1, 2008

7:30 AM - 8:30 AM

Hyatt Regency, Auburn

Gavin Henning

Assessment is an important topic on college campuses. It is being built into the job expectations of many employees and there are even entire offices and full-time positions dedicated solely to student affairs assessment. But how do we go about educating others about assessment on our campuses? While open to anyone, this roundtable will provide an opportunity for college student educators that work full-time in assessment to share stories, tips, and tools for educating others about assessment on their campuses.

Accreditation

Preparing for Reaccreditation: the Role of Student Affairs

Monday, March 31, 2008

7:30 AM - 8:30 AM

Hyatt Regency, Lenox

Patricia A Helland

This roundtable will allow participants to interact with a team of student affairs professionals who have just completed the reaccreditation process. Information will be shared on how to successfully articulate goals and outcomes using self-reported and non self-reported data throughout a five-year cycle. Of equal importance is how to integrate the student affairs mission into the university priorities and strategies for quality enhancement as part of the reaccreditation process.



Assessment in Practice

Citizenship Day: Engaging Students in Civic Responsibility

Monday, March 31, 2008

8:45 AM - 10:00 AM

Hyatt Regency, Hanover Hall A, B

Yvonne Hernandez

In 2005, the Census Bureau identified 20.7 million non-citizens currently in the United States. As a result, San Diego State University students participated in a service-learning project aimed at addressing the needs of their community by sponsoring a citizenship day for legal, permanent residents. Participants in this presentation will learn more about the action research project and how to re-create a similar opportunity on their campuses.

Drawing on the Past; Charting the Future: Identity in College

Monday, March 31, 2008

8:45 AM - 10:00 AM

Marriott Marquis, M302 & M303

John E Jobson

This presentation shares the results of a longitudinal study that examined changes in students' identity while attending a religiously affiliated liberal college. During the 2003-2004 academic year, the experiences of eight, first-year women were documented via participant-generated illustrations and interviews. Seven of the original eight participants constructed illustrations and were interviewed during the 2006-2007 academic year. Through the interviews and illustrations, the women depict elements of their college experience that influenced their sense of self.

Student Perceptions of Required Service-Learning: What's the Purpose?

Monday, March 31, 2008

8:45 AM - 10:00 AM

Marriott Marquis, A704

Susan R Jones

With increased national, university, and community attention focused on civic engagement and social responsibility, service-learning is touted as an efficacious strategy to promote these goals. Growing numbers of high school and college students are involved in community service and service-learning requirements are increasingly common among high schools and colleges. However, little is known about the outcomes associated with such requirements. This session focuses on results of a study that explored college student perceptions of their high school service-learning graduation requirement.



Ch-Ch-Ch-Changes: A Longitudinal Study of Student Conduct Policies and Procedures

Monday, March 31, 2008
10:15 AM - 11:30 AM
Hyatt Regency, The Learning Center
John W Lowery

The challenge of student discipline is one that colleges and universities have struggled with since before the emergence of the student affairs profession. In this session, the presenters describe and discuss their longitudinal study of changes in student discipline conducted over the past 30 years, comparing results of three identical national surveys. The program examines the longitudinal examination of student disciplinary practices and offers unique insights into the functional area's evolution and changing approaches to student conduct.

College Students' Reasons to Attend College and Learning Community Participation

Monday, March 31, 2008
10:15 AM - 11:30 AM
Hyatt Regency, Hanover Hall D
Jennifer P Hodges

Learning community programs have become a popular mechanism for encouraging students to engage more purposefully in the college experience. Why do students chose to participate in learning communities? What do they hope to gain from the experience? How do these expectations shape their participation? Learn about the results of a mixed-method study about the relationship between reasons for attending college and participation in a learning community. Implications for the promotion, design, and assessment of learning communities will be discussed.

In the Face of Crises: Qualitative Guidance Through Narratives

Monday, March 31, 2008
10:15 AM - 11:30 AM
Marriott Marquis, L405 & L406
Julie B Elkins

You've heard stories from colleagues about their experiences in the face of a difficult crisis situation but more often than not, these stories are shared in an informal context. These are stories where we learn about ourselves, the people involved in the situation, and consider how we might handle a difficult situation in the future. This session focuses on a research study designed to seek out the untold stories from professional staff and scholars during crises.



Assessing Sophomores: Implications for Sophomore Initiative Programs

Monday, March 31, 2008

11:45 AM - 1:00 PM

Hyatt Regency, Hanover Hall F, G

Jacob L Acton

Many institutions are developing and implementing initiatives aimed at creating a positive sophomore experience. After a year of attempting to give our sophomores a good balance of what they need and want, a sophomore exit survey forced us to rethink exactly what the sophomore experience looks like. The assessment also serves as a good example of breaking down silos with campus partners and the academic sector in order to better serve this student population.

Campus Responses to the Challenge and Promise of Religious Pluralism

Monday, March 31, 2008

11:45 AM - 1:00 PM

Hyatt Regency, Dunwoody

Alyssa N Bryant

A case study will be presented that explores the spiritual culture of one small, liberal arts, Lutheran-identified institution with an espoused intention to welcome students, faculty, and staff from diverse faith traditions. The program session provides a model for campus assessment of institutional religious culture and diversity and delineates the study's findings and implications. Presenters and session participants will identify the challenges that pluralism brings to campuses as well as the considerable value to campus communities.

Internships and Outcomes: Learning through Collaboration

Monday, March 31, 2008

11:45 AM - 1:00 PM

Marriott Marquis, A708

Linda Jameison

The success of an internship program launched at a small, private, southeast liberal arts college is evaluated through the assessment of student learning outcomes and dependant on the partnership between faculty and career services staff. While career development is an objective for student interns, the conscious choice of faculty and staff to work together also results in career development for the professionals. This program reports on the findings from the first year, highlights assessment data, faculty/staff collaboration and the application of advising methods.



Reconceptualizing Internationalization: From Disconnected Activities to a Developmental Process



(Program Sponsored by the Commission on Assessment And Evaluation)

Monday, March 31, 2008

11:45 AM - 1:00 PM

Marriott Marquis, International B

Mark Salisbury

As a participant in the 2006-2007 American Council on Education Internationalization Laboratory, researchers at a large, public research institution examined extensive institutional data on internationally-related activity across campus, surveyed faculty and student affairs professionals, and held focus groups with faculty from each college. Findings suggest the need for a reconceptualization of internationalization from a set of activities to a developmental process. Significant findings, methods, challenges, and insights for other institutions regarding institutional assessment of internationalization will be discussed.

Advancing Your Assessment Expertise: No Staff, No Budget, No Problem



(Program Sponsored by the Commission on Assessment And Evaluation)

Monday, March 31, 2008

2:45 PM - 4:00 PM

Marriott Marquis, International 3

Jonathan Zerulik

Everyone knows assessment is a good thing. Many of us look wistfully at schools that have an Office of Student Affairs Assessment with multiple full-time staff members. What about those of us who do not have those resources to invest in assessment? This session aims to assist professionals with creating an assessment plan based on our very recent experience in creating an assessment plan for Emory University's Student Affairs Division without the benefit of a dedicated office, staff or budget.

Bandwagons?: Purposefully Assessing the Institutional Fit of a Sophomore Program

Monday, March 31, 2008

2:45 PM - 4:00 PM

Marriott Marquis, International 5

T.W. Cauthen III

Bandwagons. We've all heard of them, but how do we make critical decisions about whether or not to get on? This presentation shares information about one department's decision to craft a purposeful question assessing the need for a sophomore program on its campus and the resulting culture of assessment the project created within the department. Participants will engage in conversation that addresses assessment fears, process, lessons learned, and the sometimes-challenging decisions that are made utilizing assessment data.



Developing and Implementing an Assessment Plan for Orientation Programs

Monday, March 31, 2008

2:45 PM - 4:00 PM

Marriott Marquis, A708

Steven E Grande

Do orientation programs contribute to learning and development? Too often our efforts to understand orientation are limited to student satisfaction. There are accessible tools, however, that provide us with the ability to understand how orientation contributes to student learning and development. Participants will learn how we created program outcomes, identified measures and collected assessment data to measure the change in students' cohesion to campus, their self-efficacy and their appreciation of differences as a result of participating in orientation.

Enhancing Minority Attainment: A Practical Exercise in Diversity Assessment

Monday, March 31, 2008

2:45 PM - 4:00 PM

Marriott Marquis, International 4

Susan D. Johnson

Colleges and universities must be more explicit in and accountable for their diversity efforts. Yet, few institutions take the time to thoroughly learn about the campus climate or to infuse diversity throughout the campus culture. This program highlights a self-study and peer review process used by teams of academic and student affairs personnel to assess the current status of diversity and equity efforts of a multi-campus institution.

Strategic Change: From Self-Review to a Residential Curriculum

Monday, March 31, 2008

2:45 PM - 4:00 PM

Marriott Marquis, M302 & M303

Eric M Nestor

Maintaining residence halls as learning-focused is a continual struggle. How can a department move from their current structure to a new one that is both more educationally focused and one to which staff remain committed? This session examines one department's commitment to self-assessment and change through a multi-year comprehensive self-review process that examined both its affective and systematic processes, led to a new five-year strategic plan, new mission and vision statements, and the development of a residential curriculum.



Assessment Skills & Knowledge: First-Year Program Evaluation

Monday, March 31, 2008

4:15 PM - 5:30 PM

Marriott Marquis, International 5

Mona Hicks

College student departure not only impacts individual college aspirations but also the stability of institutional enrollment. Student departure, therefore, has significant financial implications on the stability of the institutional infrastructure. A diversity of solutions may emerge, but there is no theoretical guide as to which solution is appropriate, thus leaving a multi-disciplinary perspective as the means necessary to achieve resolutions. This program will address college student departure through program evaluation of first-year programs using the ASK content standards as a guide for assessment.

Student Affairs Program Review: Strategies for Success and Future Development

Monday, March 31, 2008

4:15 PM - 5:30 PM

Marriott Marquis, M302 & M303

Mitsu Narui

Increasingly, words like “assessment,” “improvement,” and “accountability” are becoming synonymous with reform, examination, and effectiveness in higher education. The Ohio State University Office of Student Affairs has developed a comprehensive 18-month program review process that its Multicultural Center completed early in 2007. This presentation highlights the Center’s experience completing the process. By engaging with the facilitators, participants understand specific details, logistics and strategies in developing and implementing a diversity unit program review.

Learning Spaces: Gaining Insight from Libraries and Classrooms

Tuesday, April 1, 2008

7:30 AM - 8:30 AM

Marriott Marquis, L405 & L406

Molly A. Schaller

The design of learning spaces, particularly in classroom buildings and libraries, is becoming an area of vigorous research. However, when residence hall, union, recreational, and other spaces are designed, student learning may not be a primary goal for an outcome of the space. This presentation provides findings from a multi-year, multi-method study of a diverse set of learning spaces. The presenters share a set of principles useful in the design of learning spaces.



Programming for Graduate Students: Data-Driven Program Development

Tuesday, April 1, 2008

7:30 AM - 8:30 AM

Marriott Marquis, International 6

Darlene Ray-Johnson

In winter 2006, Rackham Graduate School conducted a needs-assessment survey of graduate students. The intent of the survey was to target health and wellness needs to inform decision-making about program planning. Survey questions were developed within a wellness framework. Based on survey responses, programming in the first year was tailored to address mental health, physical activity, and nutrition. This session focuses on data-driven program development with an emphasis on survey instrumentation, data analysis, resource development, and implications for practice.

Reducing High-Risk Alcohol Consumption: Purposeful Strategies for Change

Tuesday, April 1, 2008

7:30 AM - 8:30 AM

Marriott Marquis, L401 & L402

Judith M. Piercy

We are all searching for effective strategies to reduce problematic campus drinking. In fall 2006, Ohio University implemented revised alcohol policies and practices that produced positive results. The strategies altered discipline responses (sanctions, fines, parental notification), added research-based interventions, improved communication of the message, and initiated assessment. The strategies and findings from the first year of implementation will be presented.

UB Advocates: Engaging Students in the Administrative Decision-Making Process

Tuesday, April 1, 2008

7:30 AM - 8:30 AM

Marriott Marquis, International C

Carol M. VanZile-Tamsen

This presentation offers an overview of UB Advocates, a program designed to provide an avenue through which the student voice is incorporated into university decision-making. Trained students participating in focus groups, on-line surveys, and evaluations of campus events provide an important perspective to university administrators. Session participants will learn how to recruit a similar student advisory group to address campus issues, as well as how to incorporate the generated data into the university decision-making process.



Assessment in Student Activities: A Purposeful Approach for New Professionals
Tuesday, April 1, 2008

10:15 AM - 11:30 AM

Marriott Marquis, International 2

Sarah A Sunde

Student activities are an integral part of student learning and preparation for effective citizenship. Determining what student leaders learn through their involvement can be a challenge, especially for new professionals who may have little to no experience doing so. Session facilitators, current new professionals working in student activities, will guide participants in a discussion of steps that can be taken to identify learning outcomes appropriate for student activities, methods for assessing learning, and specific assessment strategies useful for professionals.

Converting Data into Action: Using NSSE Results in Student Affairs

Tuesday, April 1, 2008

10:15 AM - 11:30 AM

Marriott Marquis, A704

Jillian Kinzie

More than 1,200 four-year colleges and universities have National Survey of Student Engagement (NSSE) data on their campus. Many student affairs units have used NSSE results to assess students' engagement in educationally productive activities, particularly first-year initiatives, academic support, and involvement in co-curricular experiences. A panel of student affairs educators describes how they use NSSE to inform their efforts to enhance the learning environment. Join us to consider how to put your NSSE data to use!

It's Only Your Shadow: Building a Purposeful Job Shadowing Program

Tuesday, April 1, 2008

10:15 AM - 11:30 AM

Marriott Marquis, A703

Rusmir Music

If you have been charged with developing a job shadowing program in your career center, look no further. This presentation will lay all the necessary groundwork to jump start such a program, utilizing data and anecdotes from Brandeis University. We will follow the process through designing the initial learning outcomes, recruiting our alumni, marketing strategies, and matching process. We will explore the methods we are using to evaluate the program and share many lessons learned along the way.



Leading with Purpose: Improving Practice and Expertise Utilizing Action Research

Tuesday, April 1, 2008
11:45 AM - 1:00 PM
Marriott Marquis, A703
Kimberly L Joyce

“Just Do It!” might be a great slogan for Nike, but when leading with purpose, jumping in, and making big decisions or changes without inquiry can be irresponsible and ineffective. Participants learn about action research and gain insight for improving professional practice, administrative skills, and leadership approaches. Presenters use a service-learning research project to illustrate key concepts and facilitate discussion on how participants can effectively apply action research strategies and strengthen leadership skills in their work.

Student Creativity and Creative Identity: Research and Implications for Practice

Tuesday, April 1, 2008
11:45 AM - 1:00 PM
Marriott Marquis, International C
Michele M Welkener

Creativity is one of contemporary culture's most cherished competencies, yet little is known about how humans make meaning of their own creativity and how they are able to act on this understanding in their day-to-day lives. In this session, participants hear narratives from a qualitative, longitudinal study on college students' definitions of creativity and “creative identities,” examine how these concepts developed during their undergraduate years, and discuss the implications of findings for practice in Higher Education and Student Affairs.

Where's The Data? Partnering With Your Institutional Research Office



(Program Sponsored by the Commission on Assessment And Evaluation)

Tuesday, April 1, 2008
11:45 AM - 1:00 PM
Marriott Marquis, International 3
John H Pryor

Your boss asks you to write up a justification for that new program you want to implement. You need some data. Where do you find it? The Institutional Research (IR) Office? What is that? And, who are those people hunched over their computers? Can they help you? The former director of a student affairs research program at a liberal arts college, and now director of a national research program, will give insight into how you can effectively partner with your IR office.



Assessing the Learning Outcomes of Student Conduct Systems

Tuesday, April 1, 2008

2:45 PM - 4:00 PM

Hyatt Regency, Hanover Hall F, G

Steve Janosik

Presenters provide the results of a project aimed at assessing the learning outcomes of student conduct adjudication processes. Four institutions participated in a study where an assessment questionnaire was administered to students after their conduct hearing. Presenters share valuable information about the assessment process and results of the study.

Assessing the Outcomes of Service-Learning Experiences: Strategic Techniques

Tuesday, April 1, 2008

2:45 PM - 4:00 PM

Hyatt Regency, Dunwoody

Christine M Cress

Effective service-learning requires thoughtful investigation of whether students learned, the community gained, and what teaching approaches facilitated the outcomes. This session provides strategies, knowledge, and skills whether you are new to service-learning or looking for additional techniques to assess service-learning experiences. Participants learn about frameworks for designing assessments, see quantitative and qualitative examples of approaches utilized at colleges across the country, and have the opportunity to address their own assessment challenges at their individual institutions.

Cultivating Student Affairs Practice: The Purposeful Role of Critical Inquiry

Tuesday, April 1, 2008

4:15 PM - 5:30 PM

Hyatt Regency, Hanover Hall C

Penny Pasque

This interactive session reviews the principles and practices of critical inquiry (CI) and demonstrates the relevance of this framework to the purposeful development of transformative student affairs practices. At the crux of CI are the principles of inclusion, diversity, participation, equity and social justice. Participants will learn to apply CI principles to cross-functional student affairs professional activities; e.g., staff development, evaluation and assessment, program design. Participants will develop an individual plan for utilizing CI to inform a specific professional/research project.



Promoting Student Success through Academic Advising

Wednesday, April 2, 2008

8:00 AM - 9:15 AM

Marriott Marquis, International 7

Pu-Shih D Chen

Research has shown that high-quality advising can lead to greater persistence and student engagement. The presenters will highlight the results of an academic advising questionnaire that was administered with the NSSE 2007. The primary purpose of this questionnaire was to gather student views on the quality of academic advising and to link it with student engagement, satisfaction, and other learning outcomes. This session will discuss the best practice of academic advising through research and conversations with the participants.

Exploring Institutional Efforts to Promote Spirituality in Higher Education

Wednesday, April 2, 2008

9:30 AM - 10:45 AM

Hyatt Regency, Hanover Hall C

Leslie M Schwartz

Integrating spirituality into our campus communities is an essential component of fostering multicultural competence. This program highlights empirical findings from the Spirituality in Higher Education longitudinal study on undergraduate students' beliefs and values. Through a discussion of the research project and an overview of the National Institute of Spirituality in Higher Education, this session seeks to encourage open dialogue on how this data and institute model can be applied to impact institutional curricular and co-curricular programs and practices.

The Meaning of Work for Today's College Students

Wednesday, April 2, 2008

9:30 AM - 10:45 AM

Marriott Marquis, International 10

Ebelia Hernandez

Working has both positive and negative influences on college student engagement, academic achievement and persistence. As the number of students who work increases, we are challenged with understanding how working students approach their college experience. What does work mean? Do students work for reasons outside of earning money to pay bills or to maintain a certain lifestyle? This program presents the findings from a study about working students, and provides practitioners with suggestions to assist this growing population.

