Reaching and Supporting Student Veterans through Research
Location: Ohio Staters, Inc. Traditions Room – 2nd Floor
Adam Crawford, The Ohio State University
Amanda Hostetter, The Ohio State University

Student veterans, many with disabilities, are arriving on our campuses in increasing numbers. How do you connect this population with disability services when its messaging and practices can often sound off-putting to them? Attendees will hear the results of one office’s two-year-long initiative to better reach and serve student veterans with disabilities through survey and focus group assessments.

What’s in a Theme? A Primer on Qualitative Coding and Analysis
Location: Ohio Staters, Inc. Founders Room – 2nd Floor
Brian Bourke, Murray State University

Most people engaged in student affairs assessment at least acknowledge the need for varied data sources. But, when it comes to reporting the findings of assessment efforts, qualitative data can be treated as an add-on, or reported quasi-numerically. Through this presentation, participants will gain an understanding of how to approach data analysis, from coding of textual data, to the identification of themes. The session will conclude with tips on how to creatively report on qualitative data drawn from assessment efforts.

Direct Assessment in Financial Awareness Workshops: Promoting New Opportunities in Student Learning through Co-Curricular Collaboration
Location: Suzanne M. Scherer Room – 3rd Floor
Melissa McKenney, Youngstown State University

Assessment is rarely associated with financial aid, which is a vital, but often misunderstood, component of a typical student’s higher education experience. In an effort to better educate students on financial aid literacy and responsible borrowing, with the overall goal of reducing student debt and preventing loan default, Youngstown State University’s Office of Financial Aid and Scholarships established a co-curricular collaboration to present Financial Awareness Workshops to first-year students. This presentation will discuss the foundation, goals, implementation, and results of the workshops, as well as their overall impact on future university education initiatives.
What’s the BIG Idea? Maximizing the Impact of Learning Outcomes
Location: Student-Alumni Council Room – 2nd Floor
Dilnavaz Cama, The Ohio State University
Amanda Waples, The Ohio State University
Student Affairs professionals have the opportunity to contribute to students’ learning through a wide variety of programs and initiatives. This interactive session will provide techniques for creating learning outcomes for both the population that a department plans to reach and the student employees or volunteers who plan the initiative or program. Participants will gain strategies for developing learning outcomes and goals for their programs and ideas for using these outcomes and goals for generating increased learning opportunities for a wider range of students.

Greeks and Geeks: Using Institutional Research Data to Improve Sorority and Fraternity Recruitment and Retention
Location: Great Hall Meeting Room 1 and 2 – 1st Floor
Craig This, Wright State University
Kayla Muncie, Wright State University
Much of the research on sororities and fraternities focuses on how membership in these organizations affects student GPA, retention, and graduation numbers at the university level. Institutional research offices and the data they monitor can help student affairs offices improve sorority and fraternity recruitment and retention. This workshop will enable participants to see how they can leverage these student data.

Building a Career in Higher Education Assessment
Location: Great Hall Meeting Room 3 – 1st Floor
Rob Aaron, The Ohio State University
There are numerous pathways to a variety of careers in higher education. Since assessment tends to span the divide between scholars and practitioners, many colleagues seem curious about how those of us in assessment came to our positions in this field. The purpose of this session is to discuss a variety of pathways toward careers in assessment from multiple perspectives: senior-level leader, mid-level manager, and entry-level practitioner.
Let's Get Creative: Strategies for Assessing a Community Issue
Location: Ohio Staters, Inc. Traditions Room – 2nd Floor

Ezra Baker, The Ohio State University
Greg Dyer, The Ohio State University

This session will allow attendees to brainstorm and apply assessment strategies to their own community-focused initiatives. We will provide the example of the creative approaches we used in assessing litter abatement efforts in Ohio State’s off-campus area.

Here They Come!! Measuring First-Year Workplace Readiness
Location: Ohio Staters, Inc. Founders Room – 2nd Floor

Gerri Jenkins, Ursuline College

Developing and measuring learning outcomes in Career Services often presents a challenge, especially when Career Services is housed within the Division of Student Affairs. At Ursuline College, a small, private liberal arts college near Cleveland, OH, the Office of Counseling and Career Services also includes oversight of Student Affairs Assessment. This session will share the process of assessing first-year student readiness for the Micro-internship process provided through the First Year to Career initiative, now in its second year. Participants will learn about the processes used to gather and analyze the learning that takes place during preparation programming and how to replicate it at their home institutions.

OSU’s Diary: Nutrition, Fitness, & Body Image (You Think You Know, But You Have No Idea)
Location: Suzanne M. Scharer Room – 3rd Floor

Janele Bayless, The Ohio State University

This session will address health trends and concerns of college students related to nutrition, fitness and body image, and examine how it impacts students’ health and academic success. Stories will be interwoven throughout the session from students’ experiences related to nutrition, fitness and/or body image. This session will also include discussion among participants for how to recognize signs related to students’ health concerns, how to get involved and connect students to campus resources.
Applying Practice-Based Research Frameworks in Student Affairs
Location: Student-Alumni Council Room – 2nd Floor
Lesley D’Souza, Ryerson University

Student Affairs practitioners sometimes feel intimidated by the prospect of conducting research, yet they carry valuable experiences and knowledge that can benefit our field. This session will explore the concept of ‘practice-based research’ which has been used successfully in fields such as social work to gather knowledge from research-practitioners in Student Affairs. By adopting this approach, research will cease to be a solely academic pursuit and can also be used to generate new knowledge and build theory from everyday practice.

Measuring First Year Experience Peer Leader Learning and Development
Location: Great Hall Meeting Room 1 and 2 – 1st Floor
Julie Schultz, The Ohio State University

Upper class students in leadership roles can have a significant impact on the populations they serve while experiencing tremendous growth and development as a result of their leadership position. In 2015, First Year Experience at the Ohio State University developed the Peer Leader position focused on year-round outreach, relationship building, and support for over 7,000 new students during their transition to college. This session will review a variety of qualitative and quantitative assessment measures used to determine the learning and development Peer Leaders experienced as a result of their employment in a year-round leadership role.

Assessing a Graduate Academic Program through Qualitative Alumni Data
Location: Great Hall Meeting Room 3 – 1st Floor
Jordan Ahlersmeyer, Miami University

Alumni feedback is often a valuable component in program evaluation and assessment. In this session, we will discuss the evaluation of a graduate academic program using data gathered from alumni. We will highlight the survey design process, data collection, strategies for gathering data from alumni populations, and how the program changed as a result of the assessment.
This year, we are excited to welcome three students who have demonstrated tremendous leadership in Student Affairs assessment. We truly value our Partners in Assessment, and appreciate the ability to learn from their experiences and perspectives related to our work. We encourage our audience to tweet questions for our panelists throughout the program @OSU_CSSL, using #SAARC2016.

MEET OUR PANELISTS

**KHALID BATES**, Capital University

Hailing from the Greater Detroit Area, Khalid Bates is a recent graduate and member of Capital University’s Class of 2016. With a Bachelor of Arts in the field of Psychology, his most recent research experience pertains to the assessment and comprehension of cultural diversity on Capital University’s campus. With his sights set on a graduate level education, Khalid hopes to further his skills in the field of Speech-Language Pathology.

**EZRA BAKER**, The Ohio State University

Ezra Baker is a 2016 graduate of The Ohio State University. As an undergraduate student, Ezra served as a Student Supervisor of the Community Ambassador Program, where he worked closely with professionals in the Center for the Study of Student Life (CSSL) to develop and implement assessment projects of off-campus outreach programs. Ezra continues to learn about the assessment and research processes as a summer intern with CSSL.

**AMANDA HOSTETTER**, The Ohio State University

Amanda is a senior at Ohio State’s College of Nursing. She began working as an Emergency Room Technician in 2002 which influenced her decision to pursue a medical career. Two years into her college experience, Amanda decided to enlist into the United States Air Force. She spent 6 years on active duty working in mental health with a specialty in addiction services, then left to join the Air Force Reserve as an Aeromedical Evacuation Technician (flight medic). While working on her nursing degree at Ohio State, Amanda became involved with the Student Veteran Advocacy Program. This program is designed to inform campus student life offices of the unique circumstances and needs that student Veterans experience. She has been working with the Student Life Office of Disability Services for over two years now.
SAARC 2016: CONCURRENT SESSIONS III 2:10 – 3 p.m.

Creative, Collaborative, and Action Oriented: A Unique Look at Assessing Student Learning Environments

Location: Ohio Staters, Inc. Traditions Room – 2nd Floor

Austin Simon, The Ohio State University  

Learning takes place outside of the classroom just as much as it does inside of it, thus extending to students’ places of living. In order for this learning to occur, students must feel comfortable in their residence halls, and be able to call where they live ‘home.’ This session explores how assessing living areas in an interactive format can support student success for both current and future students.

Student Employment’s Impact on Student Success and Learning

Location: Ohio Staters, Inc. Founders Room – 2nd Floor

Julie Schultz, The Ohio State University  
Caleb Craft, The Ohio State University  

What impact can guided reflection have on the learning outcomes of student employees? This session will discuss the implementation and assessment results of IOWA GROW (Guided Reflection On Work) within The Ohio State University Office of Student Life and Enrollment Services. Participants will also be given time to consider what a similar reflection program could look like with students in their own work.

Assessment as Training and Methodology: Using Assessment to Create Teachable Moments

Location: Suzanne M. Scharer Room – 3rd Floor

Mitsu Narui, Capital University  
Ahjah Johnson, The Ohio State University  

Assessment and evaluation are increasingly becoming a mandatory skill needed in higher education and are also increasingly time-consuming. Utilizing a case study, this session will look to explore how practitioners can effectively partner up with graduate students to both simultaneously help them learn the skills while also collecting valuable assessment data. Participants will begin to brainstorm ways in which they can effectively utilize undergraduate or graduate students within the context of their specific institution.
Pregame with Protein: Direct Learning Outcomes Assessment of a Program to Promote Responsible Drinking

Location: Student-Alumni Council Room – 2nd Floor

Sophie Tullier, The University of Maryland

The University of Maryland’s Department of Resident Life (DRL) collaborated with the University Health Center to implement an awareness campaign to increase knowledge related to alcohol consumption. This effort was assessed by the DRL Research and Assessment unit on an annual survey of students in the residence halls using indirect measures of behavior change and direct measures of learning outcomes. This presentation discusses the use of direct learning outcomes embedded in surveys, using an alcohol education program as an example case.

Creating a Culture of Assessment in Student Affairs: An Assessment Certificate Program

Location: Great Hall Meeting Room 1 and 2 – 1st Floor

Kathy Jicinsky, Miami University

Gwen Fears, Miami University

Miami University’s Division of Student Affairs is committed to building staff members’ skills, confidence, and effectiveness of using assessment to make data-informed decisions. During the 2015-2016 academic year, an Assessment Certificate Program was piloted to allow staff members the opportunity to experience an intentional, in-depth, and collaborative learning environment to deepen their understanding and application of assessment. Attend this session in which we will discuss Miami’s Assessment Certificate Program and provide opportunities to reflect on ways to incorporate similar opportunities to build assessment skills and capacity on your campus.

The Impact of the Honors & Scholars e-Portfolio

Location: Great Hall Meeting Room 3 – 1st Floor

Lindsey Chamberlain, The Ohio State University

Leo Hoar, The Ohio State University

This session will outline the ways in which the Ohio State University’s Honors Program utilizes both quantitative and qualitative approaches to assess learning outcomes across the university. In particular, we will discuss the assessment of a major initiative within the Center: the Honors & Scholars e-Portfolio.
Financial Wellness of First Generation, First Year Students: Connecting Research to Practice

Location: Ohio Staters, Inc. Traditions Room – 2nd Floor

Whitney Hawkins, The Ohio State University

A great deal of research has been produced about first generation college students, education debt, and financial wellness, but how do we connect these topics with on-the-ground practice? To bridge this gap, the First Year Experience Office at Ohio State used data from the 2014 Study on Collegiate Financial Wellness to inform the design of a pre-enrollment camp for first year, first generation college students. Our research indicates that while they experience financial stress at a higher level than their non-first generation peers, as a group they are more resourceful, more resilient, and more apt to make smart decisions about debt. We used this information in our pre-enrollment camp to celebrate their strengths and discuss ways they can continue to make positive financial choices moving forward.

It Takes a Nation and a Village: Using National Survey Data to Improve Institutional Practices in Leadership Education

Location: Ohio Staters, Inc. Founders Room – 2nd Floor

Matt Van Jura, The Ohio State University
Amanda Baker, The Ohio State University

This session will address the use of established national surveys (e.g., MSL, NSSE) to inform and improve local student affairs practices. Presenters will describe three ways to get started when using national survey data, including examples of how staff at The Ohio State University used data from the Multi-Institutional Study of Leadership (MSL) to inform leadership programs and opportunities. The presentation will address the benefits and challenges of using national survey data to inform local practices, and will equip audience members with strategies for putting recommendations into practice.

Combining Program Assessment and Research for Increased Insights and Opportunity

Location: Suzanne M. Scharer Room – 3rd Floor

Lauren Clark, The University of Cincinnati
William Neater, The University of Cincinnati

Program Assessment generates a large amount of rich data, much of which is left unexplored due to constraints on practitioners' time and foci. However, building collaborations with campus researchers and graduate students creates a mutually-beneficial relationship that can a) delve deeper into programmatic data and generate new solutions, b) produce publications to increase programmatic cachet on campus, and c) draw funding from new sources for program improvement initiatives. This presentation uses one example of a partnership between Educational Studies research faculty and a campus Learning Assistance Center to explore the challenges and benefits of multi-departmental collaborations. Attendees will come away with an understanding of the Academic Coaching program at the University of Cincinnati, its research base, recent program expansions, and how the program interleaves rigorous research with ongoing program assessment.
SAARC 2016: CONCURRENT SESSIONS IV 3:10 – 4 p.m.

Breaking down the Barriers: Supporting College Men’s Development

Location: Student-Alumni Council Room – 2nd Floor

Philip Badaszewski, University of Pittsburgh

Higher education began as a place to educate ‘gentlemen,’ but little has been written about their developmental experiences as becoming and being better men. In fact, ‘Guyland’ has become synonymous with negative male behavior. How do men move past ‘Guyland?’ How can practitioners support and encourage this process? This presentation will outline findings from a study describing men’s impressions of being men in college, factors that influence positive masculinity development, and implications for practitioners looking to support these men.

Measuring Outcomes: Interrupting the Assessment Cycle

Location: Great Hall Meeting Room 3 – 1st Floor

Paul Bellini, The Ohio State University

Elizabeth Fines, The Ohio State University

D’Arcy Oaks, The Ohio State University

Dedication to assessment principles may necessitate taking a break from measuring in conventional or routine ways, and considering options such as moving to other avenues to promote useful data collections. We will share the steps we have taken in assessing student outcomes in the context of Residence Life over the last few years. In an effort to ensure our instrument was measuring what was valuable to the organization, and to combat survey fatigue, we moved from an outcomes-based, validated survey of all residents to focus groups exploring more deeply the Learning Communities. These focus group data, updated learning outcomes, and cognitive interviewing form the foundation for a redesign of the survey instrument. We present our process for interrupting the assessment cycle to ensure the best assessment practices undergird our work as a model for practitioners in all areas of student affairs.

After this final round of concurrent sessions, please join us for a casual gathering at Woody’s Tavern, first floor of the Ohio Union.