Building (Our) Shared Evidence-Based Stories of Student Success: The Imperative for Collaboration Between Academic Affairs & Student Affairs

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Purpose of Presentation

Exploring a collaborative model of student success
Type of Institution?

- Community College
- Public University
- Private University/College
- For-Profit
- Other
- N/A
<table>
<thead>
<tr>
<th>Type of Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
</tr>
<tr>
<td>Public University</td>
</tr>
<tr>
<td>Private University</td>
</tr>
<tr>
<td>For-Profit College or College</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Non-Applicable</td>
</tr>
</tbody>
</table>
Who’s in Room?

- President
- VPs
- Deans
- Directors
- Faculty
- Staff
- Other
Who’s in Room?

Student Affairs
Academic Affairs
Other
<table>
<thead>
<tr>
<th>Academic Affairs</th>
<th>Student Affairs</th>
<th>Other</th>
</tr>
</thead>
</table>

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Our Roles

ACADEMIC AFFAIRS

STUDENT AFFAIRS
Conceptual Challenges for Presentation

**Challenges**

- NECHE standards and student affairs
- Perceived need versus actual need
- Lack of integrative models and examples
- Siloed stories; limited collective impacts
- Processes and roles
- Size of institution
- Making horizontal connections
- Finding the right metaphor

**Opportunities**

- Forefronting student affairs into standards
- Building relational models and visuals
- Developing a shared language
- Developing explicit practices
- Need for intentional and explicit storytelling
- Need for institutional examples
- Need for published models
- Developing new metaphors
Assumptions of Our Presentation

- Students learn both in and outside the classroom
- We all play a collective role in crafting a shared story of student success
- We respect institutional differences to documenting student success
- Assessment generates evidence on whether we are achieving desired outcomes
- We see an emergence of collaborative assessment professionals
Collective Impact in a Complex System

Sonic the Hedgehog
Where you think you are on SA and AA integration?

- Consistent assessment and use of results aligned with division/department level goals and outcomes
- Central assessment expectations defined and consistently met
- Integrated use of assessment data for organizational learning, improvement and decision support
- Consistent documentation of assessment and improvement
- Evidence aligned with institutional outcomes/priorities
Where you think you are?

Not integrated

Integrating

Well-integrated
Where you think you are on SA and AA integration?

- Consistent assessment and use of results aligned with division/department level goals and outcomes
- Central assessment expectations defined and consistently met
- Integrated use of assessment data for organizational learning, improvement and decision support
- Evidence aligned with institutional outcomes/priorities
- Consistent documentation of assessment and improvement

Where you think you can go on SA and AA integration?
Where you think you can go?

Little more than what we are currently doing

Steady effort to integrate and align

Well-integrated stories of success
Building Collaborative Model of Evidence

ACADEMIC AFFAIRS → STUDENT AFFAIRS
## Crosswalk Map

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Prior Learning</th>
<th>Courses</th>
<th>Other Required Courses, Recommended Electives</th>
<th>Activities and Experience That Provide Support</th>
<th>Work-Based Learning Experiences</th>
<th>Certifications and Licensures</th>
<th>Possible Careers</th>
<th>Learner Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>Prior learning that is accepted in relation to specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Other courses that support and reinforce specific outcomes</td>
<td>Co-curricular elements that support specific outcomes</td>
<td>Employment and other experiences that reinforce specific outcomes</td>
<td>Possible certifications connected to the outcomes</td>
<td>Possible career paths related to the map</td>
<td>Elements identified by learners as supporting learning outcomes</td>
</tr>
</tbody>
</table>

**Explicit Overlap between SA & AA**
Fishbone Model

Outcome

Cause Category
- Specific Cause
  - Specific Cause
    - Specific Cause

Cause Category
- Specific Cause
  - Specific Cause
    - Specific Cause

Cause Category
- Specific Cause
  - Specific Cause
    - Specific Cause

Cause Category
- Specific Cause
  - Specific Cause
    - Specific Cause
Hypothetical Institution-level Student Success Fishbone
Thinking Forward
Q&A
Thank you!

- NECHE Commission
- Natasha Jankowski, Director of the National Institute for Learning Outcomes Assessment (NILOA), University of Illinois Urbana-Champaign
- Session Moderator, Commissioner Susan Huard, President of Manchester Community College in New Hampshire