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

Type of Institution

Community College

Public University

Private University or College

For-Profit College or University

Other

Non-Applicable

Who's in Room?

President

VPs

Deans

Directors

Faculty

Staff

Other

Specific Roles

Role	
Dean	**A**
Director	**B**
Faculty	**C**
President	**D**
Provost	**E**
Senior Administrator	**F**
Other	**G**
Assessment Professional	**H**

Who's in Room?

Student Affairs

Academic Affairs

Other

Current Role

Academic Affairs

Student Affairs

Other

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

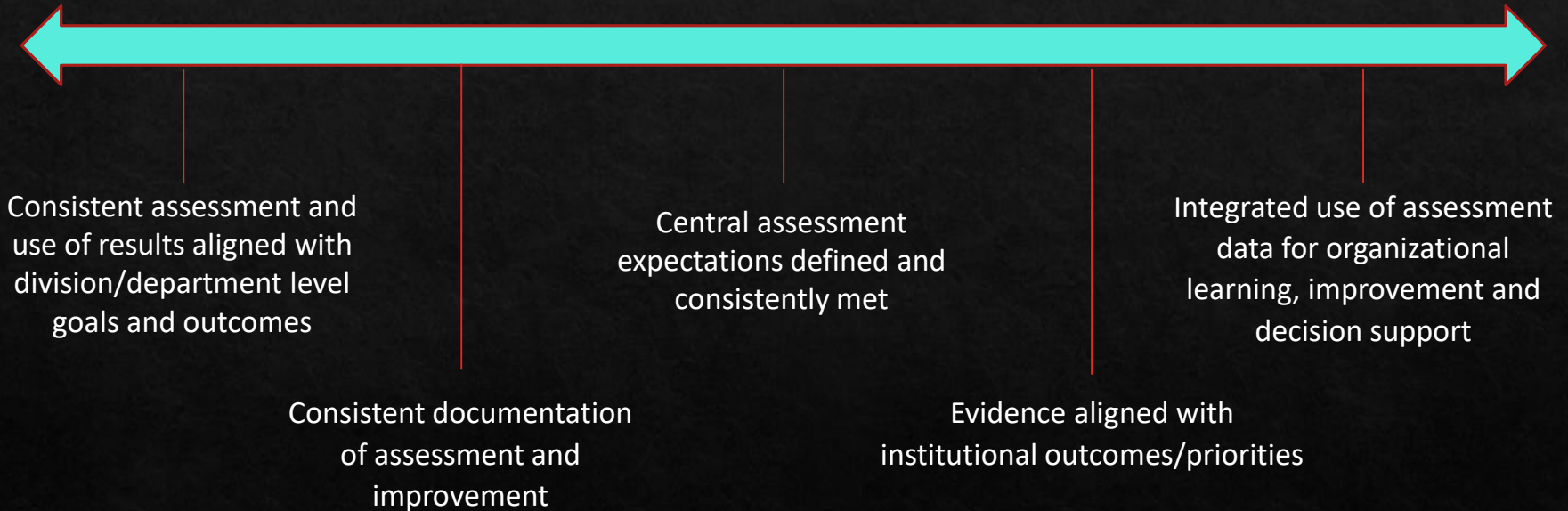◈ We see an emergence of collaborative assessment professionals

Collective Impact in a Complex System

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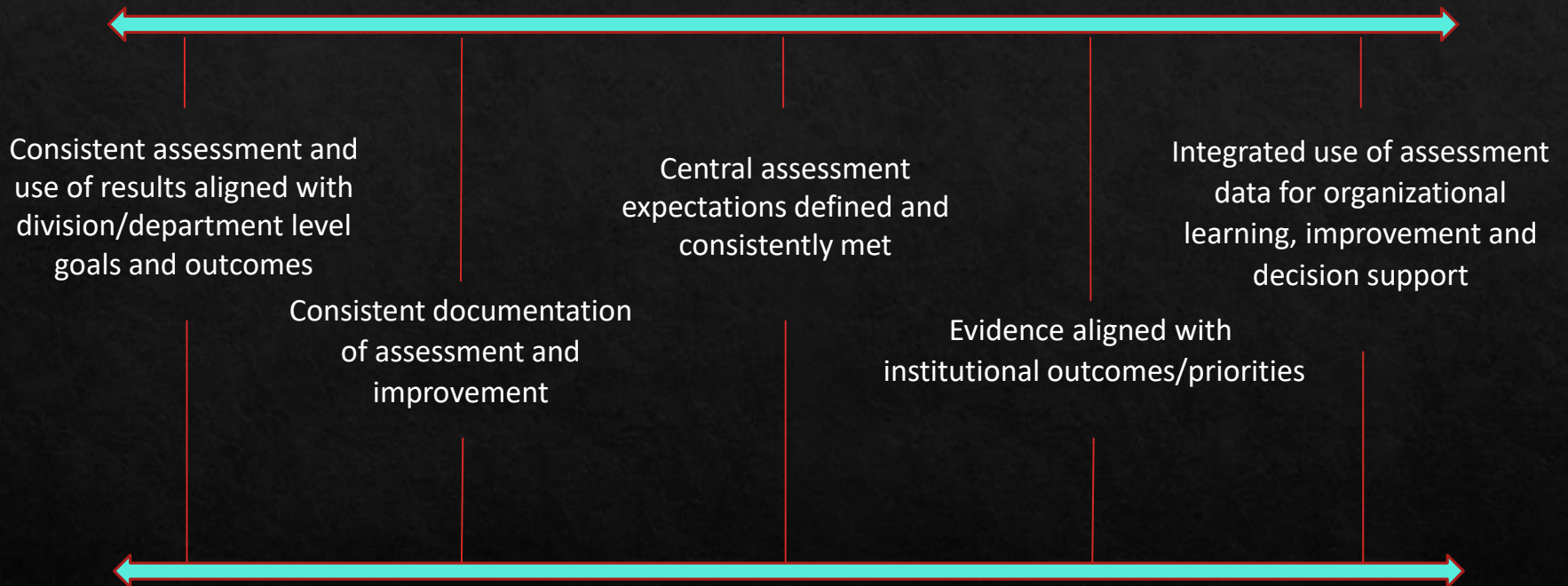
Where you think you are on SA and AA integration?

Consistent assessment and use of results aligned with division/department level goals and outcomes

Consistent documentation of assessment and improvement

Central assessment expectations defined and consistently met

Evidence aligned with institutional outcomes/priorities

Integrated use of assessment data for organizational learning, improvement and decision support

Where you think you are?

Not integrated

Integrating

Well-integrated

Where you think you are on SA and AA integration?

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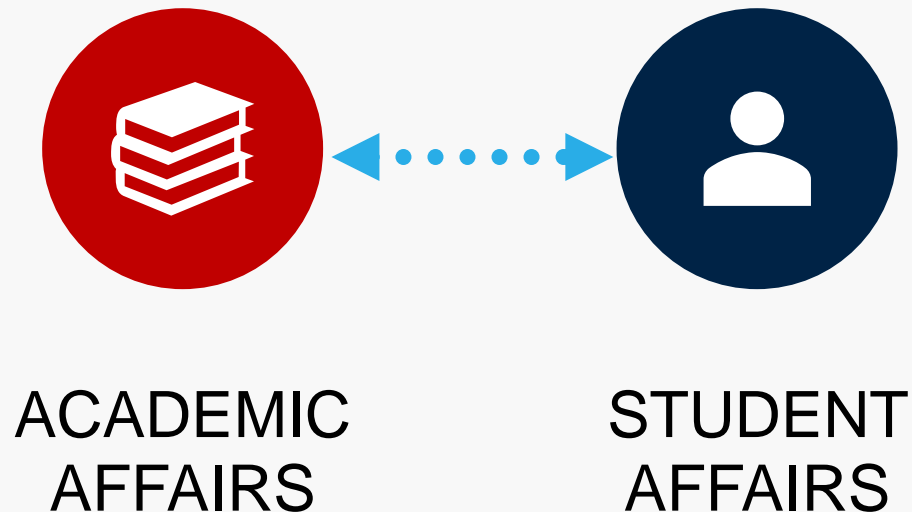
Where you think you can go?

Little more than what we are currently doing

Steady effort to integrate and align

Well-integrated stories of success
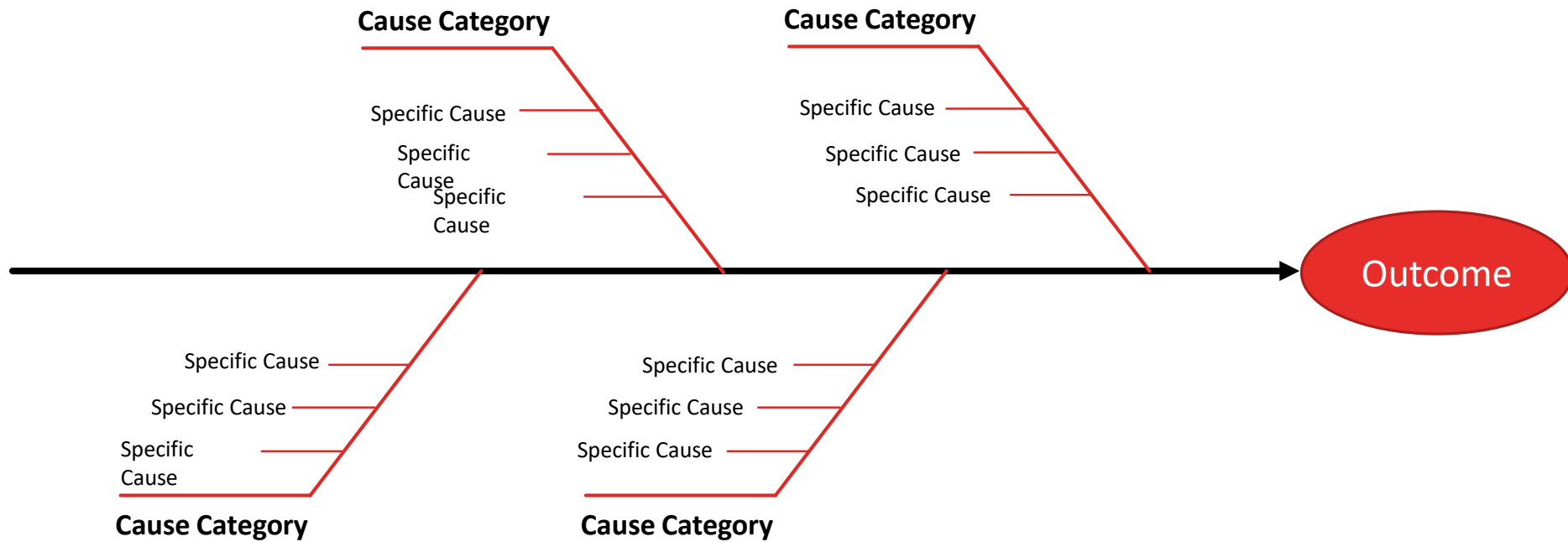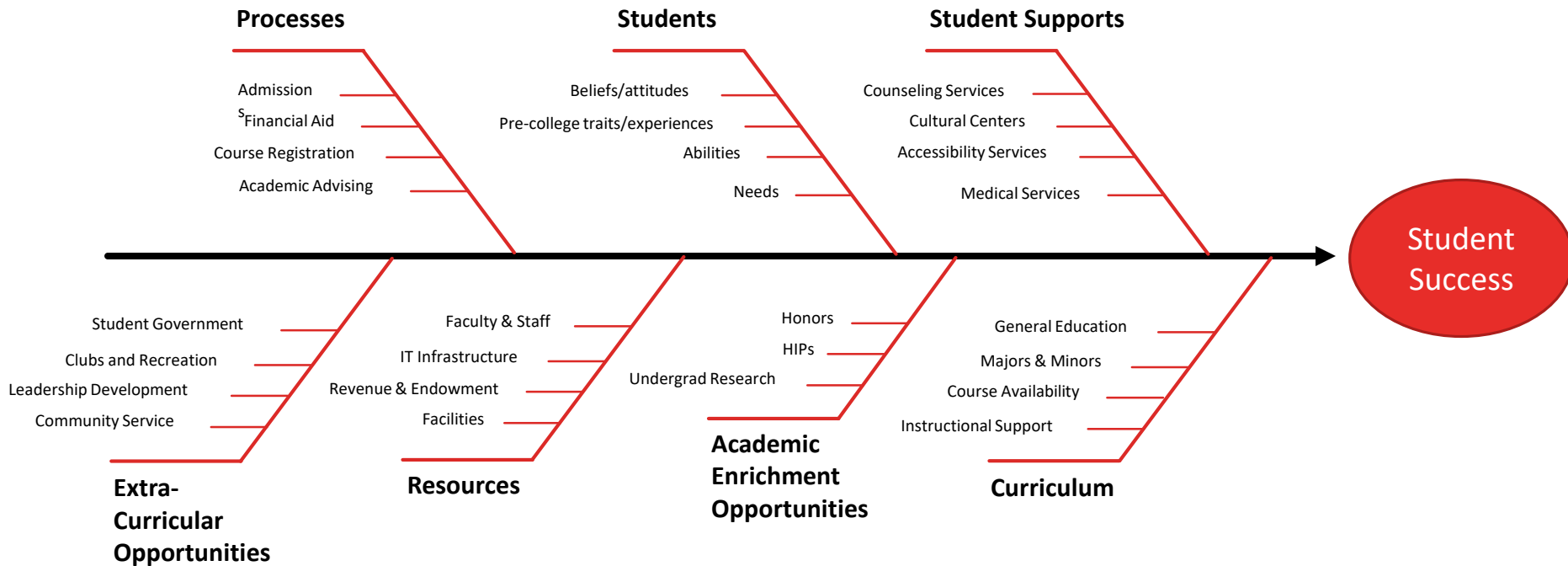
Building Collaborative Model of Evidence

ACADEMIC AFFAIRS

STUDENT AFFAIRS

Crosswalk Map

Learning Outcomes	Prior Learning	Courses	Other Required Courses, Recommended Electives	Activities and Experience That Provide Support	Work-Based Learning Experiences	Certifications and Licensures	Possible Careers	Learner Identified
Learning Outcome 1	Prior learning that is accepted in relation to specific outcomes	Courses that address specific outcomes	Other courses that support and reinforce specific outcomes	Co-curricular elements that support specific outcomes	Employment and other experiences that reinforce specific outcomes	Possible certifications connected to the outcomes	Possible career paths related to the map	Elements identified by learners as supporting learning outcomes
Learning Outcome 2								

Explicit Overlap between SA & AA

Fishbone Model

Cause Category

Specific Cause

Specific Cause

Specific Cause

Cause Category

Specific Cause

Specific Cause

Specific Cause

Specific Cause

Specific Cause

Specific Cause

Cause Category

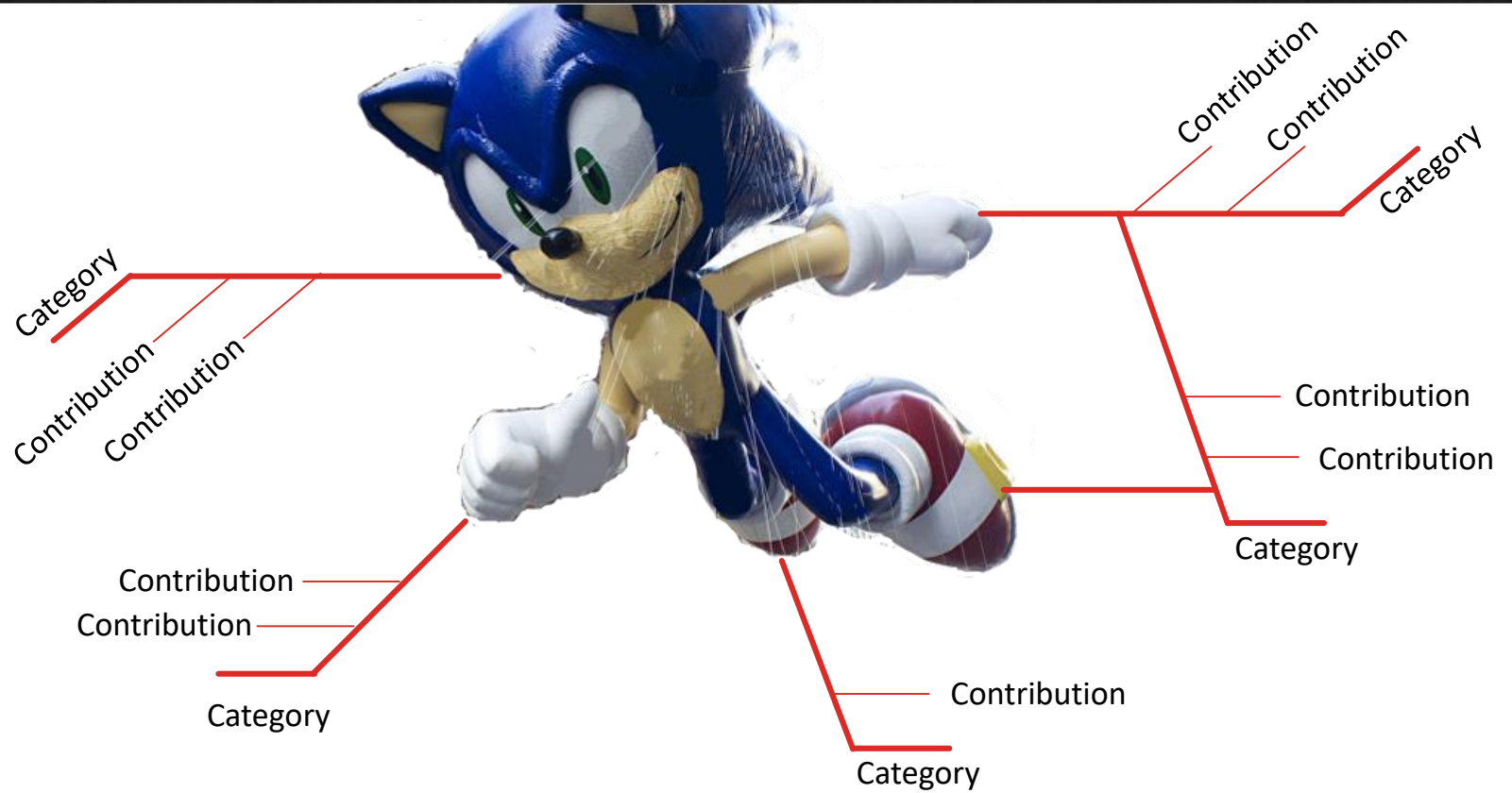Specific Cause

Specific Cause

Specific Cause

Cause Category

Outcome

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