

Wednesday, February 7

3:00pm - 5:00pm

Registration

San Antonio Grand Ballroom Foyer

Thursday, February 8

7:30 am - 5:00 pm

Registration

San Antonio Grand Ballroom Foyer

8:00 am - 9:00 am

Breakfast for Pathways and Student Success Leadership Pre-conference Meetings

San Juan Foyer

Breakfast for participants in the Pre-Conference Workshop on Pathways and the Student Success Working Group Meeting only

8:00 am - 4:00 pm

JSU CORE Pre-Conference Meeting

San Augustine A

By invitation only

10:00 am - 2:00 pm

NASH Pre-Conference Meeting

San Augustine B

By invitation only

9:00 am - 2:00 pm

Assessing and Improving Political Learning and Engagement on Campus Initiative Workshop

San Gabriel A

By invitation only

9:00 am - 2:00 pm

Pre-Conference Workshop on Pathways

San Juan A

Pre-registration required

9:00 am - 12:00 pm

Pre-Conference Workshop Linking Re-Imagining the First Year and Frontier Set

San Miguel B

By invitation only

12:30 pm - 2:30 pm

Pre-Conference Workshop for New Provosts

San Jose

For provosts or chief academic officers in their first year in the position, R.S.V.P. preferred.

Presenter(s): Linda Vaden-Goad, Framingham State University
Mark Canada, Indiana University- Kokomo
Georgia Hale, University of Arkansas Fort Smith

2:30 pm - 4:00 pm

Opening Plenary

San Antonio Grand Ballroom

Featured Speaker: Shaun Harper, University of Southern California



Shaun R. Harper is a Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California. He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, and immediate past president of the Association for the Study of Higher Education. Dr. Harper's research focuses primarily on race, gender, and other dimensions of equity in an array of organizational contexts, including K-12 schools, colleges and universities, and corporate environments.

Dr. Harper has published over 100 peer-reviewed journal articles and other academic publications, and received more than \$13 million in research grants. Johns Hopkins University Press is publishing his 13th book, *Race Matters in College*. His research has been cited in more than 7,700 published studies. *The New York Times*, *Los Angeles Times*, *Washington Post*, *Wall Street Journal*, *Chronicle of Higher Education*, and over 11,000 news outlets have quoted Professor Harper and featured his research. He has interviewed on CNN, ESPN, and NPR, and has been recognized in *Education Week* as one of the 10 most influential professors in the field of education. Dr. Harper spent a decade on the University of Pennsylvania faculty, where he founded the Center for the Study of Race and Equity in Education.

Concurrent Sessions 1

4:15 pm – 5:15 pm

Student Engagement and Civic Engagement: Assumptions and Reality

San Augustine B

As with other AASCU institutions, Black Hills State University has a considerable array of student engagement initiatives. As we begin a re-launch of civic engagement activities focus has turned to examining all engagement activities to understand areas unique to student engagement or civic engagement. Our presentation will focus on building coherence among the two generally convergent initiatives to avoid duplication and assure proper deployment. Specifically, we'll discuss our inventory process, report on focus group results in the areas, and finally consider how the institution has learned through the conceptual disaggregation of the two initiatives.

Presenter(s): Chris Crawford, Black Hills State University
Lois Flagstad, Black Hills State University
Sharman Adams, Black Hills State University
Amy Fuqua, Black Hills State University

Texas State University System Chancellor's Fellows Program: Leveraging Faculty Leadership to Increase Student Success

San Juan A

The Chancellor's Faculty Fellowship Program began in 2017 as a way to engage a select number of faculty members on an annual basis to take a leadership role within the system and stimulate

improvement in current or emerging academic affairs areas. The program focuses on specific ways to increase excellence in teaching, research, and service across the system, with a particular interest on improving student success. This session will highlight the process for establishing academic leadership programs, review the benefits and challenges of leveraging faculty expertise and “in the weeds” knowledge to stimulate change and improvement on campus, and facilitate a discussion on the importance of academic talent development.

Presenter(s): John Hayek, Texas State University System
Brian Loft, Sam Houston State University
Ni Song, Lamar State College - Orange
Jane Liu, Lamar University

Reimagining the Academy: A Multidirectional Approach to Academic Reorganization

San Xavier

The University of Southern Mississippi is currently engaged in a transformative academic reorganization. The Plan for Academic Reorganization arose from the commitment of Academic Affairs at The University of Southern Mississippi to enhance the distinctiveness of academic programs and to create a sustainable model for academic programming. The plan that has emerged is a combination of many different proposed themes identified through an RFP process, all while remaining sensitive to the myriad of institutional challenges Southern Miss faces.

Presenter(s): Steven Moser, The University of Southern Mississippi
Amy Miller, The University of Southern Mississippi

Saving the Humanities, Saving Our Students, Surviving the Cyborgs

San Grabiela

As we read the higher education prognostications and the results of the big data mavens, two things stand out. The humanities is in a state of crisis, and robotics are going to take away nearly every job that exists except for those that are most intensely centered on human interaction, particularly in the realms of social skills that require trained empathy and creative skills that require a trained imagination and critical and effective communication abilities. In other words, all jobs will be gone except for those requiring the specific set of skills that the humanities provides. This condition has the makings of a tragic irony. As leaders of the academy we need to do what we can to bend the arc of history toward making the humanities understood, relevant, and in great demand. We do this by translating its importance to students, parents, and employers. This session will offer some examples of universities doing just that and propose the creation of a national advocacy network to assist everyone interesting it making this dream a reality.

Presenter(s): Micheal Crafton, University of West Georgia

Doing What We Say: Converting Mission Statements to Student Learning

San Miguel B

Many institutions list complex civic and intercultural concepts as part of their missions, but how do we know if we are translating those lofty goals into student learning? Assessment is often viewed as a secondary or even bureaucratic institutional practice, but it can also support a system of learning that prioritizes student learning, organizes institutional efforts, and directs improvement. This session will discuss a recent survey of national trends in the assessment of complex constructs –

civic learning and intercultural competence – as well as the institutional perspective on assessing and addressing these skills in students.

Presenter(s): Ross Markle, ETS
Kara Owens, Salisbury University

Bridging the Gap: Assuring Graduates' Are Prepared for the 21st Century Workforce *San Juan B*

How do we know whether a higher education program prepares its graduates well – not just for employment after graduation, but for a lifetime of *employability* in the 21st century dynamic world of work? This session will describe the need for a program-level certification focused on “Essential Employability Qualities” graduates need and employers desire, and the new learning-focused quality assurance process that is being designed with 27 pilot programs from 14 colleges and universities: the EEQ Certification. This Certification will help bridge the gap between higher education and employers by signaling, in a new way, educational quality and graduates’ workforce readiness.

Presenter(s): Melanie Booth, The Quality Assurance Commons for Higher & Postsecondary Education

5:30 pm - 6:30 pm

Opening Reception hosted by President Mildred Garcia

San Antonio Grand Ballroom



Mildred García assumed the presidency of the American Association of State Colleges and Universities (AASCU) on January 22, 2018. She is the first Latina to lead one of the six presidentially based higher education associations in Washington D.C.

As AASCU president, Dr. García is an advocate for public higher education at the national level, working to influence federal policy and regulations on behalf of member colleges and universities; serving as a resource to presidents and chancellors as they address state policy and emerging campus issues; developing collaborative partnerships and initiatives that advance public higher education; directing a strategic agenda that focuses on public college and university leadership for the 21st century; and providing professional development opportunities for presidents, chancellors, and their spouses.

Prior to joining AASCU, Dr. García served as the president of California State University, Fullerton—the largest university in the CSU and the third largest university in the state. Under her leadership, the university saw a 30 percent improvement in six-year graduation rates and a 65 percent improvement in four-year graduation rates for first-time freshmen—both university records; the achievement gap was eliminated for transfer students and cut in half for first-time freshmen; and annual gift commitments nearly tripled (from \$8.5 million to \$22 million). The institution is now number one in California and second in the nation in awarding bachelor’s degrees to Hispanics, as well as sixth in the nation in graduating students of color.

A first-generation college student, Dr. García earned a Doctor of Education degree and a M.A. in Higher Education Administration from Columbia University, Teachers College; a M.A. in Business

Education/Higher Education from New York University; a B.S. in Business Education from Baruch College, City University of New York; and an A.A.S. from New York City Community College.

6:45 pm – 8:00 pm

Frontier Set Dinner and Solutions Poster Session

San Miguel A/B

By invitation only

Friday, February 9

7:30 am - 8:45 am

Breakfast

San Antonio ABC

7:30 am - 8:45 am

Breakfast for Women Provosts

San Jose

Open to all attendees

Facilitator: Lorraine Bernotsky, West Chester University

9:00 am - 10:30 am

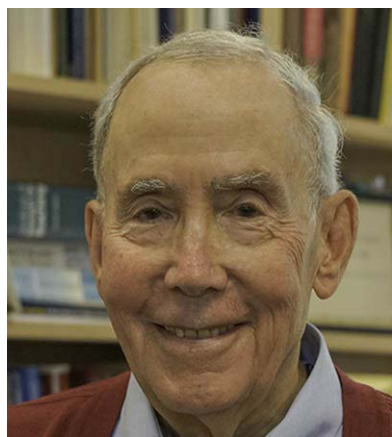
Friday Plenary

San Antonio Grand Ballroom

“The Role of Higher Education in Preparing Informed, Engaged Citizens”

Featured speakers: Tom Ehrlich, Stanford University
Nancy Thomas, Tufts University
Michael Caulfield, Washington State University Vancouver

Facilitator: Amanda Antico, AASCU’s American Democracy Project



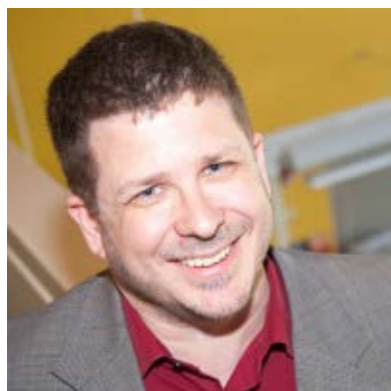
Thomas Ehrlich is a Visiting Professor at the Stanford University School of Education. He has previously served as president of Indiana University, provost of the University of Pennsylvania, and dean of Stanford Law School. He was also the first president of the Legal Services Corporation in Washington, DC, and the first director of the International Development Cooperation Agency, reporting to President Carter. After his tenure at Indiana University, he was a Distinguished University Scholar at California State University and taught regularly at San Francisco State University. From 2000 to 2010 he was a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching. He is author, co-author, or editor of 14 books including *Preparing Undergraduates for Business: Liberal Learning for Professional Education* (2011), which won the Ness Prize for the best book of the year on liberal education; *Reconnecting Education and Foundations: Turning Good Intentions into Educational Capital*

(2007); *Educating for Democracy: Preparing Undergraduates for Lives of Responsible Political Engagement* (2007); and *Civic Work, Civic Lessons: Two Generations Reflect on Public Service*, with Ernestine Fu (2013). He has been a trustee of Bennett College, of Mills College, and of the University of Pennsylvania. He is a graduate of Harvard College and Harvard Law School and holds five honorary degrees. He is also member of the American Academy of Arts & Sciences.



Nancy Thomas directs research on higher education's role in American democracy, including the National Study of Learning, Voting, and Engagement (NSLVE). Prior to joining Tisch College in 2012, Nancy directed the Democracy Imperative, a national network of academics and practitioners working to advance deliberative democracy in higher education. Earlier in her career, she practiced university law. She currently serves as an associate editor for the *Journal of Public Deliberation* and senior associate with *Everyday Democracy*. Her professional interests connect political learning and democratic engagement; equity, diversity, and inclusion; academic freedom and free speech, and; legal issues in higher education. She holds a doctorate from the Harvard

Graduate School of Education and a JD from Case Western Reserve University.



Mike Caulfield is currently the director of blended and networked learning at Washington State University Vancouver. He has worked in educational technology since 1997, with some forays into other things to pay the mortgage. Among projects from the late Paleolithic were the Persona Project, an attempt to integrate English Composition classes with the creation and maintenance of a student-produced online encyclopedia (1997); Transcript Media, a site which made public domain educational material available to P-12 educators (1997-2000); GameGoo, some of the first commercially produced Flash-based educational games on the internet (1999); Columbia Online, a simulation-based online curriculum for Columbia University (2000-2003, as part of

Cognitive Arts), and various e-learning projects for Fortune 500 companies.

Since 2005 he has focused his energy on understanding how online communities and open resources can make institutions more effective, most prominently as the first director of community outreach for the OpenCourseWare Consortium, but also as a founder of a number of local and hyperlocal online communities, and in numerous instructional design projects at Keene State College. He has been recognized for his thinking on these issues, both at national conferences and through Hapgood, his long running blog on educational technology issues (hapgood.us). Outside of education, he is possibly best known as a co-founder of the 5,000 member online political community Blue Hampshire in 2006, a site described by Daily Kos founder Markos Moulitsas as "one of the most influential blogs in the nation", and one of eight blog communities chosen in 2007-2008 for syndication by Newsweek's Ruckus Project. His lo-fi electro song "Miss McGinty's Ghost" reached #26 on the Latvian Radio airplay charts in May 2011. He still has no idea why.

Concurrent Sessions 2

10:40 am – 11:30 am

Federal Higher Ed Policy in 2018: Assessment and Predictions

San Xavier

Pending items of direct relevance on the higher education agenda for 2018 include uncertain funding levels for the current fiscal year, the implementation of last year's giant tax reform legislation, major regulatory changes, and possible legislation to reauthorize the Higher Education Act. Congress and the Administration will be addressing these issues against the backdrop of understaffed agencies, political polarization, and electoral volatility as the November 2018 elections loom on the horizon. This session will provide a brief overview of where higher education stands on the federal agenda and will attempt to anticipate the likely course of federal policy over the coming months.

Presenter(s): Barmak Nassirian, American Association of State Colleges and Universities

Integrating Career Preparation throughout a Four-Year General Education Experience

San Juan A

General education provides the foundation for academic and career success. At Governors State, this process begins with an early start component for those who need academic support and continues with designated student success teams. Students participate in learning communities over the first three semesters. An innovative Center for the Junior Year (CJY) focuses on helping students find their "mission" as they are exploring potential majors, internships, and career paths. The CJY integrates our large population of transfer students with the "home-grown" students by reaching back into the sophomore year and forward into the senior year. Students complete the Junior Seminar and Senior Capstone in their major as part of the general education program. Structured academic pathways provide students with the road map for success.

Presenter(s): Deborah Bordelon, Governors State University
Ann Vendrely, Governors State University

What's in a Name?: The Stockton Exhibition Project as a Teachable Moment

San Juan B

When administrators at Stockton University in Galloway, New Jersey moved the bust of Richard Stockton from its place of prominence at the library entrance, reactions from across the campus, wider community, and the press were immediate, diverse, and impassioned. Some people complained that the university had succumbed to political correctness, while others argued that removing the bust of a slaveholder did not go far enough. This presentation explores the teachable moment that resulted, as well as the university's plan of action, including: a series of programs about the study of history and the processes of memorialization and commemoration; a research initiative to produce a well-documented, comprehensive study about our institution's past; and, most importantly, time and space for multiple perspectives to be heard, discussed, and critically evaluated.

Presenter(s): Michelle McDonald, Stockton University
Lori Vermeulen, Stockton University
Robert Gregg, Stockton University

Fostering an Administrative Culture to Support Online Education and Increase Enrollment

San Gabriel A

The marketplace for online students is increasingly crowded and competitive. However, those institutions that invest in student support, program quality, strategic enrollment management, faculty training and development, and targeting marketing can attract and retain online students. This session will discuss best-practices, strategies, and lessons for institutions that are involved in online education to varying degrees. A culture of online education can be developed and fostered intentionally and strategically.

Presenter(s): Ross Alexander, University of North Alabama

Developing the Scholar Teacher for Enhanced Student Learning

San Augustine A

According to a 2016 Gallup Poll of college and university presidents, the most pressing challenge is “How to best engage and educate students for bright and meaningful futures.” Few higher education faculty have formal training in teaching and learning; therefore, it is imperative that faculty are supported in developing skills in how to provide effective, engaging, and high quality instruction. Recognizing that individuals need to be competent and comfortable in course design and delivery for a variety of modalities using best practices, the University of Tennessee at Chattanooga has implemented a required New Faculty Pedagogy Course. This presentation will address the design, development, delivery, and assessment of this course.

Presenter(s): A. Jerald Ainsworth, University of Tennessee at Chattanooga

Managing a Holistic Approach to Student Success in a Regional Open-Enrollment University

San Augustine B

A holistic approach to student success requires adopting a wide range of initiatives and interventions that simultaneously focus on multiple constituencies (students, faculty, and staff), organizational units (academic affairs, student affairs, and information technology), and aspects of student experiences (advisement, achievement, and engagement). The session focuses on Weber State University’s experiences managing such student success initiatives and interventions. Presentations address the overarching model in conceptualizing student success, and the faculty and staff subcommittees which have been doing to work to design, implement, and assess these initiatives and interventions. Special attention will be given to the organizing group (Student Success Steering Committee) that coordinates the work of the subcommittees and ensures effective campus-wide dissemination.

Presenter(s): Eric Amsel, Weber State University
Madonne Miner, Weber State University
Brenda Marsteller Kowalewski, Weber State University
Bruce Bowen, Weber State University

Strategic Issues and Priorities for Internationalization at AASCU Institutions: 2017 Survey Findings

San Miguel A

A follow-up to the inaugural 2015 WES - AASCU survey, this latest investigation into the internationalization needs and challenges of member institutions highlights what has changed over the past two years and makes recommendations tailored to AASCU’s unique positioning in American higher education.

Join WES and a campus Senior International Officer for an analysis of the survey findings, followed by an extended group discussion on hot topics in internationalization, including: Best practices to diversify and grow international student enrollment in a sustainable manner; new trends and emerging challenges related to changes in international enrollment since 2015; and strategic priorities for internationalization, including partnerships, student satisfaction, and education abroad.

Presenter(s): Ryan Buck, Texas State University
Ian Wright, World Education Services (WES)

The Transformation of Career Development in Higher Education: It's About Time!

San Miguel B

Career development operations in colleges and universities are experiencing a call for transformation—led by demands for accountability, outcomes and a clear return on the investment that students (and their families) are making in the cost of college degrees. In response, colleges and universities are challenged to better leverage data, analytics, and new technology to re-imagine the delivery of career services, the timing of that delivery across the student lifecycle (from recruitment to alumni engagement) and the systems that are necessary to support successful career development operations. Examples of use of motivational and satisfaction data (from Ruffalo Noel Levitz assessments) and career development management software (from Purple Briefcase) will feature AASCU institutions who are leading the way in transforming career development.

Presenter(s): Mari Normyle, Ruffalo Noel Levitz

Redesigned Advising Panel - Frontier Set Strategies for Student Success

San Jose

This presentation will highlight highly effective advising practices of AASCU's 6 Frontier Set institutions, a select group of colleges and universities committed to implementing and integrating policies and practices associated with significantly increasing student success. The emphasis of this panel session will be on sharing practical and actionable knowledge focusing not only on the "what" of change but also the "how." Topics include exploring advising reform, creating a centralized advising structure, integrating technology, the role of faculty, developing advising institutes, and much more.

Presenter(s): Jillian Kinzie, Indiana University School of Education
Jacquie Jones, University of North Carolina Greensboro
Ann Theodori, Sam Houston State University
Gabriel Bermea, University of Texas Rio Grande Valley
Ralf Peetz, CUNY-College of Staten Island
Pauline Entin, Northern Arizona University
Sarah Vandermark, New Jersey City University

11:30 am - 11:45 am

Refreshment Break

San Antonio ABC

Concurrent Sessions 3

11:45 am – 12:35 pm

Moving student from the Classroom to Careers: Creating a Holistic Career Initiative

San Miguel A

Prior to students arriving on your campus, institutions ought to be assisting them in understanding the link between their interest and career options. This conversation must begin upon acceptance and continue strategically until their last year. This workshop will not only provide attendees with practical insights for developing a career pathway initiative along with models that have been successfully implemented, but will help institutions understand why many students not utilizing our current career service offices until their last year.

Presenter(s): Said Sewell, American Association of State Colleges and Universities

“Beyond Recruiting: Challenges of Comprehensive Internationalization”

San Juan B

Internationalization has become a central feature of American universities and has continued to grow in importance considering the multitude of benefits successful internationalization can offer. The primary focus of internationalization is often the recruitment of international students to study in the US and sending American students to study abroad. However, comprehensive internationalization is much more complex and requires an institution to make examine both internal and external issues in order to truly achieve comprehensive internationalization. Comprehensive internationalization helps develop global citizens, prepares students for work in an increasingly global community, encourages faculty to modernize the classroom with global points of view, and exposes students to new points of view. This introduces ways to address specific challenges of comprehensive internationalization in universities and colleges.

Presenter(s): David Kerr, ESLI
Barbara Burch, WKU

Prioritizing Civic Engagement

San Xavier

In its strategic plan, James Madison University aspires to be “the national model of the engaged university: engaged with ideas and the world.” The institution draws a careful distinction between civic engagement, engaged learning, and community engagement – each of which are supported by the highest levels of the university and separate teams of faculty and staff. The Civic Engagement Initiative was described as a model for other institutions when receiving this year’s AASCU Excellence and Innovation Award for Civic Learning and Community Engagement. This session introduces JMU’s approach to engagement, and specifically describes how civic engagement is embedded across the curricular and co-curricular experience. Attendees will have an opportunity to share civic engagement successes and challenges from their home institutions.

Presenter(s): Abraham Goldberg, James Madison University

AASCU's Becoming a Provost Academy Class of 2017-2018: An Update from Participants

San Gabriel A

These members of the Becoming a Provost Academy class of 2017-2018 will share experiences as participants in AASCU’s (AALI) leadership development program at the halfway mark of their year-long engagement. This round table discussion will reflect on the knowledge, skills, and perspectives gained thus far, as well as the remaining work ahead as they prepare for Provost/Vice-President positions in public higher education. The discussion will focus on work at the national seminar last

summer, program content areas, professional experiential plans, as well as the mentoring component as a critical part of the Becoming a Provost Academy experience.

Presenter(s): Bobby Fleischman, Minnesota State University, Mankato
Matthew Redinger, Montana State University, Billings
Aaron Lorenz, Ramapo College
Tamara Brown, Prairie View A & M University
Melinda Schlager, University of North Texas at Dallas

Academic Oversight for Concurrent or Dual Enrollment using NACEP's National Standards and Accreditation

San Augustine A

AASCU's Task Force on College Readiness identified dual enrollment as one of four foundational programs that should be implemented at all member campuses. The National Alliance of Concurrent Enrollment Partnerships' (NACEP) national standards and accreditation ensures that college courses offered in high schools are as rigorous as courses offered on the sponsoring college campus. The standards provide a roadmap for engaging campus faculty in the oversight of the content, quality, and effectiveness of courses taught by high school instructors. This session will highlight specific strategies used by AASCU-member University of Southern Indiana in its 32-year-old program serving nearly 3,000 students annually. Participants will also provide input as NACEP begins developing standards and accreditation approaches for other models of dual enrollment taught by college faculty.

Presenter(s): Jaclyn Dumond, University of Southern Indiana
Adam Lowe, National Alliance of Concurrent Enrollment Partnerships

Working Towards a Dream: Approaches to Working with Undocumented Students at State-supported Institutions

San Augustine B

In this heated political climate, providing support for our dreamers/undocumented students poses challenges for state-supported universities beyond the perennial funding constraints that we all face. This panel will focus on the creative ways that our colleagues in different states have worked to support these students and their families. From information online, to work with community organizations, to campus centers, panelists will discuss the approaches their institutions have taken to working with undocumented students and the factors they weighed in shaping those approaches.

Presenter(s): Kristin Croyle, University of Texas Rio Grande Valley
Erin Grisham, Northern Arizona University
Gary Reichard, College of Staten Island
Brian Jersky, California State University Long Beach
Jessica Franchi-Alfaro, Florida International University

The Emerging Discipline of Student Success Management

San Juan A

Why is the pace of progress so slow? After a decade of intense investment, national graduation rates have increased just two points, while time to degree and career placement continue to lag. Yet some institutions are improving much faster than others by adopting a managerial mindset centered on real-time process metrics – such as registrations, advising contacts, and early alerts – that roll up to their broader institutional student success goals. Based in groundbreaking EAB best practice research, this session will explore how our current approaches to tracking student success

fall short, and how progressive institutions are organizing staff and operationalizing real-time data to accelerate their efforts. We posit that these practices represent the advent of a new discipline in higher education: Student Success Management.

Presenter(s): A. Jerald Ainsworth, University of Tennessee at Chattanooga
Ed Venit, EAB

Data-Driven Retention: Strategies for Driving Long-Term Growth through Persistence

San Miguel B

Ensuring success for online students goes beyond the classroom – institutions must develop retention strategies that consider the full spectrum of student needs and motivations, with resources that help students overcome obstacles. In this presentation, attendees will discover what factors hinder and enable student retention. Jay Hatcher, Senior Vice President of Business Development & General Counsel at The Learning House, Inc., and Tim Edwards, Provost at The University of West Alabama, will explore the findings of the sixth annual Online College Students report, where 1,500 online college students reveal their preferences and demands around online learning – including which factors impact persistence. Topics include the monitoring of student data trends, the benefit of connecting online students to campus resources, the efficacy of retention-focused scholarships, and financial aid roadmaps that help students overcome obstacles.

Presenter(s): Tim Edwards, University of West Alabama
Jay Hatcher, The Learning House, Inc.

The Changing Landscape of Higher Education: Working at Scale within Complex Systems

San Jose

This mini-workshop will address two key questions. What kinds of learning will be needed to foster the kind of intelligence and abilities that our graduates will need in order to reason, plan, solve problems, think both abstractly and concretely, comprehend complex issues and work with others to identify effective responses and solutions for them, learn quickly and learn from their own experience and from the insights of others? How can we serve all of our students well and create educational environments that support student success and serve the needs of society well? How will our institutions interact with society at large to respond to the challenges that our communities face in an era of remarkable social, economic and environmental change?

This mini-workshop will provide an opportunity to discuss how the Academy will adapt to serve these needs through an understanding of the nature of complex systems, the use of design thinking and new forms of university-community engagement and a deeper understanding of the nature of change. We will discuss how to create the capacity to work together in new ways, to define success differently and to learn in new, more integrative ways that foster the intellectual skills and inclinations that our graduates will need. After a brief introduction, the mini-workshop will be shaped around a few key questions that change-makers and innovators need to explore as they seek to prepare their institutions and their graduates for life and work in a new era.

Presenter(s): Judith Ramaley, President Emerita and Distinguished Professor of Public Service at Portland State University

Lunch Break

San Antonio Grand Ballroom

12:45 pm – 2:15 pm

Spotlight Lunch Sessions

American Democracy Project Think Tank

San Jose

AASCU's American Democracy Project is celebrating its 15th anniversary in 2018 and is embarking on a number of new initiatives to engage our campuses that expand our ability to prepare students to be informed, engaged citizens for our democracy. Attend this interactive session to learn about this work in greater detail; facilitators will ask participants to describe their campus's culture around civic learning and democratic engagement, identify and share their own promising practices, and strategize how to best to nurture and expand this work at their respective institutions.

Presenter(s): Amanda Antico, AASCU
Jennifer Domagal-Goldman, AASCU
Daniel Fidalgo Tomé, Stockton University
William McKinney, Indiana University

Sign up at the Registration Desk to join following three spotlight lunches!

What Will It Take for the “Student Success” Agenda to Succeed?

San Juan B

We're monitoring predictive analytics, sending automated alerts to students, and redesigning programs to make pathways clear and coherent. We're focusing on the first-year experience and asking students to collaborate on projects, conduct research, and learn through civic engagement. We're expanding advising and offering supplemental instruction. Yet graduation rates are not improving quickly enough to meet our own goals. What will it take for the “student success” agenda to succeed? In this facilitated session, participants will have the opportunity to join a candid, “closed door” conversation about their own efforts to improve student outcomes. What's working? What has yet to show promise? What else do we have to do?

Discussion facilitators will bring particular focus to the issue of quality instruction and the evidence-based practices shown to increase student engagement, motivation, and learning. To what degree are faculty prepared to teach with these approaches? Is the quality of teaching an underlying factor to realizing the potential impact of success initiatives already in place? What can be done to ensure students receive the quality of instruction they need to succeed?

By the end of this session, you will have:

- Analyzed the comprehensiveness of your student success efforts
- Discussed the role of quality instruction in these efforts
- Identified ways to expand the use of evidence-based teaching practices campus wide

Presenter(s): Amy Chasteen Miller, University of Southern Mississippi
K. Laurie Dickson, Northern Arizona University
Penny MacCormack, ACUE

Fireside Chat: What it Means to be College Ready

San Juan A

High school graduation rates are up nationwide, but is our K-12 system producing graduates who are ready for college? How can we ensure that incoming freshman are prepared to take full advantage of what postsecondary education has to offer? What additional support structures would help students successfully transition from high school to college? Join us for a fireside chat with Sari Wilson, Senior Director of Alumni Affairs and Tarah Burris, Director of College Partnerships at IDEA Public Schools, the fastest-growing network of tuition-free, Pre-K-12 public charter schools in the United States, as they describe why IDEA is increasingly investing in the college readiness of its students, even with a 100 percent college acceptance rate over the last 11 years.

Through a lively, interactive discussion, attendees will gain insights on the challenges facing K-12 administrators in ensuring their graduates make informed postsecondary enrollment decisions and develop the noncognitive skills and mindset needed to succeed in college and beyond. For anyone looking to deepen their understanding of today's high school graduates, this session is a must. Avoiding "death by PowerPoint", Mike Embry, associate vice president for program development at InsideTrack will interview Sari and Tarah, facilitating audience Q&A throughout. This format will effectively walk the audience through IDEA's strategic efforts as a case study while allowing audience members to engage Sari and Tarah around their most pressing questions. Audience members will be encouraged to share their own experiences, so everyone benefits from the collective knowledge and wisdom of the entire group. The goal is to ensure that every attendee leaves with actionable insights to bring back to their institution.

Presenter(s): Tarah Burris, IDEA Public Schools
Mike Embry, InsideTrack
Sari Wilson, IDEA Public Schools

Bringing Stopouts Back: Leveraging Technology, Data, and Humanity to Help Former Students Re-Enroll and Complete their Degrees

San Miguel A

As we all know, 30 million people in this country have some college and no degree. Oftentimes, this means these students have debt and no culminating value for their finished credits. In 2017, Clarion University and ReUp Education teamed up to launch an innovative initiative to engage students who have dropped out of school. By utilizing data, technology, and "second chance" coaches, we built predictive models, ran targeted campaigns, and identified which messages resonate with adult learners. We also used artificial intelligence to assess the quality of the conversations between coaches and re-enrolled students. We've learned a lot and are excited to share our insights, including the key considerations for re-enrolled students, and what these students need to be successful as they move forward to complete their degrees.

Presenter(s): Nitzan Pelman, ReUp Education
Todd Pfannestiel, Clarion University

Concurrent Sessions 4

2:30 pm – 3:20 pm

Supporting Degree Completion Through System-wide Course Transfer

San Gabriel A

In order to support the Kansas Board of Regent's strategic goal to Increase Higher Education Attainment to 60% of eligible Kansans, a process has been established to assure seamless transfer

of courses within the system of universities, community colleges, and technical colleges. Over the past 6 years, 79 courses have been approved for transfer by engaging faculty members to identify core outcomes. Faculty representing institutions from the four-year and two-year sector under the purview of the Kansas Board of Regents are invited to participate in the process. This initiative has resulted in greater continuity of course content and consistency of learning outcomes. This session will describe processes used, the impact on student retention and progression toward baccalaureate degree completion, and the implications for program articulation.

Presenter(s): Lynette Olson, Pittsburg State University
Jeff Briggs, Fort Hays State University
David Cordle, Emporia State University

Increasing Faculty Diversity

San Xavier

The Faculty Senate Diversity Committee collaborated with the Provost at Metropolitan State University of Denver to develop a plan for increasing the diversity of its tenure-line faculty. The goal is to introduce a new pipeline for diverse faculty to join MSU Denver tenure track lines and for them to be retained at higher numbers. Join this session to learn how MSU Denver did it AND to share your ideas regarding how best to diversify faculty to improve inclusive excellence on your campus.

Presenter(s): Vicki Golich, Metropolitan State University of Denver

Understanding the Effects of Outliers in Student Success Initiatives

San Juan B

Leaders chart measures at the aggregate level when assessing student success initiatives. But it is often the case that outliers at various levels of the university have profound effects--both positive and negative--in student success outcomes. Can deans, chairs, faculty members and advisor leaders impact student success measures at the university level? Join Rick Sluder as he unpacks data to illustrate how individual units and employees have incredible influence on student success outcomes.

Presenter(s): Rick Sluder, Middle Tennessee State University

Building Collaborative External Partnerships to Enhance Applied Learning Opportunities

San Augustine A

This presentation will highlight the structure and processes of a campus-wide approach to building collaborative partnerships with external organizations in order to improve applied learning outcomes. Presenters will discuss the importance of assessment and faculty buy-in to create sustainable internships, practicums, work experiences and other types of applied learning opportunities for undergraduates to satisfy SUNY Cobleskill's applied learning graduation requirement.

Presenter(s): Susan Zimmermann, SUNY Cobleskill
Timothy Moore, SUNY Cobleskill
Jeffrey Anderson, SUNY Cobleskill

Using Data to Gain New Perspectives

San Juan A

Using data analyzed and compiled by Times Higher Education, this session will give you a more comprehensive view of where AACSB membership sits based on a number of new benchmarks.

You'll learn the value of using data to inform individual strategies and will walk away with some practical figures that can be used in key conversations with stakeholders either on your own campus, at the statehouse or when establishing international partnerships.

Presenter(s): Sara Custer, Times Higher Education
Emma Deraze, Times Higher Education

Everyone Wins When Data Informs Course Scheduling Decisions

San Miguel A

At Stephen F. Austin State University it was obvious to those close to the course scheduling process that there was a lot of opportunity for improvement. However, it took data, engagement and education to gain buy-in to expand capacity in general education courses. Join us for this session to learn how demand analytics was used to add more full-time faculty, increase freshman enrollment in general education courses by 48% adding more than 3,000 SCHs in Fall 2017 and producing positive financial return for the university.

Presenter(s): John Calahan, Stephen F. Austin State University
John Barnshaw, Ad Astra Information Systems

Present and Accounted For: Capturing Student Engagement Campus-wide for Improved Insight and Retention

San Miguel B

Students showing up to class and campus events is often more than half the battle. Engaging students in meaningful ways is key to delivering better learning outcomes and improved retention. In this interactive session, attendees will get to experience a variety of ways in which student engagement and feedback could be captured. From tracking attendance (in class or even at campus events), to gauging students' conceptual understanding, student engagement opportunities are endless, yet within reach with the ubiquity of mobile devices. The session will explore the ways in which administrators and faculty can utilize student engagement tools and best practices across campus for real-time insight and analytics.

Presenter(s): Cindy Albert, University of Wisconsin-Eau Claire
Phoenix Harvey, Macmillan Learning

New Role of Developmental Education Panel - Frontier Set Strategies for Student Success

San Jose

This presentation will highlight highly effective developmental education practices of AASCU's 6 Frontier Set institutions, a select group of colleges and universities committed to implementing and integrating policies and practices associated with significantly increasing student success. The emphasis of this panel session will be on sharing practical and actionable knowledge focusing not only on the "what" of change but also the "how." Topics include targeting at-risk students, implementing co-requisite courses, summer bridge programs, responding to state mandates, the growing role of supplemental instruction, and much more.

Presenter(s): M.J. Bishop, William Kirwan Center for Academic Innovation at the University System of Maryland
Joe Green, University of North Carolina Greensboro
Susanna Shupp, Sam Houston State University
Jonikka Charlton, University of Texas Rio Grande Valley
Sloane VonWertz, CUNY-College of Staten Island

Melissa Welker, Northern Arizona University
Beimnet Teclezghi, New Jersey City University

2:30 pm - 4:20 pm

Digital Polarization Workshop

San Augustine B

By invitation only

Concurrent Sessions 5

3:30 pm – 4:20 pm

The GC Career Planning Milestones: A Campus-Wide Plan for Meeting the Challenge of the Dynamic Working World

San Juan B

Knowing that 47% of first-year students wanted career counseling (Noel Levitz, 2014) and students needed to be able to demonstrate the relevance of their liberal arts degree to employers, Georgia College leadership made career planning an institutional priority. Through the implementation of the Career Planning Milestones program, GC uses a one of a kind approach to integrating career exploration and the articulation of transferable skills into the student experience. Since the program's Fall 2015 pilot, student use of career services has increased by over 50%, due to over 90% of academic programs including it in their curricula. Session attendees will learn how to use creative budget, campus outreach, and service delivery solutions to prioritize career planning and prepare students for a dynamic working world.

Presenter(s): Mary Roberts, Georgia College
Kelli Brown, Georgia College

Restructuring Student-Faculty-Administration Engagement at New Jersey City University: A Preliminary Report

San Miguel A

New Jersey City University (NJCU) was found in 1929 as a teacher's college and became a public university in 1998. The faculty paradigm at NJCU has shifted from primarily teaching to that of teaching and scholarship. This talk will present strategies that we believe will enhance the teaching and scholarship connection, thus enrich student-faculty engagement. These strategies include involving more students in undergraduate research projects, designing series of faculty development workshops, creating faculty research symposia, and facilitating Faculty Learning Platform.

Presenter(s): Nurdan Aydin, New Jersey City University
Daniel J. Julius, New Jersey City University

A Predictive Model for Students' Sense of Belonging

San Gabriel A

Increasingly, a feeling of belonging is recognized as a key component of student retention and success. St. Cloud State University has developed a "Belonging Index," a predictive measurement that is strongly related to retention. The Belonging Index was created from data collected from first-time SCSU students in Fall 2014 and 2015. After analysis of the 2014-15 data, the index survey was modified to include a relevant subset of the original questions that focused on social belonging, and new questions were added to gauge students' sense of academic belonging. This new survey

was administered in Fall 2017. The measurement process will be described, and data analysis findings shared, along with our procedures for using it to offer timely interventions.

Presenter(s): Melissa Hanzsek-Brill, St. Cloud State University
Glenn Davis, St. Cloud State University
David Robinson, St. Cloud State University
Mark Petzold, St. Cloud State University

Revisited: First Year Block Scheduling: Collaborating to Foster a Sense of Community and Belonging

San Xavier

The Academic Advising office led a cooperative effort with the School of Liberal Arts and Sciences to implement a block schedule model of First Time in College registration utilizing meta-majors in Fall 2016. Advisors facilitated block student enrollment of 12-15 credit hours for the fall semester, and students participated in a campus wide first-year experience program supported by the block schedule. Reimagining the First Year Experience by utilizing block scheduling allows students to develop a sense of belonging, and create learning communities, with the ultimate goal of improving retention. This presentation highlights advantages, obstacles, methodologies, implementation process, as well as outcomes of the block schedule model for both the Fall 2016 cohort, and the Fall 2017 cohort. Qualitative Analysis of block registration, results, 2016 vs 2017 comparisons, and recommendations will be discussed.

Presenter(s): Ali Shaqlaih, University of North Texas at Dallas
Rian Wilhite, University of North Texas at Dallas
Jessica Gilmore, University of North Texas at Dallas

Advising Across the Institution

San Juan A

In this session, Dr. Uzzi and Dr. Higgins describe the ongoing transformation in academic advising at the University of Southern Maine. Reeling from \$20 million in budget cuts and facing challenges in student demographics, retention, persistence, and graduation rates, two years ago USM embarked upon an ambitious plan to embed intentional, high quality advising in all aspects of academic affairs and the student experience. From initial study to pilot orientation programs to organizational structures and faculty incentives, Dr. Uzzi and Dr. Higgins present a comprehensive approach to advising designed to keep students progressing to degree and prepared to meet post-graduation challenges.

Presenter(s): Jeannine Uzzi, University of Southern Maine
Elizabeth Higgins, University of Southern Maine

Ogden Civic Action Network: The University Modeling Engaged Citizenship

San Augustine A

What better way to teach students the importance of being engaged in their communities than by having their own university model it? Weber State University is walking the talk by serving as convener in the Ogden Civic Action Network (OgdenCAN) which is comprised of seven anchor institutions, including the local school district, city, health department, technical college, and two hospitals. Through the civic action planning model developed by Campus Compact, OgdenCAN employs a place-based, anchor-ally-resident approach to address issues of housing, health and education in one of the most socio-economically challenged neighborhoods in Ogden. This session will provide an overview of the process used to create OgdenCAN, the use of existing resources to

support the effort, the civic action plan itself, and opportunities for student/faculty/staff engagement.

Presenter(s): Brenda Marsteller Kowalewski, Weber State University
Madonne Miner, Weber State University
Bruce Davis, Weber State University

Finding a Place for Noncognitive Skills in Student Success Strategies

San Miguel B

As part of a multi-faceted approach to improving student success, North Carolina Central University's (NCCU) University College has implemented a noncognitive assessment that informs a holistic approach to affect student success. While the University College, as a whole, has seen increases in retention of 3-4% annually since its inception, noncognitive data have provided a frame for understanding and guiding the success of the first-year experience. This session examines the success of more than 800 students enrolled in our Proactive Student Success Course in the Fall of 2016, showing relationships among key noncognitive skills, course success, and student success.

Presenter(s): Ross Markle, ETS
William Moultrie, North Carolina Central University

What is the Faculty Role in Student Success Beyond the Classroom?

San Jose

Faculty members are critical to the success of students, but often view their role as beginning and ending with the classes they teach. This session will explore the increasingly important role faculty can and should be playing in our institutions' student success initiatives, particularly reforms and innovations aimed at increasing curricular coherence.

Presenter(s): M.J. Bishop, William Kirwan Center for Academic Innovation at the University System of Maryland

5:00 pm – 8:30 pm

Provost Only Program

La Sierra Dining Room

Saturday, February 10

7:30 am - 8:45 am

Breakfast

San Antonio Grand Ballroom

7:30 am - 8:45 am

Breakfast for Provosts of Color

San Jose

Open to all attendees

8:00 am - 3:00 pm

Registration

San Antonio Grand Ballroom Foyer

9:00 am – 12:00 pm

Provost Only Program

San Antonio Grand Ballroom and San Jose

Concurrent Sessions 6

9:00 am to 9:50 am

Making Change Simple: Designing Systems for Student Success

San Augustine A

Framingham State is in the midst of Reimagining the First Year and implementing positive changes around issues of student success – from revamping academic policies to creating greater transparency among faculty and advisors. Starfish is front and center of this effort. Learn how FSU is handling the immediate success of implementing new processes and streamlining student experiences on campus with the help of the Starfish tool. With minimal marketing and promotion, several key student-facing offices as well as more than half the faculty have adopted the tool in six months, and more are joining the effort. Starfish has become central to our academic success efforts through early alert and mid-term warning surveys that generate early and frequent intervention by academic success professionals and faculty, making the tool a valuable retention tool. By customizing and right fitting solutions for faculty and staff, we are engaging our community in an evolution of student success through improved communication.

Presenter(s): LaDonna Bridges, Framingham State University
Lauren Keville, Framingham State University

Removing Institutional Barriers to College Completion: A Case Study in a College of Arts and Sciences

San Miguel A

Faculty and Staff in the College of Arts and Sciences at Indiana University Northwest explored a series of techniques designed to improve retention and graduation rates. The development of the techniques are premised on the assumption that outcomes can be improved by examining common processes and assessing their effectiveness. The techniques included efforts to improve the timeliness and accuracy of curricular information and efforts to alter the prevailing culture of the college to emphasizing the centrality of graduation within the hierarchy of college goals. The techniques were gradually introduced over a period of years and have been associated with increasing levels of student success highlighted by rising numbers of conferred degrees. The overall experience provides an example of the potential changes that can accrue from a commitment to and focus upon improving educational outcomes.

Presenter(s): Mark Hoyert, Indiana University Northwest
Cynthia O'Dell, Indiana University Northwest

Student Success through the Lens of Literature

San Juan A

For almost 100 years, student success has been an area of focus for higher education administrators, faculty, and staff. Over the years, theories have been introduced and models have been developed to help us better understand why some students succeed and others don't and how institutions can better support all students. For many people, including practitioners, the data, the best practices, the conferences, and the new magic pill can all run together. This session utilizes a

fresh approach to the old challenge of student success by using quotes from literature to reveal new angles, introduce emerging practices, and inspire efforts.

Presenter(s): Vincent Windrow, Middle Tennessee State University

Shared Governance and Reimagining the First Year: Potential Peril but SO MUCH Promise

San Gabriel A

One hallmark of the Minnesota State University, Mankato culture is its commitment to shared governance, where consultation is an absolute requirement for initiatives to get off the ground, gain traction, and progress. Our RFY project is no exception. At this session, participants will learn about how shared governance structures contributed to the development of our RFY “Seven Signature Strategies,” built around student success. Discussion will focus on both the challenges and the benefits that the MSU shared governance model provides, including the gradual culture shift that has emerged.

Presenter(s): Sara Granberg-Rademacker, Minnesota State University, Mankato
Ginger Zierdt, Minnesota State University, Mankato

A Collaborative Approach to Assessing Student Success Initiatives

San Xavier

Northern Arizona University conducts rigorous statistical analysis to better understand the impact of student and academic affairs programs on academic performance, progress, and retention. The results of aggregate analyses and individual program analyses are compiled in an annual report, which also includes missions, target populations, and student learning outcomes for each program. Using a common analytical methodology across programs and joint reporting of results provides both academic and students affairs leaders a broader context within which to assess the impact of the suite of student success efforts on campus. This session will provide an overview of the report contents and highlight a range of uses of the data in promoting and understanding student success on our campus.

Presenter(s): Melissa Welker, Northern Arizona University
Erin Grisham, Northern Arizona University

Community-Based Curriculum: An Innovative Approach to Creating an Undergraduate Degree

San Miguel B

How is curriculum developed on your campus? Department members believe a concentration in a certain area would be good for students, they put together courses, they fill out all the proper forms, they get all the required signatures, and there you go. Or, sometimes a group of faculty members identify a sequence of courses that they would like to teach, and propose new courses to meet their desires. Not so with our Minor in Community Leadership. This one came from the community. Come to this session and we'll tell you how it began, how it was developed, and what's happening now. It's a story your campus could tell some day.

Presenter(s): Lee Miller, Sam Houston State University
Joyce McCauley, Sam Houston State University
Abbey Zink, Sam Houston State University

Business and Education Partnership: Exploring Higher Education & Workforce Development Needs in Southeastern Minnesota

San Augustine B

In an increasingly competitive labor market, higher education remains at the forefront of successfully preparing the next generation of workers. Business and organization's needs change in a dynamic world where offering "real-time" insight into an area that traditionally utilizes historical, lagging indicators to determine workforce needs is essential in developing an accurate understanding. This study provides insight into current and projected needs of the workforce in Southeastern Minnesota. It combines historical data with ongoing industry feedback to identify potential strategies and best practices. It also explores the evolving role of higher education as it strives to develop curriculum, provide practical application of learning, and identify opportunities for graduates entering an increasingly competitive workforce.

Presenter(s): Christopher Hahn, Winona State University
Jeanine Gangeness, Winona State University

Frontier Set Panel Digital Learning

San Juan B

This presentation will highlight highly effective digital learning practices of AASCU's 6 Frontier Set institutions, a select group of colleges and universities committed to implementing and integrating policies and practices associated with significantly increasing student success. The emphasis of this panel session will be on sharing practical and actionable knowledge focusing not only on the "what" of change but also the "how." Topics include developing online gateway courses, expanding online courses, effective adaptive courseware, faculty development, implementing hybrid courses, and much more.

Presenter(s): M.J. Bishop, William Kirwan Center for Academic Innovation at the University System of Maryland
Chris Dunst, University of North Carolina Greensboro
Brian Loft, Sam Houston State University
Kristin Croyle, University of Texas Rio Grande Valley
David Allen, CUNY-College of Staten Island
Flower Darby, Northern Arizona University
Daniel Ward, New Jersey City University

Concurrent Sessions 7

10:00 am – 10:50 am

Understanding Campus Climate for Transgender and Nonbinary Students via Inclusive Language, Innovative Visibility, and Institutional Best Practices

San Augustine B

This research-based session provides in-depth review of the campus climate for transgender and nonbinary students at a large, predominantly white, public, Midwestern university. This session overviews their perspectives regarding gender identity, levels of comfort being open on campus, senses of welcome, and experiences with harassment. Strategies for creating a more inclusive campus environment will be shared. The program is strategically designed to be interactive and participatory in nature. The facilitators will share relevant, practical information and audience members present challenges or questions relevant to their own campuses for discussion by and with the presenters and attendees. Participants will contribute to best practices brainstorm and create an action plan for inclusive practices on their campuses.

Presenter(s): Jon Humiston, Central Michigan University
Sarah Marshall, Central Michigan University

Preparing Students for Career Success by Connecting Education and Work

San Juan B

The Strada Education Network launched the Minority Serving Institution (MSI) Measuring College Value Initiative with the purpose of promoting student success in college and careers. The Initiative's objective is to support two- and four-year MSIs in their efforts to measure the value of postsecondary education training programs and improve student completion and workforce outcomes. This presentation will explore the initial results of two of the five universities participating in this three-year project. Utilizing innovative approaches, the institutions are developing and applying data tools and institutional practices to enhance college completion rates and career readiness for first generation, low-income students, and students of color.

Presenter(s): LaTonia Collins Smith, Harris-Stowe State University
Amy Aldridge Sanford, Texas A&M University-Corpus Christi
Lorenzo L. Esters, Strada Education Network

Faculty Development to Improve the Assessment of Student Learning Outcomes

San Xavier

Faculty and administration recognize the importance of critical thinking skills, but there appears to be a disconnect between awareness and implementation of changes in pedagogical practices. This disconnect is now apparent, as campuses struggle to define their roles in educating critical thinkers prepared to be active citizens, ready to thoughtfully engage in the complexities of our society and democracy. This workshop will focus on a project, initiated at Keene State College, which involved developing and deploying a series of civic engagement and critical thinking applications in the classroom. These applications are based on the Critical-thinking Assessment Test (CAT), and its underlying framework, which allow for the assessment of course content and critical thinking. At the conclusion of the project, students showed growth in both civic engagement and critical thinking skills. Workshop participants will have the opportunity to begin the development of a critical thinking application based on the CAT framework.

Presenter(s): Kimberly Schmidl-Gagne, Keene State College
Elizabeth Lisic, Tennessee Tech University
Kevin Harris, Tennessee Tech University

Experience to Integration: Immersive Civic Learning through Historical Role-Playing Games

San Augustine A

This session will demonstrate student engagement through the immersive civic learning experience of Reacting to the Past historical role playing. Reacting, or RTTP, is a High Impact Practice that offers deep participatory student engagement right inside the classroom. Packing together many of the skills and values of 21st century civic learning, as delineated by AAC&U, RTTP is a gateway HIP pedagogy well suited to General Education survey classes as well as to upper-level courses. RTTP consists of elaborate immersion "games," set in the past, in which students are assigned roles informed by classic texts in the history of ideas.

Presenter(s): Verdis Robinson, The Democracy Commitment
Mary Evins, Middle Tennessee State University

Pipeline Partners: Early Intervention and Success

San Miguel B

The University of Guam (UOG) partnered with local public high schools to address the need for additional preparation among new college freshmen. Creating a direct “pipeline” from high school to the University of Guam meant developing an intervention and faculty development plan that would effectively prepare students and provide teachers with specific strategies for implementation with minimal resources. UOG launched two college readiness initiatives: 1) Early Placement Testing for 9th Graders; and 2) Triton-Titan Partners. The initiatives began as pilots and yielded successful outcomes for both high school students and the University of Guam. These included a fifty percent increase in college placement from 2014 to 2017 and double the number of participants in the Dual Enrollment program.

Presenter(s): Sharleen Santos-Bamba, University of Guam
Anita Borja Enriquez, University of Guam

The KEY to a Fulfilling Job: Career Development Through Experiential Education

San Gabriel A

When we set out to craft a rich, distinctive academic experience at Indiana University Kokomo, we drew on both academics’ and employers’ goals for college graduates and identified five outcomes for the experience (application, integration, collaboration, initiative, and mindset). In this presentation, we will discuss the resulting program, called the KEY (“Kokomo Experience and You”), particularly the components that enrich our students’ career development: internships for history students, retreats for art and English students, professional conferences for Nursing and Allied Health Sciences students, a partnership between Career Services and the School of Business, and Sophomore Sojourns that connected students in Hospitality and Tourism, Communication, Informatics, and other disciplines with industry professionals. We also will share students’ positive responses and successes.

Presenter(s): Mark Canada, Indiana University Kokomo
Sarah Heath, Indiana University Kokomo
Scott Jones, Indiana University Kokomo

Working Partnerships: Using Shared Governance to Improve Teaching Outcomes at Teaching Universities

San Miguel A

At many universities, new faculty members often expect to teach traditional students of high ability--reflecting their personal experiences--while pursuing intensive research agenda. This is not the paradigm at open-admission teaching universities. This session will discuss how an open-admission, public, comprehensive, undergraduate-dominated teaching institution with a faculty educated in traditional academic or industry-specific norms is shifting faculty expectations in retention, tenure, and promotion policies and criteria to complement the university’s teaching mission. In this session, you will hear how partnerships among offices in central administration and Faculty Senate are recognizing and supporting faculty efforts to meaningfully assess teaching effectiveness and support student success without reducing shared governance.

Presenter(s): Kathren Brown, Utah Valley university
David Connelly, Utah Valley University

From Boutique to Widespread: Scaling-Up for Student Success

San Juan A

Scaling-up small programs or innovative pilots so more students benefit is not a straightforward task. Without intentional, guided efforts to scale up, it can take many years to broadly implement effective practices. This session will introduce a framework and strategies for scaling up good ideas and practices and engage participants in identifying threats that prevent going to scale and considering actions to deepen, sustain, and spread effective practice for student success.

Presenter(s): Jillian Kinzie, Indiana University Center for Postsecondary Research and the National Survey of Student Engagement (NESSE) Institute

10:50 am - 11:10 am

Refreshment Break

San Antonio ABC

Concurrent Sessions 8

11:10 am – 12:00 pm

The Return of the City State: The Value of Place for a Public Metropolitan University

San Juan B

Given the continued and substantial decline in federal and state funding for higher education, the special role that metropolitan universities play in providing education that supports the economic momentum of the states they serve is increasingly important. The role of universities in metropolitan Innovation Districts illustrates a modern view of universities as being integral to regional economies that support global outcomes. This session will chronicle the journey of one metropolitan institution (University of Central Oklahoma) to enhance its physical presence in the downtown metropolitan area (Oklahoma City), including the establishment of a downtown teaching facility. Audience participants will become familiar with the opportunities and challenges associated with undertaking similar initiatives as a metropolitan outreach from their own campuses, including as part of an Innovation District (ID).

Presenter(s): John Barthell, University of Central Oklahoma
Charlotte Simmons, University of Central Oklahoma
Gary Steward, Jr., University of Central Oklahoma

Social Services Support for Student Success

San Miguel A

Socioeconomic barriers to student success have long been a challenge for higher education leaders to address. This session will provide an overview and preliminary assessment of Indiana University East's student advocate position which serves in a social service capacity to reduce these types of barriers. In this role, the student advocate connects students to community resources and benefit providers such as food banks, employment services, housing and utility assistance, health insurance, and transportation, and assists students in developing long-term solutions to barriers through proactive case management.

Presenter(s): Carrie Reisner, Indiana University East

Engagement is a Chiliagon: Approaching Learning from Several Sides

San Miguel B

Diversity is a word which is celebrated in all areas of higher education. From those we hire to those we teach, we celebrate diversity. We broadcast our numbers, proving our open access for all. Our diversity is a source of pride. Until, that is, we enter the classroom. Here, we expect that one size should fit all, and if the lesson doesn't fit, the learner must change, not the lesson. Even when we desire to change, we often think that one change will do the trick. Perhaps in no area of higher education has this been more apparent than the area of student engagement. If I change my lesson, my students will become engaged. If I flip the class, move the class online, make it hybrid, use technology, buy new desks, this is the answer to the question, how do I maximize student engagement? But what if there is no one answer? This workshop will suggest several answers that together lead to greater student engagement and more successful student learning. Together, we will look at the Chiliagonic nature of student engagement and try to determine best practices for improving student engagement toward successful learning outcomes.

Presenter(s): Gena Christopher, Jacksonville State University

Just Send a Text Message: Innovative Ways to Reach College Students Through Student Success Retention Technologies

San Juan A

Communication is a vital part of a college's retention plan. Through this interactive session, participants will discover best practices for higher education institutions who implement student success retention technologies like the Education Advisory Board's Student Success Collaborative and Hobson's Starfish Retention Solutions. Sample templates for emails and text messages, campaign analytics, an annual academic nudging communication plan, and social media retention resources will be shared. The Student Success Engineers program, a training program for implementing retention software, will be highlighted in this presentation. Academic nudging (email, telephone calls, and texting) incorporates theories and processes from healthcare to motivate and influence individuals to complete items quickly. Participants will leave with a list of action items that administrators and faculty can easily incorporate in their on their campus.

Presenter(s): Jennifer Edwards, Tarleton State University

Workplace Bullying: Anomie in Academe: Rage, Resistance and Reform

San Augustine B

Workplace bullying in higher education has emerged as a threat to institutional growth and industry sustainability. It is estimated that bullying costs organizations of all types in excess of 200 billion annually. Surprisingly, research indicates that the majority of academic community member neither report nor confront the bullying they experience. Recrafting higher education culture focused on eliminating the toxic and debilitating impact of bullying on educational excellence, workplace productivity and professional career advancement is essential if colleges and universities are to survive and sustain in the 21 century.

Presenter(s): Michael Williams, Thomas Edison State University
Joseph Youngblood, II, Thomas Edison State University

An Expanded Faculty Support and Leadership Model

San Gabriel A

Declining public funding and a climate of accountability has resulted in the need to be more strategic with resources of all types. Professional development is often seen as an area for budget

cuts, but faculty support must remain a priority for Academic Affairs, as we must meet the training and professional development needs of faculty in a changing social and political climate. We share an integrated and expanded model for faculty support and leadership development on a metropolitan campus. We describe efforts to move away from support silos to an integrated, unified approach to make faculty support thematic, impactful, and aligned with institutional mission. The model includes expanded Communities of Practice, Faculty Leadership Forums, and mini-grants. It has enhanced faculty professional development, stimulated leadership opportunities, expanded the institution's capacity for supporting faculty, and increased faculty buy-in and support of university change initiatives.

Presenter(s): Candice Batton, University of Nebraska at Omaha
Deborah Smith-Howell, University of Nebraska at Omaha

Shared Vision, Shared Data, and Shared Governance

San Augustine A

This session covers opportunities for administrators and faculty to pursue strategic goals and priorities through a shared governance lens of data-informed planning and decision-making. The current "big data, data-analytics" culture is impacting every level of higher education. Sharing a vision for creating equitable and authentic assessment opportunities for student learning is a strategy upon which most would agree. This shared vision should be the basis for a positive shared governance foundation that can be supported and improved through the use of shared data and analytics. The collaborative process planning, implementation, and evaluation is dependent on the sharing of goals, information, and engagement of all stakeholders. This presentation will focus on the alignment and integration of shared data and shared governance to achieve the shared vision.

Presenter(s): David Rausch, University of Tennessee at Chattanooga

Student Success Metrics

San Xavier

Nearly 50 AASCU institutions are working to improve retention, graduation, and learning outcomes of students through the Reimagining the First Year and Gates Frontier Set initiatives. Core to this work is a set of data targets defining successful improvement in institutional performance. This session will present findings from key metrics and lessons learned about tracking student success. Specifically, grades in gateway courses, credit accumulation, and one-year retention rates will be discussed. Additionally, data about the use of "D" grades in gateway courses will be shared. Representatives from AASCU institutions will provide context, reactions and their own perspectives.

Presenter(s): Randy Swing
Karen Morgan, New Jersey City University
Laurie Dickson, Sam Houston State University

Concurrent Lunch Sessions

12:15 pm – 1:45 pm

Accelerating Transformational Change: An Institution's Student Success Journey

San Xavier

New Jersey City University has designed a series of proactive and systematic academic success programs. Throughout the implementation phases of their design and various other student success initiatives, the question remains: How do we put our students in the best position to

succeed? The expectation is that successful implementation will help decrease the amount of time to earned degree, as well as increase the number of students in good standing with federal and state financial aid requirements. This talk will highlight collaborative intra- and interdepartmental data-informed efforts to enhance student success through the lens of an integrated planning approach.

Presenter(s): Karen D. Morgan, New Jersey City University
Jimmy Jung, New Jersey City University
Guillermo de Veyga, New Jersey City University
Sarah Vandermark, New Jersey City University
Jessica Accurso-Salguero, New Jersey City University

Maximizing Student Success through Initiative Linking

San Antonio Grand Ballroom C

Institutions are typically involved in multiple student success initiatives related to retention and completion at both the program and course levels. Identifying ways that such initiatives are potentially complementary can create opportunities for linking projects to improve efficacy, resource management, scalability, and sustainability. Western and Eastern Michigan Universities are currently engaged in the John N. Gardner Institute's Gateways to Completion project and the AAC&U LEAP States initiative. Along with the Gardner Institute, and support from the Lumina Foundation, each institution is pursuing unique approaches to linking the two efforts.

Presenter(s): Michael Tew, Eastern Michigan University
David Reinhold, Western Michigan University
Andrew Koch, John N. Gardner Institute

Proactive Pursuit of Student Success at SFA: Transforming an Icon, Equipping First-Gens, and Creating Community

San Jose

Stephen F. Austin State University has a history of being proactive about student success. A central part of these efforts was the creation of the award-winning Academic Assistance and Resource Center (AARC) some thirty years ago. Evolving with the times has been key to the AARC making some big changes for first-year students, including our many first generation students. A new program from a new unit at SFA suggests an initiative called “self-mentoring” to engage these first generation students. And what about ways in which to touch all first year students in a meaningful way? A veteran of administration at SFA envisions how institutional mandates for building a “community” within the individual academic disciplines might generate a dramatic impact.

Presenter(s): Richard Berry, Stephen F. Austin State University
Dana Cooper, Stephen F. Austin State University
M.E. McWilliams, Stephen F. Austin State University
Brittany Fish, Stephen F. Austin State University

Communication, Culture, Consistency, and Career Readiness: Foundations of the First Year Experience at UNT Dallas

San Juan A

This panel discusses a range of programs designed to enhance the First Year Experience at University of North Texas at Dallas. Topics include career readiness, the redesign of first year writing, and implementation of the first year college success course (UGST 1100), now in its second year and required of all incoming freshmen at UNT Dallas. UGST 1100'S integration of traditional study skills with key “soft skills” advances student success in social, civic, and workplace

environments. Training in interpersonal and large-group communication, cultural awareness and sensitivity, and career preparation (resume building, networking, job interviews) are woven throughout the course. The overarching objective of UGST 1100, like that of first year writing, supports the university's key mission of life-long learning, civic engagement, academic success, and social mobility for students and families in southern Dallas.

Presenter(s): Glenda Balas, UNT Dallas
Chris Dickman, UNT Dallas
Anthony Chaney, UNT Dallas
Robert Harris, UNT Dallas
Sara Holmes, UNT Dallas
Arthur Lumzy, UNT Dallas
Marcus Roberson, UNT Dallas

Defining and Realigning for Student Success: Easy to Say, Harder to Do

San Juan B

This interactive session will explore our efforts at defining and describing student success along with the reality of making that operational in terms of strategic advising. Participants will have the opportunity to define student success and then compare their efforts with others in the room using an iterative process to define this term that is so often used but seldom well defined. Following that exercise participants will explore just how the concept of student success is being translated into action at UVU with advisors and others. What does advising for student success look like and what do the structural changes look like that we believe give us the best chance of really focusing on and achieving student success per our own definition? We strongly encourage audience participation since student success is what we all seek but we all know it is not as easy as some would claim.

Presenter(s): Wade Oliver, Utah Valley University
David Connelly, Utah Valley University
Michelle Kearns, Utah Valley University
Tim Stanley, Utah Valley University
Tiffany Evans, Utah Valley University

A Work in Progress: An AASCU & Smart Sparrow Partnership to Build Better Courses

San Miguel B

Faculty authors and Smart Sparrow learning designers will showcase the NBCC project, including identifying the benefits of collaborating with digital learning designers to create new online and hybrid learning experiences for students. Faculty authors will also discuss the process involved, including a list of tools and resources required for successful collaboration between campuses and online learning platforms.

Presenter(s): Tina Zappile, Stockton University
Brett Whitaker, Fort Hays State University
Andree Brison, Fort Hays State University
Steven Koether, Sam Houston State University
Heather Newlin, Smart Sparrow

Concurrent Sessions 9

1:55 pm – 2:45 pm

Does College Pay Off? Using Longitudinal Earnings Data to Show the Value of a College Degree and Help Students Choose a Campus and Major

San Juan A

This panel describes a regional effort to make the case for higher education's economic value, funded by the Strada Foundation. Today critics question the benefits of higher education and contend that higher education no longer pays off for students or the economy. This panel will discuss how seven CSU campuses in the Los Angeles Region created a system that tracks the earnings and employment of all entering students (both graduates and dropouts), down to the program level. The Panel and audience will discuss: 1. The politics of working with earnings data. 2. The value of comprehensive systems to track student earnings. 3. Key methods issues. 4. Creating an interactive on-line system that makes complex data easily available and understandable. 5. Explaining higher education's value to skeptical audiences.

Presenter(s): Richard Moore, California State University Northridge
Kenneth Chapman, California State University, Northridge
Catherine Hou, California State University Northridge

Student Success Coordinators: Integrated Advising, Customer Service, and Career Development

San Augustine A

Transactional advising that focuses primarily on student registration often fails to account for other significant impediments to student success. Most students have needs that transcend curricular navigation. For example, many students struggle to manage financial and/or academic policies simultaneously. Conversely, student-centered advising integrates students' academic, career and personal success, and provides greater consistency and accountability. At SOU, a new integrated student support model embeds Student Success Coordinators (SSCs) in Academic Divisions. These SSCs provide general studies and program advising, help align coursework with career development and identify academic risk. They also help students navigate university policies and structures. Importantly, SSCs have also been empowered to identify problems and propose solutions to help streamline student success. This session examines the structure and design of this new model, including its focus on customer service and evaluation outcomes.

Presenter(s): Jody Waters, Southern Oregon University
Dan DeNeui, Southern Oregon University

Academic Advising and High-Impact Practices

San Gabriel A

Since George Kuh articulated the concept of High-Impact Practices a decade ago, many higher education institutions have sought to implement or improve existing HIPs. Whether these HIPs are perceived of as being curricular or co-curricular, students require guidance when it comes to determining HIPs that might be appropriate for them and the timing of when these are most beneficial to a student. Join us for an engaging look at how both faculty and staff advisors can promote student success by providing counsel and improve the student's High-Impact Practice experience.

Presenter(s): Isaiah Vance, Texas A&M University-Central Texas

Developing Authentic Partnerships in Service-Learning to Prepare Engaged Citizens

San Miguel A

Research demonstrates authentic community engagement experiences, including service-learning, helps students build core skills for citizenship and career success, however faculty often struggle to embed quality experiences in courses. The University of Northern Iowa partnered with Iowa Campus Compact using the Engaged Faculty Institute (EFI) Curriculum to develop a Service-Learning Institute (SLI) to support faculty. The SLI incorporated a day of faculty development and a day to work with a community partner to co-create the project, which was key to redistributing power between community and institutional agents. Research on how to create the most impact to develop critical thinking and engage students with contemporary issues will be outlined. Participants will discuss how partnerships form and develop and the benefits and pitfalls of co-creating service-learning projects to prepare engaged citizens.

Presenter(s): Julianne Gassman, University of Northern Iowa
Emily Shields, Iowa Campus Compact

Students First! Working across Divisions to Elevate Student Success

San Miguel B

Non-cognitive factors and co-curricular engagement significantly impact student retention; however, they often exist in the shadow of the curriculum and academic factors known to influence student success. When colleges and universities commit to an intentional, balanced approach to student learning and engage in cross-divisional collaboration, institutions are transformed. This session will highlight ways in which institutions can bring together the diverse perspectives of student affairs and academic affairs in creating innovative first-year programming resulting in increased retention and completion rates.

Presenter(s): Kristin Moser, University of Northern Iowa
Deirdre Heistad, University of Northern Iowa
Kristin Woods, University of Northern Iowa

The Evolution of University College and Lifelong Learning (UCaLL): A Strategic Approach to Student Success

San Juan B

Established 2012, University College and Lifelong Learning (UCaLL) is a "one-stop" shop for students navigating the college experience. Before UCaLL, the university utilized separate offices to provide services for students. The Lifelong Learning unit catered to the nontraditional student and University College focused on traditional students. There was duplication of services in advising, academic support, and co-curricular activities. Furthermore, many processes across and within units were not seamless or transparent, causing challenges for students. Finally, the lack of a faculty presence in the offices did not yield the type of collaboration necessary to serve the holistic student. This presentation will demonstrate how the restructuring and subsequent organizational changes over the last five years have provided synergies, processes and efficiencies that benefit students, faculty, and staff.

Presenter(s): Doria Stitts, Winston-Salem State University

RFY/FS Networking Session

San Xavier

Facilitator: Jo Arney, American Association of State Colleges and Universities

3:00 pm - 5:00 pm

Closing Plenary and Reception

San Antonio Grand Ballroom

“Gateway Courses: A Historic Low Status/Low Performing Endeavor—What Will You Do?”

For what will be both a didactic and VERY interactive closing session, John will introduce the national context for student performance in gateway courses and will present appalling data on the correlation between receipt of DFWI grades and attrition and the resulting implications for social justice. Examples will be provided of gateway course redesigns that are yielding promising outcomes. Most importantly, participants will be given the opportunity to discuss their efforts to improve gateway course outcomes, reflecting on where they need help, and sharing publicly the improvement actions they plan to take on their own campuses. Participants also will offer guidance on how AASCU could best support campus efforts to significantly improve these unacceptable levels of student performance.

Featured Speaker: John Gardner, Gardner Institute for Excellence in Undergraduate Education



John Gardner is an educator, university professor and administrator, non-profit organization chief executive officer, author, editor, public speaker, consultant, change agent, student retention specialist, first-year, sophomore, transfer, and senior year students’ advocate, and initiator and scholar of the American first-year and senior-year reform movements. He serves as President of the John N. Gardner Institute for Excellence in Undergraduate Education (JNGI).

JNGI works with colleges and universities to strengthen their resolve and processes to undertake assessment and other improvement actions to increase student learning and retention.

JNGI focuses its work on the use of a previously non-existent set of aspirational standards for improvement of the first-year, the transfer student experience, and the gateway course experiences of students at all undergraduate levels. These first-year and transfer standards are known as JNGI’s “Foundational Dimensions”® in a process called Foundations of Excellence® in the First College Year or Foundations of Excellence® – Transfer Focus. In addition, JNGI offers several additional processes for student learning, success, retention and completion including Gateways to Completion® (G2C®) to improve student performance in high failure rate gateway courses and Retention Performance Management® (RPM®) to improve retention rates for specific cohorts such as first year, sophomores, first-generation, low-income, etc.

Reception to follow in the San Antonio Grand Ballroom Foyer

Meeting adjourned