Beyond Satisfaction: Assessing (Learning and Other) Outcomes in Co-Curricular Areas

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WMU ScholarWorks Citation
Bates, Kate; Lundquist, Anne; Robertson, Cari; Urban, Ewa; and Voss, Chris, "Beyond Satisfaction: Assessing (Learning and Other) Outcomes in Co-Curricular Areas" (2014). Assessment in Action Conference. Paper 30.
http://scholarworks.wmich.edu/assessment_day/30
Assessment in Action Day 2014
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WMU STUDENT AFFAIRS CONTEXT AND FRAMEWORK
Student Affairs Vision
To be a premier learning-oriented student affairs division.

Student Affairs Mission
Student Affairs fosters involvement, growth and development in safe, healthy and inclusive learning environments.
WMU Mission & Strategic Goals

Student Affairs Vision and Mission

Student Affairs Goals & Objectives

Student Affairs Department Missions and Goals
Divisional Strategy Team Action Plans

Department/Strategy Team Assessment Plans & Reports
Student Affairs: Where We Started

- Student Affairs Department Assessment was mostly focused on Satisfaction & Tracking
- Some units in Student Affairs using Integrated Planning and Budget (IPB) model
- Emerging University Strategic Plan
- University and division planning and budget cycles not in concert
- Revised mission and new goals for Student Affairs
OUR DESIRED FUTURE STATE:
AN INTEGRATED, NON-LINEAR CYCLE

Strategic Planning → Divisional/Department Goals & Priorities

Resource Allocation

Improvement and Change

Assessment

Strategies, Programs, Activities, Operations and Services
How to weave assessment, planning and resource allocation together into a seamless process that becomes an integral and imperative framework to guide decision-making and program development.
Student Affairs Planning and Assessment Structure

Vice President Leadership

Steering Committee

Division Strategy Teams

Integrated Budget and Planning Teams

Department Goals, Programs and Services

Department Assessment & Program Review

Assessment Committee, ongoing professional development, and planning
HIGHER EDUCATION
CO-CURRICULAR
ASSESSMENT CONTEXT
Assessment Should Show that
Co-curricular units:

• Play a significant role in student learning
• Make a difference in academic success
• Promote retention and persistence
• Enhance cognitive development
• Enhance affective development
Assessment:

Any effort to **gather**, **analyze**, and **interpret** evidence which describes institutional, departmental, divisional, or agency effectiveness (Upcraft & Schuh, 1996, p. 18)

WHY DO WE ASSESS?

• Accountability
• Retention
• Political Pressure
• Accreditation
• Cost
• Improve student learning
• Benchmarking
• Strategic Planning
• Organizational Effectiveness
## Types of ASSESSMENT

**(Schuh, 2009, pp. 11-15)**

1) Measuring participation  
2) Needs Assessment  
3) Satisfaction Assessment  
4) Outcomes based assessment  
5) Cost Effectiveness

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**Bresciani, Moor Gardner, Hickmott (2010)**

1) needs assessment  
2) utilization assessment  
3) assessment satisfaction  
4) assessment based on Astin’s IEO Model;  
5) outcomes based learning and development
Assessment

Meaningful

MANAGEABLE

Inform decisions for continuous improvement
Student Satisfaction vs. Student Learning

Traditional Approach

• Focuses on data collection and results primarily for participation numbers and satisfaction data.
• Staff see themselves as program organizers and facilitators.

New Approach

• Emphasizes student learning as the metric for success.
• Staff serve as educators, leveraging programs and activities as tools for student development.
Assessment of Student Learning: Key Questions (Bresciani)

- What are we trying to do and why are we doing it?
- What do we expect the student to know or do as a result of our program (or activity)
- How well are we doing it?
- How do we know?
- How do we use the information to improve?
- Does that work?
Outcomes-Based Assessment (OBA)

A systematic and intentional process that:

– articulates what the program intends to accomplish (services, student learning, etc.)

– purposefully plans the program for the intended results (outcomes);

– implements methods to identify whether end results have been achieved;

– uses the results to plan improvements or make recommendations for policy consideration, recruitment, retention, or resource allocation.

Adapted from Besciani (2006)
## Learning Outcomes vs. Performance Metrics

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Performance Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derived from mission and purpose</td>
<td>Derived from description of the work of department</td>
</tr>
<tr>
<td>Measures contributions to student learning (was the experience transformative?)</td>
<td>Measure performance of the work (did students complete a task?)</td>
</tr>
<tr>
<td><strong>Achievement = Effectiveness</strong></td>
<td><strong>Achievement = Productivity, Satisfaction or Accomplishment</strong></td>
</tr>
<tr>
<td>Require criteria to define levels of effectiveness</td>
<td>Require criteria to define levels of performance</td>
</tr>
<tr>
<td>Individual and collective feedback to shape department programs and services</td>
<td>Individual feedback to shape department systems</td>
</tr>
<tr>
<td>Assessment: how effective were we?</td>
<td>Assessment: how well did we perform our tasks?</td>
</tr>
<tr>
<td>Is the train headed in the right direction?</td>
<td>Is the train on time?</td>
</tr>
<tr>
<td>Are students learning something?</td>
<td>Are students satisfied with our programs and services?</td>
</tr>
</tbody>
</table>
Level of Specificity and Reach

- University Goals
- Divisional Learning Outcomes
- Departmental Learning Outcomes
- Programmatic Learning Outcomes
- Activity Learning Outcomes

Learning gets more specific

Meents-DeCaigney & Manderino, DePaul
According to Banta (1996) and Allen & Bresciani (2003), the use of Student Learning Outcomes serves 2 purposes: to improve student learning and to address institutional accountability.
The Iterative Assessment Cycle (adapted from Maki by Bresciani)

- **Gather evidence**
- **Interpret evidence**
- **Mission, Purpose, Goals, Objectives, Outcomes**
- **Make decisions to improve programs, enhance student learning, inform institutional decision-making, planning, budgeting**
- **Repeat**

**How well do we achieve our actions?**
Assessment Philosophy and Practice

CONTEXT: Institutional Mission, Vision and Values

Use of Results

Evaluation/Assessment Methods and Evidence

Intended Outcome

Actual Outcome

IMPACT: Institutional Effectiveness & Student Learning

Middle States Commission on Higher Education, 2001
Building a culture of evidence in student affairs.
Assessment Reconsidered: NASPA Practical Model

Pull together

Process of inquiry

Infrastructure

Foundation
Trend: Increased Specialization & Sophistication

- Sophisticated Analytical and Reporting Systems
  - Integrated Data systems
  - Powerful Analytical Tools
Trend: Intentional Data Collection & Integration

- “Big Data”

<table>
<thead>
<tr>
<th>Name</th>
<th>ID</th>
<th>Location</th>
<th>Date</th>
<th>Duration</th>
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<td>100349</td>
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<td>02:15:10</td>
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<tr>
<td>Jo Ducky</td>
<td>100134</td>
<td>Study Quack</td>
<td>2/10/14</td>
<td>02:13:51</td>
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<tr>
<td>Sara Gosling</td>
<td>100379</td>
<td>Study Quack</td>
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</tbody>
</table>
Trend: Meaningful Use of Integrated Data

• Predictive Modeling

• Students who miss 4 of first 10 classes, with HS GPA of <2.5 are 62% more likely to fail the class.

• FY Students who have >1 alcohol violation and miss 3 of first 10 classes are 73% less likely to be retained to Sophomore year.

Trend: Meaningful Use of Integrated Data

- Giving Back (Sharing Results)
  - Data that staff can use
Trend: Meaningful Use of Integrated Data

• Giving Back
  – Data students can use

Dura, Shulman & Elling 2014 NASPA Annual Conference, March 15-19, 2014

Hi Sarah. It looks like you’ve attended 3 or more extracurricular events recently. GREAT!

Did you know that students who attend 4 or more events tend to do better in class and stay in school?

Go to http://urtownu.edu/studenttools for tips and tools!
Career and Student Employment Services
Career Services Strategies 2013-14

Career Goal 1: Teach students to develop and apply knowledge about self (VISP) to career decision making.
- Strategy 1.1. Integrate FOCUS career assessment into all First Year Seminars.
- Strategy 1.2. Incorporate the creation of action plan for students participating in the Career Zone and career advising.

Career Goal 2: Help students identify and develop transferable and job-specific skills as a result of experiential learning.
- Strategy 2.1. Increase students’ knowledge of experiential learning opportunities.
- Strategy 2.2. Develop an online training program for student employees on transferable skills.
- Strategy 2.3. Increase internship opportunities for WMU students.

Career Goal 3: Assist students with obtaining jobs that align with their VISP by teaching them to effectively communicate skills and experiences to prospective employers.
- Strategy 3.1. Increase students’ ability to communicate their skills through job search materials.
SWBAT list 1-3 WMU majors and careers that align with their interests based on FOCUS results.

SWBAT articulate their VISP after taking FOCUS and participating in an interpretation.

SWBAT apply knowledge about self when deciding on academic major, co-curricular activities, and occupational direction.

WMU Goal 1: Ensure a distinctive learning experience and foster the success of students.

SA Goal 2: Cultivate learning and development.

Learning gets more specific and measurable.
WMU Goals (1) Ensure a distinctive learning experience and foster the success of students and (2) Promote innovative learning, discovery, and service.

SA Goal 2: Cultivate learning and development.

Career Goal 3: Assist students with obtaining jobs that align with their VISP by teaching them to effectively communicate skills and experiences to prospective employers.

Departmental SLO 3: SWBAT articulate their occupational direction and demonstrate effective career search strategies to obtain jobs aligned with their VISP.

Strategy 3.1. Increase students’ ability to communicate skills through job search materials.

Programmatic SLO 3: SWBAT describe their skills, interests, and accomplishments through resumes, cover letters, answers to interview questions, and personal commercials.

Assessment: (1) sample of students’ resumes assessed with a NACE rubric; (2) open-ended answers to the Career Zone survey assessed with a rubric.

Target: (1) Overall resume score will be at least 3 on a 1-4 scale. (2) Students’ responses to open ended questions related to ability to communicate skills to potential employers through resumes, cover letters, and interviews will reach at least 3 score on a 1-4 scale.
From Indirect to Direct Assessment Measures

Tell me if you’ve learned

• I feel more prepared to communicate my skills (e.g., through resume, cover letter, interview). *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree*

• 78% strongly agreed or agreed that they felt more prepared to communicate their skills through resumes, cover letters, interviews, etc.

Show me what you’ve learned

• Describe 1-3 improvements you have made to your resume as a result of your meeting with a career advisor.

• Average respondent score on the rubric: 3.42 (out of 4)
Health Promotion and Education at Sindecuse Health Center
Assessment at Sindecuse

- Accrediting body requires a quality improvement program
- AAAHC has reviewed SHC as having a strong QI program
  - All SHC employees participate in interdisciplinary QI subcommittees
  - Structured process for monitoring and improving programs, services, processes, and outcomes- organized by service/unit, i.e. clinical care, ancillary services, medical records, patient satisfaction, health education
SHC Assessment Model

- Quality Improvement Program
- Learning Outcome Assessment
- Assessment by Departments

1990s to 2013
SHC Assessment Model 2013-14

Option 1

Quality Improvement Program

Assessment by Departments

Learning Outcome Assessment
SHC Assessment Model 2013-14

Option 2
Assessment of Student Learning and Student Success at Sindecuse

• New model (option 2) is advancing a culture of assessment at SHC and increasing assessment capacity

• Examples of new student learning and student success outcomes:
  • Understanding health insurance
  • Navigating the health care system
  • SHC impact on student retention

• New model is a realistic plan for increasing evidence of our contribution to and alignment with divisional and university goals and priorities
Program Review

• Collaborative process that allows the department to focus not only on the stated mission and goals, but also on how well we are accomplishing those goals by measuring efficiency, effectiveness, satisfaction, resource allocation, learning outcomes and other items.

• Assists us with continuous improvement of programs and services, demonstrates department’s effectiveness, holds department accountable to students and the university, and helps us understand the satisfaction and learning outcomes of our students.

• Use the Council for the Advancement of Standards (CAS).

• The resulting self-study and external review forms the basis for the action plan for change and improvement.

• All departments in Student Affairs conduct review on a 5 – 7 year cycle.
Program Review Process

- Preparation
- Self-Study
- Peer Review
- Action Planning
Phase One: Preparation

NASPA Consortium: Campus Recreation Impact Survey

- Conducted in Spring 2013
- How do our programs and services compare to the national average
- Where are we weak? Strong?
- What kind of impact are we making on recruitment and retention of students?
Phase One: Preparation

Internal Assessment of Programs

- Conducted once or twice per year in all programming areas
- Student Employee Skills Assessment
- Surveys in fitness, intramural sports, and facility
- Participation tracking
Develop Self Study

- Benchmarking & Assessments
- Mission, Vision & Goals
- CAS Standards
Student Activities and Leadership Programs
We do not play with students; we help them achieve their goals through engaging leadership experiences that support their personal and professional development.
Measuring learning and growth through these experiences is MESSY work!
## Example Outcomes:

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Leadership:</strong></td>
<td><strong>Self-Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows minimal awareness of own leadership style, strengths, weaknesses, etc.</td>
<td>Is able to identify own leadership style, some strengths, maybe some weaknesses. Struggles to receive feedback regarding weaknesses</td>
<td>Able to identify own leadership style, strengths and weaknesses and is able to receive and begin to act on constructive feedback.</td>
<td>Articulates insights into own strengths and weaknesses and how they impact their leadership style. Actively seeks out feedback about performance, style, etc.</td>
</tr>
<tr>
<td><strong>Teamwork:</strong></td>
<td><strong>Contributes to Team Meetings</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Shares ideas but does not advance the work of the group.</td>
<td>Offers new suggestions to advance the work of the group.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
</tr>
<tr>
<td><strong>Problem Solving:</strong></td>
<td><strong>Engages in Critical Thinking</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Evaluation of solutions is superficial. May consider one of the following: history of the problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solutions.</td>
<td>Proposes one solution/hypothesis that is “off the shelf” rather than identifying an individualized solution to address the specific contextual factors of the problem.</td>
<td>Proposes one or more solutions/hypotheses that indicate comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.</td>
<td>Proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the all of the following: ethical, logical, or cultural dimensions of the problem.</td>
</tr>
<tr>
<td><strong>Interpersonal Communication:</strong></td>
<td><strong>Empathy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finds it difficult to accept others’ feelings; does not understand others’ motivations; shows no or little interest in others’ opinions.</td>
<td>Accepts others’ feelings; does not understand others’ motivation and shows no or little interest in seeking to understand others.</td>
<td>Accepts others’ feelings; does not understand others’ motivation and shows some interest in seeking to understand others. Listens to others’ perspectives, but does not seek out more information.</td>
<td>Puts self in others’ shoes; accepts and understands the feelings and motivations of others; takes steps to deepen understanding.</td>
</tr>
<tr>
<td><strong>Intercultural Knowledge &amp; Competence:</strong></td>
<td><strong>Cultural Self Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows minimal awareness of own cultural rules and biases.</td>
<td>Identifies own cultural rules and biases, with a strong preference for those rules shared with own cultural group and seeks the same in others.</td>
<td>Recognizes new perspectives about own cultural rules and biases. Comfortable with the complexities that new perspectives offer.</td>
<td>Articulates insights into own cultural rules and biases. Considers social identities in a broader context.</td>
</tr>
</tbody>
</table>
Example Results

- Campus Activities Board
  - Men vs. Women
- Emerging Leaders
  - Most growth