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.”
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.”
“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.”
“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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR</td>
<td>627</td>
<td>65%</td>
</tr>
<tr>
<td>NASPA</td>
<td>256</td>
<td>26%</td>
</tr>
<tr>
<td>EDUCAUSE</td>
<td>87</td>
<td>9%</td>
</tr>
<tr>
<td>Public, 4-year</td>
<td>317</td>
<td>33%</td>
</tr>
<tr>
<td>Private non-profit, 4-year</td>
<td>388</td>
<td>40%</td>
</tr>
<tr>
<td>Public, 2-year</td>
<td>222</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>43</td>
<td>4%</td>
</tr>
</tbody>
</table>
Most Institutions Have Data Goals Related to Improving Student Outcomes

- Improved student outcomes from interventions: 96%
- More efficient delivery of programs or services: 71%
- Elimination/reduction of programs shown to not contribute significantly to student success: 39%

Source: 2017 NASPA/AIR/EDUCAUSE National Survey
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

Source: 2017 NASPA/AIR/EDUCAUSE National Survey
Studies Are More Often Used to Make Decisions Than to Influence Students

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior leaders for decision making</td>
<td>86%</td>
</tr>
<tr>
<td>Mid-level staff for decision making</td>
<td>86%</td>
</tr>
<tr>
<td>Mid-level staff to influence individual students</td>
<td>70%</td>
</tr>
<tr>
<td>Front-line staff to influence individual students</td>
<td>64%</td>
</tr>
<tr>
<td>Front-line staff for decision making</td>
<td>63%</td>
</tr>
<tr>
<td>Senior leaders to influence individual students</td>
<td>49%</td>
</tr>
</tbody>
</table>

Source: 2017 NASPA/AIR/EDUCAUSE National Survey (N=506)
Institutions Are Using Lots of Interventions; Student Affairs Primarily Responsible

- Academic advising: 96%
- Referrals to student services (e.g., tutoring, advising, counseling): 95%
- Counseling: 83%
- Intrusive advising: 48%
- Program development: 46%
- Roommate mediation/placement: 39%
- "Nudge" campaigns (i.e., indirect messaging to achieve a certain result): 37%

Source: 2017 NASPA/AIR/EDUCAUSE National Survey (N=444)
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

Sources: 2016 American College Health Association Student Survey; 2016 NASPA Landscape Analysis of Emergency Aid Programs
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.

Source: 2017 NASPA/AIR/EDUCAUSE National Survey
### Table 3: To what degree have campus IR studies positively impacted the following results in recent years?

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

**NASH IR Survey Project**

N=157 (campus IR offices)
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.

Source: 2017 NASPA/AIR/EDUCAUSE National Survey
“What is the best way to prepare for an analytics-related job? What kinds of skills should I acquire now?”

Florida International University Student, October 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

<table>
<thead>
<tr>
<th>Needs</th>
<th>Processes</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• gaps between current and desired programs, resources, or services</td>
<td>• how programs, resources, policies, or services are delivered for the purpose of improving efficiency or effectiveness</td>
<td>• results of a program, resource, policy, or service</td>
</tr>
</tbody>
</table>
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
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

aacrao.org/signature-initiatives/comprehensive-learner-record
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
Self-Authoring Integrated Learning Initiative
Northeastern University
NGUpath

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

**GLOBAL MINDSET**
Intercultural competence and considering global impacts of decisions
- Cultural agility
- Inclusivity/inclusive action
- Systems thinking

**WELL-BEING**
Physical, emotional, and psychological health, and balance and satisfaction in life
- Boundary setting
- Self-care
- Time management

**SOCIAL CONSCIOUSNESS & COMMITMENT**
Relationships, community, social justice, civic engagement, and advocacy
- Advocacy
- Civic-mindedness
- Conflict resolution/transformation

**PROFESSIONAL & PERSONAL EFFECTIVENESS**
Personal and professional identities, goal setting, self-directed learning, and professional skills
- Coaching/mentoring
- Organization
- Planning

sail.northeastern.edu | sail@northeastern.edu
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

### OUT OF SCOPE

- 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
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?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve academic performance</td>
<td>12%</td>
</tr>
<tr>
<td>Increase the number of student opportunities</td>
<td>22%</td>
</tr>
<tr>
<td>Provide opportunity for career exploration</td>
<td>37%</td>
</tr>
<tr>
<td>Enhance student learning</td>
<td>42%</td>
</tr>
<tr>
<td>Build student connection to campus</td>
<td>67%</td>
</tr>
<tr>
<td>Retention/completion</td>
<td>69%</td>
</tr>
<tr>
<td>Improve students' financial security</td>
<td>78%</td>
</tr>
<tr>
<td>Equip students with career-readiness competencies</td>
<td>81%</td>
</tr>
</tbody>
</table>

N = 239
Resource: On-Campus Student Employment Self-Assessment Rubric

✓ 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”
<table>
<thead>
<tr>
<th><strong>Rubric Example: Student Learning Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Framework</strong></td>
</tr>
<tr>
<td>To what extent does the institution identify</td>
</tr>
<tr>
<td>institution-wide student learning outcomes</td>
</tr>
<tr>
<td>of employment opportunities?</td>
</tr>
<tr>
<td><strong>Reflection (Learning)</strong></td>
</tr>
<tr>
<td>How can student employees evaluate and</td>
</tr>
<tr>
<td>document what they are learning from their</td>
</tr>
<tr>
<td>employment experience?</td>
</tr>
<tr>
<td><strong>Feedback (Performance)</strong></td>
</tr>
<tr>
<td>In what ways are students able to receive</td>
</tr>
<tr>
<td>and give feedback on their performance</td>
</tr>
<tr>
<td>during their employment experience?</td>
</tr>
</tbody>
</table>

naspa.org/files/dmfile/NASPA_EmploymentStudentSuccess_Rubric_Compressed.pdf
<table>
<thead>
<tr>
<th>Rubric Example: Assessment and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success Data (Collection)</strong></td>
</tr>
<tr>
<td><strong>Student Success Data (Analysis and Interpretation)</strong></td>
</tr>
</tbody>
</table>
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