



The Intersection of Assessment and Campus Culture

Where People, Processes, and Priorities Connect

Amelia Parnell, Ph.D.
NECHE Annual Meeting
December 11, 2019

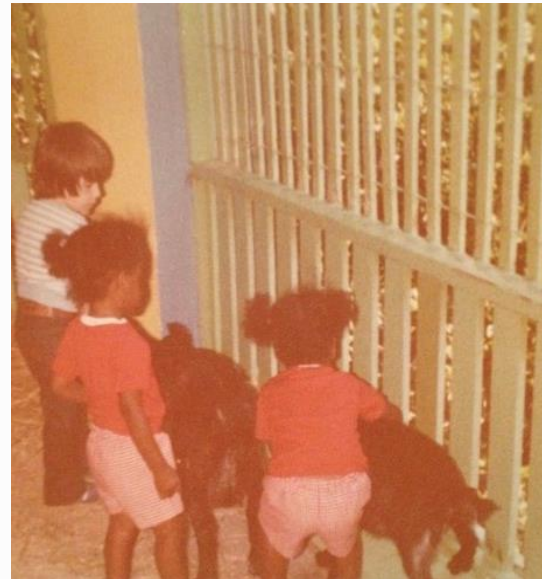
Agenda

- About Amelia and NASPA
- Indicators of the Current Condition and Culture of Analytics Work
- Three Examples of the Intersection of Assessment and Campus Culture
- Future Predictions
- Quick Reminders and Additional Resources
- Questions



About Amelia

- Connector (of people and ideas)
- Philadelphia Eagles fan
- Taking an online course to learn about mobile app development
- Favorite research topics are data and leadership
- Recently discussed the cost of college with a group of high school seniors



NASPA addresses **common functional areas within student affairs** (housing, advising, conduct, assessment) as well as **broad higher education themes** (access, persistence, and degree completion).



Our work provides high-quality professional development, advocacy, and research for **16,000 members** in all 50 states, 25 countries, and 8 U.S. territories.

About NASPA

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession.

Student Success Is Everywhere at Our Institutions!



Positions

Student Success
Coach

Director of
Student Success



Programs

Campus-Wide
Student Success
Initiatives

Student Success
Summit



Departments

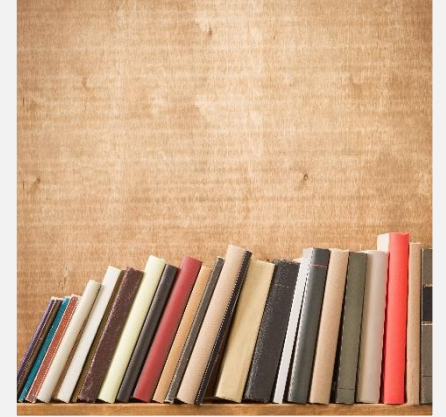
Office of **Student Success**

Student Success
Center



Metrics

Student Success
Goals, Objectives,
and Indicators



Mission

Strategic
dedication and
commitment to
student success

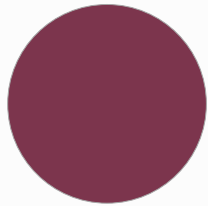
Critical Areas That Impact Students' Success



COST OF ATTENDANCE

Basic Needs

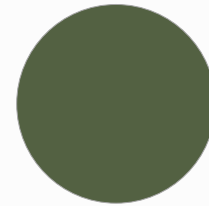
Unexpected Opportunities or Challenges



ACADEMIC PROGRESS

Major Selection

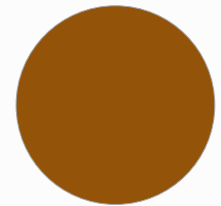
Integration of Classroom and Co-Curricular Learning Experiences



SOCIAL INTEGRATION

Sense of Belonging

Healthy Behaviors



PROFESSIONAL DEVELOPMENT

Acquisition of Job-Ready Competencies, Skills, and Abilities

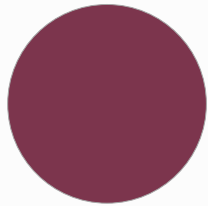
Current Trends in Assessment



COLLABORATION

Student Affairs and
Academic Affairs

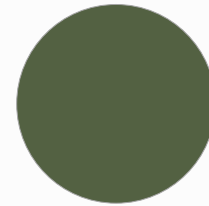
Institutional
Research and
Information
Technology



STUDENT LEARNING OUTCOMES

Integrated Learning

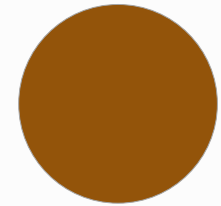
General Education
Curriculum Reform



INTEGRATION

Connecting Data
from Multiple
Systems

Dispersed Analytics
Roles & Centralized
Functions



DECISION SUPPORT

Shift from
Communication to
Consulting

Alignment of
Mission and
Assessment
Activities

Embracing a **culture** of managing risk and taking chances

Leveraging the **appropriate mix of** homegrown and vendor **tools**

Balancing the **use** of quantitative and qualitative information

Identifying **scalable interventions**

Determining when data indicate a **time** to change plans



Current Tensions in Analytics-Related Work

More campus offices have an **analytics** function

Graduate programs are **emphasizing** the **value of** analytics-related **skillsets**

Institutions are using data with the **goal of improving student outcomes**

Professionals across reporting lines **are collaborating**

Students are requesting access to their information



**Current Bright Spots in
Analytics-Related Work**



Indicators of the Current Condition and Culture of Assessment Work

1. **Demand** for individuals with certain skillsets is **outpacing supply**
2. **Increased consumption** of assessment, analytics, data, and information for business purposes
3. **More** requests for **accountability**
4. **New markets** for technology-related vendors and services



Four Indicators of the Current **Condition** of Assessment Work

Audience Poll:
Do you think
the analytics
culture on
your campus is
widespread?



“The development of an **analytics culture that is widespread and positive** is one of the most important steps that can be taken to harness the analytics revolution.”

Gagliardi and Turk, 2017.

1. "My **colleague** does **most** of our assessment work."
2. "I am **flooded with requests**, most of which are in a short timeframe."
3. "I have a good relationship with my IR director and that's good because **data is power**."
4. "We need a stronger understanding of **how outsourced models work**."



Four Quotes that Describe the Current **Culture** of Assessment Work

Themes from the 2018 NASPA Assessment Town Hall

FLEXIBILITY:

Variety of Requests

MANAGEMENT:

Structured Workflow

STRATEGY:

Necessary vs.
Interesting Analyses



Comments from the 2018 NASPA Assessment Town Hall

"I've been asked what the **secret sauce** is for students to stay in college?"

"I'm gathering assessment results that can help us prepare for **accreditation** visits."

"We need **consistent language** about what assessment is and that it's not a bad thing."

Students Under Surveillance?

Data-tracking enters a provocative new phase

By Lee Gardner | OCTOBER 13, 2019 ✓ PREMIUM



Max Whittaker for The Chronicle

“The more intimate student tracking becomes, the **more questions** about privacy, consent, and the use and fate of student data **will arise.**”

“It isn’t hard to imagine the **wealth of observational data** such location tracking might produce, and the student-success insights that might arise from it.”

“For example, knowing that A students spend a certain number of hours in the library every week — and eventually communicating that to students — **might motivate them to study there more often.**”

Leveraging The Predictive-To-Prescriptive Analytics Paradigm Shift In Higher Education



Jim Milton Forbes Councils
Forbes Technology Council CommunityVoice ©

POST WRITTEN BY

Jim Milton

Jim Milton is the CEO of [Campus Management](#), a global leader in Higher Ed technology.

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GETTY

“With continued advancements in **artificial intelligence** (AI), predictive analytics has evolved systems from simply gathered and collected data into true systems of intelligence.”

“With increased economic and demographic pressures, though, institutions are now seeking to move beyond descriptive and predictive analytics to alter outcomes through **prescriptive analytics**.”

“By coupling real-time student engagements and interactions with behavioral data, institutions can pinpoint the motivations of individual students and **personalize recommendations to ensure positive student outcomes**.”

Effective data strategies must
address the intersection of
**people, processes, and
priorities.**

Parnell, 17 months ago.



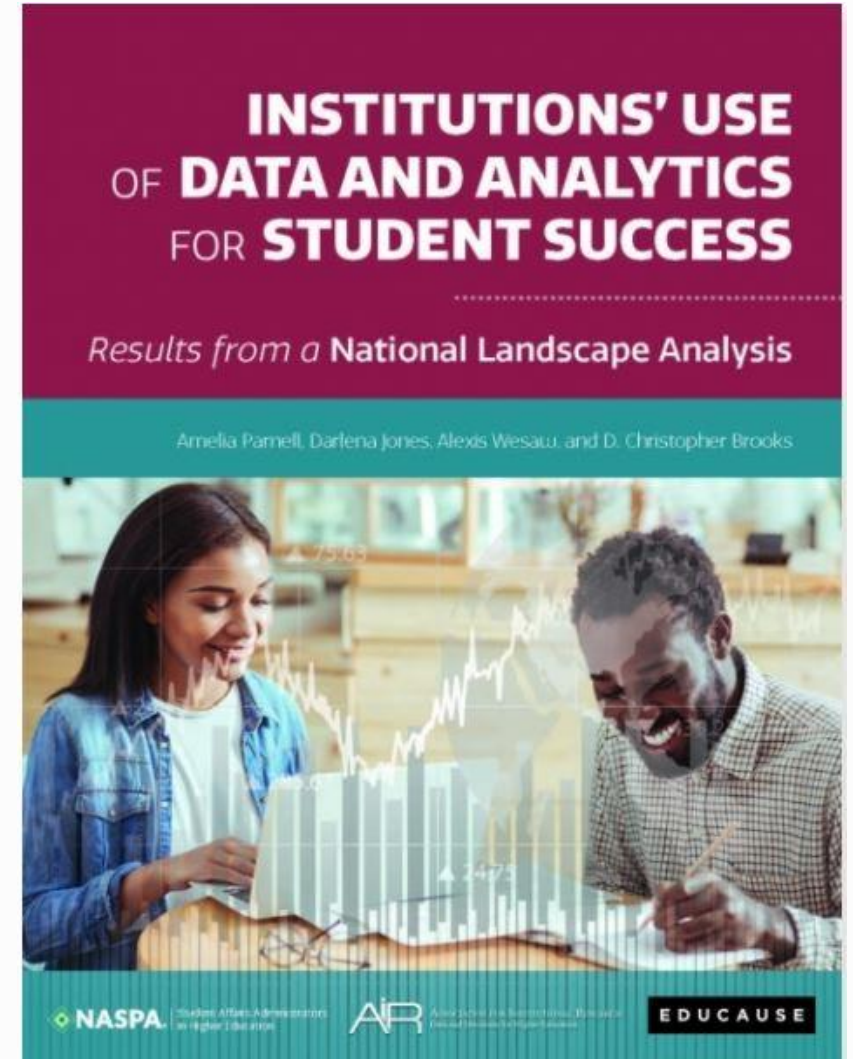
The Intersection of Assessment and Campus Culture: Three Examples of Connections between People, Processes, and Priorities



Example 1: **Cross-Functional Collaboration** – Institutions' Use of Data and Analytics for Student Success

National Landscape Analysis

- Partnership with the Association of Institutional Research (AIR) and EDUCAUSE
- Focused on four core areas:
 - Types of student success data projects
 - Structures in place
 - Level of coordination
 - Programs, interventions and outcomes

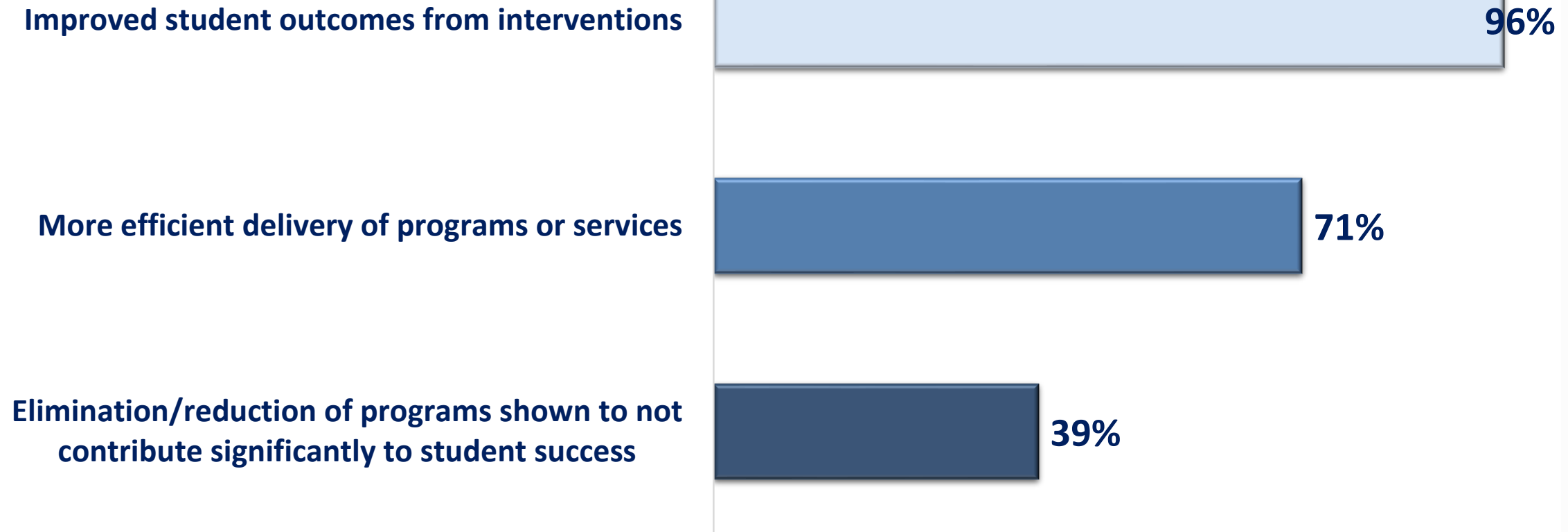


Methodology

- Surveyed members of AIR, EDUCAUSE, and NASPA
- Data collected from October to December 2017
- 970 responses (894 distinct institutions)

	Frequency	Percentage
AIR	627	65%
NASPA	256	26%
EDUCAUSE	87	9%
Public,4-year	317	33%
Private non-profit, 4-year	388	40%
Public, 2-year	222	23%
Other	43	4%

Most Institutions Have Data Goals Related to Improving Student Outcomes

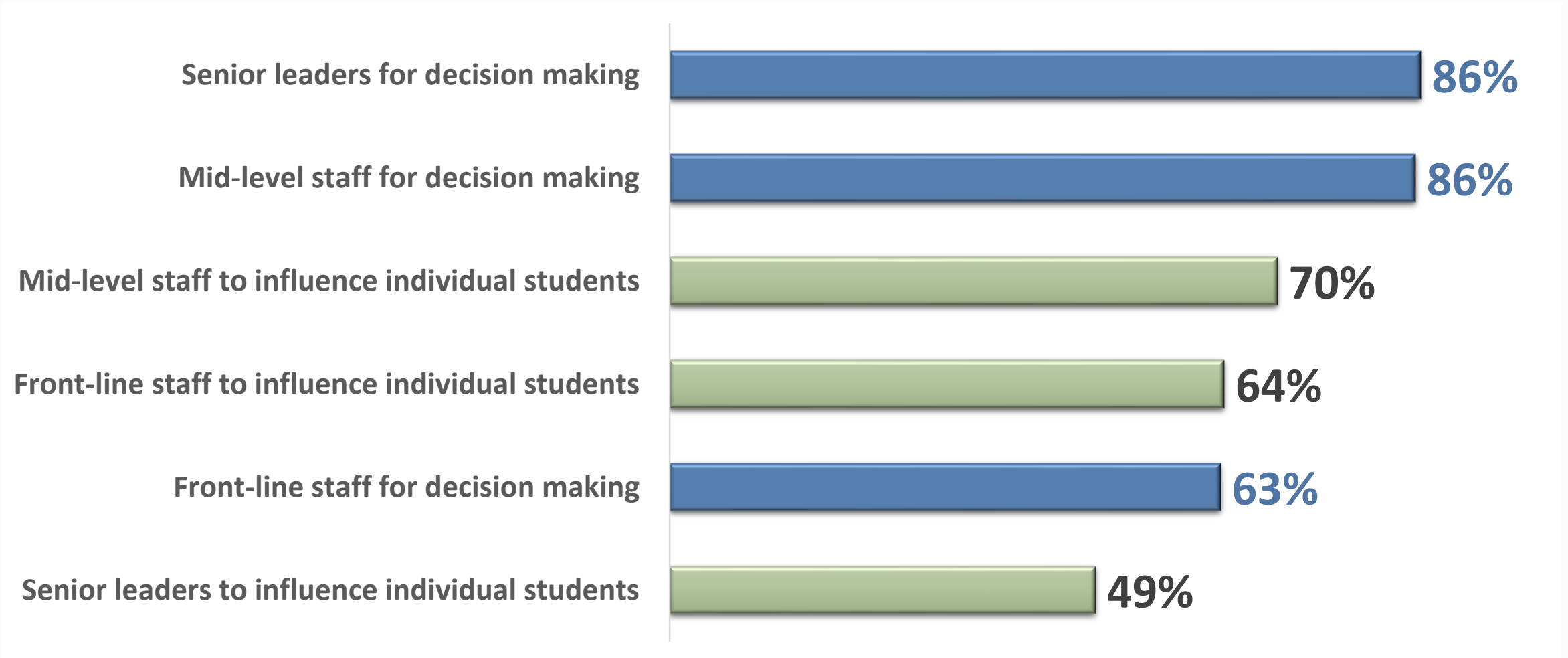


Cross-Functional Collaboration Is Happening!

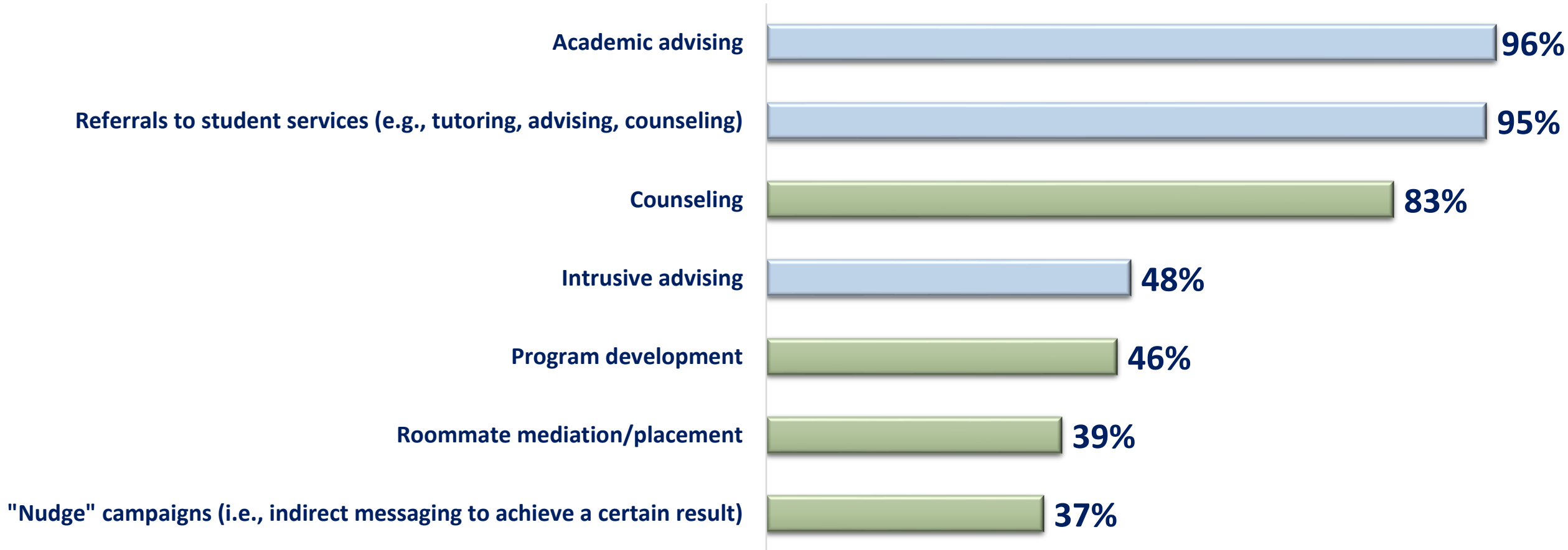
- **60%** of institutional researchers reported involvement in assessing the impact of interventions
- **59%** of student affairs professionals reported involvement in developing the institution-wide data strategy
- **30%** of information technology professionals reported involvement in managing the early-alert system



Studies Are More Often Used to Make Decisions Than to Influence Students



Institutions Are Using Lots of Interventions; Student Affairs Primarily Responsible



We Need Leadership (and Help) At All Levels



39%

- Of students reported feeling so **depressed** that it was difficult to function during the past 12 months



55%

- Of public institutions reported providing some type of aid to address **food insecurity**

Must-Have Report

The Promise and Peril of Predictive Analytics in Higher Education

- Features:
 - Campus examples
 - Discussions of data privacy
 - Common challenges with using predictive models
 - Types of interventions informed by predictive models
 - Themes of communication throughout the report





**Quick Reminder: Assess Students' Ability
to Afford the Full Cost of College**



63%

of institutions conduct studies related to students' career pathways and post-graduation outcomes **every year**



46%

of institutions **do not** conduct studies of students' ability to afford higher education

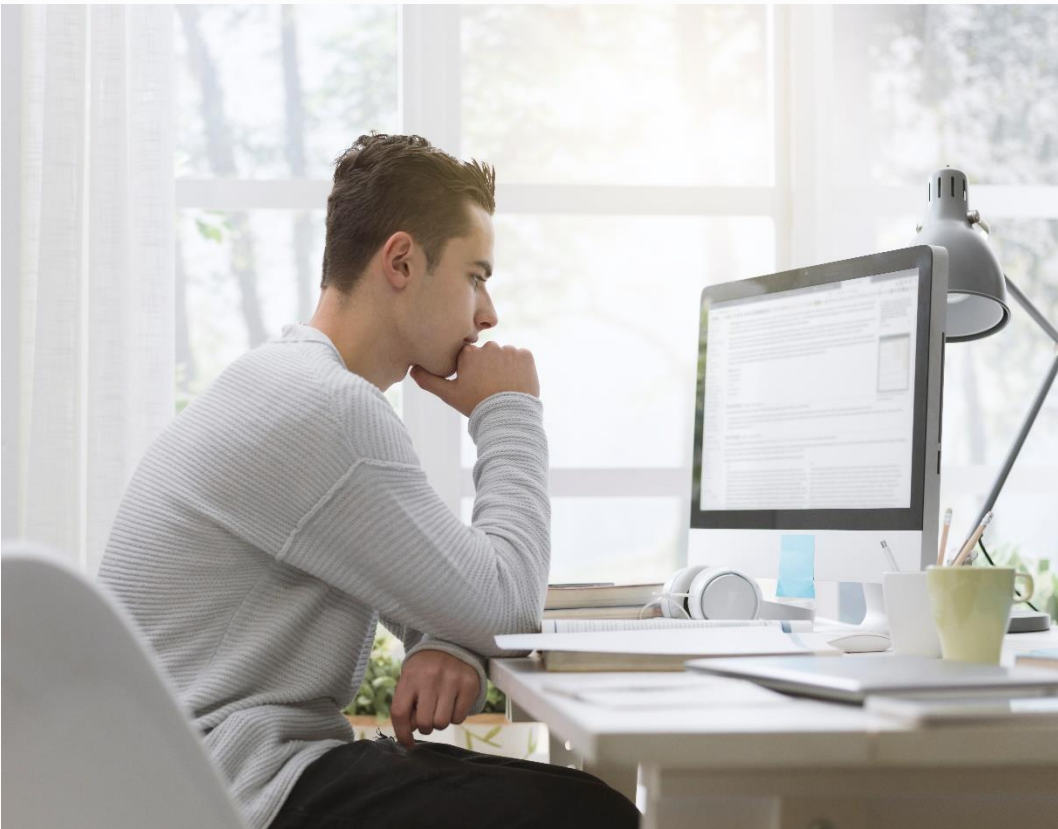


Table 3: To what degree have campus IR studies positively impacted the following results in recent years?

Answer	High or Very High (%)	Low or Very Low (%)
Reducing tuition	6%	78%
Reducing student cost of attendance	6%	76%
Reducing campus administrative costs	14%	60%
Improving student success	53%	14%
Improving faculty productivity	21%	43%
Increasing research funding opportunities	15%	61%
Improving senior level campus decision making	68%	9%
Achieving return on investment for state financial support	16%	57%
Improving student learning outcomes	44%	24%
Achieving equity of student outcomes across groups	29%	39%
Improving graduation rates	52%	16%
Achieving high employment rates for graduates	11%	64%
Improving college access	22%	44%

NASH IR Survey Project

We Should Also Do More to Share Our Expertise with Colleagues

Only **40%** of higher education professionals said they **could effectively use results** of analytic studies

Of the top 10 components in institutions' data-informed strategies, **training ranked lowest**

“What is the **best way to prepare
for an analytics-related job?**
What kinds of skills should I
acquire now?”

Now Hiring: People Who Can Translate Data Into Stories and Actions

By [Anne Fisher](#) October 12, 2019



“There's no doubt that **people who are adept at interpreting data for practical use in the real world are a hot commodity.**

By 2026, the McKinsey Global Institute predicts that **there could be a demand for 2 million to 4 million translators** in the U.S. alone.”

“Business decisions often have to be made based on incomplete information, using intuition and creativity, and without much time. So the **ideal translator is equally adept at both left- and right-brain thinking.**”

“People with the trifecta of talents are so scarce—so not just unicorns but pink unicorns with purple polka dots—that **many companies** have given up trying to hire translators from outside and **are training** them **in-house** instead.”



Quick Reminder: Assess Needs and Processes, Not Just Outcomes

A Thorough Assessment Should Address 3 Core Areas

Needs

- gaps between current and desired programs, resources, or services

Processes

- how programs, resources, policies, or services are delivered for the purpose of improving efficiency or effectiveness

Outcomes

- results of a program, resource, policy, or service

A Practical Example: Amelia's Plant Verde



A plant that grows with healthy leaves is the result of successful watering and pruning (process) and timely and appropriate attention to potting and soil (needs).

Similarly, a successful program outcome is the result of adequate assessment of student needs and the processes by which they will be served.



**Example 2: Strategic Communication –
Comprehensive Learner Records and Northeastern
University's SAIL Initiative**



COMPREHENSIVE LEARNER RECORD



Partnership between the American Association of Collegiate Registrars and Admissions Officers (AACRAO), NASPA, and the National Institute for Learning Outcomes Assessment (NILOA)

Phase 1 (2015-2017) – 12 institutions

Phase 2 (2018-present) – 100+ institutions

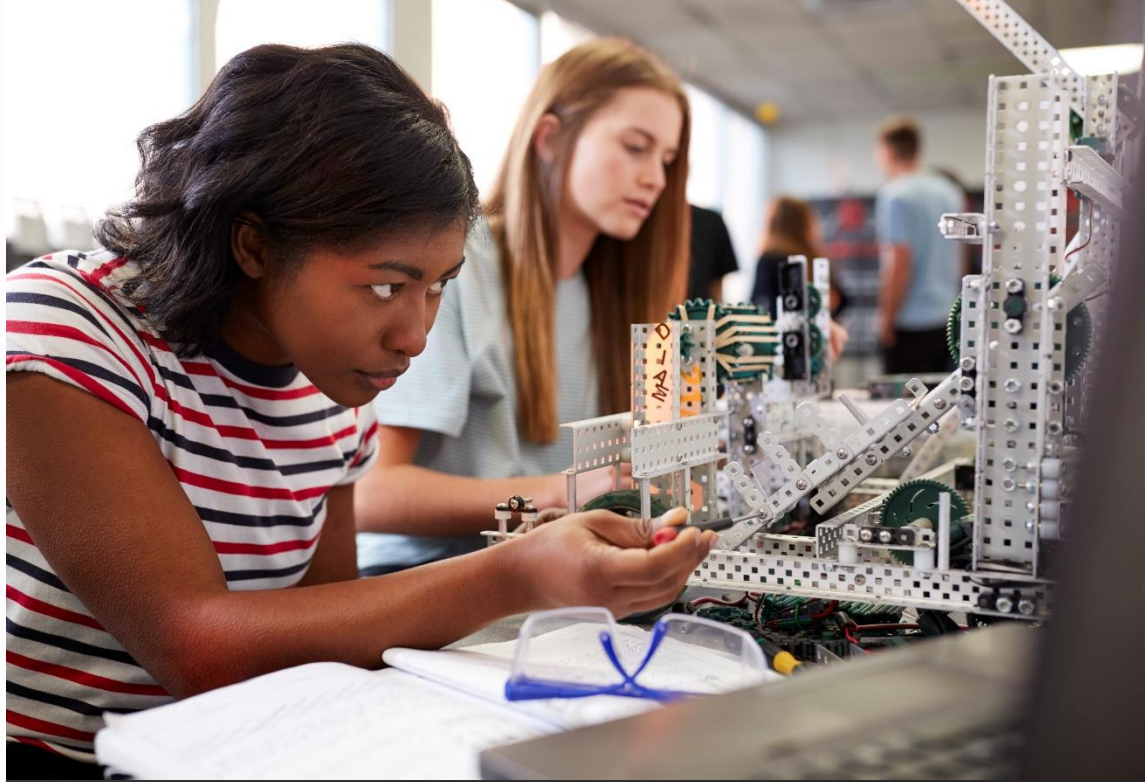
Website

aacrao.org/signature-initiatives/comprehensive-learner-record

- Phase 1 Project Report
- Data Integration Workgroup Report

12 Pilot Institutions

- Borough of Manhattan Community College
- Brandman University
- LaGuardia Community College
- Dillard University
- Elon University
- University of Maryland University College
- Indiana University - Purdue University Indianapolis
- Stanford University
- University of Central Oklahoma
- University of Houston-Downtown
- University of South Carolina
- University of Wisconsin Colleges and University of Wisconsin-Extension



University of Central Oklahoma's Student Transformative Learning Record

UCO's "Central Six"

Discipline-Specific Knowledge + Interpersonal Skills

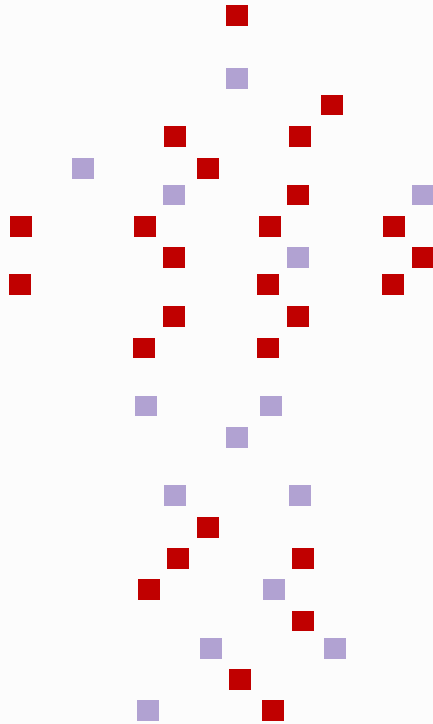
1. global and cultural competence
2. research, creative, and scholarly activities
3. health and wellness
4. service learning and civic engagement
5. leadership
6. discipline-specific knowledge



SAIL

Self-Authored Integrated Learning Initiative
Northeastern University

- NUpath
- Major Requirements

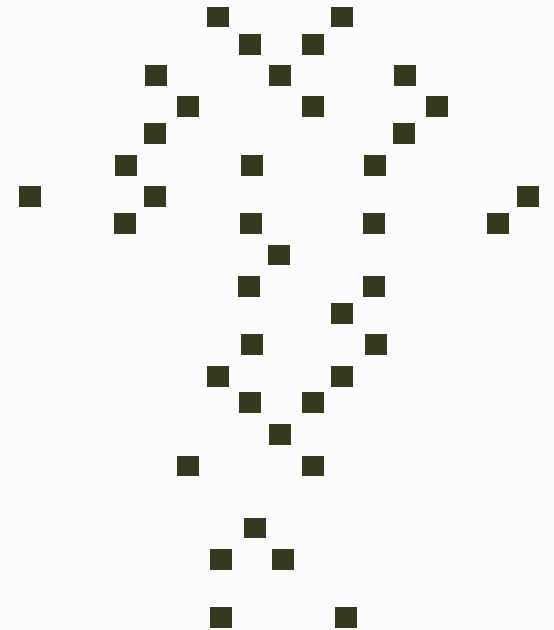


CURRICULUM
“Intellectual”



LEARNER EXPERIENCE
Programs, experiences, and points of contact to
facilitate learning and growth

EXPERIENTIAL
“Professional”



CO-CURRICULUM
“Social-Emotional”

SAIL Framework: Dimensions



INTELLECTUAL AGILITY

Thinking and reasoning, flexible knowledge application, and identifying connections and patterns

- *Design thinking*
- *Strategic thinking*
- *Systems thinking*



WELL-BEING

Physical, emotional, and psychological health, and balance and satisfaction in life

- *Boundary setting*
- *Self-care*
- *Time management*



PROFESSIONAL & PERSONAL EFFECTIVENESS

Personal and professional identities, goal setting, self-directed learning, and professional skills

- *Coaching/mentoring*
- *Organization*
- *Planning*



GLOBAL MINDSET



Intercultural competence and considering global impacts of decisions

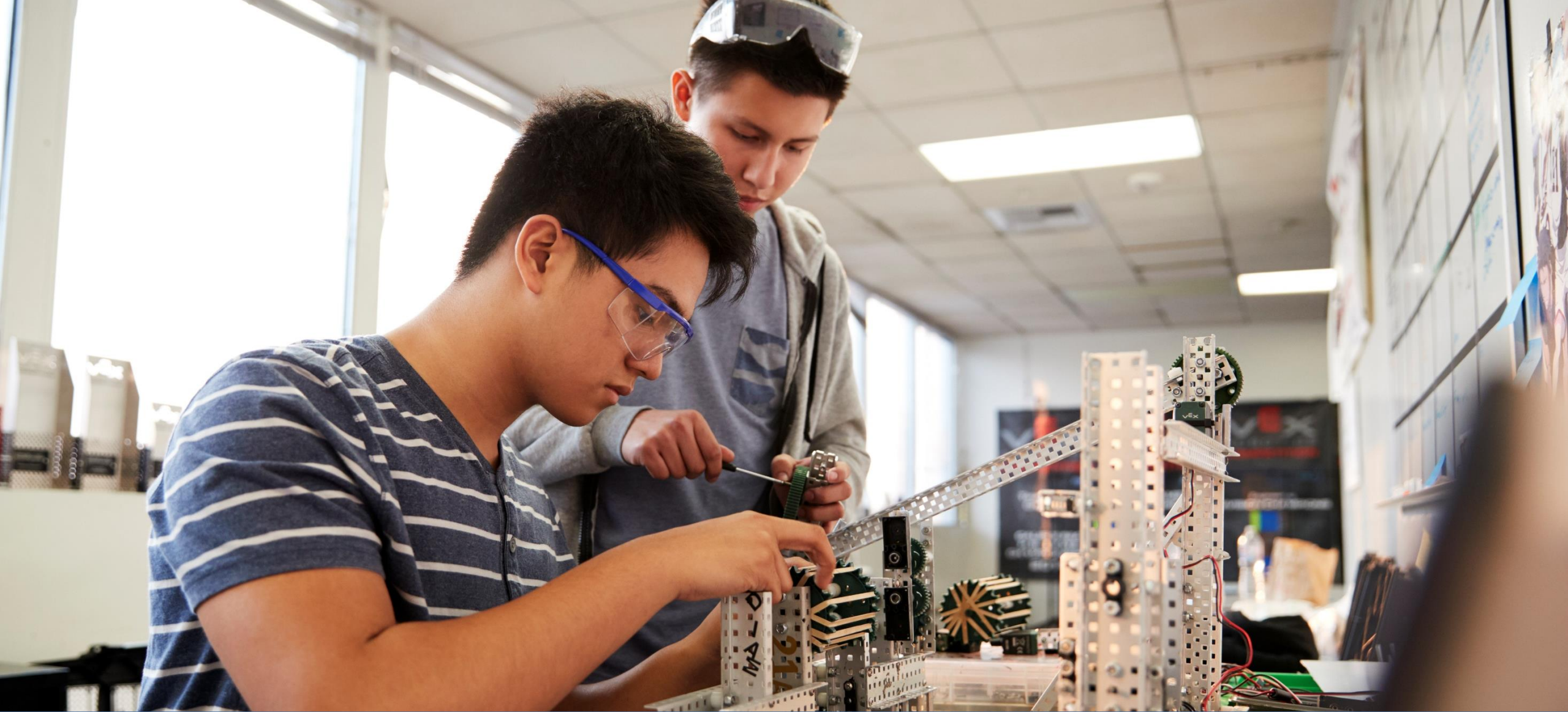
- *Cultural agility*
- *Inclusivity/inclusive action*
- *Systems thinking*

SOCIAL CONSCIOUSNESS & COMMITMENT



Relationships, community, social justice, civic engagement, and advocacy

- *Advocacy*
- *Civic-mindedness*
- *Conflict resolution/transformation*



Example 3: **Understanding Students' Needs** – Student Employment on Campus

Audience Poll:

Does your institution offer on-campus work opportunities to students?



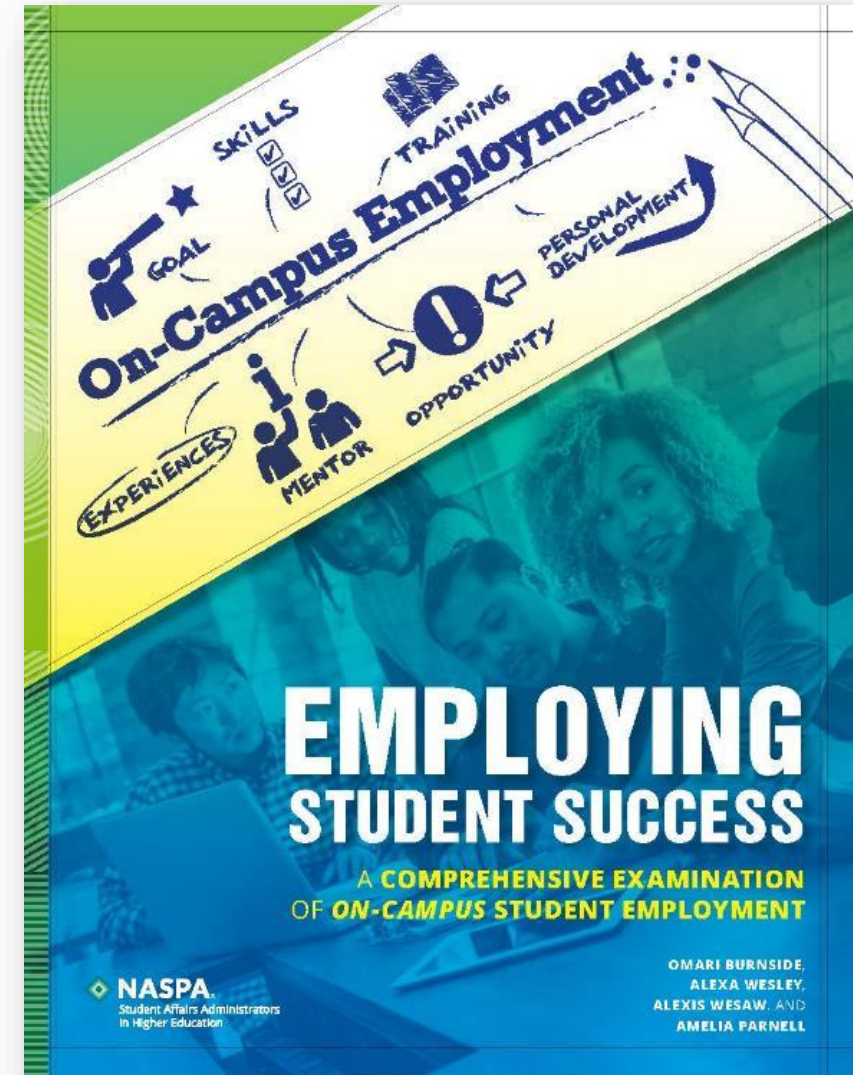
NASPA's National Landscape Analysis

Goals of the Research

- Identify **core components** of robust on-campus, undergraduate student employment programs
- Examine the **distinctions in student employment types** by institution sector, size, and student populations served
- Highlight **effective practices** across the higher education landscape

Method

- Interviews with campus leaders and practitioners
- Campus site visits
- A national survey (n=244 institutions)



Our Definition of Student Employees for the Research

IN SCOPE

- ✓ **Enrolled at least half-time** in an **undergraduate program** at the institution
- ✓ Employed **by the institution**
- ✓ **Employed on a part-time** basis
- ✓ Receive **hourly wages**
- ✓ **Supervised** by institution staff
- ✓ Federal work study or institution-funded positions **located on-campus**

- ✗ **Graduate students**
- ✗ Employees of **third-party/private vendors**
- ✗ **Full-time employees at the institution** enrolled in classes
- ✗ Positions that receive a **stipend, tuition remission, academic credit or other non-monetary compensation** (i.e. housing)
- ✗ Federal work study or institution-funded positions **located off-campus**

OUT OF SCOPE

Components of an Ideal Student Experience

- ✓ **Clearly set goals and expectations** for both students and employers
- ✓ **Supervisor provides mentorship** to student and supports their development
- ✓ Opportunities for **student articulation of learning and reflection** on employment experience
- ✓ **Planned and authentic programming** that facilitates application of classroom learning, exploration of professional skills, and development of career-competencies
- ✓ Acknowledgment and **documentation of student growth and contributions** during and after the experience



5 Capacity Areas for Institutions to Leverage

**Leadership
Engagement**

**Hiring Policies
& Procedures**

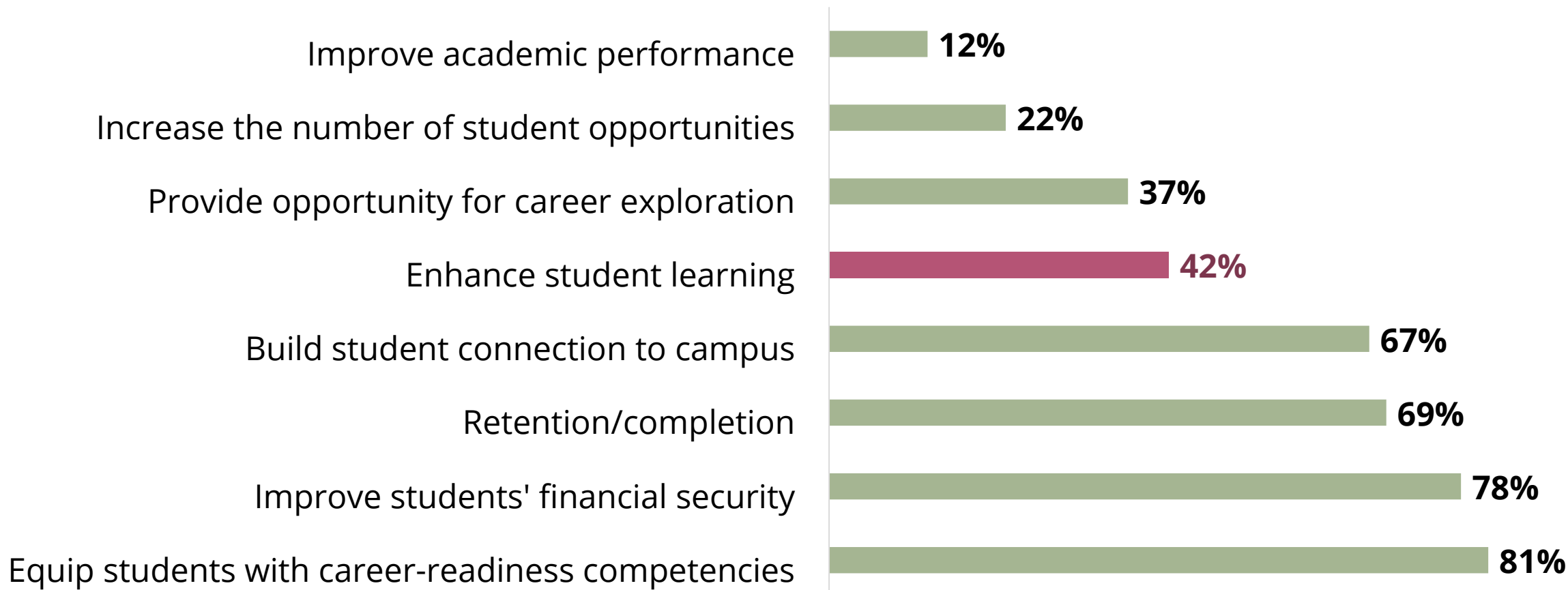
**Growth &
Professional
Development
Opportunities**

**Student
Learning
Outcomes**

**Assessment &
Evaluation**

On-Campus Employment Is an Experiential Learning Opportunity!

Survey Question: What are the goals of your institution's student employment program?



N = 239

Resource: On-Campus Student Employment Self-Assessment Rubric

Leadership
Engagement

Hiring Policies and
Procedures

Growth and
Professional
Development
Opportunities

Student Learning
Outcomes

Assessment and
Evaluation

Program
Management



- ✓ Practices described in ratings are based on the landscape analysis and conversations with practitioners
- ✓ Can be taken at the department or institution-wide
- ✓ Uses a 4-point rating scale
- ✓ Intended to spark discussion among campus stakeholders and serve as a planning tool
- ✓ Provides suggestions of “ideal state”

Rubric Example: Student Learning Outcomes

Learning Framework	To what extent does the institution identify institution-wide student learning outcomes of employment opportunities?
Reflection (Learning)	How can student employees evaluate and document what they are learning from their employment experience?
Feedback (Performance)	In what ways are students able to receive and give feedback on their performance during their employment experience?

Rubric Example: Assessment and Evaluation

Student Success Data (Collection)	How does the institution identify, collect, and store data to further understand the impact of student employment?
Student Success Data (Analysis and Interpretation)	To what extent can the institution understand the impact of student employment on success measures?



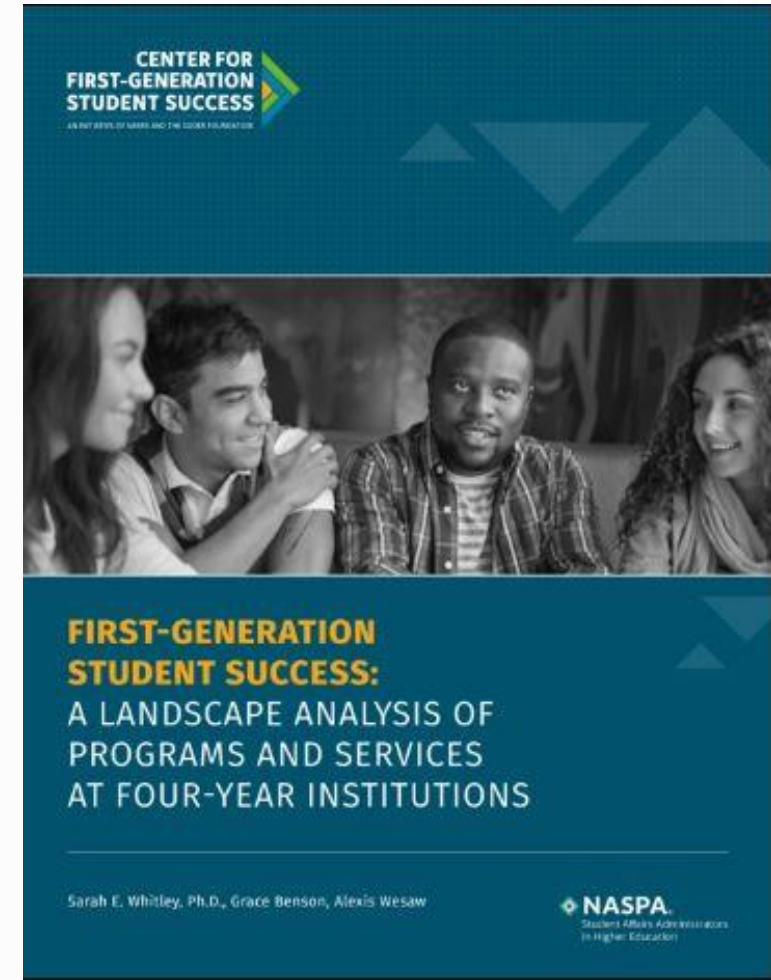
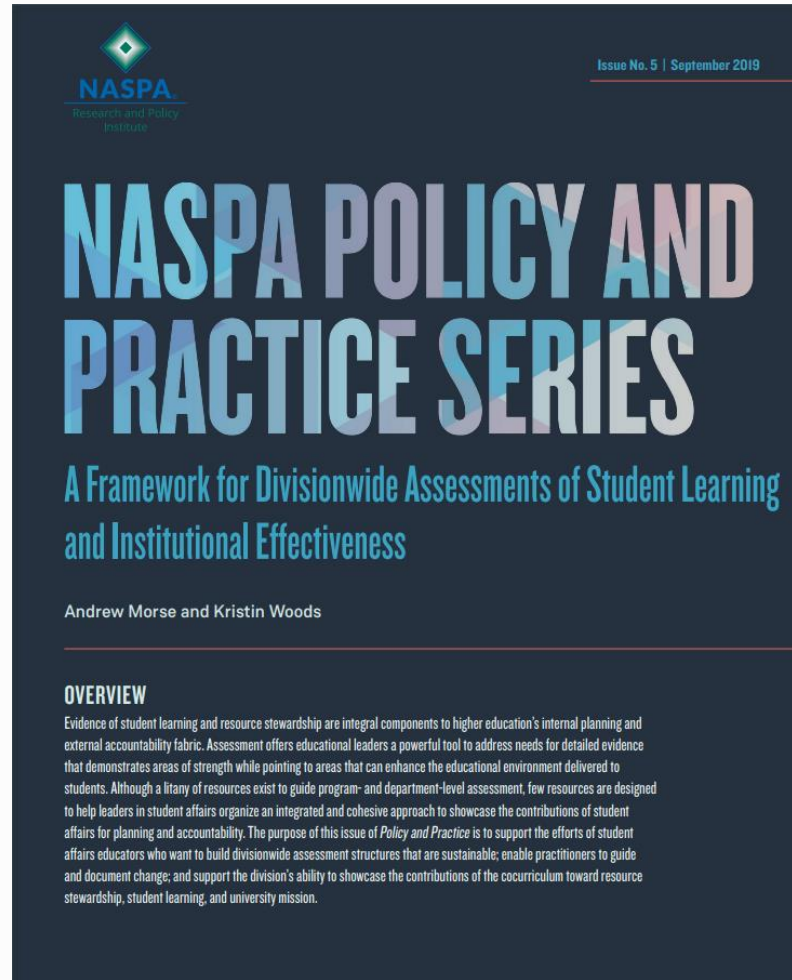
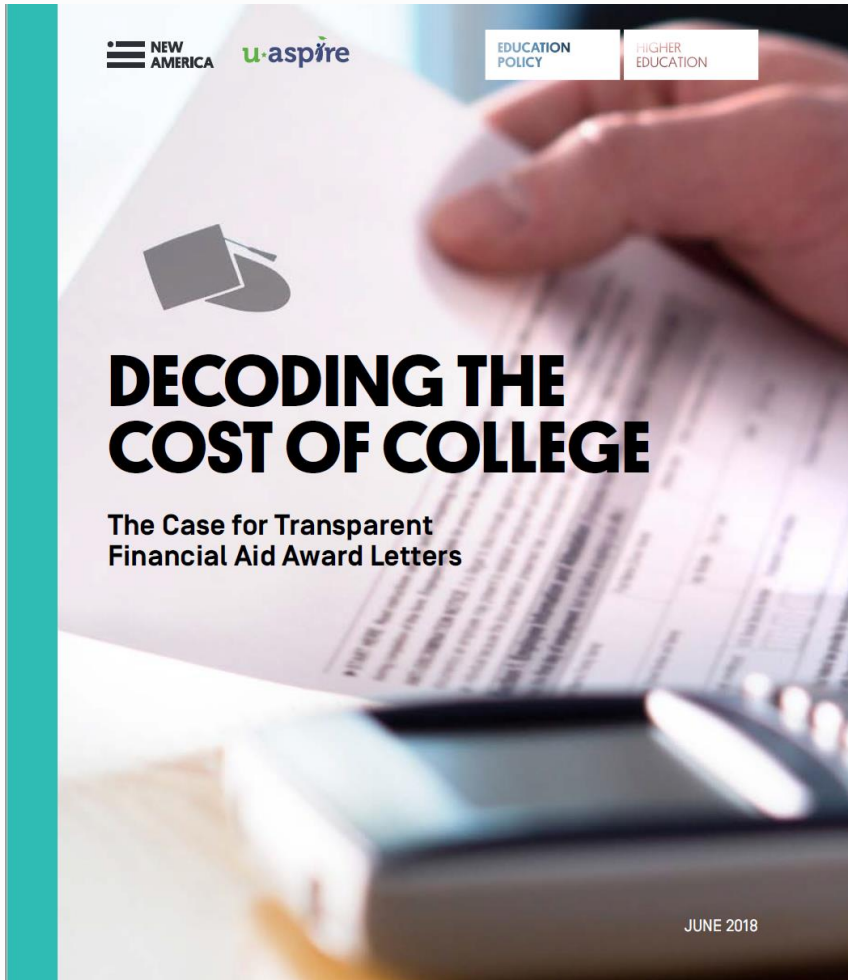
Where Do We Go from Here?

The Intersection of Assessment and Campus Culture in 5 Years: Amelia's Predictions

- Everyone will be a data person.
- Professionals will assess needs and processes, not just outcomes.
- Data will inform a more strategic and ethical use of communications.
- Artificial intelligence will not replace human contributions.
- **Students will rely on collaborative, integrated campus functions to help them make decisions, learn in every environment, and prepare for life after college.**



Additional Resources



QUESTIONS?



Thank You!



Amelia Parnell, Ph.D.



(202) 719-1191



aparnell@naspa.org



naspa.org | [@ameliaparnell](https://twitter.com/ameliaparnell)