

# Creating a Student-Focused Environment

---

Research, Information and Processes  
for Involving Students in  
Enrollment Management Work

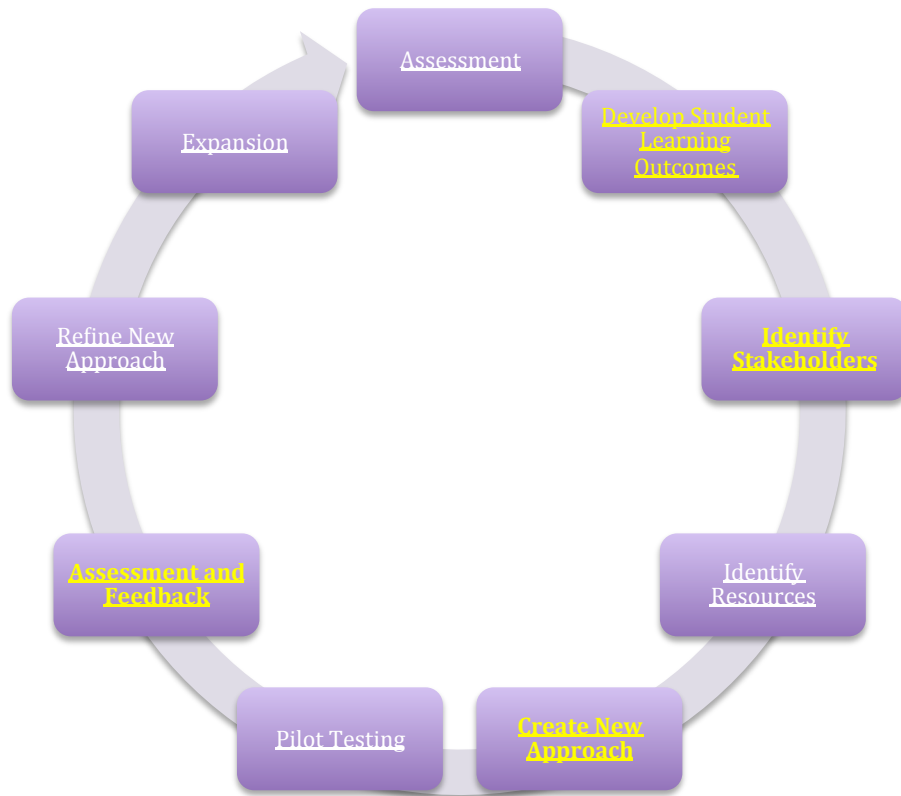


Dr. Julie Payne-Kirchmeier, CASP  
Associate Vice President for Student Affairs  
Northwestern University

Phone: 001-847-467-2779  
Email: [jp-kirchmeier@northwestern.edu](mailto:jp-kirchmeier@northwestern.edu)  
Twitter: @jpkirchmeier

# Creating a Student-Focused Environment Activity Workbook

## General Process:



## Activity 1: Decide on the Issue

**In your group, decide on a student-focused process or practice that needs to improve.**

**What is the issue?**

---

---

---

---

## **Activity 2: Assessment Data and Problem Definition**

### **1. What data do you have to help clarify the problem?**

**Quantitative:** \_\_\_\_\_

---

---

---

---

**Qualitative:** \_\_\_\_\_

---

---

---

### **2. What data do you need?**

---

---

---

---

---

### **3. With this data in hand, define the problem more fully:**

---

---

---

---

---

---

## **Activity 3: Stakeholders**

**1. Who is impacted by this issue/problem?**

---

---

---

---

---

**2. Are there individual or groups of students to which you need to pay particular attention? Who are they? How should they be involved?**

---

---

---

---

---

**3. For staff - which staff members are impacted and need to be involved?**

---

---

---

---

---

**4. Identify other stakeholders/groups? How should they be involved?**

---

---

---

---

---

## **Activity 4: Identification of Resources**

**Discuss the four basic categories of resources with your group – identify those you *ALREADY HAVE* or can obtain easily:**

**1. Fiscal Resources:** \_\_\_\_\_

---

---

---

---

**2. Technology Resources:** \_\_\_\_\_

---

---

---

---

**3. Facility Resources:** \_\_\_\_\_

---

---

---

---

**4. Human Resources (include other departments or programs):** \_\_\_\_\_

---

---

---

---

Discuss the four basic categories of resources with your group – identify those you *DO NOT HAVE* but need:

1. **Fiscal Resources:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Technology Resources:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **Facility Resources:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. **Human Resources (include other departments or programs):** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who can assist you with obtaining these resources?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Activity 5: Develop Student Learning Outcomes**

Recall that learning outcomes are the things you want someone who engages with your policy or process to learn via the experience. You will want to create student learning outcomes – that is, what STUDENTS will learn.

Based on your work thus far, each group member should try and write 1 learning outcome associated with your project.

Recall that student learning outcomes need to have three specific things included:

- Behavior (what you hope students will learn/how they will behave)
- Condition (what is provided to the student? What do they experience?)
- Criterion (what will the student do as a result of this experience?)

**Draft your Student Learning Outcome:**

---

---

---

---

---

---

---

**Based on feedback and discussion, refine your Student Learning Outcome:**

---

---

---

---

---





## **Activity 7: Piloting or Launching?**

**In order to launch your approach, you will need to make a decision on whether or not you will pilot test, soft launch the project, or just implement it right away.**

**Pilot Testing:** Using a small group of participants that go through the process or program as developed, while everyone else uses the old process. Assessment involves comparing and contrasting the experiences of the two groups.

**Soft Launch:** Everyone uses the new process, but in a non-impact manner. People “test it out” for you. The group then provides feedback and a full launch is conducted.

**Full Implementation:** Process is enacted immediately, then assessment and evaluation occur, and adjustments made.

**Discuss and answer the following questions:**

- 1. What could go wrong if the process is launched, and a problem occurs?**
- 2. What could go right?**
- 3. If something goes wrong, are you able to mitigate the impact? How open is your institutional culture to mistakes?**
- 4. Do you have the time to do a soft launch or a pilot test?**
- 5. Will your institutional culture support a soft launch or pilot test?**

**Your Decision – Pilot Test, Soft Launch or Full Launch:**

---

---

---

## **Activity 8: Obtaining Approval – “The Pitch”**

With your group, consider how you will “pitch” your plan to those from whom you may need specific approval.

For this exercise, let’s consider that you are in between the “Create New Approach” and “Pilot Testing” phase of the creating student-focused environment process. Let us also assume that you have obtained previous approval to move ahead with creating a plan in the first place.

Recall that you should consider the following:

1. **Priorities:** Your institutional mission
2. **Awareness:** Your institutional culture
3. **Astuteness:** Identify your decision-makers and what is important to them as it relates to this issue
4. **Credibility:** Know your information (review the items discussed today)
5. **Impact:** Explain the intended outcomes
6. **Evaluation:** Identify an assessment strategy
7. **Involvement:** Identify key stakeholders and how they have been involved in this process.

---

**Who is/are the decision maker(s) from which you will need approval?**

---

---

---

**What is the goal of your project? Define the problem.**

---

---

---

**What process have you followed to design a solution? Consider assessment data review, involving students and stakeholders, creating learning outcomes, pilot testing or soft launching, etc.**

---

---

---

---

---

**What will the university/college gain from changing to your proposed process? How will it benefit?**

---

---

---

---

---

**What resources will you need to fully launch the program/process/practice?**

---

---

---

---

---

**Who will be involved in presenting this to the decision-maker(s)?**

---

---

---

---

## Creating a Student-Focused Environment References for Further Study

- ACPA Mission, Vision and Values - <http://www.myacpa.org/values>
- ACUHO-I Standards – via Council for the Advancement of Standards in Higher Education - <http://www.acuho-i.org/resources/standards/cas-standards>
- ACUI – Core Competencies - [http://www.acui.org/content.aspx?menu\\_id=30&id=9463](http://www.acui.org/content.aspx?menu_id=30&id=9463)
- Astin, A.W. (1991). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Washington, DC: American Council on Education/Oryx Press Series on Higher Education.
- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
- Bronfenbrenner, U (1977). Toward an experimental ecology of human development. *American Psychologist*. Cornell University. Pp. 513-531.
- Garnder, John N. (2015) *Foundations of Excellence – 4 Year Institutions: Foundational Dimensions*. Retrieved from: <http://www.jngi.org/foe-program/foundational-dimensions/four-year-first-year-focus/>
- Kuh, George (2008), *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, AAC&U, retrieved from <http://secure.aacu.org/store/detail.aspx?id=E-HIGHIMP> (on-line publication)
- LEAP Essential Learning Outcomes – <https://www.aacu.org/leap/essential-learning-outcomes>

Learning Reconsidered 2

[http://www.sa.ua.edu/documents/LearningReconsidered2\\_005.pdf](http://www.sa.ua.edu/documents/LearningReconsidered2_005.pdf)

Lewin, K. (1947). Frontiers of Group Dynamics: Concept, method and reality in social science, social equilibria, and social change. Human Relations, 1, 5-41.

NACADA – Concept of Academic Advising –

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising.aspx>

NAFSA Strategic Plan –

[http://www.nafsa.org/Learn\\_About\\_NAFSA/Governance\\_Documents/Strategic\\_Plan/Strategic\\_Plan/](http://www.nafsa.org/Learn_About_NAFSA/Governance_Documents/Strategic_Plan/Strategic_Plan/)

NASPA/ACPA Professional Competencies –

[https://www.naspa.org/images/uploads/main/Professional\\_Competencies.pdf](https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf)