

Creating Student-Focused Environments



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Arab-ACRAO Pre-Conference Workshop
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Workshop Learning Outcomes

- Be introduced to research associated with the creation of student-focused environments;
- Understand professional standards from international professional associations related to student-focused environments;
- Identify the needs of students connected to enrollment management practices;
- Utilize a proposed planning framework for the creation of student-focused environments; and
- Create strategies for generating buy-in from key stakeholders and decision makers.

Agenda for Workshop

- Participant Needs and Interest
- What is a Student-Focused Environment?
- Research and Foundations
- Process to Create a Student-Focused Experience
- Create a Plan
- Gaining Approval
- Questions and Discussion



Participants Needs and Interests





Student-Focused Environments





Research and Foundations



Theoretical Construct

- Astin's IEO Model
- Lewin's Person-Environment Theory
- Bronfenbrenner's Ecological Theory
- Baxter-Magolda's Theory of Self-Authorship

Alexander Astin's I-E-O Model of Student Development

I - E - O

Where **I = Input**

Environment

E =

O = Output

Kurt Lewin's Person-Environment Theory

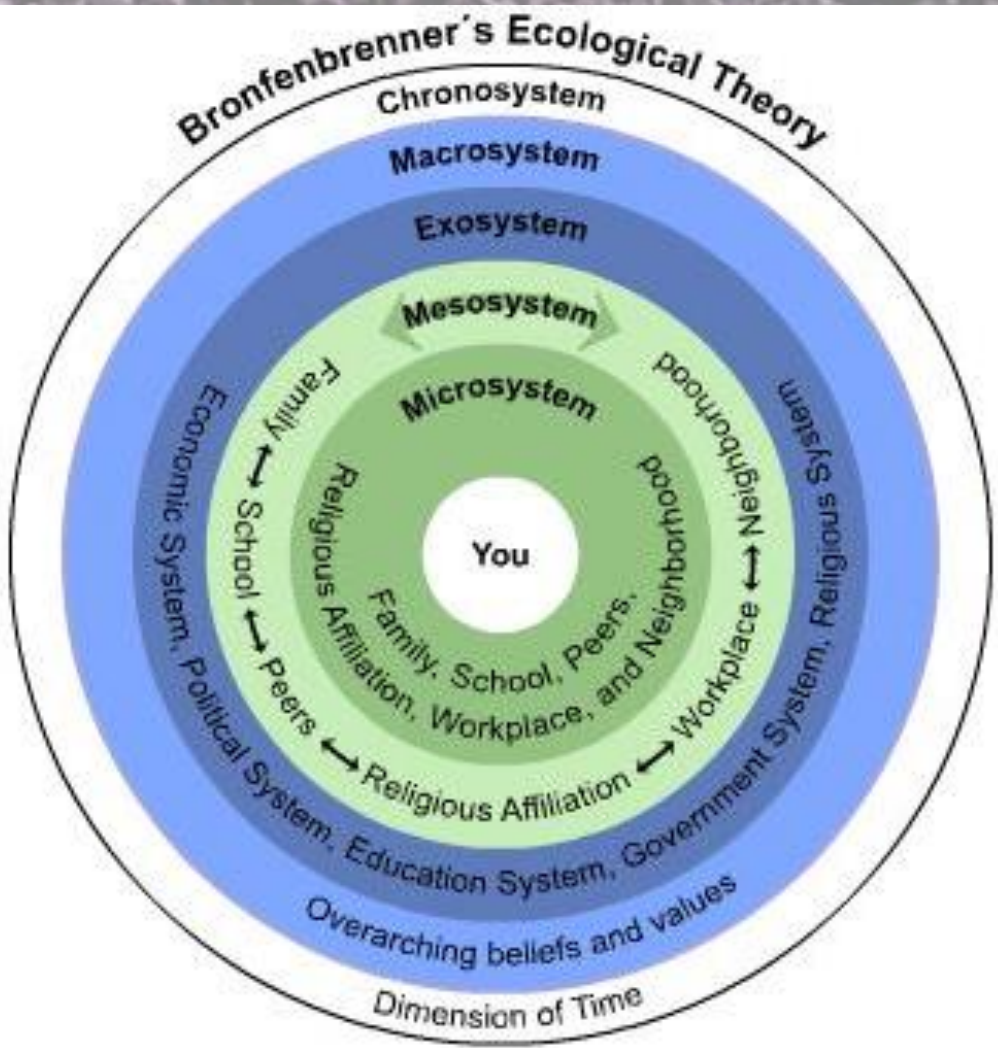
$$B = f(PE)$$

Where B = Behavior

P = Person

E = Environment

Urie Bronfenbrenner's Ecological Theory



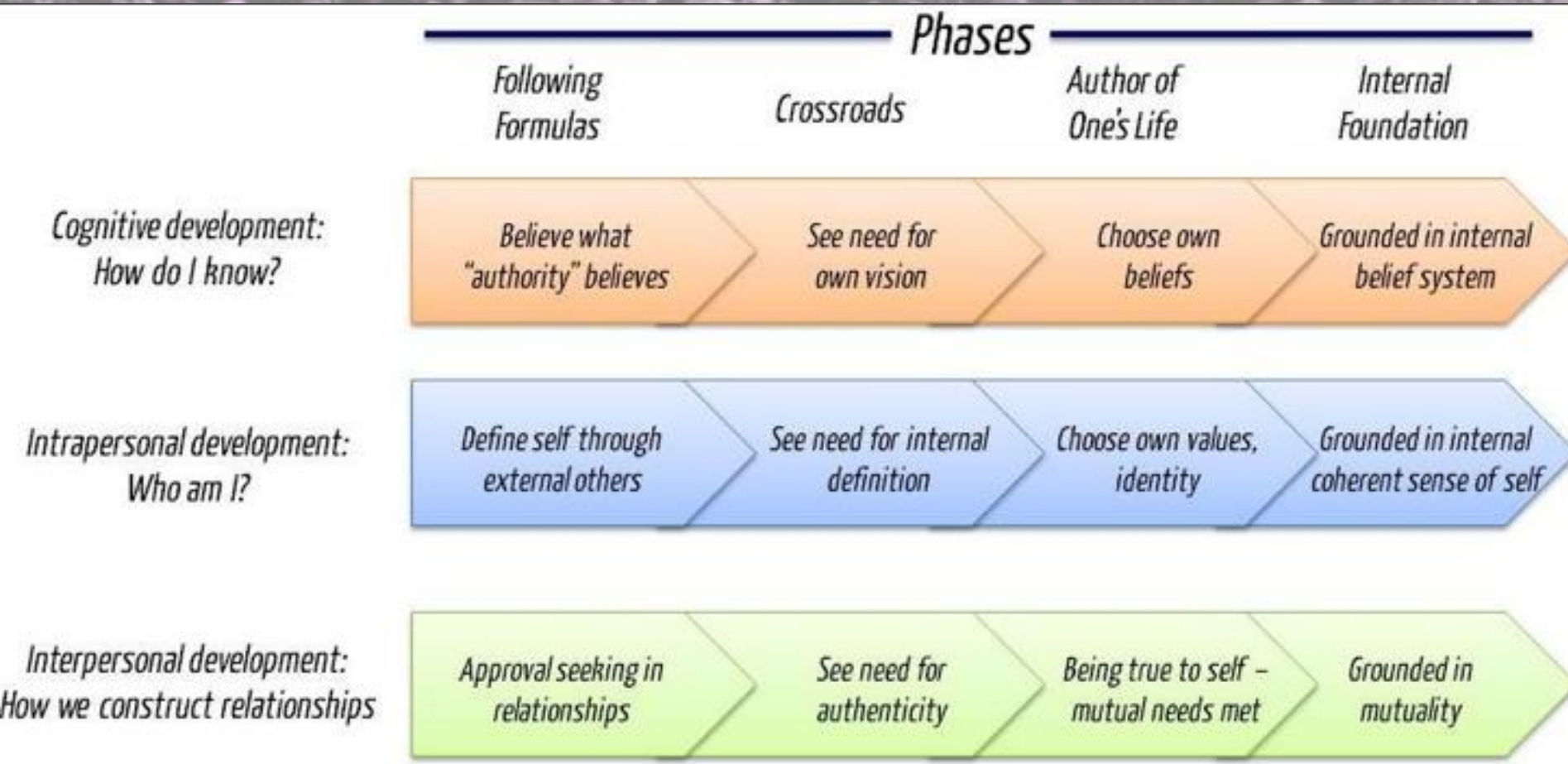
PPCT

- Process
- Person
- Context
- Time

“Systems”

- Microsystem
- Mesosystem
- Exosystem
- Macrosystems

Marcia Baxter-Magolda's Theory of Self-Authorship





Additional Research



Additional Research

- LEAP Essential Learning Outcomes
- High Impact Practices
- *Learning Reconsidered 2*
- Gardner Institute for the First-Year in College

LEAP Essential Learning Outcomes

Personal and Social Responsibility, Including

- Ethical Reasoning and Action
- Foundations and Skills for Lifelong learning

These must be “anchored through active involvement with diverse communities and real-world challenges”

NORTHWESTERN
UNIVERSITY

CLASS
OF
2018

High-Impact Practices

To meet the LEAP Learning Outcomes, Kuh identified ten High-Impact Practices that universities who were successful in these areas utilized and demonstrated a positive effect, including:

- Collaborative Projects and Assignments
- Service Learning/Community Based Learning
- Undergraduate Research

Learning Reconsidered 2

In this groundbreaking document about student learning, two principles are identified that impact student-focused environments:

1. The construction of meaning no longer occurs only in the academic context.
2. Constructivism is a more appropriate epistemological and pedagogical approach, in which students have an active role in their own learning, meaning-making and interpretation of knowledge.

John N. Gardner Institute – Foundations of Excellence

Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.

Foundations of Excellence – 4 Year Institutions:

<http://www.jngi.org/foe-program/foundational-dimensions/four-year-first-year-focus/>



International Associations



International Associations

- ACPA – College Student Educators International
- ACUI – Association of College Unions International
- ACUHO-I – Association of College and University Housing Officers – International
- NACADA – The Global Community for Academic Advising
- NAFSA – Association of International Educators
- NASPA – Student Affairs Administrators

Association	Statement	Location
ACPA	Education and development of the total student	Core Values
ACUHO-I	Collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.	ACUHO-I Standards for Housing and Residence Life Programs
ACUI	Ability to create educational environments and experiences that intentionally provide students with opportunities for acquiring intellectual and interpersonal skills, beyond the traditional place and time boundaries.	ACUI Core Competencies – Student Learning
NACADA	Concept of Academic Advising – to include pedagogy and learning outcomes	Concept of Academic Advising document
NAFSA	Encourage and support intercultural learning to develop global competencies of students, scholars, and educators.	NAFSA Strategic Plan
NASPA	Competency - Student Learning and Development – full section on student learning	Joint Standards Document with ACPA



Break – 15 minutes





Process



Process





Student-Focused Planning



Workshop Activity 1:

Identify a Process or Practice

- Break into groups of 4
- Discuss issues on your respective campuses, and decide on a problem you need to be more student-focused, or that directly involve students.
- Agree on 1
- You have 5 minutes



Define the Problem



Assessment

- Identify Data In Hand – especially STUDENT data
 - Usage Data
 - Satisfaction Data
 - Learning Data
 - National or International Data
 - Research on the Issue
 - Benchmarking
 - Survey Development – quantitative and qualitative
- 
- A large crowd of students at a graduation ceremony, holding a banner that reads "CLASS OF 2018" and "NORTHWESTERN UNIVERSITY". The students are wearing graduation gowns and caps, and many are raising their hands in celebration. The banner is held by students in the foreground, and the text "NORTHWESTERN UNIVERSITY" is visible on the left side of the banner.

Workshop Activity 2:

Assessment and Problem Definition

- Discuss with the group what kinds of data you have already that could be useful in working on this problem.
- Consider data you have and data you need.
- Where can you get research?
- Would you benchmark, and with whom?
- Clarify the Issue.
- You have 10 minutes.

Stakeholder Identification

- Stakeholders are any people associated or impacted by this process, practice or activity.
- For student focused environments, the most important stakeholders will be your students.
- Other stakeholders include parents, faculty, staff/administrators, government officials, alumni, community members

Stakeholder Involvement

- How involved should they be and in what manner?
- Ways to involve:
 - Advisory Boards
 - Advising Teams
 - Feedback Loops (survey respondents, focus groups, suggestion panels, town hall meetings)
 - Student Organization Leaders (for students)
 - Social Media Polls
 - Other Ways?

Workshop Activity 3: Identify Stakeholders

- Discuss with your team what stakeholders you think need to be involved in this process for your particular issue.
 - Why?
 - How are they impacted?
- Generate ideas on how these stakeholders should be involved.
- You have 10 minutes

Identify Resources

- Resources are critical for success
- Four basic types:
 - Human
 - Technological
 - Fiscal
 - Facility
 - Others?
- Which ones do you currently have, and which ones will you need to expand?
- Resources may be realigned within your office, not just obtained. Consider collaborating with other teams.

Workshop Activity 4:

Identify Resources

- Work with your group to determine what resources you have in each of these four areas:
 - Human
 - Technological
 - Fiscal
 - Facility
 - Others?
- How will you obtain additional resources?
- What collaboration opportunities do you have?
- You have 10 minutes.



Break – 1 Hour for Lunch



Student Learning Outcomes

- Before you draft a process, you need to know what the end result will look like, and how a student's behavior will change.
- These are **student learning outcomes**.
- Student Learning Outcomes all have three things: **Behavior, Criterion, Conditions**

Student Learning Outcomes - Sample

Given a set of data the student will be able to accurately compute the standard deviation.

- **Condition** - Given a set of data
- **Behavior** - the student will be able to compute the standard deviation.
- **Criterion** - the number computed will be accurate.

Learning Outcomes - Practice

- **Issue:** Students are confused about how to apply on-line for admission, and make many errors.
- **What do we want:** An easily understood, step-by-step process for the admission application on-line, and for students to make no errors.
- **Outcome Statement:**
Having viewed the on-line application tutorial, students will be able to complete the on-line admission application with zero errors.
 - *Identify the **Behavior**, the **Condition**, and the **Criterion**?*

Workshop Activity 5:

Develop Learning Outcomes

- Each person will develop one learning outcome associated with your project.
- Start with general ideas first, then work to craft the learning outcome using the three components:
 - Behavior
 - Criterion
 - Condition
- You have 20 minutes total, 10 for a draft, and then you will share and refine.

Create New Approach

- Be creative – innovative – and focus on the learning outcomes – the IDEAL.
- Develop your approach or process – and remember to include stakeholders – especially students.
- Remember to remove as many barriers as possible.

Workshop Activity 6: Create New Approach

- Very simple – design your approach!
- Utilize all the information you have generated to develop a new process, practice, policy or experience for students.
- You have 10-15 minutes.



Pilot Testing or “Soft Launch”

- This involves rolling out your new process or approach to a subset of individuals, or to varying degrees, and then figuring out if it worked.
- Questions to consider:
 - What could go wrong if the process is launched, and a problem occurs?
 - What could go right?
 - If something goes wrong, are you able to mitigate the impact?
 - How open is your institutional culture to mistakes?
 - Do you have the time to do a soft launch or a pilot test?
 - Will your institutional culture support a soft launch or pilot test?

Workshop Activity 7: Pilot Testing or “Soft Launch”

- With your group, decide if you need to pilot test, soft launch, or just roll out the change.
- Answer the questions on the sheet and discuss.
- Based on this discussion – decide your course of action.
- You have 10 minutes.

Assessment and Feedback

- You need to assess how your process is working via feedback.
- Survey development, focus groups, feedback meetings, etc., are all ways to gather data.
- Unobtrusive data like enrollment numbers or retention percentages, can also be used.

Expansion

- Expansion involves either a full launch or a plan to – over time - scale the process/program to larger groups until it is fully implemented.
- Key things to remember:
 - Create a marketing strategy to inform the campus community and stakeholders.
 - Timing is everything!
 - How can your resources assist you?
 - Who else on campus can be an advocate?

Assessment

- The cycle will continue like this, skipping some steps, as you refine and adjust your process.
- In addition to basic data collection, you now need to assess the program based on your Student Learning Outcomes
- Share successes and learning moments widely – especially with students. Executive reports and summaries are great ways to do this.



Approval



Approvals – Where and When?



How to Obtain Approval

Decision-Makers Listen to People who:

- Understand University Priorities
- Have an Awareness of the Campus Climate
- Are Credible
- Present an Understanding of Relationships on Campus/Politics
- Understand Impact
- Include multiple voices
- Present clearly and concisely

Here's How This Fits

- Know your university mission - **priorities**
- Know your culture - **awareness**
- Know your decision-makers and what is important to them - **astuteness**
- Know what you are talking about – **credibility; clear and concise**
- Know and be able to explain the intended outcomes – **impact**
- Know the assessment strategy – **evaluation**
- Identify Stakeholders – **involvement**

Things To Keep in Mind

- For Student-Focused Policies and Processes – have students present with you, or on their own.
- You may not be the best person to present – when looking at your resources, consider who should meet with the decision-makers.
- Be clear and concise, but not incomplete.
- Always think about how this change and process will help the university or college achieve it's goals.



“The Pitch”



Workshop Activity 8:

The Pitch

Understanding what decision-makers need, and how you need to win them over, you and your group will develop a “pitch” plan to use moving forward.





Review



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Questions

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