



Co-Curricular Assessment: Aligning VU Processes and Purposes

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Institutional Effectiveness

Institutional Effectiveness

“The systematic, ongoing, process of gathering and analyzing data to evaluate performance in relation to the mission and goals of the institution. Institutional Effectiveness includes the evaluation of academic and administrative units as well as support services.”

Building a Culture of Evidence in Student Affairs, NASPA, 2012

Institutional Effectiveness— Accountability and Improvement

Higher Learning Commission, Accreditation
Criterion Four: Teaching and Learning—
Evaluation and Improvement.

“The institution demonstrates responsibility for the quality of its educational programs, learning environment, and support services and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.”

Institutional Effectiveness— Accountability and Improvement

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2. Students are offered guidance in the ethical use of information resources.

Institutional Effectiveness— Accountability and Improvement

Academic Quality Improvement Program (AQIP)

Two examples from one of nine categories:

- 1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?
- 1P16. How do you align your co-curricular development goals with your curricular learning objectives?

VU's Assessment Strategic Plan

- I-3-B. Develop program and course curricular and co-curricular outcomes
- I-4. Utilize a variety of methods to communicate and coordinate plans...
- I-6-A. Implement a timetable and develop forms for completing reports, data analysis, and dialogue about results to plan and implement improvement measures
- I-6-B. Explore effective practices to create collaborative assessment and improvement opportunities.

The Essential Role of Student Affairs in Student Learning and Development

“Student affairs professionals have much to offer to the assessment of student learning in the student experience, yet this potential is often overlooked and underutilized.”

John H. Schuh and Ann M. Gansemer-Topf,
“The Role of Student Affairs in Student Learning Assessment” (NILOA, Dec. 2010)

The Essential Role of Student Affairs in Student Learning and Development

“Student affairs must model what we wish for our students: an ever increasing capacity for learning and self-reflection. By redesigning its work with these aims in mind, student affairs will significantly contribute to realizing the institution’s mission and students’ educational and personal aspirations.”

“The Student Learning Imperative: Implications for Student Affairs” (American College Personnel Association, ACPA)

The Essential Role of Librarians in Student Learning and Development

“The Standards for Libraries in Higher Education are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education.”

Association of College and Research Libraries

The Essential Role of Librarians in Student Learning and Development

“Librarians are involved not just in teaching but also in assessment of student learning and evaluation of program effectiveness. Generally librarians have very little background in assessment and therefore are interested in forming partnerships with others on campus to learn about various aspects that are not specific to the job as librarians.”

“Assessment Issues,” Association of College and Research Libraries website

Three Types of Co-Curricular Assessment

- Program Assessment—Assessing the effectiveness of your programs and services
- Learning Assessment—Assessing what students know or are able to do as a result of your programs and services
- Developmental Assessment—Assessing how students feel or behave or what they value as a result of your programs and services

What Is a Mission Statement?

The mission statement presents:

- The “big picture” of what your program does and why your program exists
- Your purpose, who you serve, how you will serve, and how your services will impact or benefit students and other stakeholders

The mission statement represents the goals, values, and behaviors that your program personnel most highly regard, and the distinctive value offered by your office.

Structure of a Program Mission Statement

“The mission of _____ (name of your program or unit) is to (your primary purpose) by providing (your primary function or activities) to (your stakeholders).” Any clarifying statements needed can be added.

What Are Objectives?

Objectives describe in general terms what the program hopes to accomplish, reflecting the mission. Objectives are more specific statements of your goals for what you provide:

- Program Services
- Learning
- Affective Development

Examples of Program Objectives

“The _____ (program, service, office) will...”

- increase volunteerism
- improve the climate in the dorms
- increase awareness of disability resource services
- increase usage of facilities
- contribute to student recruitment, retention, time to degree, and academic success
- collaborate with faculty to embed information literacy learning outcomes into assignments.
- organize information for effective discovery and access

Examples of Learning Objectives

“The _____ (program, service, office) will...”

- foster student leadership skills
- build student teamwork skills
- strengthen students’ speaking skills
- develop students’ networking skills
- build faculty’s knowledge of disability processes
- increase parents’ knowledge of college processes
- improve students’ critical thinking skills
- support academic integrity and deter plagiarism through policy and education

Examples of Developmental Objectives

“The _____ (program, service, office) will...”

- build students’ awareness of other cultures
- foster students’ personal growth
- build students’ appreciation for healthy behavior
- build students’ appreciation for academic honesty
- increase students’ appreciation for academic success
- develop student and faculty ability to articulate the value of the library in the student’s educational experience.

What Are Outcomes?

- Outcomes are specific statements derived from program objectives and expressed in language that makes objectives measurable
- Outcomes are specifically about what you want the **end result of your efforts** to be, the changes you want to occur expressed in measurable terms
- Outcomes enable a program to validate the effectiveness of its offerings and its impact on student learning and development

Imagine Graduation Day

Think of students as they graduate. Outcomes reflect the skills, knowledge, values, behaviors that students can demonstrate as a result of their experiences in and out of the classroom.



Outcomes Format—ABC

Write outcomes statements so they address the ABC form (although the order may vary):

A = Audience—the stakeholders who will do or learn or feel a certain way after activities

B = Behavior—how the stakeholders' thinking, feeling, action will be shaped by your activities

C = Condition—the circumstance or activity that offers the chance to shape stakeholders' behavior

You Might Identify Program Outcomes

- Express the changes co-curricular programs want to produce as a result of their efforts in specific times and places, with a specific group of participants, at a specific level of performance
- Used to measure whether co-curricular programs, services, activities, experiences, or classes accomplish what they are designed to accomplish

Examples of Program Outcomes

Outcomes shift focus to stakeholder after the appropriate experience:

- For the Dean of Students Office: “Student participation in the withdrawal survey will increase due to the new electronic survey.”
- For the Office of Housing and Residential Life: “Students will be satisfied with the cleanliness of the halls and restrooms after adding staff.”
- For the Library: “Faculty will seek the input of librarians on course and assignment development after a collaborative outreach.”

You Might Identify Learning Outcomes

- Express specific changes in students' knowledge and skills that students or stakeholders should be able to demonstrate, represent, or produce as a result of what and how they have learned
- Determine whether and to what degree students have learned what they were supposed to learn by participating in a co-curricular program, service, activity, experience, or class

Writing Learning Outcomes

BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating

*Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.*

Evaluating

*Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging*

Analysing

*Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding*

Applying

*Using information in another familiar situation
Implementing, carrying out, using, executing*

Understanding

*Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining*

Remembering

*Recalling information
Recognising, listing, describing, retrieving, naming, finding*

Examples of Learning Outcomes

- For the Office of Disability Services: “Faculty understanding of the accommodation process will improve through college presentations.”
- For the Student Activities Office: “Students will demonstrate ability to integrate classroom learning with the ideas and perspectives presented by guest speakers.”
- For the Library: “Through collaboration between librarians and faculty, students will create an effective research plan in Comp. II.”

You Might Identify Developmental Outcomes

- Express specific changes in student attitudes, values, or habits of mind in contrast to the ways students are predisposed to behave in certain situations
- Determine whether and to what degree student behaviors, beliefs, or values change as a result of participation in a co-curricular program, service, activity, or class

Examples of Developmental Outcomes

- For the Office of Disability Services: “After one-on-one sessions, students’ will more confidently seek accommodations.”
- For the Office of Parent Services: “Parents will feel more comfort with the Start VU process after receiving the Parent Newsletter.”
- For the Library: “Faculty will judge librarians to be collaborators in educating students after the librarian outreach campaign.”

For the VU Co-Curricular Assessment Process

You must identify:

- Two different outcomes that you will address during the year
- At least one project (the condition[s]) that will make the outcome assessable

The outcomes (results) produced by your planned activities will, in the best cases, identify how the program adds to institutional effectiveness, or in the case of less than hoped for results, what improvements are needed

Vincennes University Liberal Education Outcomes

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines
- Evaluate ethical behavior as an individual and as a member of local and global communities.

Vincennes University Liberal Education Outcomes

- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.

OrgSync Learning and Development Outcomes

Administrative

Advocacy

Appreciation of Differences

Citizenship/Civic Engagement

Clarified Value

Communication

Conflict resolution

Delegation

Event Planning

Financial

Goal Setting

Group Dynamics

Healthy Behavior

Helping Skills

Independence

Listening

Meditation

Networking

Public Speaking

Recognition

Self-Awareness

Social Responsibility

Team Building

Trust

Understanding Privilege

American Association of Colleges and University's (AAC&U) Essential Learning Outcomes

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

American Association of Colleges and University's (AAC&U) Essential Learning Outcomes

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Next Steps

Due Dates:

- Complete Mission Statement and Program Objectives: Submit no later than *Oct. 4th*
- Identify Outcomes and Projects (minimum of one each for 2013-14): Submit by *Nov. 22nd*
- Complete Assessments: by end of Spring '14
- Submit Assessment Reports: Submit May 9th

Professional Development:

- Types of Data & Assessment Tools: Oct./Nov.
- Analysis and Using Results: Nov./Feb.