



Webinar Registration Form

Assessing The Effectiveness Of Programs For At-Risk Students: Strategies That Work Tuesday, September 24 ~ 3:00-4:30pm (Eastern)

Once the live date has passed, this training will be available on demand.

Overview

Higher education faces increasing ethical and practical demands in order to successfully serve special at-risk student populations. Providing services for these students can be difficult, and successfully evaluating the programs that target at-risk populations presents even more challenges. Many traditional measures of student success such as course grades and retention are reported for the entire student population. These broad reporting practices can make it more difficult to get an accurate reflection of the quality of at-risk programs because some experiences of these limited groups are not common to the student population as a whole.

This webinar will look at some processes for examining the effectiveness of targeted programming, such as seminars for students on probation or returning from suspension, workshops for international students, learning communities for veterans, summer bridge programs, intensive pre-semester skills review for conditionally admitted students, and other programming for specific populations that struggle for academic success and retention. Participants will look at both quantitative and qualitative data as well as short- and long-term perspectives on success.

Objectives:

- Define categories of at-risk students
- Describe at-risk students' personal and academic characteristics
- Identify some of the challenges involved in evaluating at-risk student programs
- Write outcomes and/or select baseline measures
- Create a comparison group for evaluation
- Develop an evaluation plan that combines qualitative and quantitative measures as well as direct and indirect measures of assistance program effectiveness
- Understand the importance of big-picture data
- Explore potential campus partners and assistance for evaluation

Who Should Attend?

- 2-year & 4-year institutions
- Learning Assistance Centers
- First-Year Experience Coordinators
- Institutional Research/Retention Specialists
- Academic Affairs & Instruction



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Speaker(s)



Jan Norton / Academic Programs and Student Development

University of Iowa

"One could easily argue that every student coming to college is academically at risk in some way otherwise college retention rates would all be closer to 100 percent. However, we are aware of certain patterns of high risk, so we design programs based upon those patterns. How well are those programs working? How do you measure success for students whose chances for success are, by definition, below average?"

Jan Norton received her Masters in Educational Research & Psychology; her professional training includes Supplemental Instruction, the Kellogg Institute, the Winter Institute, the NCLCA Summer Institute, TIDE, the NACADA Assessment Institute, and NADE certification training. In addition to managing comprehensive, multi-discipline learning centers, she has been an evaluation consultant for learning assistance programs and developmental education in several states and been a reviewer for NADE, CRLA, and NCLCA certifications. Jan was one of the featured presenters at the 2006 Winter Institute and the 2005 NCLCA Summer Institute. For CRLA, she served as the leader for the Learning Assistance Center Management SIG and the Research & Evaluation SIG. Currently working for Academic Programs and Student Development at the University of Iowa and serving on the Board of Editors for the Journal for Developmental Education, Jan continues to be an occasional author and presenter at conferences.

Newsletter