Co-Curricular Assessment

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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
- Example
- 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

Maslow's Hierarchy of Needs before Bloom's Taxonomy

Culture of (Co-curricular) Assessment

- Institutional stories of resistance
  - 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.

Does Measure Learning

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.
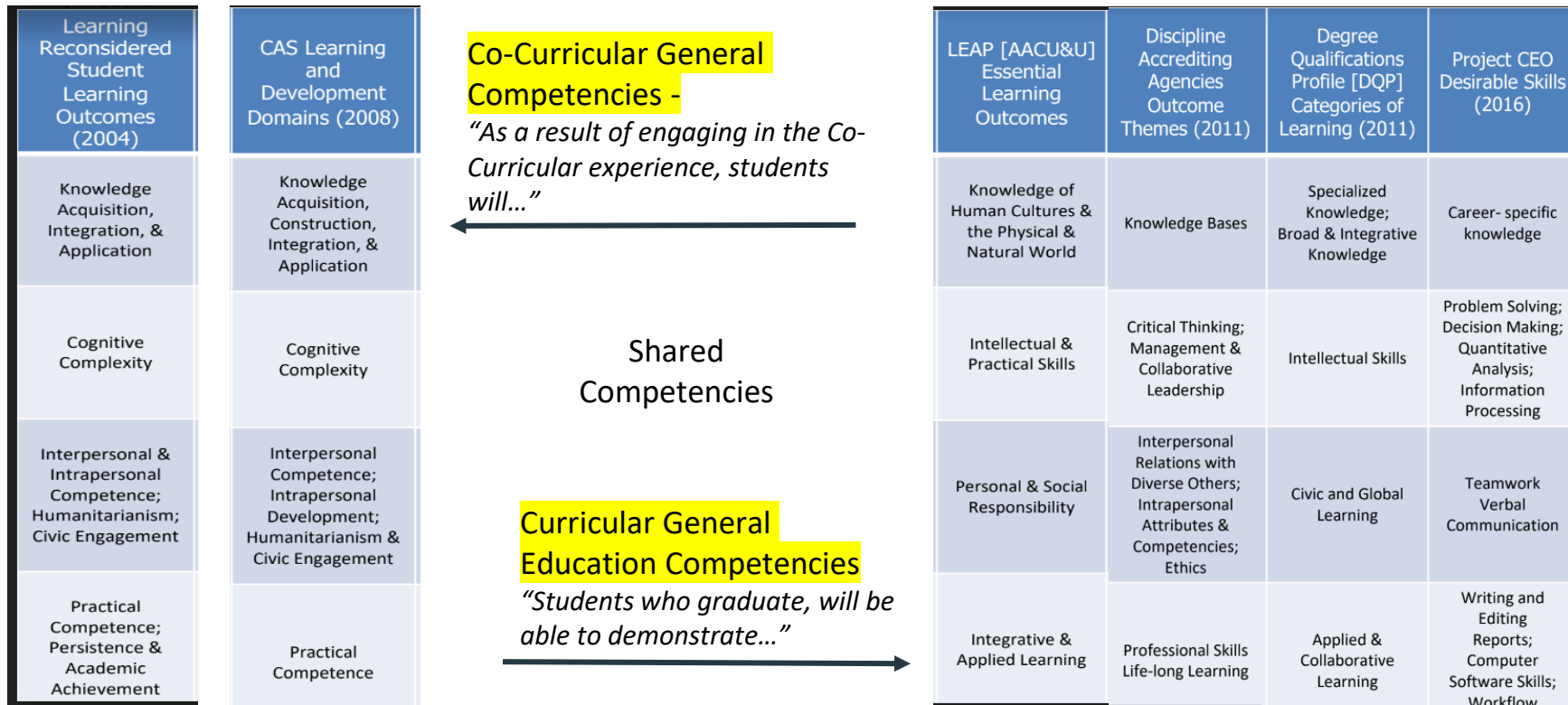
- Links Student Affairs and Academic Affairs

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

Assessment of Specific Service or 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

Orientation / Advising / Sense of Belonging

INITIATIVE

- Initiative Description
- Mission Statement
- Goals
- Reason for Assessment
- Outcomes
  - Operational Outcomes
  - Learning Outcomes
- Assessment Methods
  - Qualitative – Quantitative – Indirect – Direct - Formative – Summative
- Instrument/Tool & Data Collection
- Analysis / Findings
- Implications
- Recommendations

Bristol Community College Continuous Improvement Progress Report

College Area: **Department:**   **Initiative:**   **Academic Year:**

This progress report has two parts: a **Self-Assessment Rubric** and an **Assessment Cycle Grid**. The rubric provides a way for your department, functional area or program to discuss its strengths and weaknesses in its ability to develop a strong foundation for sustainable assessment practice. The purpose of the assessment cycle grid is to document the area's recent assessment practice according to the four stages of the assessment cycle: (1) identify outcomes, (2) map to assessments, (3) assess data, and (4) use findings to close the loop. *Continuous improvement occurs over time and includes the regular collection of data.* The work takes your pursuit of curiosity and applies it in a planned way that measures impact and promotes change. *Departments and programs will use results to guide further action. Sharing the reports with Planning, Curriculum, and Assessment can help us learn how best to assist areas across the college.*

Assessment Rubric: Mark one category per row and include evidence for each element referenced. The below relies heavily on the completion of the Assessment Action Plan.

Assessment Criteria	Developed	Emerging	Discovery Stage	Notes/Attachments
Assessment Action Plan -*MS, Goals, Outcomes* -*Definition/scholarship/data* -*Research Methods* -*Data Collection / Method design*	☐ **The department or program has completed 5 of the 7 steps of the Assessment Action plan. If not applicable, please explain in Notes.**	☐ **The department or program has a plan, but steps within the Assessment Action plan are not finalized.**	☐ **The department or program has identified initiative to assess but is in the discovery stages of an Assessment plan.**	*Assessment Action Plan Document*
Foundation Work – Purpose **Definition/Explanation of Initiative, Purpose and Data**	☐ A clear definition/summary explaining the initiative including the purpose of the Assessment grounded in scholarship. Data (either external and/or internal) has been reviewed and discussed.	☐ A draft definition and explanation of initiative. Scholarship and data are in the beginning stages	☐ Department/Program is working on a definition, explanation and purpose of assessment followed with scholarship/data.	*Assessment Action Plan, Scholarship, Data visualization document*
Foundation Work – *Alignment* Mission/Program Statement & Goals alignment	☐ Mission or Program Statement & Goals have been reviewed/updated using the MS criteria/model outlined in CAS/Program Review. Published on websites or catalog. If a different model/framework has been used, please explain in Notes.	☐ Mission or Program Statement or Goals have been developed but remain under review (Have not been published)	☐ In the discovery stage. Collecting scholarship /standards to inform revision	*Mission Statement & Goals (if applicable) Document / Assessment Action Plan / Website link*
Foundation Work – *Outcomes* Functional area, Program, or Course Outcomes Operational and/or Learning	☐ Learning Outcomes have been reviewed/updated using the ABCD method outlined in CAS/Program Review/reflect scholarship. Outcomes are aligned well with learning experiences or specific operations/services. They are published on websites or catalog. If a different model/framework has been used, please explain in Notes.	☐ The department, program, course has outcomes, but they are not yet aligned with the ABCD model/grounded in scholarship and/or are not published. Some may be aligned with learning experiences or specific operations/services	☐ The department or program does not yet have overall outcomes. Gathering information to help inform outcomes	*Outcomes Document / Assessment Action Plan / Website link / Catalog / course syllabus*

Assessment Criteria	Developed	Emerging	Discovery Stage	Notes/attachment
Type of Assessment – *Needs Based, Benchmark Comparison Utilization, Satisfaction Tracking, Learning Outcomes Benchmark Comparison Climate Assessment*	☐ Assessment type/s have been incorporated into the Assessment Plan and are appropriate given the established outcomes and/or specific initiative	☐ Assessment type/s have been identified but not yet aligned with outcomes	☐ Assessment type/s have not been identified	*Assessment Action Plan document*
Data & Scholarship Integration *Best Practices*	☐ Assessment Plan incorporates current (internal) data, identifies gaps in data for further collection (prior to execution of initiative), and incorporates research/scholarship indicating Best Practices	☐ Gathering current data and/or executing data collection for identified gap/s. Conducting research and scholarship to inform best practice implementation	☐ In discovery stage – identifying data to be collected. Beginning stages of research / scholarship	*Assessment Action Plan document*
Assessment Methods *Qualitative	Quantitative Indirect	Direct Summative	Formative*	☐ Assessment Plan incorporates method/s appropriate to outcomes and initiative. Learning spaces / Points of data collection have been identified.	☐ Methods have been identified but not incorporated into Assessment Plan / or complete. Learning Spaces / Points of data collection are not fully recognized.	☐ In discover stage – identifying best ways to assess and/or develop spaces/identify points of data collection.	*Assessment Action Plan document*
Data Collection and Tool *IRB approval Tool used to collect data*	☐ IRB approval (if applicable). Tool / survey design aligns well with outcomes to be measured. Execution of data collection timeline formalized.	☐ IRB in progress. Design tool in progress. Timeline of collection established.	☐ In discovery stage – determining best practices for collection and tool to be used.	*Assessment Action Plan document*
Findings & Implications	☐ Findings are clearly explained using data. An analysis and synthesis with conclusions are stated. Implications are mentioned denoting consequences with no action.	☐ Findings are shared using data, analysis and/or synthesis are missing. Implications are mentioned	☐ Findings are being analyzed; synthesis is developing. No implications currently.	*Raw data, link to data, visualisation document Assessment Action Plan document*
Recommendations & Execution of Change Initiative	☐ Recommendations (both short term and long term with resources-if applicable) are listed. An action plan to execute change initiative is complete.	☐ Recommendations (both short term and long term with resources-if applicable). Developing change initiative.	☐ Recommendations are being discussed. No change initiative.	*Completed Assessment Action Plan*

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 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!