Co-Curricular Assessment 101

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What you can expect from today's Presentation

- The Co-Curricular experience - Learning outside the classroom
- Building an inclusive Culture of ~~Assessment~~ (Continuous Improvement)
- What does NECHE ask about the Co-Curricular experience?
- Types of Assessment
- Student Affairs (Co-Curricular) Competency Framework
- Student Affairs (Co-Curricular) Program/Functional Area Review & Assessment Plan
- Examples
- SAAL
- Next Steps

Learning Outcomes

As a result of today's workshop participants will be able to:

- Describe why we need co-curricular assessment
- Articulate the differences between "types" of Assessment initiatives
- Compare and contrast curricular and co-curricular assessment
- Envision a framework/model for doing co-curricular assessment

The Co-Curricular Experience

The "What We Do?"

"As educators (facilitators of learning) we have remarkable opportunities to create environments that will engage students in richer and broader learning."-Learning Reconsidered, 2006

The "How well do we do it?"

"Assessment is the most valid way of demonstrating the effectiveness of services, programs, and facilities, especially in defending and promoting higher education, and also in meeting accreditation standards." -Upcraft & Schuh, 2001

Culture of (Co-curricular) Assessment

- Institutional stories of resistance to co-curricular
  - Personal reflection
  - Institutional structures, culture/tradition
- Structure, where does "assessment" live
  - Institutional Effectiveness
  - Institutional Research
  - Academic Affairs
  - Academic & Student Affairs
  - Other???

NECHE Standards for Accreditation

Standard 8 - Educational Effectiveness

8.2 The institution provides clear public statements about what students are expected to gain from their education, academically and, **as appropriate to the institution's mission, along other dimensions (e.g., civic engagement, religious formation, global awareness)**. Goals for students' education reflect the institution's mission, the level and range of degrees and certificates offered, and the general expectations of the larger academic community.

8.3 Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, **and institutional level.** Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff.

8.4 **The institution with stated goals for students' co-curricular learning systematically assesses their achievement.** (See also 5.8, 5.20)

8.6 The institution **defines measures of student success** and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include **rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment. The institution ensures that information about student success is easily accessible on its website.** (See also 2.2, 5.6, 9.22)

NECHE Standards for Accreditation, cont.

Standard 5 - Students - Student Services and Co-curricular Experiences

5.20 Through a program of regular and systematic evaluation, **the institution assesses the effectiveness of its efforts to achieve an equitable educational experience for all of its students and the appropriateness and effectiveness of its student services to advance institutional purposes**. **Information obtained through this evaluation is used to revise these efforts and services and improve their achievement.** (See also 8.4)

Section 9 - Public Disclosure

9.22 The institution **publishes statements of its goals for students' education and makes available to the public timely, readily accessible, accurate, and consistent aggregate information about student achievement and institutional performance. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission.** If applicable, recent information on passage rates for licensure examinations is also published. (See also 8.6, 8.7, 8.10)

Types of Assessment

Operational Outcomes

- Tracking
- Needs Assessment
- Satisfaction Assessment
- Evaluation
- Student Cultures & Campus Environment
- Comparable Institution Assessment

Don't Measure Learning

Vs.

Learning Outcomes Assessment
Measuring the impact services, programs, and facilities have on students' learning, development, and student success.

- Clarifies divisional and departmental "fit" with institutional vision, mission, goals and/or strategic plans

- Clarifies to students and other constituents what students can expect to gain and what the program will accomplish

- Moves beyond satisfaction and tracking. Used to describing effectiveness.

- Links Student Affairs and Academic Affairs

Does Measure Learning

Resources

Building the Framework for Assessment
What skills/learning are we working towards?

Learning Reconsidered Student Learning Outcomes (2004)	CAS Learning and Development Domains (2008)
Knowledge Acquisition, Integration, & Application	Knowledge Acquisition, Construction, Integration, & Application
Cognitive Complexity	Cognitive Complexity
Interpersonal & Intrapersonal Competence; Humanitarianism; Civic Engagement	Interpersonal Competence; Intrapersonal Development; Humanitarianism & Civic Engagement
Practical Competence; Persistence & Academic Achievement	Practical Competence

Co-Curricular General Competencies -
"As a result of engaging in the Co-Curricular experience, students will…"

Shared Competencies

Curricular General Education Competencies
"Students who graduate, will be able to demonstrate…"

LEAP [AACU&U] Essential Learning Outcomes	Discipline Accrediting Agencies Outcome Themes (2011)	Degree Qualifications Profile [DQP] Categories of Learning (2011)	Project CEO Desirable Skills (2016)
Knowledge of Human Cultures & the Physical & Natural World	Knowledge Bases	Specialized Knowledge; Broad & Integrative Knowledge	Career-specific knowledge
Intellectual & Practical Skills	Critical Thinking; Management & Collaborative Leadership	Intellectual Skills	Problem Solving; Decision Making; Quantitative Analysis; Information Processing
Personal & Social Responsibility	Interpersonal Relations with Diverse Others; Intrapersonal Attributes & Competencies; Ethics	Civic and Global Learning	Teamwork Verbal Communication
Integrative & Applied Learning	Professional Skills Life-long Learning	Applied & Collaborative Learning	Writing and Editing Reports; Computer Software Skills; Workflow

CAS Department Review Vs. Academic Program Review

Mission Statement & Goals	Program Statement - Program Goals
Student Learning, Development, & Success Outcomes	Student Success - Retention, Persistence, Achievement . Transfer
Assessment / Co-Curricular Mapping	Curriculum Mapping / Levels of Learning (I.P.D) & Program Level Learning Outcomes
Access, Equity, Diversity & Inclusion	Access, Equity, Diversity & Inclusion
Leadership, Management, Supervision, & Human Resources	Program Faculty Audit & Infrastructure / Resource Allocation
Communication & Collaboration	External Peer Review/Review Boards & Industry Standards / Market Value
Ethics, Law & Policy	Course Assessments / HIPs / Assignment Design
Financial Resources	Accreditation / Licensure Review
Technology	SWAT Analysis & SMART Goals
Facilities & Infrastructure	

Assessment of Services & Experiences
Assessment Step Cycle

- Definition of Service/Experience
- Mission Statement (of functional area or service)
- Goals of Service/Experience
- Student Learning outcomes for Service/Experience
- Assessment Method Instrument/Tool & Data Collection
- Analysis (Findings)
- Implications (What happens if nothing happens)
- Recommendations (short term - long term)

SAAL - Student Affairs Assessment Leaders

- Runs annually (starts 2/6), stays open indefinitely
- Online, open, massive (hundreds of participants), asynchronous course
- Badge available
- Modules
  - Assessment Foundations for Effective Practice
  - Assessment Planning
  - Coaching & Consulting
  - Aligning Assessment with Institutional Priorities
  - Critical Approaches & Mindsets
  - Using Data to Inform Decisions
  - Culture of Assessment
  - Connecting Concepts to Advance Student Affairs Assessment

Examples

Example – GCC Advising Program

- Success Model of Advising
- Developed by recent SAAL alumni (Tonya Blundon, Holly Kosisky, Anna Berry)
- **Program Description/Mission** (Critical step in Assessment)

"The Advising Center Success Coaching Model provides wraparound services to support students at GCC. Success coaching emphasis relationship building, proactive outreach, consistent follow-up, and use of existing resources. Success Coaches work with students individually and in groups to help students navigate GCC policies and systems, implement strategies, and connect to campus resources that will contribute to their academic success and retention. Additional services include peer mentoring and workshops to develop academic skills."

Example - GCC Advising Program - Learning Outcomes

1. Students will develop an intentional and personalized academic plan.
2. Students will set priorities based on their capacity, goals, and values.
3. Students will navigate GCC policies, expectations, and technology in order to engage with the institution.
4. Students will develop a sense of agency and ownership of their educational experience.
5. Students will feel that they belong in the GCC community.

Example - GCC Advising Program - Program Mapping

Outcomes mapped to program delivery

1. Academic plan - advisor check in at least 1X per semester, plan in place by 15 credits
2. Students' personal priorities - Success Coaching, Peering Mentoring, and "Secrets to Success" workshop.
3. Navigate GCC systems - "Secrets to Success" workshop, Peer Mentoring, Advising Days
4. Student agency - students' increasing access of resources - faculty, campus offices, workshops
5. Student feeling of belonging - all elements of the Success Advising Model

Example - GCC Advising Program - Artifacts and Measures

Outcome	Artifact(s)
Academic Plan	Degree Audit + Degree Plan
Personal Priorities	- Pre- and Post Survey of Student's Self-knowledge - Credit completion rate
Navigate GCC Systems	- Not generating policy exceptions (e.g. late withdrawals, late submissions of class work) - Ability to self-register using MYGCC
Student Agency	- Coach engagement metrics - Performance metrics (credit completion, retention, GPA) - Survey/interview data with self-reported confidence measures
Student Belonging	Student attitude survey

Example – GCC Advising Program – Data Collection Plan

Initial focus on Outcome 3 - Ability to successfully navigate GCC systems

Metrics

1. On-time completion of course registration
2. Sources
   - College internal data (from Institutional Effectiveness)
   - CCSSE question "During the current academic term at this college, I completed registration before the first class session(s)" for all courses, most, some, or no courses.

Plans for closing the loop include looking at the percentage of students who either mostly or completely register on time, and if that number is too low, add some additional group advising sessions before registration begins.

Wrap Up/Summary & Next Steps

Summary

- Why we need co-curricular assessment - full picture of student learning experiences
- Curricular and co-curricular assessment - work in tandem, not against each other.
- Framework/model for doing co-curricular assessment - can be similar to curricular model. Many resources available to get you started.

Next Steps

- Recruit colleagues & register for SAAL course.
- Reach out to us if you would like to continue the discussion.
- Engage your institution in building an "inclusive" student learning experience by incorporating Co-curricular colleagues and their current assessment efforts.
- Scholarship & Practice : Council for the Advancement of Standards in Higher Education & Learning Reconsidered.

Thank you for your attention!