



The Emerging Role of Student Affairs Practitioners in Outcomes-Based Assessment Program Review

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Framing Questions

- What has been the role of Student Affairs/Services
 - in outcomes-based assessment, program review, Institutional research, and strategic planning?
- What is the emerging role?
- What may be shaping the future role?

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A Walk Through History
(Bresciani, Moore-Gardner, & Hickmott, 2009)

- 1063 - University of Bologna
 - Juried reviews (Plato, Aristotle)
- 1930's and 1940's - Educational and Development Psychology
 - Traditional student motivation and performance
- 1970's - Introduction of Relationship with, Value Added, Impact on...

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A Walk Through History, Cont.
(Bresciani, Moore-Gardner, & Hickmott, 2009)

- 1970's – Scientific Management Theories (Taylor, 1911) – systems thinking into program review, budgeting, strategic planning
- 1975 – Tinto – academic and social integration and correlation with learning
- 1977 – Bowen's Public Good
- 1979 – Pace's impact of college on student behavior

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A Walk Through History, Cont.
(Bresciani, Moore-Gardner, & Hickmott, 2009)

- 1990's – TQM/CQI
- 1993 – Astin I-E-O – value-added
- 1995 – Barr and Tagg – Producing Learning, rather than producing instruction (Papert, 1991)
- NSSE, social identity development theories, Bensimon - equity-minded deficit thinking, marginalization theories

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A Walk Through History, Cont.
(Bresciani, Moore-Gardner, & Hickmott, 2009)

- 1985 – SLOs in the accreditation process, AAHE first conference
- 1999-2002 - Student Affairs began to pay attention to SLOs
- Struggle between differences between research and assessment
- ... and accountability and assessment

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With this rich history...

Why has so little evidence of student learning been generated?

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Reasons Include

- The usual ones
 - Lack of understanding of the process
 - Lack of resources to implement the process
 - No follow-through with use of data to inform decisions
 - Fear of change

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Reasons Include, Cont.

- Thinking that “more doing” will fix everything
- Increased silos and increased specialization
- Decreased collaboration

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Reasons Include, Cont.

- Disconnect from the holistic student learning approach
- Increased emphasis on crisis management
- Lack of education/orientation in grad prep programs
- Lack of professional development
- Lack of mentoring in inquiry process

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Reasons Include, Cont.

- Lack of prioritization on inquiry/reflection
- Simply not paying attention to what is being asked of us
 - isolated point of view
 - disconnect with constituents
 - ego

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What other reasons exist?

And where do we go from here?

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Emerging Role

- SLOs emphasized in regional accreditation process
 - Higher Ed Re-Authorizations of 2002 and 2006
 - Spellings Commission, 2006
 - Expectations from regional accreditors
- Incorporating SLOs into transparent program review and strategic planning processes
 - Regional accreditation
 - Professional associations

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Emerging Role, Cont.

- Expectations of resource re-allocations based on outcomes results
 - Regional accreditors
- State of the Economy
 - Prioritization is required
- State Mandates
 - Impact of student success in community
 - Comparisons with peer institutions

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Emerging Role, Cont.

- State Mandates, Cont.
 - State of MA Vision Project - <http://www.mass.edu/currentinit/visionproject.asp>
- Value-added discussions
 - Astin's I-E-O

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Emerging Role, Cont.

- Lumina Degree Qualifications Profile
- and Expected Levels of Learning
 - What is/are foundational knowledge, skills, and dispositions?
 - How will we organize ourselves to deliver this across the lifetime of a student's learning opportunities?
 - How will we evaluate this learning and improve it?
 - How will we resource this?

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Resources

- AACU Essential Outcomes and VALUE rubrics
- Professional Association Standards and Outcomes
- NILOA
- New Leadership Alliance for Student Learning and Accountability - <http://www.newleadershipalliance.org/>

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Resources, Cont.

- Emerging research on
 - transferability of learning
 - role of intuition in decision-making
 - role of self-authorship in learning
 - sequencing of learning
 - Closing the gap
 - person-environment fit
 - Institution's response to creating environments that engage certain types of learners


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The Point is...

- That student affairs professionals have more opportunities now than ever before to assist their academic colleagues in designing general student learning opportunities and evaluating the application of general student learning outside of the classroom.
- For some, that means they need to change the way they think about how they do their job.


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Questions to Consider as we Prepare for the Future...

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Preparation for the Future

- Are we clear about what we value?
- Are we clear on how to prioritize those values?
- Do we have the integrity to act on that which we value?
- Do we have the integrity to empower others to implement that which we value?

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Preparation for the Future, Cont.

- Can we listen from the point of view of those asking us for what they want to know?
- Can we act on what we hear?
- Can we lose the “concern for looking good” (e.g., ego)?
- Can we be authentic in our discovery of how to become a genuine learning organization?

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Preparation for the Future, Cont.

- Can we source value into inquiry and reflection that improves our productivity?
 - Hiring
 - Personnel evaluation
 - Allocation of workloads and resources
- Can we be clear about what success means, what it looks like, and the steps in the process toward creating that success?

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Future

- What is the role of academic and student support services in ...
 - contributing to common student learning?
 - contributing to expected levels of learning?
 - promoting inquiry/research?
 - creating alternative funding sources for student learning and development?
- How can the necessary collaborations be built into the fabric of the organization systematically?

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Future, Cont.

- How can we empower ourselves and others to use evidence to make decisions?
- How can we better account for expenditures to promote student learning and development?
- ...and then align those expenditures to SLOs?
- How can we use evidence to refine those resource re-allocations?

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Next Steps

- What ideas from this discussion can you implement as soon as you return to your campus?
- ... in 3 months?
- ... in 6 months?
- ... in 12 months?
- ... in 3 years?

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