UNIVERSITY AT ALBANY STUDENT AFFAIRS PRESENTS

ATC TELLING YOUR STORY

2018 ASSESSMENT, TECHNOLOGY, & COMMUNICATIONS CONFERENCE

WEDNESDAY, JANUARY 10, 2018
8:00 AM - 3:30 PM

CAMPUS CENTER BALLROOM
Dear Friends and Colleagues,

Welcome to the 2018 Assessment, Technology, and Communications Conference.

This is the seventh year that the Division of Student Affairs at the University at Albany has hosted a conference for higher education professionals. For the second year, the scope of the conference has expanded to include technology and communications with a focus on how these three areas refine data to positively enhance our students’ experience.

Through this year’s theme, Telling Your Story, the Conference seeks to achieve three fundamental learning objectives.

First, to understand how the synergy of combining our assessment efforts with technology and communications can create operational efficiency to cohesively highlight our student success.

Second, to consider the central role that assessment, technology, and communications plays in the broader higher education landscape, and to think about how these three areas can advance our work.

And finally, to nurture professional relationships among campus stakeholders – each of us – so as to create a support network in which we may call upon each other for guidance and counsel.

Here’s wishing you much success today and in the future.

Sincerely,

Mike

Michael N. Christakis, Ph.D.
Vice President for Student Affairs
University at Albany
Dr. Kimberly Yousey-Elsener

Dr. Kimberly Yousey-Elsener is Dean of Assessment and Retention at Hartwick College. She recently published “Coordinating Student Affairs Divisional Assessment”; as well as “Successful Assessment in Student Affairs: A How-To Guide” and “Data Collection and Reporting” with Paper Clip Communications.

Her experience in higher education includes teaching at the undergraduate and graduate level, residence life, academic advising/support, service learning, student activities, assessment, as well as serving as an Assessment Consultant for Campus Labs. She received her Ph.D. from New York University in Higher Education Administration and Policy, a Master’s Degree from Kent State University in College Student Personnel Administration and a Bachelor’s of Music Education from Baldwin-Wallace College.

NETID: UAGuest
Password: resolution
#UAlbanyATC @UAlbanyATC
8:00 – 9:00 | CHECK-IN & CONTINENTAL BREAKFAST
Main Entrance & Campus Center Ballroom

9:00 – 10:00 | WELCOME & KEYNOTE ADDRESS
Campus Center Ballroom

**The Higher Education Trifecta: Assessment, Technology, and Communications**
Dr. Kimberly Yousey-Elsener
Dean of Assessment and Retention, Hartwick College

10:15– 11:05 | BREAKOUT SESSION 1

**Option I (Campus Center 375)**
**Blackboard Beyond Courses**
Julienne Cuccio-Slichko, Ph.D., Instructional Developer
Caroline Manssino-Cohen, Senior Instructional Developer
ITS/ Educational Technology Center, University at Albany

**Option II (Studio West)**
**Learn to Tell Your Student Affairs Story**
Jennifer Jones, Marketing & Communications Manager
Jennifer Maltby, Assessment Manager and Systems Administrator
Office of Assessment, Technology and Communications, Division of Student Affairs, Rochester Institute of Technology

**Option III (Campus Center West Board Room)**
**Assessment for the People: Simple Solutions for Assessing Campus Climate**
Moira Phippen, Consultant
Campus Success, Campus Labs

**Option IV (Campus Center West Multi-Use Room)**
**Performance Measures: Telling Your Strategic Story**
Daniel Doerr, Assistant to the Vice President for Planning and Assessment
Office of the Vice President for Student Affairs, University of Connecticut
Option V (Assembly Hall)
Writing Meaningful and Measurable Student Learning Outcomes for Beginners
Rob Bahny, Director
Office of Accessibility/Veterans, Siena College

11:15 – 12:05 | BREAKOUT SESSION 2

Option I (Campus Center West Multi-Use Room)
More Than Salary: Telling the Story of Your Graduates
Vanessa Newton, Director, Data & Operations
Career & Internship Center, University at Rochester

Option II (Studio West)
Telling Our Story Through Students: Success of the Student Affairs Media Internship Program
Cynthia Calautti, Coordinator for Communications & Marketing
Student Affairs, University at Albany

Option III (Campus Center 375)
One Fish, Two Fish, Red Fish, Our First Assessment Report
Cindy Cogswell, Ph.D., Postdoctoral Fellow, Assessment and Evaluation
Ashley Kehoe, Associate Director
Dartmouth Center for the Advancement of Learning, Dartmouth College
Ashley T. Doolittle, Ph.D., Associate Director
Dartmouth Center for Service, Dartmouth College
Colleen Goodhue, Media Communications and Student Engagement Manger
Media Production Group/Dartmouth Center for the Advancement of Learning, Dartmouth College

Option IV (Assembly Hall)
Evaluating the Impact of an Early Alerts System
Kristyn Muller, Impact Analyst
Michele Forte, Ph.D., Project Manager
Rachel Sullivan, Student Assistant
Open SUNY, SUNY System Administration

Option V (Campus Center West Boardroom)
Using Assessment to tell our Student Affairs Story
Kathleen Evans, Ph.D., Assistant Vice President
Sara Rebeor, Associate Director of Residential Life and Housing
Student Affairs, SUNY Oswego
Schedule of Events

All breakout sessions will be held in rooms within the Campus Center

12:05 – 1:05 | Lunch

Campus Center Ballroom

1:15 – 2:05 | Breakout Session 3

Option I (Studio West)
Fun Classroom Activities That Will ENGAGE Your students
David Mamorella, Instructional Developer | Adjunct Professor
ITS & Adjunct in Communication, University at Albany

Option II (Campus Center Ballroom)
The Building Blocks of Meaningful and Sustainable Assessment
Nicole Childrose, Assistant Professor of History, Non-Academic Assessment Chair
Institutional Effectiveness and Assessment, Columbia-Greene Community College

Option III (Assembly Hall)
Assessment, Discussion, & Application: Giving Voice and Responding to Student Development Needs Using SELO (Student Employee Learning Outcomes)
Michael Boerner, Risk Management and Assessment Coordinator
Department of Facilities Operations, Student Activities Center, Stony Brook University

Option IV (Campus Center West Boardroom)
Theory Based Practice: Measuring Student Leadership Development Through Rubrics
Catherine WoodBrooks, Ph.D., Vice President for Student Affairs
Student Affairs, Assumption College
Moira Phippen, Consultant
Campus Success, Campus Labs
**2:15 – 3:05 | BREAKOUT SESSION 4**

**Option I (Campus Center 375)**
**Reporting Optimization for Decision-making: Visualizing High Volume Transportation Data Through Dynamic Dashboards**
Zoraya Cruz-Bonilla, MPA, Data Research Analyst
Student Affairs Assessment and Strategic Initiatives, Binghamton University
Ashley Krizanek, Business Analyst
Transportation and Parking Services, Binghamton University

**Option II (Campus Center Ballroom)**
**Teaching With Rich Media**
Steve Covello, Rich Media Specialist, Instructional Designer, Online Instructor
Instructional Design, Granite State College (USNH)

**Option III (Campus Center Boardroom)**
**Seeing the Forest AND the Trees: Integrating Assessment Into Student Engagement Initiatives**
Kirsten Pagan, Assessment Analyst, B-Engaged Platform Coordinator
Student Affairs Assessment & Strategic Initiatives, Binghamton University
Moira Phippen, Consultant
Campus Success, Campus Labs

**Option IV (Assembly Hall)**
**Inclusive Story Telling: Ideas and Tips for Capturing LGBTQ+ and ALANA Data**
Courtney D’Allaird, Assistant Director
Intercultural Student Engagement, University at Albany
**BREAKOUT SESSION 1**

*Option I (Campus Center 375)*

**Blackboard Beyond Courses**

Did you know departments and administrative offices utilize Blackboard for more than academic courses? Consultants from the Educational Technology Center (ETC) share how academic and administrative departments have leveraged Blackboard Community’s capabilities to address gaps and meet goals, from online orientations to experiential learning groups. Join us for a sneak peek at what others are doing and their success stories for building community.

*Option II (Studio West)*

**Learn to Tell Your Student Affairs Story**

Three years ago, the Division of Student Affairs at RIT recognized the synergies between Assessment, Technology and Communications and built a department to provide leadership and support to the Division in these three areas. In this session, the presenters will detail how ATC works behind the scenes to support the other 20 departments in the Division in transforming the student experience and telling the RIT Student Life story. Throughout the session, the presenters will: Share a framework that can be used in identifying the necessary components in story development; Highlight and discuss a case study from the Rochester Institute of Technology Center for Leadership & Civic Engagement; and Work through the framework with audience participants so that all members leave with a draft of a strategy or plan.

*Option III (Campus Center West Board Room)*

**Assessment for the People: Simple Solutions for Assessing Campus Climate**

In a time of unrest, campus-wide climate studies are enormously important to understanding student retention and success, but they can be expensive and time consuming to conduct. However, we can contribute and assess climate data at the office level just by disaggregating our existing data. In this session, we will explore what kind of prompts on program evaluations are ideal to disaggregate and, what demographic variables might be most helpful to use for disaggregation. Attendees will explore how to use disaggregated data effectively without needing to rely on advanced statistical skills.

*Option IV (Campus Center West Multi-Use Room)*

**Performance Measures: Telling Your Strategic Story**

For strategic planning to be effective, it needs to be a living process, closely tied to management practice. Part of tying strategy to management is having a means by which to tell your strategic story. One means of doing this is through meaningful performance measures that 1) allow staff at all levels to have a line of sight to division-level priorities, and 2) provide meaningful data that tell the story of performance related to those priorities. This presentation will discuss how the Division of Student Affairs at UConn engaged in the process of developing and launching strategic performance measures and share lessons learned.

*Option V (Assembly Hall)*

**Writing Meaningful and Measurable Student Learning Outcomes for Beginners**

Professionals in student life who are new to student learning outcomes will learn the basics of how to write a meaningful and measurable student learning outcomes.
BREAKOUT SESSION 2

Option I (Campus Center West Multi-Use Room)

More Than Salary: Telling the Story of Your Graduates
Graduation survey, first destination survey, outcomes - whatever your institution calls it, universities are becoming increasingly more responsible for reporting on the success of their graduates. "Success" is generally seen as are you working, if so how much do you make or are you going to graduate school. The University of Rochester is working on telling better stories of our graduates utilizing Tableau and creating strategic communication plans around these stories. This session will outline the value in utilizing Tableau to visualize out your outcomes data as well as how you incorporate story-telling elements in your visualization and create a better, clearer picture of what success is for a graduate.

Option II (Studio West)

Telling Our Story Through Students: Success of the Student Affairs Media Internship Program
The UAlbany Student Affairs Media Team Internship Program was created in the fall of 2015 for two purposes: to provide our students with hands-on experience in the areas of graphic design, video, photography, social media marketing and web development; and to provide media support to the Division of Student Affairs and our 17 departments. In addition to enhancing their technical proficiencies, our interns build organizational and problem-solving skills, improve their ability to work in teams and end the internship with a portfolio of work. This is accomplished by utilizing existing University structures, collaborating with University academic departments to provide internship credit, and with minimal financial investment via Student Affairs. Join us as we share how we developed the internship program, how it functions, and how it has impacted our students.

Option III (Campus Center 375)

One Fish, Two Fish, Red Fish, Our First Assessment Report
Over the past two years Dartmouth College has implemented seven student-centered initiatives that provide resources, support and funding to faculty and staff. This session will introduce the initiatives, present the process of working across four different departments, and share preliminary findings of their work, by telling our story via print and digital mediums.

Option IV (Assembly Hall)

Evaluating the Impact of an Early Alerts System
With an increased focus on student success, many colleges have begun utilizing risk-intervention early alerts tools to improve student retention. Yet it’s difficult to isolate the impact of an early alerts tool, so how do we evaluate its effectiveness? The presenters are involved with SUNY’s effort to expand the use of Hobson’s Starfish across multiple campuses and create an early alerts community of practice. Throughout this project, the campuses involved were asked to think about how they define and measure the success of Starfish. Collectively, the group identified, refined, and shared strategies for evaluating Starfish. The presenters will discuss the process used to think about this challenge and determine appropriate solutions. Attendees will have an opportunity to reflect on and discuss their own experiences with evaluating the effectiveness of an early alerts tool or similar initiative.

Option V (Campus Center West Boardroom)

Using Assessment to tell our Student Affairs Story
In our efforts to create a culture of assessment, we understood the importance of sharing our story with each other and our stakeholders. Not only does our assessment work provide a foundation for continuous improvement in our programs and services, but it also strengthens our story and articulates the division’s role in student success. In this session we will share our specific strategies for communicating our assessment outcomes at departmental, divisional, and institutional levels.
BREAKOUT SESSION 3

Option I (Studio West)

Fun Classroom Activities That Will ENGAGE Your students
This session will highlight fun classroom activities that can engage students at any level. An Adjunct Communication Professor from the University at Albany will share successful teaching strategies that can apply across disciplines.

Option II (Campus Center Ballroom)

The Building Blocks of Meaningful and Sustainable Assessment
This program will focus on the development and implementation of three meaningful and sustainable assessment practices by demonstrating actual examples currently in use. These include: a digital resource guide, assessment bulletin, assessment glossary, assessment award and action and assessment plan. Examples will be discussed and program participants will be invited to share in an active discussion their stories and processes of implementation of resources and tools which have allowed their campus to meet and surpass accreditation and assessment standards, while contributing positively to assessment culture at their institutions.

Option III (Assembly Hall)

Assessment, Discussion, & Application: Giving Voice and Responding to Student Development Needs Using SELO (Student Employee Learning Outcomes)
Strategic assessment of student development data can be difficult for an office or department to implement in a way that is beneficial to both student staff members and supervisors. Numerous factors impede the usefulness and finding a unified assessment tool that is applicable to a range of varied student positions within a department also poses a challenge.

The Student Employee Learning Outcome (SELO) assessment tool was developed by Keeling & Associates for the Division of Student Affairs at Stony Brook University. The tool was specifically created to allow for the tool to be adaptable to the needs of different areas within the Division. With the goal of student development in mind and focusing on concrete learning outcomes, this presentation discusses means of successfully implementing SELO while at the same time leveraging collected data to involve student voices in the process of meeting learning objects in their employment and gaining transferable skills.

Option IV (Campus Center West Boardroom)

Theory Based Practice: Measuring Student Leadership Development Through Rubrics
As educators in student affairs, we are charged with supporting our students through their developmental milestones. Although student development theory can provide a helpful framework for understanding student behavior, it does not always easily translate to an assessment framework, particularly when our student leaders are also our employees. Through a shared conversation around rubric development, presenters will explore strategies and considerations for incorporating theory in rubric-based assessment efforts, particularly at mission-driven institutions.
BREAKOUT SESSION 4

**Option I (Campus Center 375)**

**Reporting Optimization for Decision-making: Visualizing High Volume Transportation Data Through Dynamic Dashboards**

It is estimated that 88% of data goes unanalyzed—particularly because data is being generated at a faster speed and creating volumes of information that remain buried within large databases. Thus, paralyzing organizations with figuring out how to make sense of what they already have or what they need to optimize their decision-making process. Through a case study of high volume transportation data, we explore the utilization of business intelligence tools/practices to create a dynamic dashboard of student ridership throughout an entire semester. Their application support a data-driven culture that every organization must embrace to maximize opportunities, develop metrics, appraise KPIs, and articulate their impact on service enhancement.

**Option II (Campus Center Ballroom)**

**Teaching With Rich Media**

Learners depend on the quality of instructional media to form mental models and meaning. The unique affordances of rich media—multimedia, social media systems, and cloud-based Web tools—should be employed in learning because of their ability to provide cognitive advantages for learners as they apprehend new knowledge. Instructors, in their long term professional development, must be able to “teach beyond text” by using rich media and implementing it in instructionally sound ways. In this session, the presenter will describe a variety of rich media and unpack the skills and proficiencies instructors will need to use them in an instructional context.

**Option III (Campus Center Boardroom)**

**Seeing the Forest AND the Trees: Integrating Assessment Into Student Engagement Initiatives**

What happens when student engagement tools are directed by staff specializing in assessment? Assessment professionals are known for being interested in the “forest” of campus-wide engagement while by necessity student engagement professionals must focus on the “trees” of individual programs. In this session, we will consider the case of an assessment office’s oversight of a student engagement platform. How can these two seemingly different perspectives can work together and learn from one another to best serve both the student body and the institution as a whole? Attendees will learn how to build an assessment approach into student engagement initiatives such as co-curricular transcripts and certification programs without sacrificing the student experience.

**Option IV (Assembly Hall)**

**Inclusive Story Telling: Ideas and Tips for Capturing LGBTQ+ and ALANA Data**

How do I tell the story of LGBTQ+ students on my campus? How should I phrase LGBTQ+ questions? What do I do with the data after I collect it? Are my demographic categories enough? How do I tell the stories of students of color on my campus? Come share some ideas and tips for reaching members of the ALANA and LGBTQ+ community through our assessment so that we can tell more inclusive stories that reflect all our campus has to offer.