Letting go of business as usual: The evolution of higher education
Speaker: Nancy Gimbel, Ed.D., Vice President of Student Support Programs, Synergyis Education
The pace of innovation in higher education is dizzying in some areas while glacially slow in others. This creates tense collisions among change initiatives and current operational practices. Internal and external pressure is building to improve student outcomes through new or enhanced programs and services. Success in these endeavors requires us to move away from business as usual. Moving away from business as usual does not mean staying from our institution’s values, goals and mission. It means having the discipline to select only the innovations tightly aligned with the institution’s values, goals and mission and supported by research on student persistence. During this presentation, Dr. Gimbel facilitates a discussion about the ways higher education is evolving and innovating, how this affects student support and development practices, and how letting go of business as usual can help students and institutions thrive.

Telling a Good Story: The Basics of Storytelling and Using Them for Assessment
Presenter: Sherry Woosley, Ph.D., Director of Analytics and Research at Skyfactor
Great stories are carefully crafted and designed to create engagement, thinking, and impact. What if we used the theories and elements from story design to develop cohesive and compelling assessment stories?

A New Perspective on Student Success: From Data Insights to Impact
Presenters: Ed Venit, Ph.D., Senior Director, Education Advisory Board and Amanda Wernicke, Education Advisory Board
Ed Venit, EAB's leading expert on best practices in retention and graduation, advising, and student data analysis, will share top insights from national research on student success. This session will highlight important industry trends and insights into predictive student behaviors from the Murky Middle Project, national student data, and Central Michigan University's own historic data. Participants will discuss several examples of impact made by progressive universities proactively intervening with students and making data-informed decisions and policy.
Amanda Wernicke
Amanda Wernicke joined the Education Advisory Board in 2011. Initially, she conducted research on diverse topics, including sustainability curriculum, student and faculty research and grant activity, evaluation of faculty advising, translating military experience to academic credit, and tenure review processes. She was excited to learn about the Student Success Collaborative, when it was under development, and its possibilities for improving student retention and graduation rates, and she began conducting more research on advising, interventions, and retention. As the Student Success Collaborative launched its founding cohort, she was honored to become a founding Dedicated Consultant, and has partnered with Central Michigan University since CMU became a member of the Student Success Collaborative in 2012. She discovered her passion for higher education and its improvement through working in the President’s Office at Dickinson College and participating in shared governance.

Shannon Jolliff-Dettore
Shannon Jolliff-Dettore serves as director for the Office of LGBTQ Services at Central Michigan University. As the director, Shannon provides assistance and education in support of lesbian, gay, bisexual, transgender, queer, and ally students, faculty and staff. Shannon is an engaging trainer with a clear passion and expertise with topics that intersect identity and privilege.

Student Services and Social Justice: Serving Students at Their Intersections
EHS 232
Presenter: Shannon Jolliff-Dettore, Director, Office of LGBTQ Services at CMU
Participants will engage through an interactive session format with focus on understanding social identities and the implications for college student support services. The session provides an opportunity for participants to acquire greater understanding of their own identity and how they approach work and life through a lens of social justice. Participants will leave with practical information to implement in their work to encourage open dialogue and inclusion.

Break, EHS First Floor Hallway

A New Perspective on Student Success: From Data Insights to Impact
EHS 215
Presenters: Ed Venit, Ph.D., Senior Director, Education Advisory Board Amanda Wernicke, Education Advisory Board
Ed Venit, EAB’s leading expert on best practices in retention and graduation, advising, and student data analysis, will share top insights from national research on student success. This session will highlight important industry trends and insights into predictive student behaviors from the Murky Middle Project, national student data, and Central Michigan University’s own historic data. Participants will discuss several examples of impact made by progressive universities proactively intervening with students and making data-informed decisions and policy.

Break-Out Session Block 2

Re-Thinking the Co-Curricular Experience
EHS 230
Presenter: Molly O’Connor, Consultant, Education Advisory Board
Employers consistently report that the most important skills for employees to have are the “soft” ones: written and verbal communication, teamwork, and problem solving. We know that students can and are developing these skills through co-curricular involvement, but many students don’t access these opportunities, and those that do often struggle to articulate the value of their experiences to prospective employers. Consider strategies for reframing the co-curricular experience, so that students take better advantage of all CMU has to offer, and are able to articulate the value of their involvement – whether they’re a student leader or a student organization member – in the job search.

Academic Resiliency and Self-Efficacy
EHS 213
Presenter: Sherry Woosley, Ph.D., Director of Analytics and Research at Skyfactor
Intuitively, we all understand that self-confidence, persistence, and re-bounding from difficulties impact our outcomes. Let’s spend time discussing the theories of self-efficacy and resiliency within the higher education environment to discuss how these issues could be impacting our students.

Wrap-up, French Auditorium
(No food or beverages Allowed in French Auditorium)
Sarah Grandstaff, Academic Advisor, CCFA
Dan Gaken, Director, Leadership Institute
Jesi Ekonen, Assistant Director, Leadership Institute
George Ross, Ph.D.
George Ross, Ph.D. is the fourteenth president of Central Michigan University. He obtained his BA (1975) and MBA (1990) degrees from Michigan State University and his doctorate from the University of Alabama (1997). Prior to his position as President of CMU, Dr. Ross worked in the private sector and served as the Director of Finance at the Center for Creative Studies in Detroit (1986-91), the Vice President for Business and Fiscal Affairs at Tuskegee University (1991-95), the Vice Chancellor for Administration and Finance at the University of Tennessee at Chattanooga (1995-99), the Executive Vice President at Clark Atlanta University (1999-2002), the Vice President for Finance and Administrative Services and Treasurer at Central Michigan University (2002-08), and the President of Alcorn State University (2008-10).

During his time at CMU, President Ross has been working to minimize the increases in tuition and increase funding from the State and other sources. He has also been involved with the implementation of the Medical School and the University’s growth in non-traditional academic areas.

Nancy Gimbel, Ed.D.
Nancy Gimbel, Ed.D. our distinguished keynote speaker, is the Vice President of Support Programs at Synergis Education. In this role, Dr. Gimbel leads the design, development, implementation and management of student success and persistence programs for non-profit colleges and universities that partner with Synergis to launch new online, blended, and on-ground academic programs. Dr. Gimbel's goal is to help each partner institution strive for excellence and implementation of best practices in student success and persistence initiatives.

Prior to joining Synergis, she served as an Assistant Dean at the Scheller College of Business at Georgia Tech, overseeing program strategy, admissions, operations, student services and alumni affairs for the Executive MBA Program. Dr. Gimbel was charged with building out the capabilities of the program and continually enhancing the reputation, quality, distinctiveness and influence of the two Executive MBA degrees.

Sherry Woosley, Ph.D.
Sherry Woosley, Ph.D. is the Director of Analytics and Research at Skyfactor. Dr. Woosley previously spent more than 10 years working in assessment at Ball State University, where she founded a graduate level program in institutional research. She has been involved in the development of the MAP-Works student success and retention system since its inception. Dr. Woosley has published articles in the College Student Journal, The Journal of College Student Retention, The Journal of College Student Development, The NASPA Journal, and Assessment Update. She has delivered more than 100 presentations at various national conferences. She is nationally recognized for work in assessment, college student transitions, and predictive analytics. She holds a Ph.D. from University of California, Santa Barbara.

Ed Venit, Ph.D.
Ed Venit, Ph.D. is a Senior Director with the Education Advisory Board (EAB). He serves as the firm’s leading expert on best practices in student success, retention and graduation, advising, financial aid, and student data analysis.

Dr. Venit’s current research focuses on the use of data analytics to transform academic advising. By studying course completion patterns associated with success and failure, colleges and universities can work to remove unseen barriers to degree completion and actively intervene with students who have fallen off path.

Previously, Dr. Venit led research to produce the national best practice report Hardwiring Student Success, the culmination of over 200 interviews with success practitioners and 20 months of research. This report profiled sixteen case studies from exemplar institutions investing in data-driven early warning strategies to identify students for proactive follow-up from support services. Dr. Venit holds a Ph.D. in evolutionary biology from Duke University.