What concerns do you envision with using the PAR scores?

- **Inaccuracies**
  - Score doesn’t give a complete picture of student since it’s based on limited data
    - Student bias and inaccuracies due to (unmeasured) various factors
      - Population, geographics, etc.
      - Parenting, family, employment
      - Family support, living situation, motivation, etc.
      - Study skills, ethnicity, mental health, hours worked
    - Doesn’t factor in major
      - Doesn’t take into consideration (eg. Phil 101 for COSM students)
        student interest / major requirement
    - Not considering “non-academic” factors to concerns that the qualitative data is not considered
  - Self report or data?
  - Snapshot assumptions of score
    - Preconceived notion stereotype?
  - Differences in score with different levels (i.e. freshmen vs. seniors)
    - Is it real time?
  - Variable that PAR does not measure may influence retention
  - Variables to the score - How is it determined?
  - Score will not only look at enrolled students not students that withdrew
  - Scores compared at campus vs. scores with system
  - Disseminating information

- **Effect on Students / Bias**
  - Affect student self-efficacy (view low score and dropout)
  - Biases because of scores may affect services offered
  - Impact of seeing PAR score on student / staff perception (eg. negative stigma)
    - Potential labeling and stereotyping of students
  - Course enrollment implications

- **Application Issues**
  - If automatic interventions occur, then this will impact student services
  - Taken too seriously?
    - Taking the data and making broad generalization of students, etc.
  - The application of PAR score to identify risk - determine if need be an intervention that will lead to student success
  - UH campuses’ common understanding of definition of common data
  - Who has access to the score?
  - What do we do with the data? - Is it instructional? Is it an advising issue? Can we dig deeper for answers?
  - Method of communication with student - What will be shared?
  - Possible errors in score interpretations - What do scores mean? Outcome?
  - PAR identifies need courses, campus cannot supply
  - Connecting overall problems / issues with clear / concrete solutions
○ How to incorporate PAR score with other elements to advise students
○ Possible refuting of data
○ Lack of funding initiatives to improve students’ success and retention
○ Unwillingness to address academic concerns within departments

How would you address or mitigate these concerns?

● Application
○ Use PAR score as one of several factors to avoid admin silo-ed data
  ■ Use it as a “tool”, not the whole “tool box”
  ■ Incorporate these elements in advising / counseling with student; cannot use it alone
○ Keep scores confidential (students should not know score)
○ Decisions made per prog./dept. on how to best use data
○ Planning
  ■ Set procedure/checklists of required intervention based scores
  ■ Create a cohesive and collective direction and action plan
  ■ Making sure accommodations are working and in place
○ More qualitative interventions
  ■ i.e. from student services, those that work to support students
  ■ Taking the time to have an open discussion with the students and taking the time for advisors to develop consistent intervention (eg. utilizing consistent language)
○ Time given to discuss and agree on common data definitions
  ■ Establish common vocabulary for the campuses
  ■ Establish roles and responsibilities within that collective direction for all
○ Establishing who has access to scores
○ Opportunities for goal setting
○ Follow similar model to case management protocols
○ Focus in determining major earlier
○ Promote buy-in at all levels
○ Training and resources available
○ Communication, transparency, and accountability

● Improvement
○ Longitudinal data
○ Analyze PAR data further and determine among subject matter experts whether or not intervention is needed
○ Balancing quantitative and qualitative data in and out of what is required of their program
○ Ensure PAR is accurately accounting for “non academic” variables (i.e. work hours, financial status, outside responsibilities)
- More funding
- Develop comprehensive intake form to evaluate PAR score

- Learning about the score
  - Educate advisors on how data/score is produced
  - Breakdown of scores to see what factors determine score
  - Run data by target population (eg. per program)
  - Seeking a concrete understanding of what factors are used to determine the PAR score and carefully creating interventions based on scores