

national
student success
conference

Innovators & Innovations in Higher Education

February 27 - March 1, 2019
Tampa, Florida

AGENDA



Co-hosted by



Welcome to the NSSC!

As your hosts, the University of South Florida and the Florida Consortium of Metropolitan Research Universities are most pleased that you have chosen to attend the **National Student Success Conference: Innovators & Innovations in Higher Education** in beautiful Tampa!

The mindset and behaviors of modern undergraduate students present new challenges for higher education at a time when colleges and universities are compelled and empowered to transform the way we think about and practice student success. Successful colleges and universities are implementing comprehensive strategies that focus on academic as well as non-academic issues, using all tools at their disposal—including big data and high tech—to deliver the right support, to the right student, at the right time. These innovative approaches help to not only remove the barriers that slow or halt student progression but enrich the student experience, leading to the ultimate student success, graduation.

In its second year, the conference has been expanded to bring together even more of the brightest minds to share their insights and innovative Student Success practices with higher education colleagues from across the nation. We hope you will take advantage of all the diverse perspectives at the conference, expand your network and learn from each other. Be sure to download and use the conference app (see next column) to connect with other attendees, comment on what you hear and share info with your colleagues not attending via social media (#studentsuccessconf).

We look forward to interacting with you during the conference but also hope you will take some time to enjoy the beauty of Tampa Bay after hours. Tampa offers a rich cultural heritage, delicious cuisine, gorgeous waterfronts and thrilling attractions to round out your visit.

Again, welcome and have a great conference!



Paul Dosal, Ph.D.
Vice President – Student Success
University of South Florida



Michael Preston, Ed.D.
Executive Director - Florida
Consortium of Metropolitan
Research Universities



Conference Connectivity

WIFI Access

For WIFI service in conference areas, connect to the 'Hyatt Meetings' network and use the password 'Events2234'.

Conference App

Be sure to download the NSSC app to your mobile device to help you get the most out of the conference. Visit your app store and download Attendify. Search for 'NSSC 2019' then tap to add it to your events. Now, connect with other attendees, share your thoughts on social media, keep up with the schedule, plus much more!

Plenary Interaction sli.do

Join the conversation in select sessions by asking questions, answering polls and 'Liking' other participants' questions with Sli.do!

Download the App:

1. Go to your phone's app store
2. Search for 'Sli.do', download and open
3. Enter the event code W794
4. Tap on the event that appears below to participate

Access Online:

1. Go to www.sli.do
2. Enter the event code 9365
3. Click 'Join'



Agenda at a Glance



WEDNESDAY, FEBRUARY 27

11:00 am - 11:30 am	Check-In for Pre-Conference Luncheon Workshop & USF Campus Tour Buses depart promptly at 11:30 am	Hotel Lobby
12:00 - 4:00 pm	Pre-Conference Luncheon Workshop and Campus Tour	USF Tampa
4:00 - 7:00 pm	Conference Registration Check-In	Hotel Lobby
5:30 - 7:00 pm	WELCOME RECEPTION WITH EXHIBITOR MEET & GREET	Audubon Foyer

THURSDAY, FEBRUARY 28

8:00 am - 12:00 pm	Registration Check-In	Audubon Foyer
8:00 - 8:45 am	Breakfast	Audubon Ballroom
8:45 - 10:15 am	WELCOME AND OPENING PLENARY SESSION	Audubon Ballroom
10:15 - 10:30 am	Break	
10:30 - 11:30 am	Workshop Session A	See Workshops at a Glance
11:30 - 11:45 am	Break	
11:45 am - 1:15 pm	LUNCHEON PLENARY SESSION	Audubon Ballroom
1:15 - 1:30 pm	Break	
1:30 - 2:30 pm	Workshop Session B	See Workshops at a Glance
2:30 - 2:45 pm	Break	
2:45 - 3:45 pm	Workshop Session C	See Workshops at a Glance
3:45 - 4:00 pm	Break	
4:00 - 5:00 pm	Workshop Session D	See Workshops at a Glance
5:00 - 6:30 pm	NETWORKING RECEPTION	Oystercatchers (on-site)

FRIDAY, MARCH 1

8:30 - 9:00 am	Breakfast	Audubon Ballroom
9:00 - 10:00 am	Workshop Session E	See Workshops at a Glance
10:00 - 10:15 am	Break	
10:15 - 11:15 am	Workshop Session F	See Workshops at a Glance
11:15 - 11:30 am	Break	
11:30 am - 1:00 pm	CLOSING LUNCHEON PLENARY SESSION	Audubon Ballroom

Workshops at a Glance

	Session A Thursday 10:30 – 11:30 am	Session B Thursday 1:30 – 2:30 pm	Session C Thursday 2:45 – 3:45 pm	Session D Thursday 4 – 5 pm	Session E Friday 9 – 10 am	Session F Friday 10:15 – 11:15 am
White Ibis (1st Floor)	U.S. Higher Education is Failing Its Students: How an Innovative Student Success Model is Helping	Developing Interconnected Partnerships to Positively Impact Student Development	Proactive Intervention and Retention	Critical Levers for Institutional Culture Change	How to Implement a Data-Informed Environment for Student Success	Advising 2020: Transactional to Transformational!
Sandhill Crane (2nd Floor)	Redesigning Higher Education Around the 21st Century Student	Guiding Students Through the Student Services Maze	Working and Succeeding: Maximizing On-Campus Student Employment	Creating a Career Education Unit in Student Advising	Predictive Retention for Incoming Freshmen	Creating Meaningful Relationships with Virtual Students
Cormorant (2nd Floor)	Central Florida Education Ecosystem Database: Student Record Matching Across the PK-20 Continuum	Strategic National Arts Alumni Project	Using a Vendor-Provided Machine Learning Algorithm to Identify At-Risk Students	Research, Policy and Practice: Early Outcomes and Lessons in Mathematics Reform in Florida	Access and Achievement: Tuition Assistance & Support Programs for Foster Youth Pursuing Higher Education	Academic Accommodations for Student Success
Snowy Egret (2nd Floor)	A Web-Based Solution to Advising	Getting Students to the Goal Line: The Graduation Specialist	Building Intentional Collaboration to Support Student Success at a Research 1 Institution	Transforming Student Success One Student at a Time Through Bottom to Top Activation	The Integration of Academic and Student Affairs Through Career Development	Developing an Analytics Culture
Wilson's Plover (14th Floor)	From Camps to Caps	The Journey Home: Building an Informed, Empathetic Community of Veteran and Non-Veteran Students	Students Can't Complete If They Don't Start	Transfer Services Network: Empowering Statewide Advocacy for Transfer Success	Changing Demographics of the Student Body	Raising the Bar for Faculty Advising Through Mentoring & Faculty Development



Detailed Program

WEDNESDAY, FEB. 27



11:00 - 11:30 am | **Check-In for Pre-Conference Luncheon Workshop and University of South Florida Campus Tour**
Location: Hotel Lobby

Pre-registered guests will be transported to the University of South Florida (USF) for a workshop and campus tour. Buses will depart from the hotel lobby promptly at 11:30 a.m. so arrive no later than 11:15 a.m. to check in.

12:00 - 4:00 pm | **PRE-CONFERENCE LUNCHEON WORKSHOP AND USF CAMPUS TOUR**
Location: USF - Tampa

Lost in Translation: Career Readiness & Student Success

Ruthann Atchley, *Associate Vice President of Community Engagement & Career Readiness, University of South Florida*

Lynn Chisholm, *Director of Internships & Career Readiness, University of South Florida*

Bridgette Cram, *Director of Academic Programs & Partnerships, Florida International University*

A growing body of evidence suggests that recent college graduates possess the skills that employers are looking for despite reporting to the contrary in the popular press. What is clear, however, is that our students lack the ability to translate their university experiences into workforce ready language. In this session, learn how two members of the Florida Consortium of Metropolitan Research Universities are meeting this challenge head-on.

The University of South Florida has developed a cutting-edge framework that provides students with the communications tools needed to successfully navigate the job search and school-to-work transition. The Career Readiness Badging Program connects the dots between students' curricular, co-curricular and extra-curricular endeavors through the use of Learn It, Do It and Show It modules. Upon completion, students earn badges to showcase their work and build a compelling personal story to share with prospective employers. The program was recently recognized by the Southern Association of Colleges and Employers with the Imaginative Spirit Award.

Florida International University has deployed Portfolium, a modern electronic portfolio system, which provides students with a space to archive, curate and reflect on their university work. These portfolios also help students understand the relationship between their educational efforts and the world of work. More importantly, they provide students a platform from which they can showcase their experience to future employers.

[Be sure to attend the opening plenary session with Troy Markowitz, Vice President of Partnerships at Portfolium, for related insights on this topic.]

USF Campus Tour

USF is pleased to offer a tour of some of the highlights of its metropolitan campus.

4:00 - 7:00 pm | **Conference Registration & Check-In**
Location: Hotel Lobby

5:30 - 7:00 pm | **WELCOME RECEPTION WITH EXHIBITOR MEET & GREET**
Location: Audubon Foyer

8:00 am - 12:00 pm | **Registration & Check-In**
Location: Audubon Foyer

8:00 - 8:45 am | **Breakfast**
Location: Audubon Ballroom

8:45 - 10:15 am | **WELCOME AND OPENING PLENARY SESSION**
Location: Audubon Ballroom



Troy Markowitz



Michael Preston

Employability and Career Readiness Fireside Chat

Troy Markowitz, *Vice President - Partnerships, Portfolium*

Michael Preston, *Executive Director of the Florida Consortium of Metropolitan Research Universities*

Employability is a buzz word that seems to have a myriad of meanings and connotations but what does it really mean? Why should higher-ed professionals care?

National Student Success Conference attendees should join Troy Markowitz, vice president of partnerships at Portfolium and Michael Preston Ed. D., executive director of the Florida Consortium of Metropolitan Research Universities for a “fireside chat” on employability.

During this session, the importance of hiring trends, higher-ed’s role in employability, and ways to connect students to potential employers will be explored.

10:15 - 10:30 am | **Break**

10:30 - 11:30 am | **WORKSHOP SESSION A**

Location:
Cormorant
(2nd Floor)

Central Florida Education Ecosystem Database: Student Record Matching Across the PK-20 Continuum

Dr. Rachael Russell, *Research Analyst - CFEED, Helios Education Ecosystem Phase II, Valencia College*

Magdalena Fernández Civil, *Research Analyst - CFEED, Institutional Knowledge Management, University of Central Florida*

Nicole Scala, *Research Analyst - CFEED, Information Services, School District of Osceola County*

The Central Florida Education Ecosystem Database (CFEED) seeks to build the tools and processes necessary to provide a silo-free examination of student data from pre-K through postsecondary in four Central Florida public education institutions. The absence of a unique identifier held by all four institutions made student record matching our first major undertaking. The CFEED Research Analysts will offer an update on success and roadblocks of this unprecedented data ecosystem.

Location:
White Ibis
(1st Floor)

U.S. Higher Education Is Failing Its Students: How an Innovative Student Success Model Is Helping

Michelle Relyea, *Senior Vice President, Student Success, The New School*

Dr. Monique Rinere, *Associate Vice President, Student Success, The New School*

There is grim proof that the U.S. is failing its university students, in spite of a global reputation to the contrary. The presenters will speak to some of the ample evidence and hypothesize the historical and socio-cultural reasons for this failure. Then they will share the Student Success model they built to meet the urgent ethical imperative to fulfill student advising needs, broadly defined, at a sprawling, complex university. It includes academic advising, study abroad, experiential education, academic standing and integrity, career development, international student and scholar support, residence life and education, health and wellness, conduct, and activities. Finally, they will present the retention and student experience assessment results gathered to date, which offer hope that they are moving in the right direction. Come hear about some of the lessons they learned along the way.





Location:
Snowy Egret
(2nd Floor)

A Web-based Solution to Advising

Richard Peacock, *Senior Developer, Information Technology, University of Louisiana Monroe*
Thomas Hoover, *CIO and Dean of Library, Information Technology, University of Louisiana Monroe*

Inaccurate advising directly impacts retention and student satisfaction. At the University of Louisiana Monroe, we have tackled the problem head-on by creating FlightPath, a web-based solution which all of our campus uses to track and advise students through their academic career, even letting students “try out” other majors. This presentation will demonstrate the features of FlightPath, both from a student’s and adviser’s point of view, and focus on some of the issues facing universities when it comes to adopting new software solutions.

Location:
Sandhill Crane
(2nd Floor)

Redesigning Higher Education Around the 21st Century Student

Dr. Ryan Goodwin, *Director, Center for Higher Education Innovation, University of Central Florida*
Dr. Anna Drake Warshaw, *Design Specialist, Center for Higher Education Innovation, University of Central Florida*

Students, families, policymakers, and employers increasingly demand that higher education improve educational delivery and student outcomes. In today’s demanding environment, how can universities foster innovation and out-of-the-box thinking around student success? What tools, practices, strategies, and infrastructure are most helpful to campuses looking to redesign higher education around the 21st century student? This workshop will discuss how the UCF Center for Higher Education Innovation works across and beyond the UCF campus to identify, inspire, pilot, and evaluate student success innovations. We believe students succeed, universities excel, and society benefits when higher education institutions think creatively, critically, and collaboratively.

Location:
Wilson’s Plover
(14th Floor)

From Camps to Caps

Leticia Acosta, *Program Director of Subiendo: The Academy for Rising Stars, The University of Texas at Austin*
Tepera R. Holman, *Director of McCombs Success Scholars, The University of Texas at Austin*
Catherine M. Rodarte, *Senior Program Coordinator for Outreach & Recruitment - McCombs School of Business, The University of Texas at Austin*

In an effort to recruit and graduate diverse and talented students, the McCombs School of Business at UT Austin is focusing on not just recruiting diverse students but making sure that we have the necessary support to graduate students in a timely manner. Through three different summer camps, we aim to build a pipeline of business professionals and leaders for not only the school and university, but for our state and country, as well. This camp to cap pipeline, aims to first introduce students to the business school. Then transitions these students, through participation in a success program, to life as college students and culminates with these students crossing the stage and accepting job offers around the country. Our presentation will focus on how we utilize the summer camps to recruit underrepresented students and the academic and social support provided to the students once they are on campus. Join us to learn how to create student success pipelines.

11:30 - 11:45 am | **Break**

11:45 am - 1:15 pm | **LUNCHEON PLENARY SESSION**
Location: Audubon Ballroom



Dr. Judy Genshaft

Special Welcome

Dr. Judy Genshaft, *University of South Florida System President*

The Power or Promise of Predictive Analytics

Monica Brockmeyer, *Associate Provost for Student Success, Wayne State University*

Paul Dosal, *Vice President of Student Success, University of South Florida*

Tiffany Mfume, *Assistant Vice President for Student Success and Retention, Morgan State University*

Mark Milliron (Panel Facilitator), *Co-Founder and Chief Learning Officer, Civitas Learning*

Rick Sluder, *Vice Provost for Student Success & Dean, University College, Middle Tennessee State University*

John Smail, *Associate Provost for Undergraduate Education & Dean University College, University of North Carolina Charlotte*



Monica Brockmeyer



Mark Milliron



Paul Dosal



Rick Sluder



Tiffany Mfume



John Smail

A small but growing number of colleges and universities are trying to harness information technology and advanced statistical analyses to promote student success. Institutions of higher education accumulate vast stores of information, but until the relatively recent advancements made it possible to sift through mountains of data, universities never had the power to identify struggling students with just a few clicks.

‘Predictive analytics’ is sweeping across colleges and universities, changing the way academic advisors, tutors, instructors, administrators, and student support personnel are doing their work. Have institutions really tapped into the power of Big Data to promote student success? Or is it just another high-tech fad? In this plenary session, a group of five champions of predictive analytics will informally discuss what they’ve learned about the power and promise of Big Data in higher education. They will share their victories, their losses, their scars, and their vision for the future.

1:15 - 1:30 pm | **Break**

1:30 - 2:30 pm | **WORKSHOP SESSION B**

Location:
Snowy Egret
(2nd Floor)

Getting Students to the Goal Line: The Graduation Specialist

Cory Burger, *Graduation Specialist, Office of Student Success, Indiana State University*

Christina Cantrell, *Graduation Specialist, Office of Student Success, Indiana State University*

The purpose of this presentation is to provide an informational framework for Indiana State University’s Student Success initiatives. Juniors and seniors, as a sub-demographic of undergraduates, confront a set of unique challenges that require particular forms of support that are or can be met by advisors. This is particularly true because as the cost of college has rapidly escalated, and financial aid has increasing time and milestone achievements bounded to financial monies, the choices that this generation of students make, including their mistakes, have growing downstream implications. This session will describe a new type of position at Indiana State University that launched fall 2015, the Graduation Specialist. Modeled after similar positions at different institutions, the Graduation Specialist is not an advisor, but a type of academic ombudsperson with the responsibility of reviewing and identifying degree pathway issues and helping students overcome obstacles that may prevent them from achieving their academic goals. Attendees will learn unique strategies for working with upperclassmen, as well as stop-outs, with the goal of advisement that facilitates college completion.





Location:
White Ibis
(1st Floor)

Developing Interconnected Partnerships to Positively Impact Student Development

Jeannine Berge, *Director, Professional and Career Development, Haslam Undergraduate Business, The University of Tennessee*

Dr. Michael (Lane) Morris, *Associate Dean of Undergraduate Studies and Student Affairs, Haslam College of Business Dean's Office, Department of Management, The University of Tennessee*

Research has shown taking a social and holistic approach to student development that engages the entire community can enhance success among all members. Therefore, the Haslam College of Business at The University of Tennessee has embraced this approach and launched Haslam Undergraduate Business, or "the HUB." This collaborative effort brings five different areas together throughout campus to provide the programs and services that are holistic, integrated, and customized to enhance the college's curricular and co-curricular capabilities in both scope and exposure. Join us to learn about the impact and increases in student engagement and success.

Location:
Wilson's
Plover
(14th Floor)

The Journey Home: Building an Informed, Empathetic Community of Veteran and Non-Veteran Students

Dr. Mark Waters, *Professor, English, McHenry County College*

Dr. Todd Culp, *Professor, Political Science and History, McHenry County College*

In recent years, higher education has seen an influx of students with combat or active duty military experience. Many of these veterans struggle transitioning from military to academic life (Caplan, Osborn, Olson). And the civilian culture, because of its lack of understanding, often feels indifferent to returning soldiers or simply unqualified to listen to them (Caplan, Junger, Shay, Tick). What often results is not a healthy transition but simply a new kind of displacement. This presentation will discuss a National Endowment for the Humanities-sponsored series of courses called "The Journey Home," which has served veteran and non-veteran students by creating what Veterans Affairs psychologist Jonathan Shay refers to as a "circle of communalization" (243-44). This involves empowering vets to voice their experience among non-vets in order to build an informed and empathetic community. Unlike the psychology-based support-group model, the Journey Home courses create community through a vet-focused curriculum of history and literature readings, group discussions, and personal writing. This presentation will introduce a written project from the course that asks students to synthesize historical-political, literary, and vet-experience readings with their personal military experience (vets) and course experience (vets and non-vets).

Location:
Cormorant
(2nd Floor)

Strategic National Arts Alumni Project

Dr. Amber Dumford, *Associate Professor, Leadership, Counseling, Adult, Career and Higher Education, University of South Florida - Tampa*

Dr. Angie Miller, *Associate Research Scientist, Center for Postsecondary Research, Indiana University Bloomington*

This presentation provides a variety of real-life examples of how institutions have used survey data collected from alumni within multiple contexts. Examples are drawn from institutions participating in the Strategic National Arts Alumni Project (SNAAP). SNAAP surveys arts alumni (undergraduate and graduate) on their institutional experiences and satisfaction, careers, current work, arts engagement, income, and debt. Although the examples focus on arts alumni, they are relevant for a wide variety of disciplines and institutional types. Given all of these types of data use, the presentation will provide attendees with several stimulating cases of how others are creatively utilizing their alumni data for several different purposes. Because institutional research offices must often serve as a bridge that connects other stakeholders with available data, the presentation will also include a portion of time dedicated to discussion of obstacles that attendees have faced or are currently facing in disseminating their survey results. The discussion will also solicit feedback from attendees on which of the examples they find the most compelling, and how this particular use might be adapted to fit their needs on their own campuses.

Location:
Sandhill Crane
(2nd Floor)

Guiding Students Through the Student Services Maze

Elizabeth Caulfield, Manager, Student Learning Center, Student Services, Palm Beach State College
Kimberly Copeland, Communications/Reading Learning Specialist, Palm Beach State College

The presenters will outline the process of creating and implementing a comprehensive Student Services cross-training program on the Boca Raton Campus of Palm Beach State College (PBSC). PBSC's cross-training activities equip front-line staff with a broader knowledge of operations in all Student Services areas, including Recruitment, Enrollment, Registration, Advising, Financial Aid, Career Center, Student Activities, Student Learning Center, Testing Center, and Wellness Center. By helping to improve efficiency, consistency and customer service in daily student and staff interactions, cross-training programs offer the potential to increase student engagement, satisfaction and retention. At PBSC, the first two phases of the cross-training program--Basic Level and Intermediate Level--are underway with a third phase in development. Following an overview of cross-training resources and activities, including a demonstration of a collaborative online training site in Blackboard, the session presenters will engage attendees in sharing best practices for communication and collaboration across Student Services departments to enrich the student experience from recruitment to graduation.

2:30 - 2:45 pm | **Break**

2:45 - 3:45 pm | **WORKSHOP SESSION C**

Location:
Snowy Egret
(2nd Floor)

Building Intentional Collaboration to Support Student Success at a Research 1 Institution

Dr. Mary Anne Steinberg, Assistant Director: Learning Assistance Program, Student Athlete Academic Support Services, Virginia Tech

Matthew Mayotte, Director, SAASS, Student Athlete Academic Support Services, Virginia Tech

Michael Brown, Assistant Director, Services for Students with Disabilities, Virginia Tech

Dr. Jennifer Brown, Director, Student Success Center, Virginia Tech

This presentation will describe the collaborative support that students receive at Virginia Tech from the offices of: the Student Success Center, Services for Students with Disabilities, and Student Athlete Academic Support Services. Each of these offices will describe how they individually work with students and will then describe the "how, what, when, where, and why" of the three offices' collaborations.

Location:
Wilson's Plover
(14th Floor)

Students Can't Complete if They Don't Start

JoEllen Soucier, Executive Director of Financial Aid, Financial Aid, Houston Community College

Shar-day Campbell, Coordinator of Communications and Social Media, Financial Aid, Houston Community College

Five years ago, Houston Community College's (HCC) Financial Aid Department was experiencing turbulent times with an average wait time of 2 hours 30 minutes in the financial aid offices, a 74% call drop rate with the call center, and an average of 8-12 weeks for processing an aid award. Students' complaints about not having financial aid awards to hold classes were at a high level, with some often escalating to the chancellor's office and board of trustees. If student success is defined by completion, we must be driven by the fact that students can't complete if they don't start. Considering over 40,000 HCC students receive federal and state funding each year, one of their first institutional touch points is financial aid. Faced with these challenges, HCC's Financial Aid department implemented a number of customer service and processing improvements to increase access and reduce frustration. Because of these initiatives and innovative methods, HCC's financial aid department has reduced complaints; maintained trackable student satisfaction rate of over 90%; cut down campus wait time to an average of 13 minutes; decreased processing time to an average of 2-4 weeks; reduced call drop rate to an average of less than 5%; increased FAFSA applications by over 10%. Join this session to learn about the strategies used to bring about these transformational changes.





Location:
Cormorant
(2nd Floor)

Using a Vendor-Provided Machine Learning Algorithm to Identify At-Risk Students

Dr. Robert E. Carpenter, Deputy Chief Information Officer / Associate Provost for Analytics, Division of Information Technology / Division of Academic Affairs, University of Maryland, Baltimore County

Dr. Tom Penniston, Instructional Technology Analyst, Division of Information Technology, University of Maryland, Baltimore County

The University of Maryland, Baltimore County (UMBC) is piloting the use of a vendor-provided machine learning algorithm to identify students at risk of receiving a D, F, or W grade in individual courses. We combine this information from our existing First Year Intervention (FYI) program and use newly designed behavioral nudges to encourage students to seek advice from faculty and to encourage consumption of additional support. UMBC has made use of the FYI system for more than 20 years to identify at-risk first year students the system is opt-in and although about 65% of all eligible courses make use of FYIs, there are gaps in coverage in high enrollment gateway courses, and the institutional culture has not yet adapted to evidence that substantial retention and progression challenges exist beyond students' first year. Making use of predictive analytics can fill those gaps, easily be extended to second-year students and beyond, and provide earlier alerts that leave students and faculty more time to adjust.

Location:
White Ibis
(1st Floor)

Proactive Intervention and Retention

Joseph Murray, Assistant Dean, Undergraduate Studies, Florida Atlantic University

Justin Balser, Academic Advisor, University Advising Services, Florida Atlantic University

The Success Network is a unique framework to encourage proactive intervention and retention initiatives. This intervention and retention life-cycle provides a solid safety net where no students can fall between the cracks. In fact, there are no cracks. The success team consists of individuals from academic advising, career counseling, financial aid, and academic coaching who coordinates outreach efforts, communication content, tracking, and feedback for each student within their assigned case load. Each incoming student is assigned a network of individuals including an academic advisor, career consultant, financial aid coordinator, and success coach. This program stands out from all others because of the unique framework that allows communication between departments to be fluid and continual while also providing intentional outreach for a student's particular academic or personal needs. Additionally, other offices labeled "early warning teams" work to identify and provide outreach to steer non-responsive students to connect with their success team. This presentation will outline the details of conceptualizing, building, and implementing a proactive intervention and retention life-cycle that also provides a byproduct of relationship building at your institution.



Location:
Sandhill Crane
(2nd Floor)

Working and Succeeding: Maximizing On-Campus Student Employment

Omari Burnside, *Assistant Vice President for Strategy and Practice, Research and Policy Institute, NASPA - Student Affairs Administrators in Higher Education*

Alexa Wesley, *Research and Policy Associate, Research and Policy Institute, NASPA - Student Affairs Administrators in Higher Education*

Janna McDonald, *Director of the Office of Student Employment, Division of Undergraduate Education, Indiana University – Purdue University Indianapolis*

Sarah Hansen, *Associate Vice President for Student Life, Division of Student Life, University of Iowa*

Working while in school has become a necessity for the majority of students enrolled in a college or university. The prevalence of student employment has sparked interest among practitioners and policymakers to explore and leverage the impact on-campus employment can have on student success. If operationalized effectively, on-campus employment can provide students with a greater sense of financial security, while also improving learning, career-readiness, engagement, and persistence outcomes. Recognizing these benefits, many institutions have advanced the use of federal work-study and institution-funded campus-based employment programs as part of an overall student success strategy. In this session, NASPA will share results from its national research study exploring the current conditions of on-campus employment, as well as promising student employment practices intended to improve student success. The study covers multiple elements of on-campus employment and includes insights from approximately 250 institutions. The presenters will highlight key concepts and strategies institutions have used to enrich the on-campus employment experience and prepare students for career success. The presentation will also feature speakers from two institutions that have made significant strides in building a strong on-campus student employment program. Showcasing these two programs will illustrate some of the shared elements key to an effective student employment effort, while also demonstrating how program structure and approach can differ depending on institutional contexts.

3:45 - 4:00 pm | **Break**

4:00 - 5:00 pm | **WORKSHOP SESSION D**

Location:
Sandhill Crane
(2nd Floor)

Creating a Career Education Unit in Student Advising

Dr. Jessica Franchi-Alfaro, *Assistant Director, Academic Advising Services, Center for Advising and Student Success-College of Arts, Sciences & Education, Florida International University*

Diana Fernandez, *Career Counselor II, Center for Advising and Student Success-College of Arts, Sciences & Education, Florida International University*

Lynn Gomez, *Career Counselor II, Center for Advising and Student Success-College of Arts, Sciences & Education, Florida International University*

Program facilitators will focus on the creation of a career education unit within the Center for Advising and Student Success in the College of Arts, Sciences and Education (CASE) at Florida International University (FIU). FIU is a public, four-year Hispanic-Serving institution in Miami, Florida. It is the largest university in South Florida, with over 55,000 students who are predominantly commuters. FIU's student body poses unique challenges for approaches to student success. The Center for Advising and Student Success within CASE at FIU is attempting to meet our students' career development needs while aligning institutional goals with state priorities. Within the College of Arts, Sciences and Education (CASE) alone, there are over 20,000 enrolled students spanning over 70 degree programs. The FIU CASE advising staff includes over 50 professional academic advisors and advising administrators. This program will strategically aid participants in understanding our college's newly established career education unit within the context of an uphill battle against state performance funding metrics. We have designed an interactive presentation that allows participants to learn more about efforts centered on advisor training, student career development, and faculty partnerships.





THURSDAY, FEBRUARY 28

Location:
Cormorant
(2nd Floor)

Research, Policy and Practice: Early Outcomes and Lessons in Mathematics Reform in Florida

Dr. Carrie Henderson, *Executive Vice Chancellor, Florida Department of Education, The Florida College System*
Naomi Sleep, *Executive Director, Florida Department of Education, Florida Student Success Center*

In 2018, the Florida College System launched the Florida Student Success Center in partnership with Jobs for the Future, Helios Education Foundation, and the Florida College System Foundation. The Florida Student Success Center is part of the national Student Success Center Network and supports Florida's 28 state and community colleges' efforts to develop student-centered pathways and increase student completion rates. In its inaugural year, the Florida Student Success Center is taking an innovative approach to transform mathematics in Florida's public education systems. Mathematics is fundamental to succeed in many career pathways, particularly the Science, Technology, Engineering and Mathematics (STEM) pathway, but the current state of mathematics design and pathways create challenges for many students in postsecondary education. The Florida Student Success Center is launching three inter-connected mathematics workgroups focused on high school to postsecondary alignment, Florida College System mathematics sequences and Florida College System to university alignment. This session will provide an overview of the planning, implementation and research conducted as part of the Florida Student Success Center mathematics pathways redesign initiative to promote student achievement in mathematics. A panel of mathematics workgroup members will engage the audience in a discussion on their experience taking on mathematics redesign, early outcomes and emerging themes or implications.

Location:
Wilson's
Plover
(14th Floor)

Transfer Services Network: Empowering Statewide Advocacy for Transfer Success

Aaron Holland, *Assistant Director, State and Community College Relations, Undergraduate Studies, University of South Florida - Tampa*

Jason Dodge, *Director, Transfer and Transition Services, Transfer and Transition, University of Central Florida*

Jennifer Bravo, *Director, Transfer and Transition Services, Transfer and Transition, Florida International University*

This presentation will focus on the partnership between USF, UCF and FIU and the Transfer Services Network established in 2016 as an extension of the Florida Consortium of Metropolitan Research Universities. Through the sharing of best practices, data and relationship building, each institution is able to transform existing services and be innovative in developing new processes to improve transfer student successes. Each institution has unique transfer programs in Fuse, Connect 4 Success and Direct Connect. What makes each individual program exceptional is also a benefit to helping all three learn how to close gaps in services and continually improve. The presentation will also focus on the goals of each unit, as well as the collective groups use of data and its relationship to the push for transfer information reporting to be included in the state of Florida performance metrics.

THURSDAY, FEBRUARY 28

Location:
White Ibis
(1st Floor)

Critical Levers for Institutional Culture Change

Sarah Torres Lugo, *Research Assistant, NCHEMS*

Stacey Zis, *Senior Consultant, NCHEMS*

Dr. Sherri-Ann P. Butterfield, *Executive Vice Chancellor and Associate Professor of Sociology, Rutgers University–Newark*

Dr. Tricia Johnson, *Vice President for Academic Affairs, Community College of Aurora*

Dr. Ralph Wilcox, *Provost and Executive Vice President, University of South Florida*

The Foundation for Student Success (FSS) was founded in 2016 and is housed at the National Center for Higher Education Management Systems (NCHEMS) in Boulder, Colorado. The goal is to stimulate and support campus culture changes that result in greater student success and the closing of equity gaps in higher education. NCHEMS staff used publicly available data sources to identify seven mentor institutions, each of which agreed to work with three similar institutions (mentee institutions) over a two-year span. The “pods” work together to reach their self-defined goals around equity gap reduction and student success. Through the work of the Foundation of Student Success, leadership and hiring practices have been identified as critical levers for starting and maintaining institutional culture changes that result in equity gap reduction and better student success for all students. Presenters will discuss their involvement in FSS and share their experiences regarding leadership and hiring practices and how attention to these levers has advanced campus culture change and equity gap reduction.

Location:
Snowy Egret
(2nd Floor)

Transforming Student Success One Student at a Time Through Bottom to Top Activation

Lou Aronson, *Chief Executive Office & Founder, Discourse Analytics*

Paul Atchley, *Senior Associate Vice President & Dean of Undergraduate Studies, University of South Florida*

The key to effective communications with individual students across numerous programs on multiple campuses is to leverage available data from each step along the student journey to better understand, engage and activate that student as an individual. By applying machine learning and artificial intelligence to an existing nudge framework, institutions can be empowered to shift from a top down approach to student success to a bottom up approach. With cloud and sophisticated CRM software, institutions can move beyond Big Data, which is great at defining personas and handling macro problems confronted by universities and students, to activating Smart Data in a “boots on the ground” strategy one student at a time. Learn how Discourse Analytics and the University of South Florida are using individualized nudges to demonstrate how to build a communication and progression strategy one student at a time.

5:00 - 6:30 pm | **NETWORKING RECEPTION**
Location: Oystercatchers (on-site)





8:30 - 9:00 am | **Breakfast**
Location: Audubon Ballroom

9:00 - 10:00 am | **WORKSHOP SESSION E**

Location:
Sandhill Crane
(2nd Floor)

Predictive Retention for Incoming Freshmen

Jacqueline Diaz, Director, Academic Advising & Student Success, College of Arts, Sciences & Education, Florida International University

Cynthia Perez, Associate Director, Academic Advising, College of Arts, Sciences & Education, Florida International University

In response to the pressures of the Florida Performance Funding Metrics, academic advising has had to become more strategic and innovative in their work with undergraduate students relating to student retention and timely graduation. At Florida International University (FIU), we are a minority-serving institution, 61% of our undergraduates are Hispanic, with a high number of first-generation students. FIU developed a predictive retention model for incoming freshmen, with the model's main findings show that the most important variables for predicting student dropout are weighted high school GPA, financial aid, unmet financial need, ethnicity, major type (STEM major), and student housing. Utilizing this model has developed a structured advising approach with identified at-risk students in our most popular FTIC major, Biological Sciences. This presentation will describe the process involved in partnering with other offices on campus, identifying at-risk students, training academic advisors, establishing program requirements, and tracking student progress.

Location:
Wilson's Plover
(14th Floor)

Changing Demographics of the Student Body

Jessica Waters, J.D., *Dean of Undergraduate Education and Vice Provost for Academic Student Services, Undergraduate Education and Academic Student Services, American University*

Jimmy Ellis, *Director Student Success and Assessment, UEAS, American University*

Dr. Traci Callandrillo, *Assistant Vice President of Campus Life, Campus Life, American University*

Briana Weadock, *Director First Year Advising, UEAS, American University*

Over the past decade American University (AU) has made rapid and deliberate efforts to diversify our student body. In 2006, 7% of our freshmen were underrepresented minorities, 10% were Pell eligible, and 2% were first generation college students. In 2016, 32% of our incoming undergraduate students were underrepresented minorities, 20% were Pell eligible, and almost 10% were first generation college students. These rapidly changing demographics demonstrate AU's commitment to diversity, but they do not speak to the deeper question of intentionally creating a culture of inclusion and institutional support structures. Over the past four years, AU has undertaken a university-wide effort to "reimagine the student experience," which we've named RiSE. The result? A complete overhaul of the AU undergraduate experience, based on rigorous data collection and assessment and focused on "busting silos." In this session, we will discuss the (data-rich) process of making the case for change, the pilots that led to these changes, mistakes made and lessons learned along the way, and current initiatives.

Location:
Cormorant
(2nd Floor)

Access and Achievement: Tuition Assistance & Support Programs for Foster Youth Pursuing Higher Education

Dr. Carrie Henderson, Executive Vice Chancellor, Florida Department of Education, The Florida College System

Dr. David Kenton, Senior Associate Director-FIU OneStop, Enrollment Management & Services, Florida International University

Over 70 percent of foster youth between the ages of 15 and 19 have desire to pursue postsecondary education, but by age 25, less than three percent of former foster youth will have completed a bachelor's degree or higher, compared to nearly 60 percent of the general population (Barnow et al., 2015). Foster youth are confronted with

continued

unique challenges and barriers that limit their education and career pathway. Twenty-eight states have implemented state-level tuition assistance policies that provide foster youth financial support to pursue postsecondary education (Parker & Sarubbi, 2017). Florida is unique and offers tuition exemptions to former foster youth who enroll in state career and technical colleges, state colleges and universities. This presentation provides an overview of Florida's tuition and fee exemption available to eligible former foster youth, the current status of students using the exemption in the Florida College System and State University System, examples of foster youth support programs and student perspectives on participating in such programs. Presenters will also provide recommendations for future research and practice.

Location:
Snowy Egret
(2nd Floor)

The Integration of Academic and Student Affairs through Career Development

Dr. John Augusto, Associate Dean, College of Arts and Sciences, Georgia State University

Based on a recent publication from the Education Advisory Board (EAB), there is a "false dichotomy between liberal education and career preparation" and this is preventing substantial work in career development within the liberal arts and sciences. In addition, many student affairs professionals do not work with faculty administrators within academic affairs while many faculty do not work with career or student services. At many universities, college faculty do not directly connect the departmental curriculum to students' career ambitions. In addition, many arts & sciences students do not utilize career services until too late in their academic career. Georgia State University (GSU) College of Arts and Sciences is starting a program to integrate academic and career development. The goal of the program is get the academic departments to name their critical transferable skills, claim where the students can earn these skills and give opportunities for the students to demonstrate their skill development through one or more experiential learning or high impact practices. Attendees in this session will be given an overview of the EAB study, examples from the GSU College of Arts and Sciences, then led through a workshop on ways to adopt/adapt the integration of academic & career development on their campus.

Location:
White Ibis
(1st Floor)

How to Implement a Data-Informed Environment for Student Success

Dr. Jim Moran, Vice President for Accreditation and Student Success Initiatives, Central Administration, University of South Dakota

Discussion will entail the successes (and failures) of promoting a data-based decision model for a university which did not create metrics in its 2013 strategic plan. Colleges (due to the relatively recent adoption of RCM budgeting) tended to be driven by enrollment and not by promoting successful completion, graduation. Part of the dilemma in an RCM model is that graduating students with fewer credit hours may be seen as a loss of revenue for universities that worry about a declining high school population. Diversity and Inclusion were identified as a university priority, but little attention was given to meeting specific outcome targets such as closing the retention and graduation gaps between majority and non-majority students. Disaggregated data on student success measures were not readily available or distributed. Taking action required resources to provide the relevant data, to turn the data into information, and to get the information into the right hands. The session will include a discussion on how the new APLU Western Transformation Cluster Initiative for student success formed in summer of 2018 has informed campus processes focused on student success, especially for non-majority and lower income students.

10:00 - 10:15 am | **Break**



Location:
White Ibis
(1st Floor)

Advising 2020: Transactional to Transformational!

Melissa Parker, *Director, Arts and Sciences Advising Services, College of Arts and Sciences, University of Tennessee, Knoxville*

Dr. Karen Sullivan-Vance, *Associate Vice Provost for Student Success, Division of Academic Success and Transitions, University of Tennessee, Knoxville*

As the university engaged in an extensive 'refresh' of its strategic plan, it became apparent that academic advising was perceived as being central to student success and persistence to graduation. Improvements in advising programs had been implemented under the previous strategic plan but it was obvious from assessment and student/staff/faculty focus groups that gaps persisted in the consistency of delivery, accessing and scheduling appointments, career exploration opportunities, and the advising of students transitioning between majors, degrees and colleges. Believing that advising was central to achieving the undergraduate goals of the university, the Provost charged the Associate Provost and Directors of Advising from the nine colleges to develop an advising strategic plan that not just improved advising but would transform advising at the institution. The goals of this presentation are to examine the advising strategic planning process, to share how a new model of advising was created for the university, and to review the strategy developed to address consistent student-to-advisor ratios across colleges and dramatically increase the number of professional advisors. In addition, participants will explore the university's plans for developing a new advising unit for students in transition, focused retention strategies that involve key campus partners, and strategies to improve advisor effectiveness.

Location:
Sandhill Crane
(2nd Floor)

Creating Meaningful Relationships with Virtual Students

Rachel Ohmes, *Lead Campus Coordinator, Human Sciences, Great Plains IDEA at Kansas State University*

Aimee Maher, *Campus Coordinator, Continuing and Distance Education Department, Great Plains IDEA at Kansas State University*

Meagan Mitin, *Campus Coordinator, Department of Human Development and Family Studies, Michigan State University*

The relationship between student services professionals and students is one that is paramount for trust, retention, and engagement. While these factors are usually facilitated by interpersonal communication during face-to-face interactions, online learners are sometimes left feeling alone, disappointed, and unconnected with their program and university due to a lack of a meaningful relationship with the institution. The online environment provides a unique challenge for student services professionals and students alike when it comes to building and maintaining these relationships because making meaningful connections can sometimes prove to be a challenge without face-to-face interaction. This presentation features strategies employed by Great Plains IDEA, an online consortium consisting of 19 member universities and 24 cross-campus student services professionals known as Campus Coordinators, that collaboratively work together to create meaningful relationships with students while still remaining mindful about job efficiency. We will describe strategies that encourage individual responses to mass emails, how to proactively eliminate obstacles before they become roadblocks, and how to personalize the online student experience to enhance a feeling of belonging for the learner.

Location:
Cormorant
(2nd Floor)

Academic Accommodations for Student Success

Deborah McCarthy, *Director of Students with Disabilities Services, University of South Florida – Tampa*

Dr. Bea Awoniyi, *Assistant Vice President of Student Affairs, Sante Fe College*

Participate in this "fireside chat" to share ways that academic accommodations can be tools for student success. Learn how Students with Disabilities at USF utilizes the accommodation process to contribute to student success. Presenters will discuss a variety of strategies including the Attendance/Deadline Accommodations Agreement, participation in the national Workforce Recruitment program and collaborative efforts with USF faculty to provide quiz accommodations within the classroom.

Location:
Wilson's Plover
(14th Floor)

Raising the Bar for Faculty Advising Through Mentoring and Faculty Development

Dr. Gabriel Barreneche, *Associate Dean of Advising, Dean of Faculty's Office, Rollins College*

Dr. Jennifer Queen, *Associate Professor of Psychology, Psychology, Rollins College*

Tiffany Griffin, *Director of Undergraduate Academic Advising Support Services, Dean of Faculty's Office, Rollins College*

Rollins College, a liberal arts college located in central Florida, chose as our Quality Enhancement Plan (QEP) initiative to better prepare Rollins students for their lives and careers after graduation by integrating career preparation tools, training, and resources into the faculty-student advising relationship. The panelists, representing the multiple areas of the institution involved in the QEP, will discuss how our QEP has been changing the academic advising culture on our campus through a robust faculty development and mentoring program called the R-Compass Advising Mentors (RCAM).

The R-Compass Mentor (RCAM) program was designed to improve the quality of faculty advising on campus and give faculty advisors the tools to guide students through career discernment and connect them to resources to prepare them for life after the college.

Location:
Snowy Egret
(2nd Floor)

Developing an Analytics Culture

Dr. Pete Smith, *Chief Analytics Officer and Professor of Modern Languages, University of Texas at Arlington*

The University of Texas at Arlington continues a multi-year build-out of its analytics capability, including a campus-wide program in data governance, development and rollout of an analytical data warehouse, and advanced modeling services. However, no amount of operational planning and strategy replaces the development of an "analytics culture" - a significant change in worldview on the part of administrators, faculty, and staff users toward advanced analytics. This talk will overview the process of building an analytics infrastructure within a university setting, and then focus on practical steps to build a campus-wide culture of analytics in a higher education environment.

11:15 - 11:30 am | **Break**

11:30 am - 1:00 pm | **Closing Luncheon Plenary Session**
Location: Audubon Ballroom



Sara Goldrick-Rab

Addressing Students' Basic Needs with a Culture of Caring

Sara Goldrick-Rab, *Professor of Higher Education Policy & Sociology at Temple University, Founder of the Hope Center for College, Community and Justice in Philadelphia and Founder of the Wisconsin HOPE Lab*

Financial stability is critical to success in college. In this talk Dr. Goldrick-Rab discusses the new economics of college and how they create conditions of poverty. Based on her extensive research, she documents the consequences for what she calls "#RealCollege" students and colleges, and describes approaches for addressing these challenges with a culture of caring. This includes a multi-level approach to shifting both practice and policy, and that begins by recognizing that students are humans first.



Sponsors & Exhibitors



Thanks to both our sponsors and exhibitors for their contributions to support the National Student Success Conference.

Gold Sponsors



civitaslearning.com



helios.org

Bronze Sponsor



microsoft.com

Supporting Sponsor



insidetrack.com

Exhibitors

AdmitHub

Civitas[®] Learning

Florida Consortium of Metropolitan Research Universities

InsideTrack[®]

CampusESP

FATV[™]

Geographic Solutions[®]

University of South Florida[®]

CONFERENCE MAP



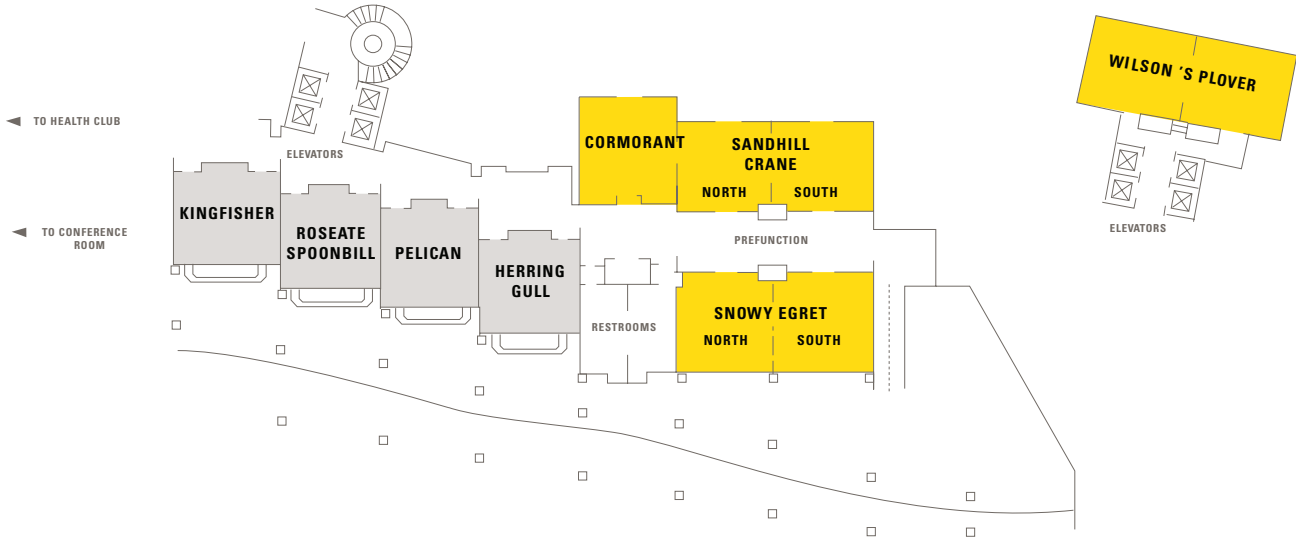
 Registration & Information

 Plenary Sessions, Breakfasts and Luncheons

 Workshop Sessions

FOURTEENTH FLOOR

SECOND FLOOR



Save the Date!

2020 National Student Success Conference
 March 1 - 3, 2020 / Grand Hyatt Tampa Bay

Share your NSSC experiences on the conference app or your social media using #studentsuccessconf