

SAIR 44 Session Proposal Update

Matthew Campbell

Tue 8/1/2017 3:56 PM

To: Emily Wilkins <emily.wilkins@auburn.edu>;

Congratulations!

Dr. Channing R. Ford, crf0015@auburn.edu

Ms. Emily B. Wilkins, emily.wilkins@auburn.edu

Your session proposal titled *Assessment Best Practices: Using Focus Groups to Gain Insight and Implement Changes to the Curricular and Co-Curricular*, has been accepted to the **Assessment** track for the 2017 SAIR Conference. SAIR 44 will be held October 7th through the 10th in Fort Worth, Texas.

Your session was selected through a blind review process conducted by a SAIR conference track committee, formed of SAIR members with expertise in the respective area. Track committee members are able to provide comments and suggestions as part of their review, and where they have done so their feedback is listed below. As you begin to finalize your session for October, please carefully consider incorporating their feedback into your presentation.

Within the next few weeks I will again be reaching out to you, to provide an opportunity to edit your session's details such as title, abstract, and presenter information. These will be the fields seen on the SAIR website and printed in the conference program booklet. Those fields as currently submitted are also listed below.

In the meantime, conference registration will be opening soon but you can reserve your room now at the Worthington Renaissance, our conference hotel, at a reduced SAIR rate. Visit sair.org for more information or use [this direct link](#) to reserve your stay.

Thank you for supporting SAIR through the sharing of your time and expertise.

Sincerely,

Matthew Campbell

2017 SAIR Program Chair

Session Title: Assessment Best Practices: Using Focus Groups to Gain Insight and Implement Changes to the Curricular and Co-Curricular

Abstract:

Within higher education, administrative and academic departments often rely on surveys to gain understanding of student needs and program effectiveness. While surveys are typically considered easy to initiate for a reasonable yield of return, surveys are limited in nature, and the overall feeling of anonymity can limit the quality of information provided. To overcome these limitations, administrative and academic departments should explore integrating focus groups as assessment strategies to enhance the quality of data collected. This session will explore the use of focus groups within higher education, as well as provide an opportunity for attendees to strategize potential implementation approaches.

Presenters:

Channing R. Ford

Emily B. Wilkins

Track Committee Comments:

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