

2006 Summer Academy – Schedule of Events

Sunday **July 16, 2006:** *NATN: Introduction to the Academy*

3:00-4:00
Executive Suite
#7045

National Articulation and Transfer Network (NATN) Consultant Meeting
NATN Consultants will meet with NATN project staff to go over their plans and responsibilities for the Summer Academy.

4:30-5:30 pm
Group Registration
Desk

NATN Pre-Academy Registration – Main Lobby
Please pick up your NATN-specific schedule with your other conference materials. If you are unable to register before 5:30, these materials will be available at the NATN Welcome Reception and the Pre-Academy meeting on Monday.

6:00-7:30 pm
Executive Suite
#7045

NATN Welcome Reception
For NATN representatives, consultants, and speakers, this will be a chance to break bread and clink glasses with Institute staff, BEAMS consultants, and plenary speakers.

7:30 pm

Dinner on Your Own

Monday

July 17, 2006:

Introduction to the Academy

3:00 pm
Parrot Room

Team Assignment #1 Due: Project Mission and Goals
Please place in folders in the Resource Room – Parrot. Consultant responses to assignments will be available by 8:30 am the morning following your submission.

Please note: Parrot has computers, printers, and a copy machine for your convenience. The computers and printers are compliments of the University of Puerto Rico Humacao.

9:00 am-1:00 pm
Salón 4

NATN Pre-Academy Meeting
Institutional representatives from NATN schools will meet with NATN staff, speakers, and consultants to discuss their contributions to NATN and their expectations for the Summer Academy. First assignments are due at that time. A light lunch will be provided.

10:00 am-3:00 pm
Group Registration Desk

Registration – Main Lobby
Welcome to the Westin Rio Mar! Please pick up your conference materials. Thank you to the **Puerto Rico Convention Bureau** for providing Welcome Kits and the **Tourism Company of Puerto Rico** for ground transportation between hotels.

10:30-11:30 am
Boardroom

BEAMS Consultant Meeting
BEAMS Consultants will meet with BEAMS project staff to go over their plans and responsibilities for the Summer Academy.

10:00 am-1:30 pm

Optional Team Time and Poster Set-Up
Feel free to use the following breakout rooms for team meetings: Salón 1, Salón 2, Salón 3, Salón 4, Salón 5, Salón 7, San Cristóbal, El Morro 2, and Sandpiper. Please note: Salón 4 and San Cristóbal are in use during part of this time.

Teams may begin setting up posters in the Ballroom East Foyer for the evening poster session. Poster supplies are available in Parrot.

11:30 am-1:30 pm

Lunch on your own

12:30-1:15 pm
San Cristóbal

Student Orientation
This optional session is recommended for all students at the Summer Academy. The session will provide information on the Summer Academy structure and content, and suggest strategies for a successful team experience.

1:30-2:30 pm
Ballroom, Salón 5

Welcome and Introductions—Breaking the Ice: Let's Learn About Each Other

Please wear a T-shirt from your institution and bring your professional cards. The purpose of this session is to present the wealth of experience participants bring to the Summer Academy and identify areas of expertise, interest, and coincidence we can draw and learn from at the Academy.

2:30-2:45 pm

Break

2:45-3:30 pm
Ballroom, Salón 5

Opening Session

An overview of the goals and resources of the Summer Academy and of the mission and programs of the Institute for Higher Education Policy

Margarita Benítez, Senior Associate, BEAMS Project Director, and NATN Coordinator, The Institute for Higher Education Policy; and Jamie Merisotis, President, The Institute for Higher Education Policy

3:30-4:30 pm
Ballroom, Salón 5

Plenary Session – Accreditation as an Impetus for Change

Quality, integrity and effectiveness are the hallmarks of the accreditation process. While institutions go through the formal process only once every ten years, the need for continuous improvement is on-going. This presentation will address the areas evaluated in the accreditation process, those areas which cause the most challenges to the institutions, and some strategies for assisting institutions in dealing with those challenges. Additionally, ideas on how to remove some of the stress from the process for institutions will be covered.

Opening Remarks by Betty Overton-Adkins, Vice President for Academic Affairs, Spring Arbor University, and Incoming Chair, The Higher Education Commission of the North Central Association of Colleges and Schools

Keynote Address by Belle S. Wheelan, President Commission on Colleges, Southern Association of Colleges and Schools

4:30-5:45 pm
BEAMS – Ballroom,
Salón 5

BEAMS/NATN Meetings

All teams in the BEAMS Project will meet with project staff to discuss shared goals for the Summer Academy and orient new team members to project work. NATN representatives and NATN Board members will meet with Raymund Paredes, Commissioner of Higher Education of the State of Texas. Autonomous Summer Academy (ASA) Teams will meet with their assigned consultant to begin working on their team action plan.

NATN – Salón 4

ASA – San Cristóbal

6:00-7:30 pm
Ocean Terrace

Dinner

Do not forget your name badge, as it is required for meals during the Summer Academy.

7:30-8:30 pm
Ballroom East Foyer
and Atrium

Poster Session/Dessert Reception

This session will foster informal networking, fact finding, and information gathering among teams and participants. Each team will select one or two representatives to stay with the poster they created and discuss it with colleagues from other institutions. Meanwhile, other team members will circulate to see posters of interest to them.

The reception is sponsored, in part, by **Rums of Puerto Rico** and **University of Puerto Rico Cayey**.

Tuesday

July 18, 2006:

Minority Student Engagement

6:00 pm
Parrot

Team Assignment #2 Due: Minority Student Engagement
Please place in folders in the Resource Room – Parrot

4:00 pm
Parrot

Roundtable Session Descriptions Due for July 19th Roundtable Session
Anyone interested in hosting a roundtable discussion must submit a roundtable title and description by 4 pm. Forms are available in and must be returned to Parrot. A full list of roundtable topics for the July 19th session will be circulated during tomorrow morning's overview.

7:00-8:00 am
Atrium

Breakfast
Do not forget your name badge, as it is required for meals during the Summer Academy.

7:30-8:30 am
Ballroom, Salón 5

Overview and Breakfast Plenary—The 'Closing the Gaps' initiative in Texas: A Blueprint for Access and Success for Students of Color
This session will focus on current initiatives in the state of Texas to increase access and success for students of color. Drawing from the Texas experience, it will address how higher education and public K-12 education can work together to improve student preparation for college. Other key issues addressed from a Texas perspective will be the role of community colleges, especially in developmental education, and the importance of improving transfer rates from community colleges to four-year institutions.

Raymund Paredes, Commissioner of Higher Education, Texas Higher Education Coordinating Board

8:30-9:30 am
BEAMS – various, see description

NATN – Salón 4

ASA – San Cristóbal

BEAMS Consultant Group and NATN Meetings
BEAMS teams will meet with their assigned consultants to begin collaborating with other teams doing similar work. Room assignments are as follows: Evenbeck–El Morro 2, Hazeur–San Cristóbal, Symonette–Salón 1, Malnarich–Salón 2, Lardner–Salón 3, Chahin and Burkhardt–Salón 7, Chickering – Salón 5, front, and Aguilar–Salón 5, back.

NATN teams will meet with members of the NATN Board. Please refer to your NATN schedule for additional details.

ASA teams can use this time to meet with their assigned consultant and/or work on their Academy project.

9:30-9:45 am

Break

9:45 -11:45 am

Team Working Session

Feel free to use the following breakout rooms for team meetings: Salón 1, Salón 2, Salón 3, Salón 4, Salón 5, Salón 7, San Cristóbal, El Morro 2, and Sandpiper.

11:45 am-1:00 pm

Atrium

Lunch

Lunch will be set up in the Atrium. Feel free to enjoy your meal in Salón 5 or on the Ocean Terrace. Do not forget your name badge!

1:00-2:00 pm

Ballroom, Salón 5

Plenary Session—Engaging Students at Minority-Serving Institutions: Best Practices for MSIs and Beyond

Minority-serving institutions (MSIs) have a unique history of meeting the learning needs of students of color. The panel will focus on best practices for student engagement found at MSIs and how they can be used to inform majority institutions about educating students of color. Panelists will draw from their own research findings about learning needs and academic achievement among students of color, as well as other related studies. In addition, they will suggest strategies for MSIs to document their own best practices for student engagement in learning and how to share best practices across institutional types.

Moderator: Jamie Merisotis, President, The Institute for Higher Education Policy

Panelists: Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, UCLA Graduate School of Education and Information Sciences; Herman Brann, Associate Vice President for Institutional Research, Florida A&M University; and Karen Swisher, President of Haskell Indian Nations University.

2:00-2:15 pm

Break

2:15-3:45 pm

Concurrent Workshops

El Morro 2

Engaging Students of Color in Math and Science

How do you engage students of color who are majoring in the science, technology, engineering and mathematics (STEM) fields? Should potential approaches be any different than engagement strategies intended for liberal arts students? Using the successful set of strategies developed by the National Science Foundation's Model Institutions for Excellence program, this workshop will probe how it contributed to student engagement in STEM fields. The MIE program lasted for 10 years and funded six MSI sites, Bowie State University (MD); Oyate Consortium (SD); Spelman College (GA); Universidad Metropolitana (PR); University of Texas - El Paso (TX) and Xavier University (LA). Among MIE's key elements were multi-year implementation, inter-and intra-institutional collaboration, explicit leadership, and creative analyses of student needs. Some of the MIE strategies required funding to be implemented. Some just required creativity and commitment.

*Jamie Merisotis, President, The Institute for Higher Education Policy;
Arnold Kee, Managing Director of Programs, The Institute for Higher
Education Policy*

San Cristóbal

The Inside Story about Using Information Technology for Enhanced Learning and Engagement

Everybody agrees that information technology is now a fact of life on college campuses. It is supposed to transform teaching and learning practices in and out of the classroom. Panelists will draw from their experience as academics and administrators to explore a range of technology issues that often determine what is actually available and how technology is used between teacher and student. Workshop topics include access to technology, classroom learning tools, how to meet stakeholders' technology needs, campus infrastructure, and cost. Participants will also hear a president's perspective on campus-wide technology issues.

Melvin Johnson, President and Professor of Economics, Tennessee State University and William Aguilar, Vice President for University Advancement, California State University, San Bernardino

Salón 1

The Latino Student Success Inquiry Model and Its Application to Other Populations

In this session we will discuss an institution-based student success inquiry model developed from a demonstration project with six baccalaureate-granting institutions across the country. The intent of the inquiry model is to document institutional efforts to attain minority access and success. While this inquiry model was initially developed with a focus on the success of Latino students, the process used and instruments developed have applicability for institutions looking at the success of other student populations as well.

Sarita Brown, President, Excelencia in Education; and Deborah Santiago, Vice President for Policy and Research, Excelencia in Education

Salón 2

Foundations of Excellence: First Year Programs

Campuses are paying increased attention to the academic success and persistence of their entering students. The Policy Center for the First Year of College has developed the Foundations of Excellence project (<http://www.fyfoundations.org/>) as a means for faculty, staff, administrators, and students to review their work with entering students and develop action plans for improving student learning and success. The Foundations of Excellence project was launched in 2003 to reshape the first college year by doing something entirely new in higher education: provide an aspirational model consisting of a template or blueprint for excellence in the first college year. The model can be used by all institutions in measuring and evaluating their achievements. They are able to confirm what they are doing well and to develop plans for improvement. The workshop will include an introduction to the dimensions, giving campus-specific examples and giving participants contexts for reviewing their own work.

*Scott Evenbeck, Dean of the University College, Indiana University
Purdue University Indianapolis*

Salón 3

Student Engagement and Cultural Capital at HBCUs and HSIs:

The changing demographics of college students in the U.S. are well documented but less is known about the quality of undergraduate education and student experiences at Minority-Serving Institutions (MSIs)—Hispanic-Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), and Tribal Colleges. Several scholars have examined HBCUs in terms of their educational effectiveness for African American students compared to predominantly white institutions (PWIs). However, there is a lack of similar comparative research on Hispanic students at HSIs and PWIs and Native American students at Tribal Colleges and PWIs. This workshop examines two studies using NSSE data to give a broad overview of the state of engagement at MSIs and promising institutional practices. Too few Tribal Colleges have participated in NSSE at this point to make meaningful conclusions about the student experience at these institutions. The workshop will be interactive and solicit examples from participating campuses that coincide with study findings.

*Brian Bridges, Assistant Professor in Higher Education Administration,
The George Washington University*

Salón 4

Student Learning and Engagement in a World of Choices: What Could Be and Where We Are

Student learning and engagement relies on the effective interactions of the learner with the environment. Because of their mobility, transfer students experience complex and changing interactions with their environments. Learning in a world of choices may sometimes be desirable or necessary and it produces yet unrecognized benefits to society. This workshop will analyze patterns of mobility in Connecticut and elsewhere and will characterize best practices for enhancing learning and engagement. The audience will have opportunities to react to examples from the field and to think of new approaches. Thinking outside the box is encouraged.

*Germán Bermúdez, Associate Executive Officer for Academic Affairs,
Connecticut State University System Office*

Ballroom, Salón 5

Engaging Learners: Building Academic Achievement Through Learning Communities

Over five hundred campuses across the country are designing learning community programs to successfully engage learners, including those who are unevenly prepared for academic work. What makes learning community programs effective? How can campuses make sure their learning community effort will engage students in substantive, integrative learning? Where do campuses start? How do they “grow”? This interactive session will introduce the critical elements in learning communities and leave you with hands-on strategies you can share with colleagues at home.

Emily Lardner and Gillies Malnarich, Co-Directors, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College

Salón 7

Let's Find the "Community" in "Commuter" Schools: Finding Structures to Support Learning and Commuter Campuses

This workshop will be interactive; participants will be encouraged to share both the problems they encounter in building learning communities within the commuter campus context and the strategies they have used to yield desired results. The presenter will share best practices from the literature and some anecdotal evidence of what really works.

Camille Hazeur, Assistant to the President and Director of University Equity and Diversity Services, George Mason University

Sandpiper and Boardroom

Making the Most of your NSSE Data: Consults with NSSE staff

If you have general questions about your NSSE data, are wondering about the practical significance of an effect size, or would like to exchange ideas about interpreting your NSSE results, please join us for this informal opportunity to talk with NSSE staff. This session is reserved for BEAMS team members to drop in and ask questions about their NSSE data and to discuss how their results can inform campus action plans. This session will be offered again Wednesday and Thursday. Room assignments: Kinzie – Boardroom and Johnson – Sandpiper.

Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute, Indiana University Bloomington; and Susan Johnson, Project Associate, NSSE Institute, Indiana University Bloomington

3:45-4:00pm
Atrium

Break

Join us for a reenergizing snack, courtesy of USA Funds!

4:00-6:00 pm

Team Working Session

Feel free to use the following breakout rooms for team meetings: Salón 1, Salón 2, Salón 3, Salón 4, Salón 5, Salón 7, San Cristóbal, El Morro 2, Sandpiper, and Ocean Terrace.

4:00-6:00 pm

Staff Office Hours

Please use the sign-up sheets on the Bulletin Board in Ballroom, Salón 5 to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be posted on the sign-up sheet. Staff bios are in your notebook.

CollegeSteps Demonstrations

One computer will be reserved in Parrot for *CollegeSteps* demonstrations with Tony Potts of The rSmart Group during this time.

6:00-8:00 pm

Dinner on Your Own.

Looking to form a group for dinner? Post a message on the bulletin board in the Ballroom, Salón 5.

Wednesday

July 19, 2006:

Data-Informed Decision Making

6:00 pm
Parrot

Team Assignment #3 Due: Data-Informed Decision Making
Please place in folders in the Resource Room – Parrot

4:00 pm
Parrot

Roundtable Session Descriptions Due for July 20th Roundtable Session
Anyone interested in hosting a roundtable discussion must submit a roundtable title and brief description by 4 pm. Forms are available in and must be returned to Parrot. A full list of roundtable topics for the July 20th session will be circulated during tomorrow morning's overview.

7:00-8:00 am
Atrium

Breakfast
Do not forget your name badge, as it is required for meals during the Summer Academy.

8:00-8:30 am
Ballroom, Salón 5

Overview and *CollegeSteps* Demonstration
Participants will get a brief introduction to NATN's interactive website, *CollegeSteps*. *CollegeSteps* is an on-line tool designed to provide information and support for students and counselors interested in transfer.

Tony Potts, Chief Technology Officer, The rSmart Group

8:30-9:30 am
Ballroom, Salón 5

Plenary Session— Leveraging Data for Campus-Based Change
Data can be a powerful lever for identifying aspects of the learning environment that need attention to enhance student engagement and success. This session will focus on how to make sense of the data you are currently collecting and use it more effectively. We will examine the questions you are asking of your data and suggest new data-informed strategies for answering them. Also, we will help you locate additional sources of information that likely exist on your campus that can maximize the impact of your decisions immediately. Finally, we will encourage you to move beyond your own campus to discover the power of collaboration and data sharing across institutions. Our goal is that you leave this session armed with data-mining strategies that can help you effectively launch and sustain improvement initiatives that promote student success.

Moderator: Arnold Kee, Managing Director of Programs, The Institute for Higher Education Policy

Panelists: George D. Kuh, Chancellor's Professor of Higher Education and Director, Center for Postsecondary Research and the National Survey of Student Engagement, Indiana University Bloomington; and Lana Low, Retention and Financial Literacy Consultant

9:30-10:00 am

Break

10:00-11:30 am

Concurrent Workshops

San Cristóbal

Starting Point: Community College

Significant numbers of students of color, many of them Latino, start college at two-year institutions. Not enough is known about what makes a difference in their college experience and how to identify and replicate what works. Too often institutions do not collect the data they need or do so without a solid strategy for its analysis, dissemination, and use to inform institutional practices. Creating an institutional culture of evidence is a difficult but an essential element of data-informed decision making. In this session, we will discuss a demonstration project with six community colleges across the country focused on defining, measuring, and improving student success broadly, Latino student success more specifically, and institutional practice overall.

Sarita Brown, President, Excelencia in Education; and Deborah Santiago, Vice President for Policy and Research, Excelencia in Education

Salón 1

Using NSSE in Accreditation and Quality Improvement Plans

The National Survey of Student Engagement (NSSE) created "accreditation toolkits" based on the requirements and standards for each regional accreditation commission. In this session we will show how NSSE items map to accreditation standards, discuss the potential for using NSSE data in institutional self-studies and quality improvement plans, and explore ways colleges and universities have used their results in accreditation and to measure and monitor institutional effectiveness.

Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute, Indiana University Bloomington

Salón 2

Maximizing Learning

This workshop aims to help participants identify policies and practices that will improve undergraduate learning. During the session, participants respond to a short questionnaire called "Maximizing Your Learning," from Chickering and Schlossberg's "Getting the Most Out of College" as though they were students at their own institution. Follow up discussion identifies the main initiatives that might be undertaken to address the short falls suggested by the questionnaire responses and the implications for team action plans. The workshop is anchored in two readings: (a) an American Psychological Association article on Learning, that synthesizes recent research, and (b) a presentation by Chickering on "Education to Strengthen Diverse Learners." Both articles are available in the onsite library in the Parrot room; participants are strongly encouraged to read the articles in advance of the session.

Art Chickering, Special Assistant to the President, Goddard College

Salón 3**Data-Informed Policy-Making: Ongoing Research Activities of the Institute for Higher Education Policy**

This workshop will explore the notion of research as it applies to public policy. The moderator will present some of the recent policy studies conducted by the Institute, including analyses of current trends in higher education, the benefits of higher education to both individuals and states, community college accountability initiatives, and financial aid for students of color. Participants will be encouraged to comment on the work and suggest future directions for research.

Alisa Cunningham, Managing Director for Research and Evaluation, The Institute for Higher Education Policy

Salón 4**Building the Civically Engaged Campus: Findings from Campus Compact's Indicators of Engagement Project**

This workshop provides practitioners with an opportunity to explore how to use Campus Compact's Indicators of Engagement to document and deepen service-learning and civic and community engagement on their campus. Participants will discuss the Indicators, review promising practices from various Minority-serving institutions and community colleges, utilize the Indicators for strategic planning and program development, and explore how the Indicators can be used to assess engagement at their institutions.

Jenn Meeropol, Program Manager, Integrating Service with Academic Study, Campus Compact

Ballroom, Salón 5**The Devil is in the Details: Assessing Student Learning Outcomes and Campus Performance Measures**

In this session, participants will discuss developing comprehensive plans that connect student learning to other assessments across the institution. Several types of institutional measures can be linked to planning and implementation that integrates student learning outcomes and other institutional assessments. The results of this integration should be a fairly comprehensive picture of institutional effectiveness. Attendees are encouraged to bring their assessment plans.

Betty Overton-Adkins, Vice President of Academic Affairs, Spring Arbor University and Incoming Chair, The Higher Education Commission of the North Central Association of Colleges and Schools

Salón 7**The Role of Data-Driven Decision Making in the World of Federal Funding**

As the government moves towards greater accountability standards for Federal programs and individual projects supported with Federal funds, there has been increasing emphasis on collecting and reporting data. Unfortunately, the accountability effort too often starts and stops with data collection without further investigation. This workshop will discuss how data becomes knowledge and how data can be used to make informed

decisions at many levels of management. The discussion will focus on using data to improve higher education projects and long-term planning.

Jessie DeAro, Program Director, Historically Black Colleges and Universities-Undergraduate Program, Directorate of Education, National Science Foundation

Parrot

CollegeSteps Demonstration and Student Focus Group

During this session, students will be given a hands-on opportunity to discover the tools and features of NATN's interactive website, *CollegeSteps*. *CollegeSteps* is an on-line tool designed to provide information and support for students and counselors interested in transfer. Working directly with students, the presenter will provide a demonstration of the system, give students an opportunity to interact with the site, and then solicit feedback about its applicability to their needs and to their college experience. Students will also be asked about the ease of use and "friendliness" of the site, increasing use and visibility of *CollegeSteps* on college and university campuses, and recommendations for future enhancements that will better help meet their needs.

Tony Potts, Chief Technology Officer, The rSmart Group

Sandpiper

Making the Most of your NSSE Data: Consults with NSSE staff

If you have general questions about your NSSE data, are wondering about the practical significance of an effect size, or would like to exchange ideas about interpreting your NSSE results, please join us for this informal opportunity to talk with NSSE staff. This session is reserved for BEAMS team members to drop in and ask questions about their NSSE data and to discuss how their results can inform campus action plans. This session will be held again on Thursday.

Susan Johnson, Project Associate, NSSE Institute, Indiana University Bloomington

11:30am-11:45am

Break

11:45am-12:45pm
Ballroom, Salón 5

Roundtables

A list of available roundtable discussions will be distributed during the morning overview. Anyone interested in leading a roundtable should sign up in Parrot no later than 4 pm on Tuesday, July 18.

12:45-8:00 pm

Free Time and/or Team Working Session

Lunch and Dinner on Your Own

Feel free to use the following breakout rooms for team meetings: Salón 1, Salón 2, Salón 3, Salón 4, Salón 5, Salón 7, San Cristóbal, El Morro 2, Sandpiper, and Ocean Terrace.

2:00-4:00 pm

Staff Office Hours

Please use the sign-up sheets on the Bulletin Board in the Plenary room to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be posted on the sign-up sheet. Staff bios are in your notebook.

2:00-2:30 pm

BEAMS

Parrot

BEAMS and NATN WebCenter Orientations

At least one representative from each BEAMS and NATN team must attend a hands-on orientation for the WebCenter. The WebCenter is the main communication and collaboration tool for the projects; therefore, it is important that someone from each institution understands the system and can train teammates on its use.

2:30-3:00 pm

BEAMS

Parrot

These orientations will be held in the computer lab in Parrot; space is limited. Please sign up in advance for an orientation session on the bulletin board in the Ballroom. If space remains, more than one representative from a campus may attend. Individuals or teams with wireless-enabled laptops may attend any of the sessions without signing up in advance. Please note which sessions will focus specifically on your program.

3:00-3:30 pm

BEAMS

Parrot

3:30-4:00 pm

NATN

Parrot

Thursday

July 20, 2006:

Sustainability and Long-term Change

**6:00 pm
Parrot**

Team Assignment #4 Due: Sustainability and Long-Term Change
Please place in folders in the Resource Room – Parrot

**7:00-8:00 am
Atrium**

Breakfast
Do not forget your name badge, as it is required for meals during the Summer Academy.

**8:00-8:30 am
Ballroom, Salón 5**

Overview

**8:30-9:30 am
Ballroom, Salón 5**

Plenary Session— The Critical Role of Presidents in Supporting and Sustaining Campus Change Initiatives

Presidents from a range of institutions will discuss their role in prompting, supporting, and sustaining institutional change initiatives: what they can and what they cannot do. They will help participants identify ways of gaining presidential support for project work and integrating suggested campus change plans with strategic plans and other campus priorities.

They will also discuss the relationship between the accountability demands currently facing presidents and the type of data-informed change initiatives being developed by participants.

Moderator: Margarita Benítez, Senior Associate, The Institute for Higher Education Policy, Director, BEAMS, and Coordinator, NATN

Panelists: Hilda Colón, President, University of Puerto Rico Humacao; Melvin Johnson, President and Professor of Economics, Tennessee State University; and Karen Swisher, President, Haskell Indian Nations University

9:30am-10:00 am

Break

10:00am-11:30 am

Concurrent Workshops

El Morro

Creating and Sustaining Communities of Practice

Communities of practice (COPs) provide structured networks of practitioners interested in collective learning about and enrichment of their work. This workshop explores the community roles, structure, and support important to creating and sustaining COPs. In addition, we will consider how the COP framework is ideal for stimulating multi-campus collaborations like those fostered in BEAMS and NATN and how technologies like the WebCenter can help facilitate such collaboration.

Lacey Leegwater, Senior Program Manager, Building Engagement and Attainment for Minority Students (BEAMS) Project, The Institute for Higher Education Policy

San Cristóbal**Articulation and Transfer Practices – Back to the Future**

This interactive workshop will provide an overview of today's various transfer and articulation practices from common course numbering systems, to course equivalency tables, to state-wide systems. You will gain a national perspective on transfer and articulation as well as have the opportunity to discuss strengths, weaknesses, and applicability for your college programs. We will then look at evolving transfer models and the societal factors and forces that may influence new approaches to transfer students in the coming years.

Chari Leader and Kathleen Nelson, NATN Consultants

Salón 1**Misspent Legacy: How the United States' Most Admired Social Institution May Be Losing the Public Trust**

In 2002, The National Forum on Higher Education for the Public Good, affiliated with the University of Michigan's Center for the Study of Higher and Postsecondary Education, conducted a series of national studies on the topic of higher education's role in American society. The results surprised a lot of people. Americans value higher education and want their children to go to college, but they really do not share our view of what we claim to do best. In particular, the public has trouble understanding or accepting many of the values we hold as most sacred. Disturbing implications of this growing rift between public and university perceptions of the role and values of higher education are already becoming clear. Certain attempts to "change the message" may actually be making things worse. This session will present the main findings of the studies conducted by the National Forum and engage participants in a discussion of their implications and the choices they pose to colleges and universities.

John C. Burkhardt, Professor of Higher Education University of Michigan, and Director of the National Forum on Higher Education for the Public Good

Salón 2**Developing Sustainable Action Plans: a Self Audit**

The session is designed to provide program participants with the opportunity to assess, share, and compare their action plans relative to the vision, mission, and goals of their project. The teams will conduct a self audit of their plan to determine how the project will be integrated and sustained within the institutional strategic plan. The teams will be able to determine cost needs, institutional support, assessment measures, and outcomes. The teams will also be asked to determine how their project impacts the students, faculty, campus climate, and revenues. The teams will be stratified by institutional mission to respond to the self audit questions and evaluate the sustainability of their plan.

Jaime Chahin, Dean of the College of Applied Arts and Professor, Texas State University-San Marcos

Salón 3**Accreditation and Campus Change: Sustaining a Culture of Evidence**

This session will explore the links (1) between institutional data and regional accreditation and (2) among regional accreditation standards, the

accreditation process, and the sustainability of institutional change initiatives. We will first discuss the necessity for accurate data as evidence that accreditation standards are being met. The audience will engage in a short interactive exercise of what would constitute appropriate use of assessment data for providing evidence of an effective assessment process. We will then examine how the accreditation process can be used to promote positive institutional change initiatives but may be limited in its power to protect the initiative against internal and external threats to their continuation. Participants will be encouraged to ask questions about these relationships.

Cecilia López, Vice President of Academic Affairs, Harold Washington College

Salón 4

Make Evaluation Work For Your Success Vision: Actualizing Your Outcome Promises

Evaluation works best when we responsively work it for the greater good of those our initiatives exist to serve. What claims are you making about the impact of your services or products: notably, desired changes in knowledge, skills, attitudes, aspirations, orientations, relationships, and conditions? How credible and compelling are those claims to your key stakeholders? How do you know, and who says so? Savvy educators, both inside and beyond the classroom, proactively embrace assessment and evaluation as potent self-diagnostic resources for critical and creative reflection, empowered self-improvement, and strategic image management. Evaluation for excellence is not simply an event, project, or product but rather, a dynamically responsive, diversity-grounded process that informs and improves as well as proves. More specifically, it is a valuable resource for relevant knowledge creation and continuous development towards excellence in addition to accountability compliance verification. The workshop will help you connect systematic program assessment and evaluation processes to ongoing planning and implementation processes. This form of developmental evaluation has important roles at every stage from initial visioning through restructuring for continuous improvement. It enables the intervention as well as the interveners. Mindfully craft learning and development strategies that bridge the now and the yet-to-be and actively monitor their alignment with desired student outcomes. Cultivate your capacity to tell your own evidence-grounded story in ways that are credible and compelling to your key stakeholders.

Hazel Symonette, Senior Policy and Program Development Specialist, University of Wisconsin-Madison and the University of Wisconsin System Administration

Salón 5

The Key to Sustaining Student Engagement and Achievement: Designing Successful Faculty Development Programs

When *all* students engage in substantive learning that builds on what they know in the company of others, they experience greater degrees of academic success. Good professional development programs do the same thing: they invite faculty and instructional staff to engage in substantive

learning that builds on what they know in the context of a collaborative community focused on institutional change efforts where student achievement is the aim. In this session, we will review the characteristics of effective learning-centered professional development programs and will discuss several national initiatives, including faculty learning communities and the scholarship of learning and teaching. We will also explore strategies for developing strong professional development programs for adjunct faculty.

Gillies Malnarich and Emily Lardner, Co-Directors, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College

Salón 7

Sustainability and Long Term Change: Establishing Public Policy in an Environment that Does not Look Beyond the Next Election

Effective educational policy must be sustained over the long haul. Results are often not readily apparent or immediately seen. Yet, in too many instances, public policy makers must contend with the pressure cooker of the 24-7 news cycle. Who has time for the long haul? This session will focus on higher education trends particularly as they relate to access and success for low-income, first-generation students, students of color, and minority-serving institutions. The session will also examine the interplay between the political arena and the public policy arena. Finally, the session will explore important ways that those in the minority-serving institutions community can help shape the ongoing policy debate.

Marshall C. Grigsby, Founder, President, and Chief Executive Officer of Grigsby & Associates, LLC; Senior advisor to the president of the Council for Opportunity in Education; and Senior scholar with the Claiborne Pell Institute for the Study of Opportunity in Education

Sandpiper and Boardroom

Making the Most of your NSSE Data: Consults with NSSE staff

If you have general questions about your NSSE data, are wondering about the practical significance of an effect size, or would like to exchange ideas about interpreting your NSSE results, please join us for this informal opportunity to talk with NSSE staff. This session is reserved for BEAMS team members to drop in and ask questions about their NSSE data and to discuss how their results can inform campus action plans. Room assignments: Kinzie – Boardroom and Johnson – Sandpiper.

Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute, Indiana University Bloomington; and Susan Johnson, Project Associate, NSSE Institute, Indiana University Bloomington

11:30-11:45 am

Break

**11:45 am-12:45 pm
Ballroom, Salón 5**

Roundtables

A list of available roundtable discussions will be distributed during the morning overview. Anyone interested in leading a roundtable should sign up no later than 4 pm on Wednesday, July 19th.

12:45-2:00 pm
Ballroom, Salón 5

Lunch and Student Panel

Student participants in the Academy will discuss campus and Academy experiences and provide their insights into how we can all better organize in order to maximize their learning. Be sure to pick up your lunch in the Ballroom Atrium. Again, name badges are required for all Academy meals.

Moderated by Melissa Del Rios, Program Associate, BEAMS, The Institute for Higher Education Policy

2:00-6:00 pm

Team Working Time

Feel free to use the following breakout rooms for team meetings: Salón 1, Salón 2, Salón 3, Salón 4, Salón 5, Salón 7, San Cristóbal, El Morro 2, Sandpiper, and Ocean Terrace.

3:00-5:00 pm

Staff Office Hours

Please use the sign-up sheet on the Bulletin Board in the Ballroom, Salón 5 to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be posted on the sign-up sheet. Staff bios are in your notebook.

CollegeSteps Demonstrations

One computer will be reserved in Parrot for *CollegeSteps* demonstrations with Tony Potts of The rSmart Group during this time.

6:15-9:00 pm
Vista Verde Gardens

Dinner Celebration and Dance Academy

To celebrate what we have learned and accomplished together at this Summer Academy, let us enjoy merrymaking Puerto Rican style: with tasty food, good music, and tropical exuberance. Many of the rich traditions of Puerto Rican culture are rooted in the ethnicities represented at the Summer Academy. For those who cannot resist the Afro-Caribbean beat, or who want to show off their salsa savvy, we will see you at the dance floor. As they say in Puerto Rico: "A gozarrrrrr!"

Do not forget your name badge!

Tonight's entertainment was provided in part by **Carlos Albizu University**.

Friday

July 21, 2006: *Action Planning*

12:00 noon
Parrot

Team Assignment #5 Due: Project Draft/Action Plans
Please place in folders in the Resource Room – Parrot

7:00-8:00 am
Atrium

Breakfast
Do not forget your name badge, as it is required for meals during the Summer Academy.

8:00-10:00 am
BEAMS – Ballroom,
Salón 5

BEAMS Project and NATN Group Meetings
All teams in the BEAMS Project and in the NATN Project will meet to share outcomes of work at the Summer Academy and plan next steps for the respective programs.

NATN – Salón 4

ASA teams can use this time to complete their team action plans.

ASA – San Cristóbal

10:15-11:00 am
Ballroom, Salón 5

Strategies for the Future
Please sit with your team members. We will review the lessons learned in this Summer Academy and lay out projections and plans for the future, with special attention to ways to keep in touch, continue our dialogue, and disseminate our findings and accomplishments through multiple venues.

Safe journey home and beyond.