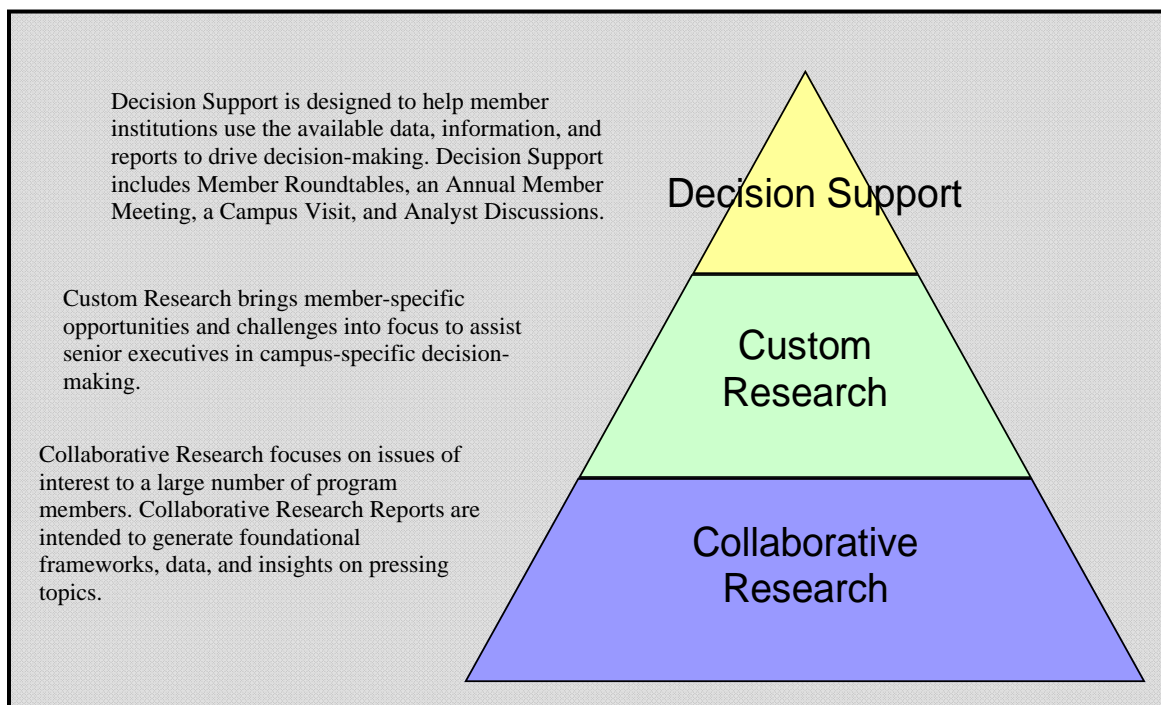## Program Overview

Eduventures' Student Affairs Learning Collaborative (SA-LC) is a member-based research consortium designed to help member institutions identify best management practices, benchmark performance, and improve the functioning of core processes in university student affairs divisions. The shared-cost nature of the program allows universities to jointly underwrite investigations into common challenges. The member-based element of the program presents the opportunity for structured comparison and information-sharing.

Eduventures has launched similar research consortia in areas including Enrollment Management, Development, Continuing and Professional Education, and Online Higher Education. The year-to-year retention rate for the most mature membership-based research programs is greater than 85%. Member institutions find that their investment in the program's annual membership fee is more than offset by the program's bottom-line impact on revenue yield and budget efficiency.

The program deliverables are organized into three main components:

I.   Collaborative Research
II.   Custom Research Support
III.   Decision Support

Decision Support is designed to help member institutions use the available data, information, and reports to drive decision-making. Decision Support includes Member Roundtables, an Annual Member Meeting, a Campus Visit, and Analyst Discussions.

Custom Research brings member-specific opportunities and challenges into focus to assist senior executives in campus-specific decision-making.

Collaborative Research focuses on issues of interest to a large number of program members. Collaborative Research Reports are intended to generate foundational frameworks, data, and insights on pressing topics.

Decision Support

Custom Research

Collaborative Research

I. Collaborative Research

Each year, the SA-LC conducts three major Collaborative Research investigations on issues of interest to a large number of members. Collaborative Research Reports are intended to generate foundational frameworks, data, and insights on pressing topics. Collaborative Research investigations are developed and executed in conjunction with the membership, with members encouraged to contribute to each investigation's goals, instruments, and methods.

The SA-LC has identified the first two collaborative research topics for 2007-08. The two topics were selected through a vote of the program's Charter Members. The third Collaborative Research topic will be determined in winter 2007 by the program's membership.

Collaborative Research		
Title	**Methodology**	**Target Date**
Achieving Strategic Alignment	Member benchmarking survey Case studies	Summer 2007
Learning Beyond the Classroom	Student Survey	Winter 2007

1. *Achieving Strategic Alignment*
As student affairs divisions take on an increasing number of activities and functions central to the university mission, demands for organizational alignment, performance, and accountability have increased. This study will examine the strategies student affairs leaders use to create strategic alignment through measurement and staff development. The project will involve a survey of the program membership and draw on specific member cases to highlight effective practices for aligning unit- and division-level goals, and for rolling up unit-level metrics into divisionwide and universitywide metrics. The study also will investigate the strategies for professional development that help prepare student affairs leaders with the necessary technical, management, and leadership skills for student affairs' emerging strategic role.

2. *Learning Beyond the Classroom*
Co-curricular learning in areas including civic engagement, intercultural maturity, and leadership skills are increasingly central to colleges' and universities' mission and educational strategy. The study will investigate the aspects of the university experience that support learning beyond the classroom in all three of these development areas. Students come to college differing on a wide variety of background characteristics. These characteristics and the experiences students had prior to college can influence learning and development outcomes. As a result, a key component of the proposed research is to take these background characteristics and pre-college experiences into consideration when examining students' current level of development in the three targeted areas.

II. Custom Research Support

SA-LC staff is available to undertake original investigations to support the need for custom research. Custom Research projects are divided between Individual Custom Projects and Benchmark Custom Projects. SA-LC staff works with several campuses each month on Individual Custom Projects. In parallel, staff typically works on one or two Benchmark Projects per month.

<u>Individual Custom Projects</u> normally involve one of the following research methodologies:
- A *survey project* with target constituents (e.g., students, alumni, university faculty, university administrators, student affairs staff)
- A *modeling project* with in-house data
- A *literature review* of a specific topic

<u>Benchmarking Projects</u> involve comparisons of organizational structures, costs, performance, and management practices across the membership. Benchmark projects include research around key benchmark metrics and case-study research to identify the specific management techniques, processes, and practices that account for variations in performance between institutions.

In addition to the Custom Projects, members have unlimited access to Custom Inquiry. Through Custom Inquiry, each member institution can submit requests for customized analysis of program data available in Collaborative and Custom reports. Customized data cuts can be used to compare an institution's data to aggregate results or to the results of specific peer clusters.

Members are asked to contribute a limited number of hours per month to execute the program's research agenda. Members' contributions include answering benchmark surveys, working with SA-LC staff to develop and customize surveys and models, and pulling campus-specific data.

Research Areas

Through conversations with participants in our March meeting of student affairs vice presidents from 18 leading universities and ongoing conversations with Charter Members of our Student Affairs Learning Collaborative, Eduventures has identified a group of potential topics for this program:

Measuring Learning and Development Outcomes
Though much of the most important learning takes place outside the classroom, traditionally universities have had difficulty measuring the impact of this learning. The goal of this research is to begin to build a methodology for capturing and measuring the impact of learning that takes place outside the classroom. Research may focus on particular outcomes such as leadership, civic responsibility, intercultural maturity, and intellectual growth.

The Value of the University Experience: An Alumni View
Student affairs leaders often are left to wonder how their programming impacts students. This study will investigate how the university experience impacted graduates. The study will collect data on patterns of participation and engagement during college as well as data on career preparedness and development outcomes. Research may focus on particular outcomes such as

leadership, civic responsibility, intercultural maturity, or the extent to which the alumni lead satisfying and productive lives.

Minority Student Success
Many universities are moving away from multiculturalism toward an active embrace of cultural differences, recognizing that students from different ethnic and cultural traditions may need unique patterns of programming and support to realize their full potential. One goal of this research might be to examine whether current programs are meeting the perceived needs of minority students and to explore ways in which programming can be adjusted to accommodate the needs of individual ethnic groups whose needs are not being met. An alternative goal of the research might be to investigate participation in co-curricular programming by students from different ethnic backgrounds and the association between patterns of participation and outcomes (such as academic performance, persistence, and co-curricular learning).

Mental Health and Counseling
Today more than ever, students in college suffer from stress, sleep problems, and depression as well as other serious emotional conditions. These conditions, along with social and emotional adjustments to college, are impediments to academic success and often are related to retention. Research in this area might examine issues related to screening and detection; access; alterative interventions (i.e., online resources, self-help, advocacy groups); prevention and outreach; improving community awareness; training faculty and staff to recognize, respond, and refer; or costs associated with delivering care.

Student Affairs and Leadership Development
Building leadership skills is a high priority for student affairs divisions. Leadership qualities include comfort with public speaking, the ability to set and achieve individual and group goals, and the ability to effectively manage others from diverse backgrounds. All of these skill sets are often critical to students' future professional and social success. Through a survey of current students, this study will evaluate which academic and co-curricular activities students view as most important and helpful in developing their leadership skills and potential during their time on campus. The survey for the project will rely on a semi-structured format to capture specific data on leadership programming as well as students' stories that help clarify their views on how curricular and co-curricular experiences translate into leadership development.

Experiential Learning Programs
Research on current and prospective students suggests they place a much higher value than previous student groups on experiential learning programs that give their classroom learning a real-world application. Experiential learning programs can include job internships, research practicums, service learning projects, and leadership development programs. This goal of this project is to understand the impact different types of experiential learning programs can have on student development.

Student Assessment and Student Information Systems
The increased importance being placed on capturing and reporting data on student outcomes has led to the need for information systems that can capture both qualitative and quantitative data, can integrate data from a variety of sources, and can be used to analyze and report data that is useful to student affairs administrators and their stakeholders. The goal of this research is to benchmark

the technologies and strategies that student affairs divisions are using to support the need for more sophisticated information systems.

Contribution of Student Affairs to Student Retention
Student affairs divisions play a key role in student retention by providing co-curricular and orientation activities that encourage student engagement and alignment of the out-of-classroom experiences with students' learning goals. One goal of the research might be to examine the types of co-curricular programming that contribute most significantly to student engagement and student retention. An alternative goal might be to draw on member benchmarking to understand which categories of orientation and co-curricular activities and programming are most appropriate for different student populations.

III. Decision Support

The Decision Support component of the SA-LC will help member institutions use the available data, information, and reports to drive decision-making. Decision Support includes Member Roundtables, Analyst Discussions, a Campus Visit, and an Annual Member Meeting.

A. Member Roundtables

SA-LC staff members organize and host regular roundtable teleconferences to address issues of emerging concern to the membership. Drawing on the expertise of program members and other thought-leaders, these facilitated discussions are designed to address current information gaps and identify future research directions.

B. Analyst Discussions

Members may request one-on-one teleconferences with SA-LC staff members at any point to discuss research findings or new research questions. Analyst discussions may take the form of brainstorming sessions to address operational challenges or summative presentations of previously published research findings.

C. Campus Visits

Once a year and at the member's request, SA-LC staff members visit each member institution to meet with executive team members. The goal of the meeting is to present and discuss localized data that can help the member institution address specific strategic and operational objectives. All aspects of the visit are considered proprietary and proceedings are kept confidential.

D. Annual Member Meeting

The Annual Member Meeting brings together senior executives from member institutions to review the past year's research findings and to discuss and define the coming program year's research agenda.

**Learning Collaborative for Student Affairs Charter
Membership List**

1. Boise State University

2. Clemson University

3. Colorado State University

4. Florida State University

5. Georgia Institute of Technology

6. Miami University (OH)

7. Mississippi State University

8. Northwestern University

9. Oregon State University

10. Texas Tech University

11. University of California, Berkley

12. University of California, Irvine

13. University of California, Los Angeles

14. University of California, Riverside

15. University of Kentucky

16. University of Maryland

17. University of North Carolina – Chapel Hill

18. University of Texas at Dallas

19. University of Texas at El Paso

20. University of West Florida

21. University of West Georgia

22. Vanderbilt University

EDUVENTURES

Student Affairs

STAFF BIOGRAPHIES

Brent Keltner, Ph.D., Senior Vice President, Learning Collaborative
Phone: 617-532-6046; e-mail: bkeltner@eduventures.com
Responsibilities: General management of Learning Collaborative programs

Brent Keltner leads Eduventures' Learning Collaborative – Administrative Programs division. As an expert in the management of organizational performance in both for-profit and non-profit service organizations, he has worked on initiatives to measure and manage performance with the senior leadership teams of top universities in the United States, Great Britain, and Germany, and the senior management teams of dozens of Fortune 500 service companies. Brent joined Eduventures in 2003 to play a leadership role in the launch of the company's initial Learning Collaborative program in Continuing and Professional Education and he now leads several Learning Collaborative programs. Brent's research and analysis have been covered in *The Chronicle of Higher Education*, *Inside Higher Education*, *Financial Times*, *Sloan Management Review*, *California Management Review*, and the *RAND Monograph Series*, among other publications. Prior to joining Eduventures, Brent served as a vice president for marketing and development in the higher education division of Kaplan, Inc. and as an educational researcher at the RAND Corporation. Brent was one of the youngest recipients of the RAND President's Award for leading an organizationwide effort to identify blended management models that used private sector management techniques as appropriate to raise organizational performance in a range of government and non-profit sectors. Brent serves on the Board of the Cambridge (MA) Montessori School and plays a leadership role in the school's marketing and development efforts. He earned a Ph.D. in political science from Stanford University and a B.A., magna cum laude, from Pomona College.

Lisa Famularo, Ph.D., Program Director
Phone: 857-221-9794; e-mail: lfamularo@eduventures.com
Responsibilities: Management of Student Affairs research agenda

Lisa is responsible for the overall research agenda, the collaborative research reports, and the program team producing custom research for the Learning Collaborative program in Student Affairs. Lisa comes to Eduventures with more than 18 years of experience conducting and managing a wide variety of quantitative and qualitative research projects. Prior to joining Eduventures, Lisa managed research projects at the Center for the Study of Testing, Evaluation and Educational Policy at Boston College. She has also served as a Research Group Manager and Senior Project Director in the Social and Government Research Group at TNS, a leading market information company. Lisa has also held positions as a Teaching Fellow at the Harvard Graduate School of Education and as a Research Assistant at the Institute for Survey Research (ISR) at Temple University. In addition to possessing strong methods experience, Lisa has successfully managed or conducted numerous research projects in areas important to Student Affairs, including: a large mental health project for the Federal Center for Mental Health Services (CMHS); Alcohol awareness projects for Center for Science in the Public Interest in collaboration

with the University of North Carolina and Cornell University; use of city and university services by college students at Temple University; a National Survey of Families and Households for the University of Wisconsin that included interviews with young adults regarding relationships with family members, dating, social support, health issues and attitudes on a variety of topics; and health and healthcare surveys for the Pennsylvania Department of Education, University of Pennsylvania and West Virginia University. She has conducted survey research on civic engagement and attitudes about diversity as part of a Harvard Kennedy School of Government project on Social Capital; and completed an extensive literature review on the evaluation of Service Learning programs for researchers in the Lynch School of Education at Boston College. Lisa received her Ph.D. in Educational Research, Measurement, and Evaluation from Boston College, and received both her M. Ed. in Educational Psychology and her B.A. in Journalism from Temple University.

Heather Salerno, MSW, LCSW, Research Analyst
Phone: 617-532-6008; e-mail: hsalerno@eduventures.com
Responsibilities: Management of Custom Research studies

Heather leads the development of custom research investigations for Student Affairs program members. Prior to her work with Eduventures, Heather conducted clinical research on family interventions for dual diagnosis treatment with the Dartmouth Psychiatric Research Center. Heather's previous clinical experience includes work with undergraduate and graduate students at the Emerson College Counseling Center and at Cambridge Health Alliance's Department of Psychiatry, where she provided clinical interventions to adults with major mental illness. She is also well acquainted with member-based research programs, having served as both a Research Analyst and Member Services Director for the Corporate Executive Board, the leading provider of best practice research to Fortune 2000 companies. Heather holds an MSW degree from Simmons Graduate School of Social Work and received her Bachelors degree in Political Science at Brown University.

Tony Bernez, M.A., Director, Member Services
Phone: 617-532-6084; e-mail: tbernez@eduventures.com
Responsibilities: Management of Member Services

Tony is responsible for helping member institutions obtain the full value of the research and analysis produced in the Student Affairs program by leading member outreach, member roundtables, annual member meetings, and research groups. With more than 20 years of experience holding senior administrative positions in admissions, financial aid, and early and immediate outreach, Tony brings a wealth of experience to the Eduventures Student Affairs team. At the University of California, Berkeley, Tony directed the Early Academic Outreach Program during a period of unprecedented growth and expansion. He was also responsible for annually awarding more than $10 million in undergraduate scholarships as assistant director of financial aid and functioned as the scholarship liaison between the financial aid and development offices during Berkeley's historic five-year, $1 billion capital campaign. He also has held positions as a research analyst at Barnard College in New York and director of the Upward Bound Program at the University of California, Santa Barbara. Tony earned both his master's degree in education and bachelor's degree in developmental psychology from UC, Santa Barbara and completed his doctoral coursework in counseling psychology at Teacher's College, Columbia University.

John Favazzo, M.A., Senior Member Services Representative
Phone: 617-532-6090; e-mail: jfavazzo@eduventures.com
Responsibilities: Coordination of Member Services

John is responsible for providing high-quality, well-informed direction to help individual member institutions access and navigate Learning Collaborative services. John comes to Eduventures having worked for three years as a middle school counselor in Montgomery County, MD. Prior to counseling, John consulted for the Virginia Tidewater Regional International Project (VTRIP), helping to create study-abroad opportunities for underrepresented student populations. As the coordinator of international recruitment at Old Dominion University, John guided a 65% increase in international student enrollment during his tenure. John completed his master's degree at Old Dominion, where he received the Outstanding Graduate Student in Counseling award and earned his B.A. in communications, cum laude, from Marist College, spending his junior year abroad at Trinity College in Dublin, Ireland.

Monica Miranda, M.A., Administrative Assistant, Learning Collaborative
Phone: 617-532-6008; e-mail: mmiranda@eduventures.com
Responsibilities: Assisting the Senior Vice President, Learning Collaborative

Monica is responsible for assisting and supporting the programs within the Learning Collaborative – Administrative Programs division. Monica has a strong background in social services, education, and child development. Having recently worked as a mental health clinician treating children and adults at the Massachusetts Society for the Prevention of Cruelty to Children, Monica has learned to critically evaluate theories and research and apply them in the treatment, planning, evaluation, and implementation of evidence-based interventions in her clinical work. Monica also has gained valuable knowledge in the field as a child service coordinator at a substance-abuse shelter for women and children, as a Guardian ad Litem through the Suffolk County Juvenile Court, and as a telephone case screener at the Massachusetts Department of Social Services emergency hotline, where she worked for five years. Monica earned her master's degree in clinical child development from Tufts University and a bachelor's degree in psychology from Boston University.