Where are we Going?

- Mapping the Next Steps at 4-year Institutions -

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Session Overview

Why does this matter?

1

Situating this work (briefly)

UT Austin Example

2

About the campus; example; theory for additional insight

Discussion

3

How does this apply to your work? What questions do you have?

New York University Example

4

About the campus; example; theory for additional insight

Discussion

5

What are your takeaways? How might you apply the theories presented?

Resources & Tips

6

We'll share resources, reflections and wrap-up thoughts

Session goals

1. Attendees will leave with an increased understanding of how to use strategy for community level prevention and addressing holistic well-being
2. Attendees will leave with 3 concrete actionable goals for their campus
3. Attendees will identify resources and/or partners to engage with for community level prevention efforts

Magic wand...

Imagine it is your favorite season campus. It is a Friday morning. Your office and campus have been recognized by the state and by national organizations for incredible community level prevention work.

Write down on a piece of paper -

What initiatives have led to this success?

Who are key partners?

How do you know this success has been realized? What is the evidence of this?

4 Basic Steps in Planning Work

1. Where are we now?
2. Where are we going?
3. How will we get there?
4. How will we be responsible and accountable?

Step 1: Where are we now?

Strategy: Use Existing Evidence & Identify Information Gaps

What data is already available?

✅ Check with Institutional Research
✅ Check with others who survey your students on campus

Reflect on what the current state is

✅SWOC: Strengths, weaknesses, opportunities, and challenges
✅SOAR: strengths, opportunities, aspirations, and results

The intention of this step is to establish a baseline of what is already known and to start to turn towards next steps

Strategy: Listening Sessions

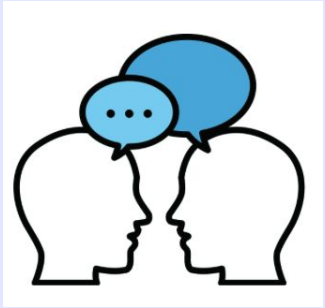
What is a listening session?

✅ A structured yet informal meeting or forum where individuals or groups come together to share their perspectives, concerns or experiences on a specific topic or issue
✅ Participants could be colleagues, students who do (or don't) interact with your work, stakeholders, partners, faculty
✅ The goal is to provide a space for active listening to better understand and consider the input and feedback of participants to inform future actions or decisions

Consider asking questions like...

✅ How can our office partner with yours to forward <name of priority>?
✅ What do you believe are the most critical health promotion initiatives needed on our campus?
✅ In your opinion, what innovative strategies or campaigns could be implemented to raise bystander intervention behaviors among the study body?
✅ What is community level prevention to you?

Pause for Reflection & Discussion



- What data is already available to you that you might review when you get back to campus?
- Who else on campus might have data that is relevant that you could ask to see the results from to get a deeper awareness of trends, students, and behaviors as related to this work?
- Fill in a SWOC or SOAR

Step 2: Where are we going?

Strategy: Review Existing Priorities

✅ Does your division currently have a strategic plan?
✅ Does your institution currently have a strategic plan?
✅ Does your office have a mission / vision statement?
✅ Did the data analysis review glaring challenges that need to be addressed sooner rather than later?

Social Ecological model

Source: http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.htm

Ideas for Inspiration

Individual

- Bystander intervention: training for new students focused on individual actors to intervene in hazing events
- Conduct motivational interviewing: intended to reduce substance misuse

Group or Organization

- Workshops with pre-and post-reflections on the topic of hazing
- Speaker series
- Peer leaders/educators to educate fellow students about <name of topic>

Community

- Social Norming social media campaign with campus communicators with data to challenge cognitive assumptions or schema
- Task force / Committee: coordinated group responsible for delivering programming + recommendations for policy revision

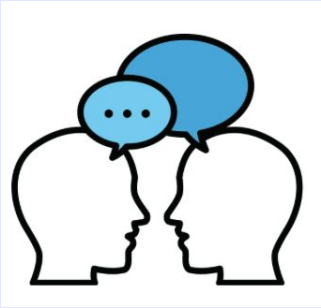
Institution

- Create a bystander intervention website with resources, contact information and links
- Apply for funding from ODHE to create <name of effort>

https://studentaffairs.psu.edu/sites/default/files/TJPC_HazingPreventionMatrix.pdf

- Piazza Center Horizontal Campus Hazing model
- Strategies for enacting change at all levels of the Horizontal Hazing Model
- Steps to develop an organizational or campus amnesty policy
- Steps to develop a peer mentor and mentee program
- Implementation fidelity for hazing prevention programs
- And more!

Pause for Reflection & Discussion

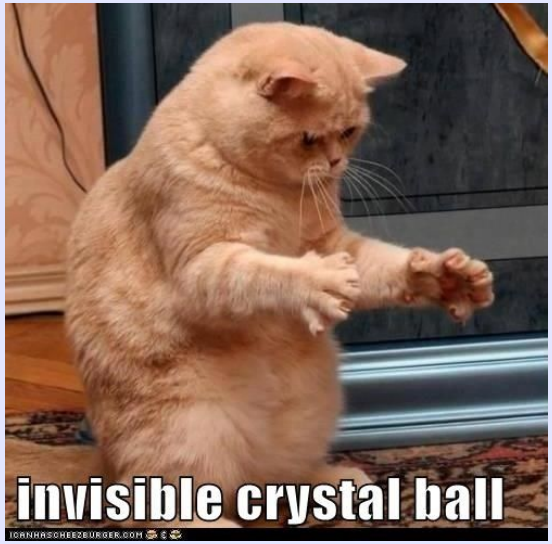


- From the research on creativity and how the mind works, a key aspect of brainstorming is to NOT limit by saying, “well that won’t work because…” but to instead brainstorm as open-ended as possible

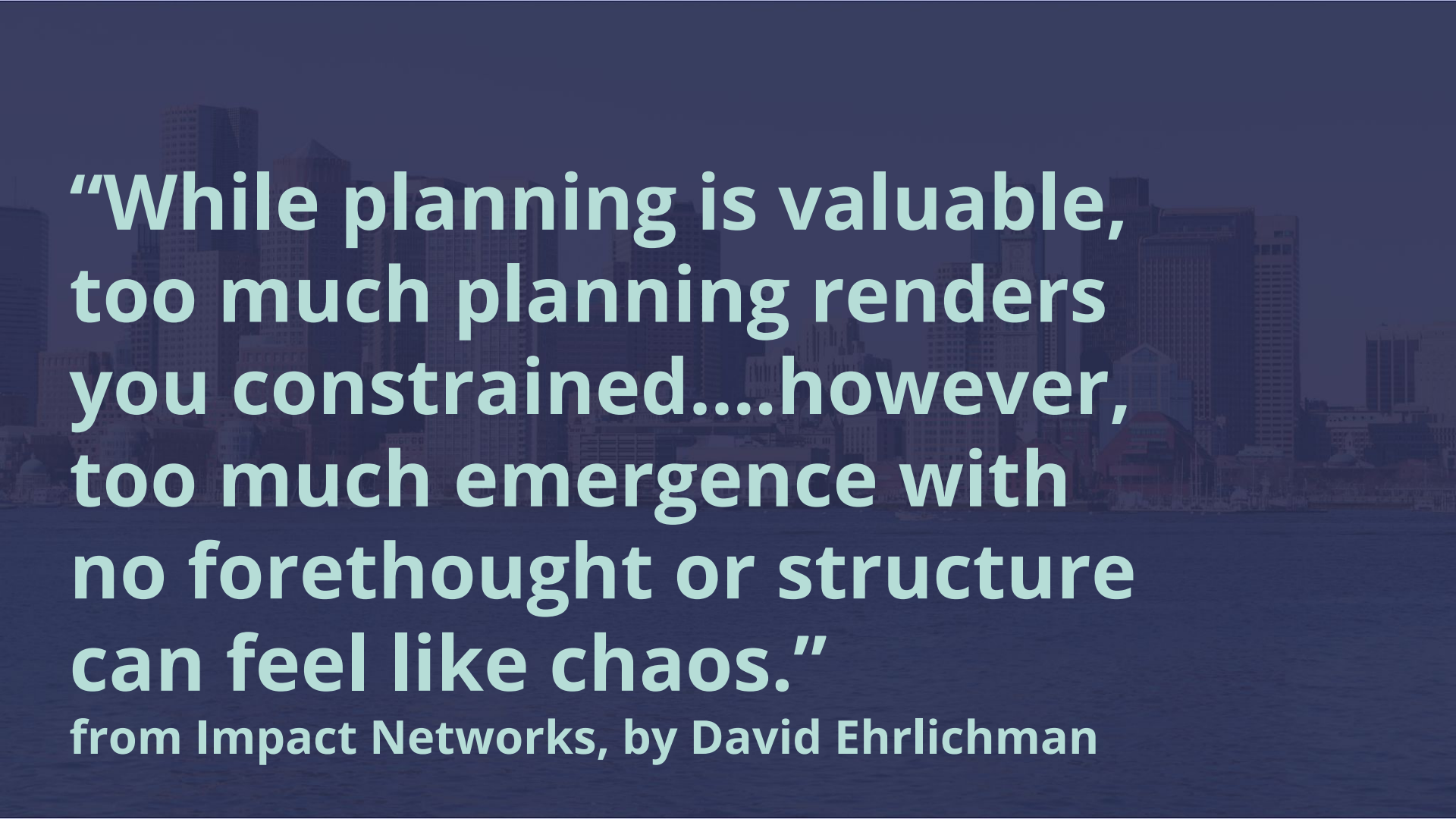
- On your handout, brainstorm an open-ended list of potential goals that you (or your office) could work on over the next 3, 6, and 9 months

Step 3: How will we get there?

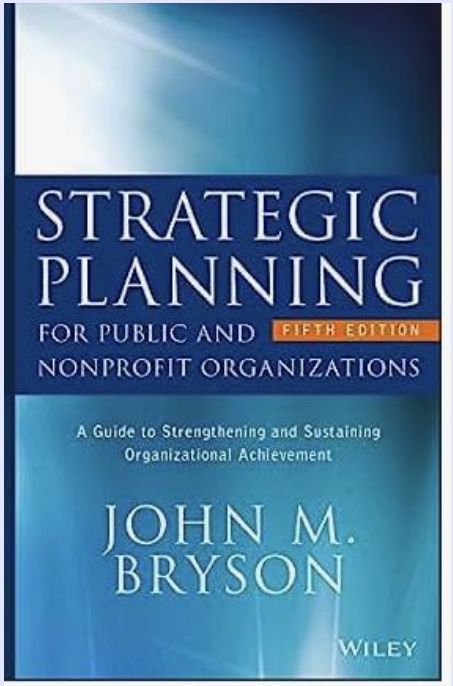
Be Realistic



- Define realistic sub-tasks that will lead to achieving each separate goal that you brainstormed
- Defining realistic and feasible actions might need an expert facilitator - look on campus or externally
- Resist the urge to define every single step for the next 3+ years
- For each goal, you could...
  - Define the challenge
  - Articulate the commitment (within the next 3 months, the <Office of...> will <fill in>
  - Define the Strategies
  - Define 1-2 milestones


“While planning is valuable, too much planning renders you constrained….however, too much emergence with no forethought or structure can feel like chaos.”
from Impact Networks, by David Ehrlichman

Wait, what about my stakeholders?



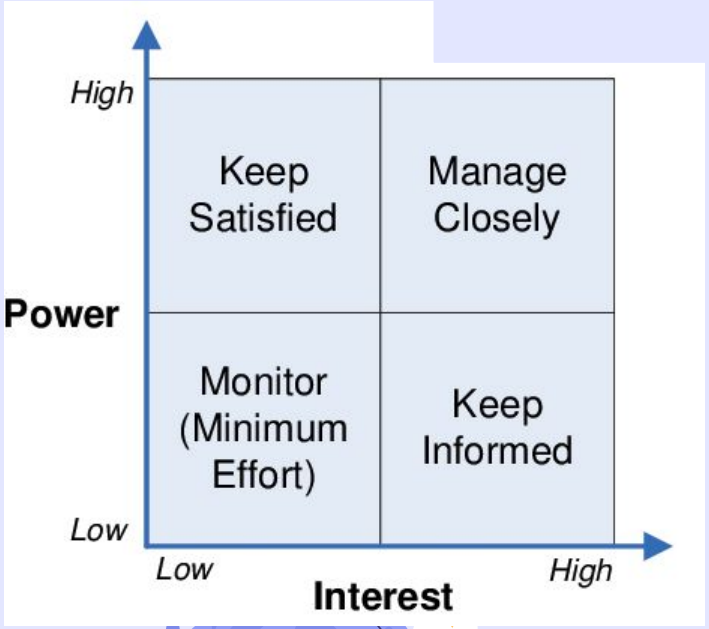
- Stakeholder analyses are arguable more important than ever because of the increasingly interconnected world
- Bryson suggests conducting a stakeholder analysis to identify to what extent to involve and manage stakeholders relative to their power and interest
  - consider their power to influence issues:
    - high
    - low
  - consider their interest in issues:
    - high
    - low

On your handout, use the space and the image from the left to do one of the following:

1. Note one stakeholder group in each of the quadrants OR

2. List the stakeholder group you're most concerned about and why OR

3. Quickly list your primary stakeholder groups and note when you last contacted them



The power-interest Grid (Bryson, 1995)

How do you get stakeholders on board?

Listen to their motivations

Data

Sharable reports

The campus strategic plan

Assess their gaps

What are they not seeing?

What do you want them to see?

Where could assessment help them?

Design your process of managing up

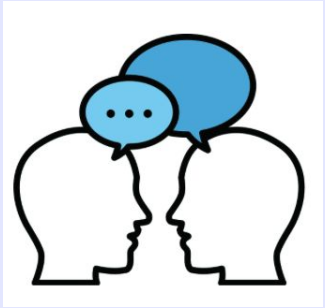
Understand their work landscape

But wait...

As you think through these goals and who needs to be involved for them to succeed, it is also critical to note what resources you need for them to succeed

- What staff time do you need for this to succeed?
- Who's attention and/or prioritization of this is critical?
- What practical cost will this require to be fully implemented on the timeline you suggested?
- Have you asked for specific prevention support or funding?

Pause for Reflection & Discussion



- Define subtasks for 1-3 goals
  - Optional: Define the challenge
  - Optional: Articulate the commitment (within the next 3 months, the <Office of___> will <fill in>
  - Optional: Define the Strategies
  - Optional: Define 1-2 milestones
- Fill in the Power interest (stakeholder analysis) grid
  - Who is important to involve?
  - What would make it possible for them to candidly share their perspective(s)?
- Identify what resources you need for each goal to succeed

Step 4: How will we be responsible and accountable?

Measurement

- As you review and refine your goals, actions, and needs for them, the next step is to define: How will you know if it has been successful?
- How would you know if each goal has been met?
- What initial data that you reviewed will be repeated that you could look at to see if progress is being made?
- What direct vs. indirect evidence can you track both in the near and long term?

Accountability

- To whom will you be accountable if (or when..) these goals are met?
- Can this be embedded in a 2024 goal setting cycle for your work and/or office?
- Who else is or could be equally vested in each goals success?

Pause for discussion

How might you approach assessing / measuring the success of each goal you've identified?

How can you stay accountable for the success of each goal you've identified?

Booster Package

✅1 hour webinar or conference call
✅Includes pre-call document review (or website review)
✅Discussion focused on your needs, can expand out your goal mapping, brainstorm partners, repeat some of the content from this session with other campus colleagues
✅Includes post-call document review
💵 $500

Expanded Package

✅1 digital or in person day of coaching, listening, facilitating
✅Includes pre-visit call and document review (or website review)
✅Discussion focused on your needs, can expand out your goal mapping, brainstorm with partners, unpacking who else can tell the story of your impact, facilitate listening sessions, and more
✅Includes post-call review
💵 $2,000

Closing Circle

Of the goals you worked on, share out 1 of them and

1. Who will help you get there?
2. What resources do you need?
3. What is one next step?

THANK YOU!

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1

Why does this conversation matter?

More assessment champions | Changing Campus Culture | Shared Experiences and Connection Deepens Learning | Budget Cuts might make local learning more attractive | Investing in the people improves the “product” | Higher education is an evolving field that warrants continuous skill development

2 Case Example:

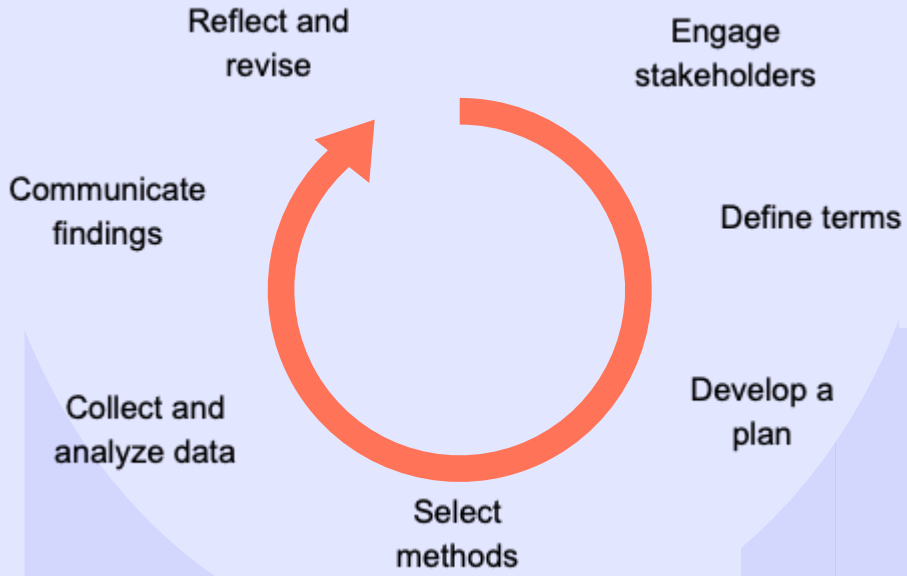
School of Undergraduate Studies / Undergraduate College Assessment Office The University of Texas at Austin

From an Assessment Office serving a specific school to supporting a diverse range of offices that impact the total undergraduate experience.

Reorganization as a catalyst

- New staff creates opportunity for “stop-start-continue” discussions.
- New organizational structure created different collaboration and communication pathways among existing units.
- Opportunity to reframe work that was already occurring in light of new processes and channels.

Consider the Assessment Essentials to align relationship development.



Adapted from Banta & Palomba (2015).

Engage Stakeholders, Define Terms, & Make a Plan

> Review the Organizational Chart and where people are located and go see them!

> Make it easy to meet using Bookings or a calendar application.

> Compile notes from each meeting to look for (1) Trends and (2) Nuances.

> Set priorities and clear expectations for the following:

(a) the next 3 to 6 months, (b) the next year, and (c) long-term.

Maslow's Hierarchy of Needs

- Understand the needs of the individual to better understand the needs of the collective.
- In periods of change, trauma, or disruption, individuals or groups may move between the levels.

> Be mindful of what is "too much" given the context and environment.

Maslow (1943).

Image credit: https://www.simplypsychology.org/maslow.html

Using the professional competencies to guide our plan.

The ACPA/NASPA professional competencies include rubrics for Assessment, Evaluation, and Research.

- Terms and Concepts
- Values/Ethics/Politics
- AER Design
- Methodology, Data Collection, and Data Analysis
- Interpreting, Reporting, and Using Results

> Ask folks what they want in multiple ways, formats, and contexts.

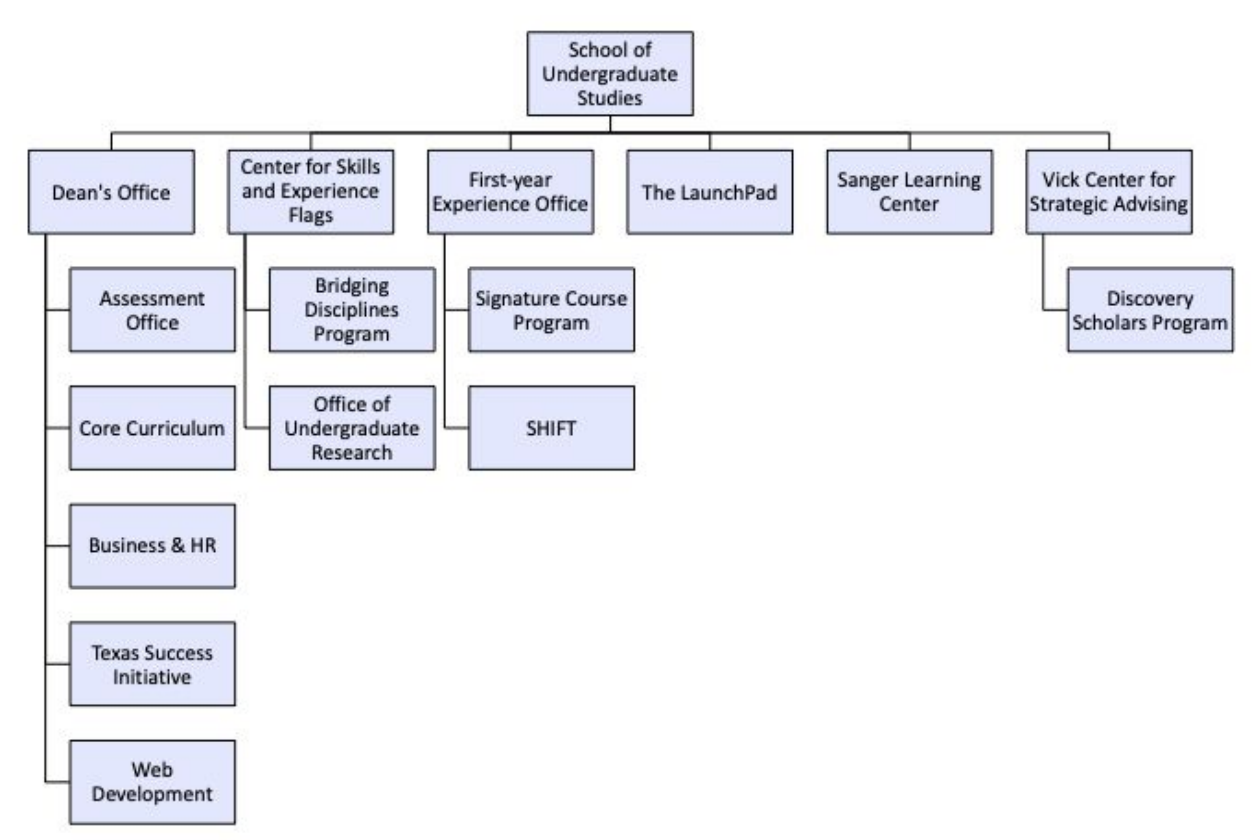
> Consider what folks are “interested” in might not always be what they “need” to learn.

Offer a variety of trainings and workshops

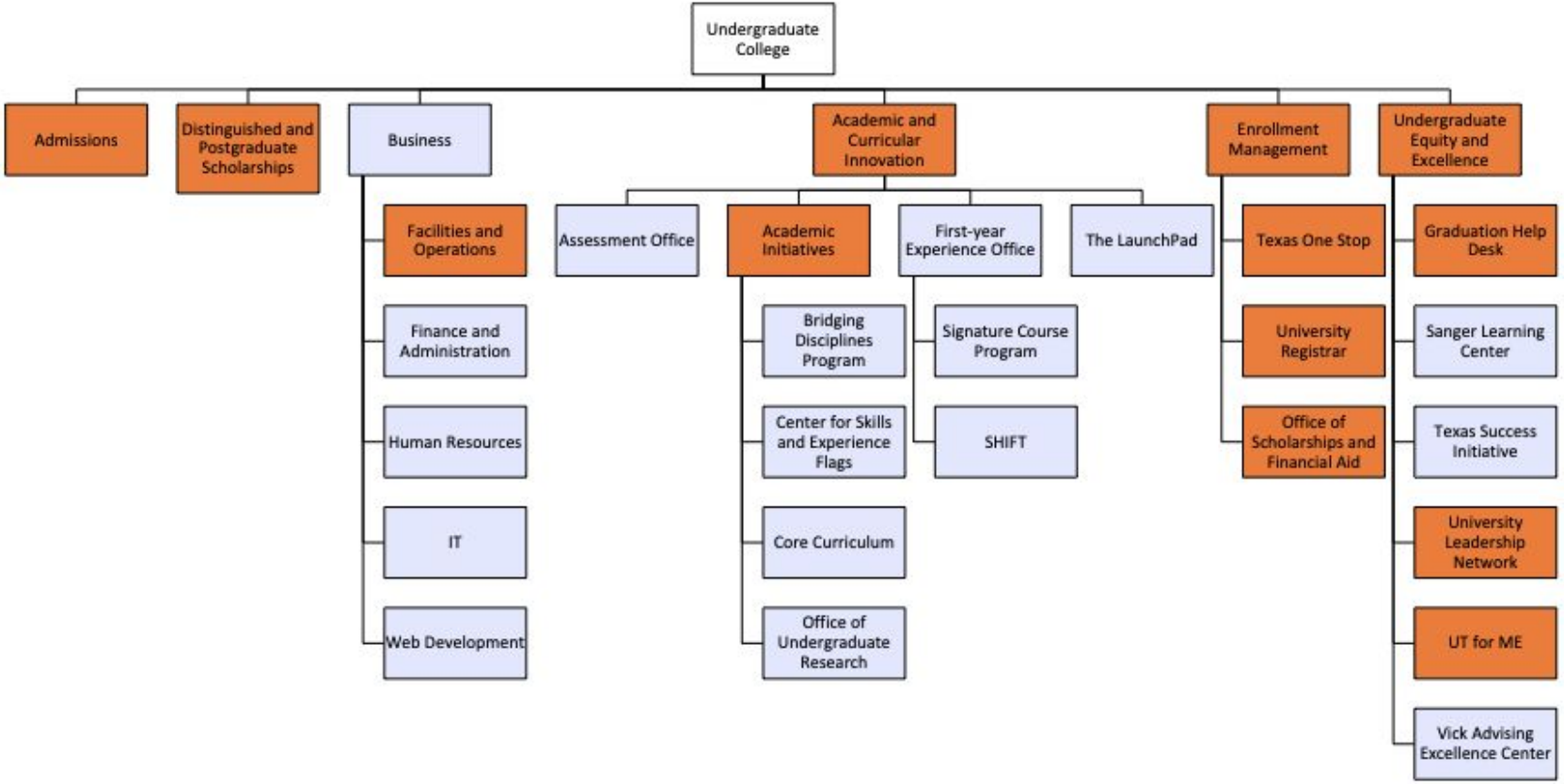
> Include community-building, skill development, information sharing, and celebrating others in each professional development session.

> Collect **pre-event** interest and **post-event** feedback from attendees

Reorganization between 2021-2022



Reorganization between 2021 - 2023



So what did we do?

> **Reflect, revise, and re-engage** Use the assessment framework to build on current strategies and develop an updated plan.

> **"Stop - Continue - Start"** Identify activities to pause/stop, build on what is already working, and engage leaders among your colleagues for new initiatives.

> **Community of practice** Create an Assessment Team to leverage staff knowledge and sharing of best-practices.

> **Scaffold by cognitive-level and role-based needs** Make materials and services available through a variety of platforms and formats.

> **Continuous Improvement** Continue formative and summative assessments of competency and confidence.

> **Environment, culture, and change theories** to identify opportunities, obstacles, and assets

3 Mini-Discussion

- What resonates with you?
- How might these theories or examples apply at your institution?

→ **30 seconds:** think about the topics and themes from today's presentation.
→ **15 seconds:** write (or type) a few notes.
→ **2 minutes:** turn to a neighbor or form a small group to reflect on what was presented.
→ **Group Discussion**

4

New York University

60k students | 3 degree granting campuses | 12 global sites | 13 student affairs units with ~500 FTE

Strategic Plan

> SA undertook its first strategic planning process with a launched plan fall 2022
> An emergent priority was Evidence Informed Decision Making
> They committed to:

- Work that facilitates ongoing feedback from colleagues, students, and partners;
- Centering the use of research and data in collaborative decision making
- Promoting reflection & continuous improvement

STAFF DEVELOPMENT

Empower and equip staff to contribute to using data for operations, accountability, and assessment efforts in ways that are appropriate for their role.

TECHNOLOGY FOR DATA COLLECTION, ANALYSIS, & REPORTING

Implement technology, including most importantly the AIDA database, that supports a shared and user-centered approach to data collection, analysis, and reporting.

DATA & ASSESSMENT BASED DISCUSSIONS

Embed a regular routine of discussions about data and assessment within and across units throughout the Division that inform strategic, program, human resource, and financial planning.

ACCOUNTABILITY & TRANSPARENCY MECHANISMS

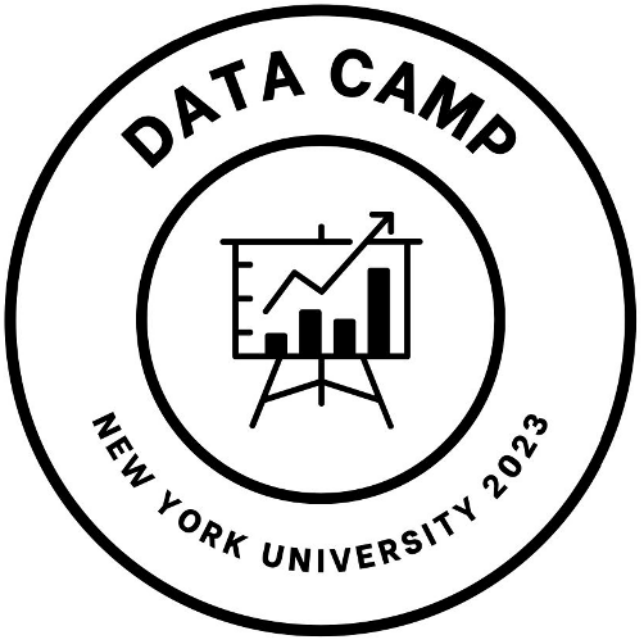
Create mechanisms to ensure accountability and transparency related to data and assessment findings.

Data Camp

Applied for and awarded internal funding

Designed to forward staff development, making technology available, create community, and if successful, would create more accountability mechanisms

- What worked?
- What was challenging?
- Next steps?



Theoretical Insights

From Kotter:

- I worked on **creating the climate for change** by leveraging urgency (this is a one time event funded by dollars that expire at the end of the fiscal year) and forming a powerful coalition (those who attended Data Camp) and sharing out the vision for what can be done if done well
- **Engaging and enabling the organization**: working on repeating this vision via efforts that center leadership, and trying to create ___ slow wins

A Little Bit about a Big Place

Diversity

Mercury is the closest planet to the Sun and the smallest one in the Solar System—it's only a bit larger than the Moon

Cooperation

Venus has a beautiful name and is the second planet from the Sun. It's hot and has a poisonous atmosphere

5 Discussion

- How does this align with your efforts to change work on campus?
- Have you used a framework to design or enact change before?

→ **60 seconds:** think about the topics and themes from today's presentation.
→ **30 seconds:** write (or type) a few notes.
→ **3 minutes:** turn to a neighbor or form a small group to reflect on what was presented.
→ **Group Discussion**

6 Resources & Tips

We'll share some but hope you do too!

> Scan the QR code or use the link to access a Google folder

https://bit.ly/23AI-Confidence

NASPA / ACPA Competency Rubrics

Find them here.

Executive Summary Template

Google folder

Kezar's *How Colleges Change*

Linked on Amazon here

Environment Scan & Surveys

Google folder

Some Resources

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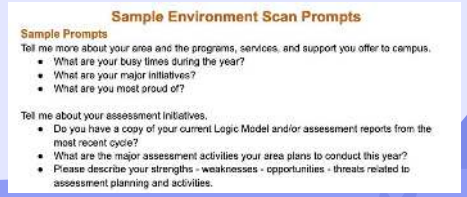
Executive Summary Template

Kezar's *How Colleges Change*

Linked on Amazon here

Environment Scan Prompts

Google Drive



Sample Environment Scan Prompts

Sample Prompts

Tell me more about your area and the programs, services, and support you offer to campus.

- What are your busy times during the year?
- What are your major initiatives?
- What are you most proud of?

Tell me about your assessment initiatives.

- Do you have a copy of your current Logic Model and/or assessment reports from the most recent cycle?
- What are the major assessment activities your area plans to conduct this year?
- Please describe your strengths - weaknesses - opportunities - threats related to assessment planning and activities.

SLIDES FROM THE TEMPLATE DOWNLOAD

We'll share some but hope you do too!

Exploring our neighborhood

Streets

Mercury is the closest planet to the Sun and the smallest one of them all

Parks

Venus has a beautiful name and is the second planet from the Sun

Shops

Despite being red, Mars is actually a cold place. It's full of iron oxide dust

Neighborhood adventures

Houses

Mars is actually a very cold planet

Community

Venus has extremely high temperatures

Safety

Jupiter is the biggest planet of them all

Nature

Saturn is a gas giant and has several rings

Together we thrive

Friendship

Mars is actually a very cold planet

Schools

Venus has extremely high temperatures

Families

Neptune is the farthest planet from the Sun

Shops

Mercury is the closest planet to the Sun

Events

Saturn is a gas giant with several rings

Environment

Jupiter is the biggest planet of them all

Awesome words

A picture always reinforces the concept

Images reveal large amounts of data, so remember: use an image instead of a long text. Your audience will appreciate it

106,000

Big numbers catch your audience's attention

9h 55m 23s

Jupiter's rotation period

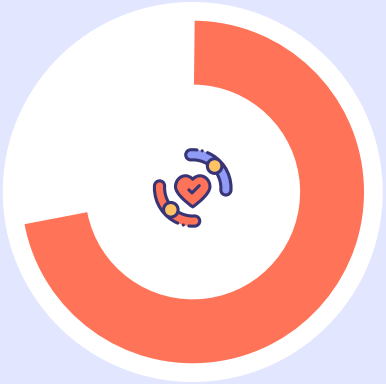
386,000 km

Distance between Earth and the Moon

333,000

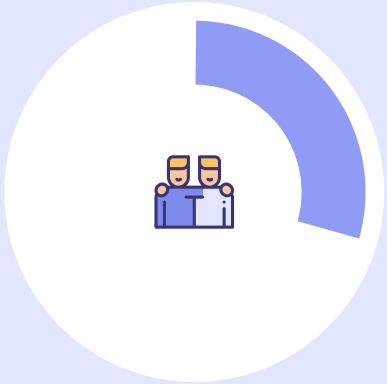
The Sun's mass compared to Earth's

You can use these percentages



70%

Mercury is the smallest planet of them all



30%

Jupiter is the biggest planet of them all

4

Family

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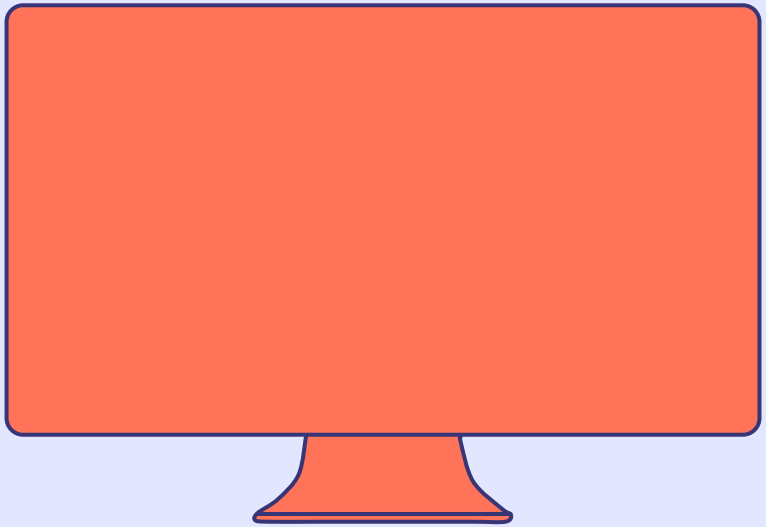


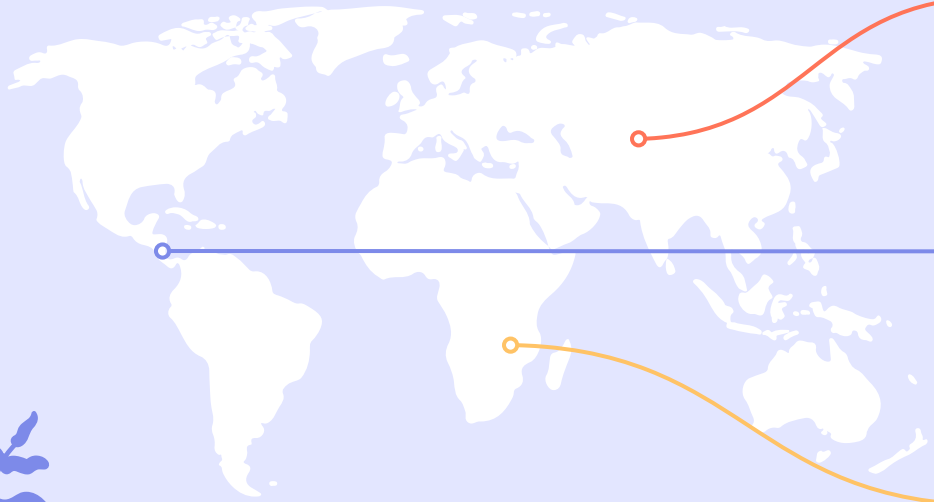
Computer mockup

You can replace the image on the screen with your own work. Just right-click on it and select “Replace image”

Phone mockup

You can replace the image on the screen with your own work. Just right-click on it and select “Replace image”

This is a map



1

Mercury

Mercury is the smallest planet of them all

2

Jupiter

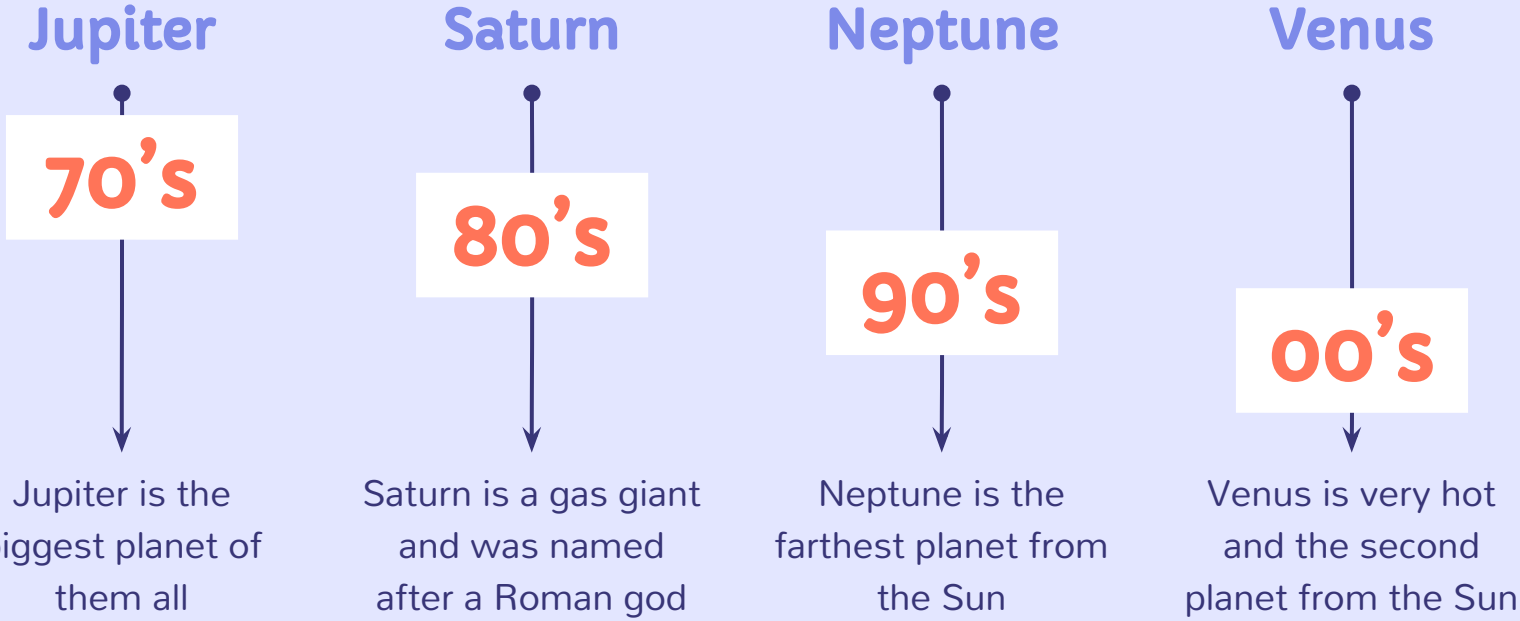
Jupiter is the biggest planet of them all

3

Neptune

Neptune is the farthest planet from the Sun

Community changes through time



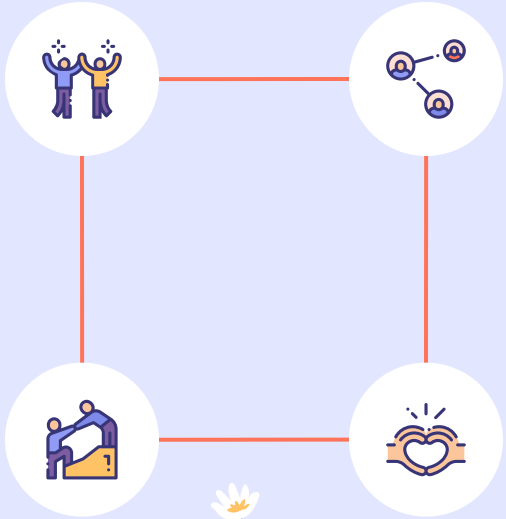
Family and community

Families

Mercury is the closest planet to the Sun

Connections

Venus is the second planet from the Sun



Support

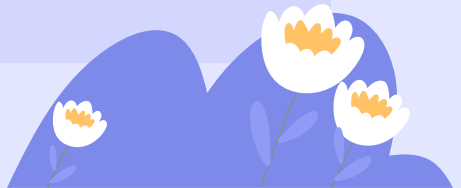
Saturn is a gas giant and has several rings

Love

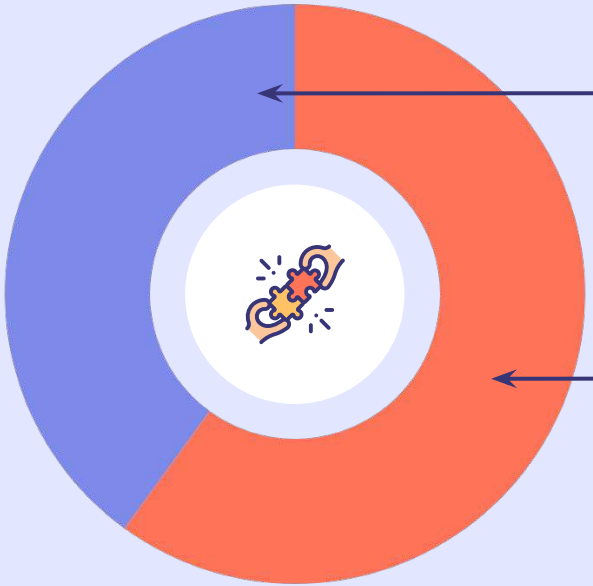
Earth is also known as the Blue Planet

What is a friendship

Aspects	Description
Definition	Despite being red, Mars is a very cold planet
Qualities	Venus has a beautiful name but it is a very hot planet
Activities	Mercury is the closest planet to the Sun
Importance	Earth is the only one that harbors life in the Solar System
Communication	Saturn is a gas giant with several rings
Fun fact	Neptune is the farthest planet from the Sun



You can use this graph



40%

60%

Saturn

Saturn is a gas giant and has several rings. It's composed mostly of hydrogen and helium

Earth

Earth is the third planet from the Sun and the only one that harbors life in the Solar System

Follow the link in the graph to modify its data and then paste the new one here. For more info, click here

6 Home

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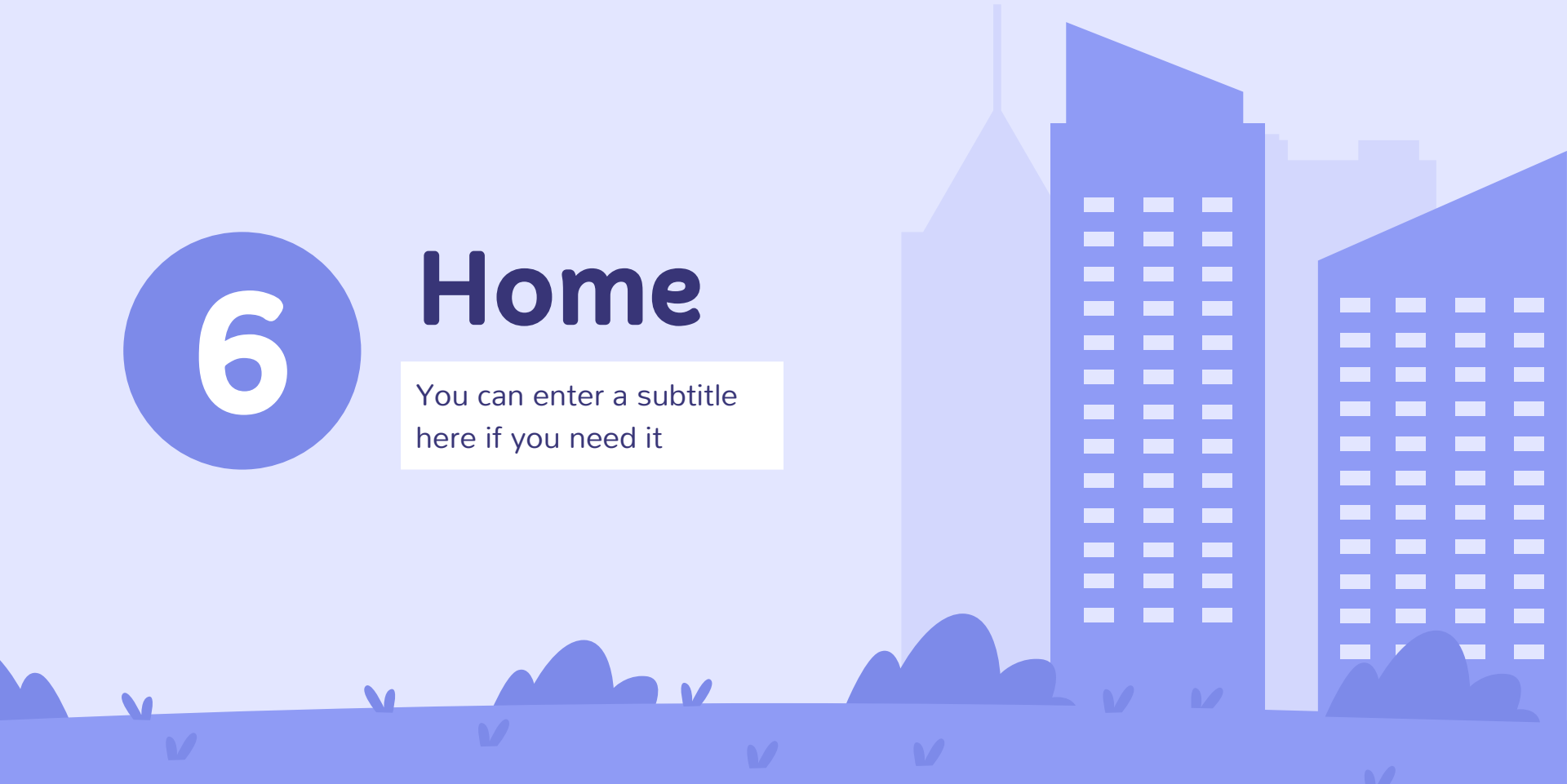


Activity 1

Categorize places in your community! Fill the columns in the table below with places that fit each category

Places to learn	Places to shop	Places to play
School	Supermarket	Park
Library		

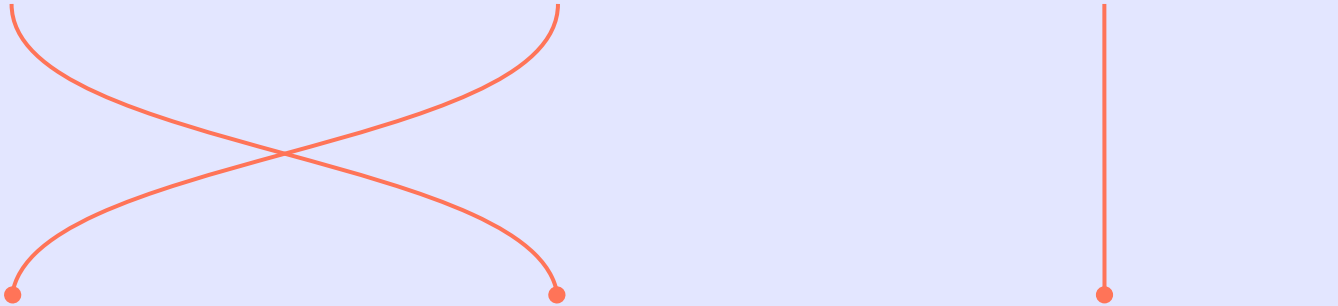
Activity 2

Connect each community helpers with its correct description

Police officer

Firefighter

Teacher



Mercury is the closest planet to the Sun and the smallest one in the Solar System

Despite being red, Mars is actually a cold planet. It's full of iron oxide dust

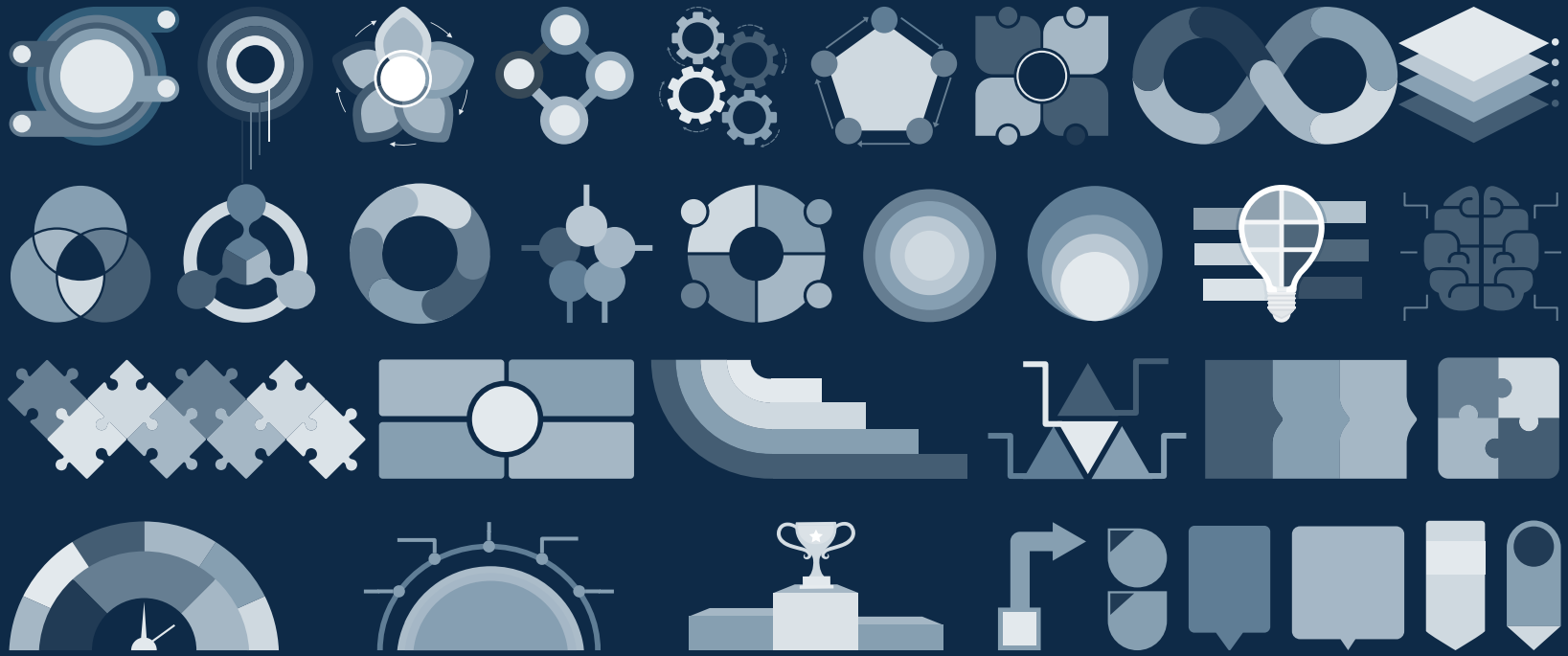
Venus has a beautiful name and is the second planet from the Sun

Fonts & colors used

This presentation has been made using the following fonts:

Capriola
(https://fonts.google.com/specimen/Capriola)

Mandali
(https://fonts.google.com/specimen/Mandali)



...and our sets of editable icons

You can **resize** these icons without losing quality.
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In Google Slides, you can also use **Flaticon's extension**, allowing you to customize and add even more icons.

Educational Icons

Medical Icons

Business Icons

Teamwork Icons

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