

STUDENT SUCCESS: **HIGHER ED'S IMPERATIVE**

APRIL 22 – 24, 2015

OAKLAND MARRIOTT CITY CENTER

CALL FOR PROPOSALS

Higher education exists both to promote individual student success and to serve broad societal goals, yet the public typically has a narrow definition of student success: access, retention, graduation, and learning something along the way. Even those of us in higher education rarely make clear the relationship between individual student success and the value of higher education in developing a well-educated populace that can achieve broader social objectives.

Student success lies at the heart of all of our institutions, but what does it *really* mean and entail? If we insist on a longer and broader view of student success that accommodates a range of individual and societal benefits, what are the factors that will contribute to the realization of that goal?

The 2015 ARC will explore these urgent questions related to accomplishing our mission of student success:

- ▲ How do we ensure that we are improving the chances of success for *all* students?
- ▲ In the face of shrinking budgets and increased demands for accountability, how do institutions plan, organize, and act to meet the needs of individual students today *and* the needs of society tomorrow?
- ▲ How might the changing ecology of higher education support this bigger picture of student success ... or stand in its way?
- ▲ What roles might emerging institutional or programmatic models, processes, and technologies play in achieving this broader notion of student success?
- ▲ How do we provide evidence of student success at the individual and societal levels?
- ▲ Finally, how does WASC Senior College and University Commission assure student success through its accreditation standards and processes?

Who Can Present?

WSCUC invites you, as a member of the higher education community, to contribute to the program of the 2015 Academic Resource Conference (ARC). Your ideas, experiences, research, and advice make this conference one of the most productive and relevant academic conferences in the West.

Share how your institution is responding to our collective imperative of accomplishing student success. Present about how you are improving student learning, raising retention and completion rates, supporting new populations of students, and lowering costs. Inform others about your findings, showcase your approaches and solutions, and tell your stories. Highlight the ways in which your institution is accomplishing student success, and discuss the various ways that WASC Senior College and University Commission can support institutional efforts. Help us all to better understand all that student success entails and how we can best address a more encompassing view of student success.

What Are The Thematic Tracks?

The 2015 ARC will explore five dimensions of student success through the following themes. Please indicate in your proposal which track(s), if any, you are addressing.

1) Teaching, Learning, & Assessment

- ▲ What programmatic, curricular, and assessment approaches are working to support student learning? What new or emerging teaching and learning approaches show promise in improving student learning? What can we learn by critically examining our notions about faculty roles, educational quality, delivery models, student engagement, and learning outcomes to better support student success? How do we know what students retain and apply after they leave our classrooms and/or graduate from our institutions?

2) Demographics & Diversity

- ▲ Who are our students now and in the future, and how do we prepare our institutions to ensure the students of today and tomorrow succeed and can contribute to society? What new or emerging institutional or student support models are addressing current and future students' needs? To what extent does our strategic planning account for the new majority and the variety of students going to our institutions?

3) Student Engagement & Persistence

- ▲ How do we strategically plan for, manage, and measure student enrollment, retention, and graduation? What effective methods exist for engaging an entire institution in addressing the student life-cycle? How do we help students persist when the going gets tough? How do different kinds of faculty models or roles impact students' persistence? What educational or support programs are effective toward helping students get engaged and stay engaged?

4) Cost & Affordability

- ▲ What are the drivers of the rising costs of college? How can we address the often conflicting concerns about cost/student debt and quality/return on higher education investments? How are institutions attending to student success and to their institutional and financial sustainability?

5) Accreditation & Student Success

- ▲ How does the *2013 WASC Handbook* and Institutional Review Process support institutions' missions related to student success? What is the evidence of institutional planning and sustainability in the midst of great changes in higher education? What processes are institutions using to meet the expectations regarding: a) the meaning, quality, and integrity of degrees; b) student learning in the major and the core competencies; c) student success, and d) institutional sustainability?

What Types of Session Formats Are Possible?

The session formats described below are designed to make it easier for presenters to model the engaging and interactive pedagogies we all advocate. Please think carefully about what information the ARC audience would get the most value from, which format is best suited to your presentation, and how you can make the session participant-centered. Conference organizers will do their best to honor your preference.

We ask all presenters to **submit electronic copies of handouts** by **April 1, 2015**, so that conference-goers can read them *before* they attend your session (this is especially important if you present a demonstration or mini-workshop). This way, you can flip the session and spend more time facilitating activities rather than presenting. (You're welcome to provide handouts during your session, too, particularly worksheets that participants will need for an activity; in that case, WSCUC cannot reimburse the cost.)

- 1) **Symposium** (60 minutes): Symposia may consist of two presentations (20-25 minutes) or a single presentation with multiple speakers. We strongly encourage inclusion of *students*, representatives from *different institutions*, and members of *external communities*, e.g. grant makers, K-12 educators, employers. Conference organizers may create a symposium by combining proposals on related topics and assigning a moderator (see below). The moderator will introduce presenters, make brief framing remarks, enforce time limits, and manage the Q&A. WSCUC will post background materials as they become available so that during the session presenters can move quickly to substance.
- 2) **Demonstration** (20-30 minutes): Demonstrations are sessions that familiarize attendees with a new tool, methodology, or pedagogy. Ideally, audience members get to work with the tool or technique being demonstrated. WSCUC will provide access to materials in advance. Related demonstrations may be paired to create a 60-minute session.
- 3) **Mini-workshop** (60 minutes): A limited number of slots will be available for hands-on, interactive workshops. The goal is to build skills through demonstration, discussion, and practice. Program descriptions of mini-workshops will advise attendees that advance preparation is essential.
- 4) **Poster presentation**: The poster session offers an opportunity to present your work, particularly work in progress or on a relatively narrow topic, in an informal setting that encourages one-on-one conversation and networking. There will be a reception on Thursday evening (90 minutes) when poster presenters will be present to talk about their work.
- 5) **Flash Talk** (12-15 minutes): Flash talks follow the model of a TED talk. They're intended to be concise, well-prepared, light on slides, and delivered with style. The goal is to deliver one idea, clearly and persuasively. Conference organizers will group flash talks into one-hour sessions with a moderator.

What Are the Criteria for Acceptance of Proposals?

Please think creatively about ways to make your contribution, whatever the format, as polished and engaging as possible. Remember, too, that where appropriate *data, analysis, and results* – not only process – should be a central part of your presentation. Proposals will be selected based on:

- 1) Overall quality (clarity, innovation, tangible *results*, etc.)
- 2) Transferability to other institutions and situations
- 3) Relevance to the conference theme
- 4) Appropriateness for the selected format
- 5) Appeal to the diverse interests of conference attendees.

Preference will be given to proposals that include **multiple perspectives**, e.g., students, representatives from different institutions, or the public. Conference organizers may suggest that you present in a different format.

Are There Other Ways to Contribute?

YES! We welcome your help in other areas, whether you are submitting a proposal or not. On the proposal form, please indicate ways in which you (and your co-presenters) would like to contribute. Here are some options.

- 1) Serve as moderator of a symposium. See the description of the symposium, above. Moderators are critically important. Before the conference, they contact presenters and help to plan a coherent session. During the session, they introduce the speakers, make brief framing remarks, enforce time limits, and lead the Q & A. Speakers will be asked to submit their slides and other materials to the moderator in advance so that the moderator's remarks will be well informed.
- 2) Organize a Special Interest Group or Topical Lunch:
 - a. *Special Interest Groups* (120 minutes) typically take place on Wednesday afternoon. In the past they have been organized, for example, by institutional researchers, librarians, attendees from faith-based or adult-serving institutions, and participants in LEAP and VALUE projects. Other possibilities include Hispanic-serving institutions, student affairs personnel, and women in leadership.
 - b. *Topical lunches* (75 minutes) are scheduled for the Thursday lunch hour. These brown bag lunches are more informal; they concentrate on individual topics.
- 3) Be a discussion leader. Lead a discussion either following a scheduled session or on a topic that arises spontaneously during the ARC. Discussion leaders will make brief opening remarks on the given topic, offer questions for discussion, and then guide the discussion. Conference organizers will make space available and help to communicate discussions via email or twitter.
- 4) Tweet the ARC. Offer tips, guidance, and commentary on the scene. Initiate spontaneous discussions and networking. Make the conference work for you.
- 5) Design your own contribution. Make up a new way to contribute and we'll consider it!

How Do I Submit a Proposal?

Please submit your proposal online at <http://proposals.wascarc.org/>

What is the Deadline?

The deadline for submitting a proposal is **Wednesday, October 15, 2014**. Presenters will be notified of the status of their proposal on or before December 31, 2014.

What Are the Responsibilities of Presenters?

- ▲ Presenters will be responsible for registering in advance, paying the conference registration fee, and covering their own travel and lodging.
- ▲ Presenters who wish to use Prezi or PowerPoint will need to bring their own laptop; a LCD projector and screen will be available in all meeting rooms, along with internet access. Further logistical details will be provided to presenters closer to the time of the conference.
- ▲ All presenters should submit electronic copies of handouts by April 1, 2015, so that conference-goers can read them beforehand (especially important to do so if you present a demonstration or mini-workshop). WSCUC cannot reimburse the cost of handouts used during the session.

Need more information?

For technical questions about completing your online submission, contact Julie Kotovsky at 510 995-3167, or jkotovsky@wascsenior.org

For questions about conference content or format, contact Melanie Booth at 510 995-3168 or mbooth@wascsenior.org