STUDENT LEARNING OUTCOMES ASSESSMENT OF CO-CURRICULAR EXPERIENCES

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BUILDING CAPACITY FOR OUTCOMES ASSESSMENT IN STUDENT AFFAIRS

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SP15 Workshops – EMSA

Assessing Institutional Effectiveness and Student Learning: Understanding Middle States Expectations

The ABC(D)s of SLOs

Learning Opportunities and Learning Activities

Direct and Indirect Assessment

Closing the Loop: Moving from Data Collection and Analysis to Program Evolution

Assessment Expo – Sharing of Unit Assessment Plans

Modeling: The ABC(D)s of SLOs

- Introduced a way to code and analyze SLOs –ABC(D)s (<u>A</u>udience, <u>B</u>ehavior, <u>C</u>ondition, <u>D</u>emonstration)

- Gave one starter SLO for small groups to dissect, discuss, and revise

- Talked through first-level improvement and then next-level options

- Workshopped drafts using peer review process

Mapping: Learning Opportunities

- In the co-curriculum, activities are much more varied than the activities housed with academic programs, which are primarily courses.

- Single "transactional" encounter to multi-year experiences with student employees.

- Wanted to develop a "mapping" type of exercise akin to curriculum mapping done in academic programs, that would allow for reflection on where student learning/student development might even be possible.

Wrap-Around Activities

- Formation of an institution-wide assessment team with representation from EMSA as well as academic affairs

- Consultations with feedback on assessment plans: SLOs, learning opportunities, assessment measures, and timeline.

Lessons Learned

- Model the types of engagement want to encourage – introduce, practice, demonstrate; iterations with frequent, formative feedback; building capacity, not just passing muster with 'experts'.

- Build opportunities for within-unit and cross-unit engagement, as an exercise in community-building.

- Build a plan for sustainability at the same time as building capacity.

EXECUTING ASSESSMENT IN STUDENT AFFAIRS: LESSONS LEARNED

Sara Ousby, Director, Rosenberg Center for Student Involvement

Themes of Assessment in SA

Assessing Institutional Effectiveness and Student Learning: Understanding Middle States Expectations
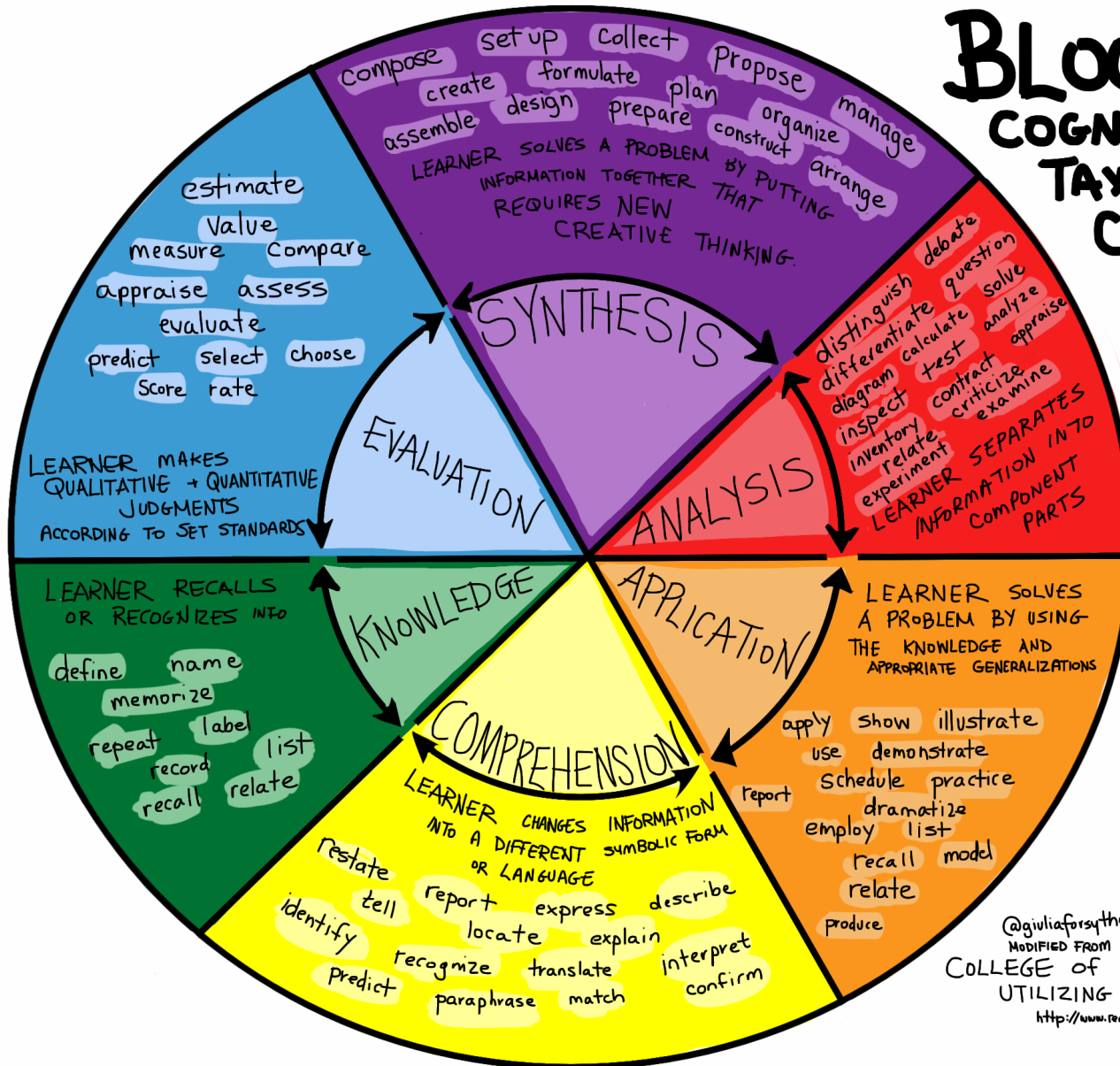
Writing and Refining SLOs

Learning Opportunities and Learning Activities

Direct and Indirect Assessment

Closing the Loop: Moving from Data Collection and Analysis to Program Evolution

DIRECT AND INDIRECT

Indirect assessment learning is inferred instead of being supported by direct evidence (i.e. usage data, satisfaction surveys). Student reflect on learning rather than demonstrate it.

(Palomba, C.A., & Banta, T.W., 1999)

2014 NSSE Survey (Did You...)

- Apply facts, theories or method to practical problems or new solutions
- Analyze an idea, experience or line of reasoning in depth by examining its parts
- Evaluation a point of view, decision or information

DIRECT AND INDIRECT MEASURES

Direct	Indirect
Observation of student (with criteria by an expert)	Surveys
Portfolios or Project Review	Program Evaluations
Pre AND post test	Attendance Data
Juried Reviews	Quality measures
Student artifacts	Focus Group

Can you have both direct and indirect measures in the same instrument?

CLOSING THE LOOP WITH AN EXAMPLE

- **SLO:** Through participation in student governance organizations, students will be able to create legislation that represents the needs of their constituency.

- **Details/Description:** At the conclusion of the academic year, all SGA legislation will be analyzed using a rubric to measure the effectiveness and advocacy for students. The rubric measures elements of content and format with a total of 55 points available. Each piece of legislation will be analyzed by 2 CSI staff members and the scores averaged.

CLOSING THE LOOP: CONTINUED

- **Acceptable Target:** Half of SGA legislation will score 41 points or higher (75%) average on the rubric

- **Ideal Target:** 80% of legislation will score 49.5 points or higher (90%) average on the rubric

- **Implementation Plan (timeline):** May 2016: Rubric Created; Legislation organized and gathered
  June 2016: Legislation scored by 2 CSI staff members
  July 2016: Data analyzed
  August 2016: Findings reported

CLOSING THE LOOP — SOME MORE

- **Summary of Findings:** Total pieces of legislation analyzed: 16
Mean score (out of 55): 38.03
Scores above 49.5: 0%
Scores above 41: 25%
Scores below 41: 75%
Minimum: 32
Maximum: 49

Fewer pieces of legislation met the target measures than identified as the target. Legislation did not meet the standards established.

HOW DID WE CLOSE THAT LOOP?

- **Recommendations :** SGA Advisor should work with the organization to increase the effectiveness of passed legislation at identifying how it addresses student needs. Training on writing meaningful legislation may be beneficial to the organization.
SGA advisor should work with the organization to increase their skills in writing well-researched, goal-oriented legislation.

- **Reflections/Notes :** SGA has been through several advisors in recent years as there have been staffing changes in CSI. With the hiring of new staff, there should be more consistent advising of the organization to provide necessary legislation training and provide organizational support.
Legislation analysis is slated to occur again in the 17-18 academic year. The goal is to see improvement in scores at that time.

ACTIONS TAKEN

- All SGA student leaders attended a mandatory legislation writing workshop led by the advisor in the fall of 2016.

- A needs assessment for training for SGA senators and executive board members was conducted in spring 2017.

- Data from needs assessment is being compiled and will determine structure of future training for SGA starting in fall 2017.

- Legislation analysis will be conducted again in summer 2018 (2017-2018 legislation) and will measure for significant difference in scores from 2015-2016 analysis.

Themes of Assessment in SA
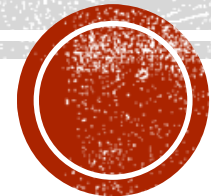
Assessing Institutional Effectiveness and Student Learning: Are our students employable?

Identifying SLOs for post-graduate success

Learning Opportunities: On-Campus Employment

Indirect Assessment > Direct Assessment

Closing the Loop: Moving from Data Collection and Analysis to On-Campus Student Employment Evolution

WHAT EMPLOYERS WANT: DEGREE + NACE CAREER READY SKILLS

Critical Thinking / Problem Solving	Oral/Written Communication	Teamwork/ Collaboration	Digital Technology
Leadership	Professionalism / Work Ethic	Career Management	Global / Intercultural Fluency

Problem: Students don't know what skills are in-demand in a competitive job market, and can't articulate them when they do have them

LEARNING OPPORTUNITIES

- On-campus employment positions in the Division of Student Affairs and in other divisions across campus
  - Long-term interactions and opportunity for professional development / feedback
  - Student Employment Task Force convened for the first time in AY 15-16

DIRECT AND INDIRECT

- On-campus employment:
  - AY 15-16: Students in on- and off-campus employment positions complete self-survey on gains in NACE Career Ready Skills (indirect)
  - AY 16-17: Supervisor evaluation /feedback collected on students display of gains in NACE Career Ready Skills (direct)

TU EXAMPLE

- **SLO**
  - Developed by DSA Assessment Committee and Student Employment Task Force
  - Students employed in on-campus positions for one academic year will report an improvement in Career Ready Skills as a result of their employment
- **Details/Description:** At the conclusion of AY 15-16, students employed in on- and off-campus positions will complete then/now survey (indirect)

AY 15-16 Target: Students employed on-campus for one academic year will report an improvement in levels of all NACE Career Ready Skills

TU EXAMPLE

Implementation Plan (timeline):

February 2016: Survey developed by Assessment Committee with guidance from Student Employment Task Force members

March 2016: Survey's ease-of-use tested by Career Center student employees

April 2016: Survey distributed

May 2016: Data analyzed by Assessment Committee

June 2016: Findings reported to inter-divisional Student Employment Task Force

July 2016: Student hiring manager evaluation of Career Ready Skills created and distributed to hiring managers for AY 16-17

Fall 2016 – Spring 2017: Hiring Manager handbook in creation to focus on NACE Career Ready Skills

CLOSING THE LOOP – SOME MORE

Summary of Findings: Surveys analyzed:1640

- Students in on-campus positions reported an increase in *all* career ready skill level following their employment experiences

- Students employed in off-campus positions reported higher levels of improvement in *professionalism/work ethic* than those in on-campus positions

- Division of Student Affairs student employees reported higher levels of improvement than students employed in other divisions, across all career ready skills

- Students had more opportunity to gain supervision experience in off-campus employment than on-campus

LESSONS LEARNED

- Based on findings, focus on Professionalism / Work Ethic skill in on-campus student employee expectations

- Conduct needs assessment on hiring managers to find what resources and professional development opportunities they might want/need for supervision

- Move towards studying the same data through direct measures in AY 16-17 (hiring manager evaluations)

Analysis will occur again in Summer 2017 of hiring managers' feedback/evaluations. Assessment Committee will report findings to Student Employment Task Force.

ACTIONS TAKEN

Based on findings reported by Assessment Committee, the Student Employment Task Force has implemented the following:

- Creation and distribution of hiring manager evaluation around the NACE Career Ready Skills

- Creation of Hiring Manager Handbook (in-progress) with sample activities and conversations that engage NACE Career Ready Skills

- Focus placed on Professionalism / Work Ethic skills

- Division of SA Hiring Managers provide insight on supervision/opportunities that increase Career Ready Skill levels

- Used findings as leverage to increase on-campus student employment opportunities, including those with supervision experience

RESOURCES AT TOWSON

Engagement & Employability: Integrating Career Learning through CoCurricular Experiences in Postsecondary Education

- Published through SA association, NASPA

- Examines the role of SA in the development and articulation of career skills through cocurricular experiences

- Provides examples of how to identify, measure, and assess employability skills as an outcome of cocurricular experiences
  - Campus recreation, campus activities, student government, leadership, Greek life, etc

- Provides higher education professionals outside SA an understanding of the impact of student engagement on post-graduation success