

YOU TOLD US
WE NEED TO SET
GOALS AND HAVE
PASSION.



VACATION ARTIST: DONNA OATNEY

BUT WHAT IF MY
PASSION IS TO AVOID
HAVING MEASURABLE
GOALS?



YOU'RE
PASSIONATE
ABOUT BEING
USELESS?



HEY,
BACK
OFF,
DREAM-
KILLER.

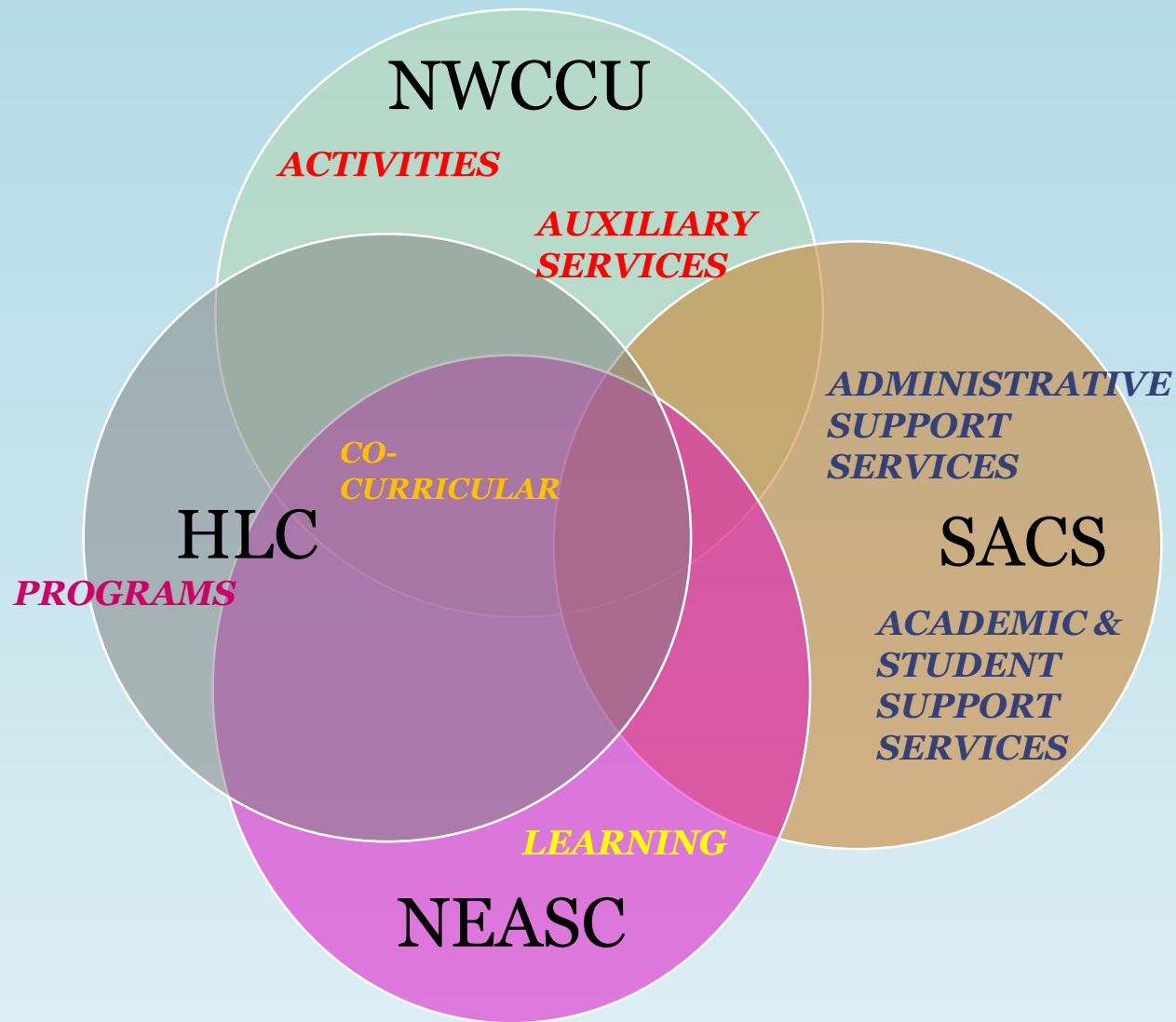
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Co-curricular Assessment

HOW TO GET IT STARTED AND KEEP IT GOING

Session Goals

- Find out why you are confused
- Determine what is expected of you and what is not
- Examine Some Strategies for Managing Co-curricular Assessment
- Consider factors that will affect which strategy you choose
- Consider relational approach that can get whatever strategy you choose going
- Consider data presentation approach that can keep it going



WHO CALLS IT WHAT?

EVALUATION OF NON-ACADEMIC UNITS

THIS IS WHY YOU ARE CONFUSED

WHERE CAN WE ALL AGREE?

	SACS COC	HLC	NWCCU	NEASC
STUDENT SERVICES	3.3.1.3	3C1	2D1	5.8
STUDENT EXPERIENCE	3.3.1.5	3E2	2D11	2.7, 8.4
STUDENT SUPPORT	3.3.1.3	3C1	2D12	8.10
ESTABLISH CLAIMS	QEP	4B2	1A	8.10
ROOTED IN MISSION	QEP	3E2	2D11	1.4

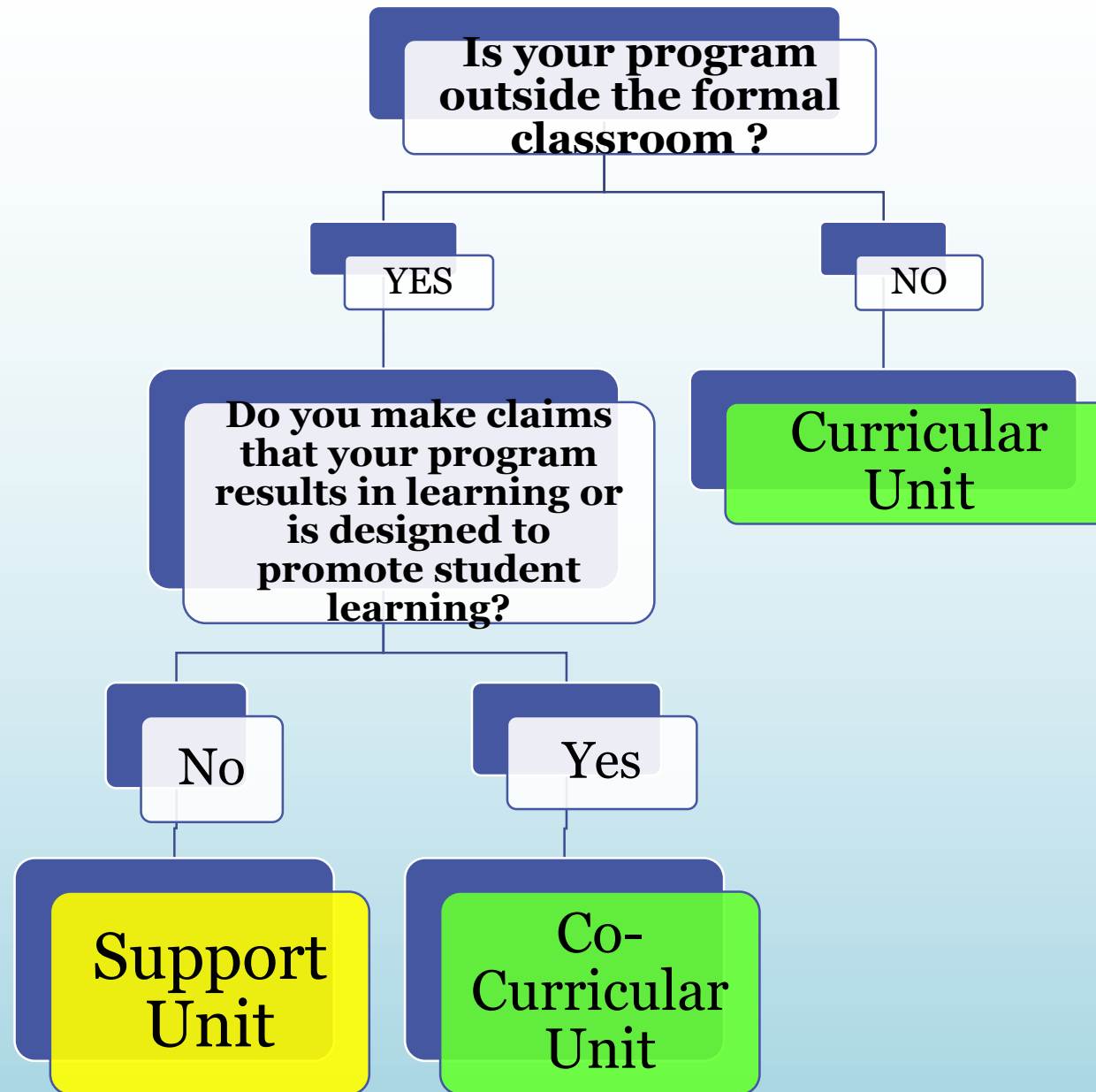
MY PLACE IN THIS WORLD

STUDENT SERVICES, STUDENT EXPERIENCE, STUDENT SUPPORT,
ESTABLISH CLAIMS, ROOTED IN MISSION

- *FOR WHICH OF THESE AM I RESPONSIBLE ?*
 - *If not I, who? If not now, when? Which areas am I expected to cover?*
- *WHICH UNITS HAVE TO TURN IN REPORTS? Who will tell them; What power do I have?*
- *DO UNITS WRITE THEIR OWN OBJECTIVES OR DO I PROVIDE?*
- *DO THE OUTCOMES HAVE TO BE LEARNING OUTCOMES?*
- *AM I RESPONSIBLE FOR SYNTHESIZING FINDINGS?*
- *AM I RESPONSIBLE FOR DISSEMINATING FINDINGS?*
- *WHAT ABOUT NSSE, HERI, VSA FINDINGS?*
- *SHOULD THERE BE A COUNCIL THAT EVALUATES THE REPORTS?*
- *WHAT DO WE DO WHEN A UNIT IS BOTH CURRICULAR AND CO-CURRICULAR (FYE)?*

STRATEGY 1: Unit Identification – FOCUS ON LEARNING GOALS

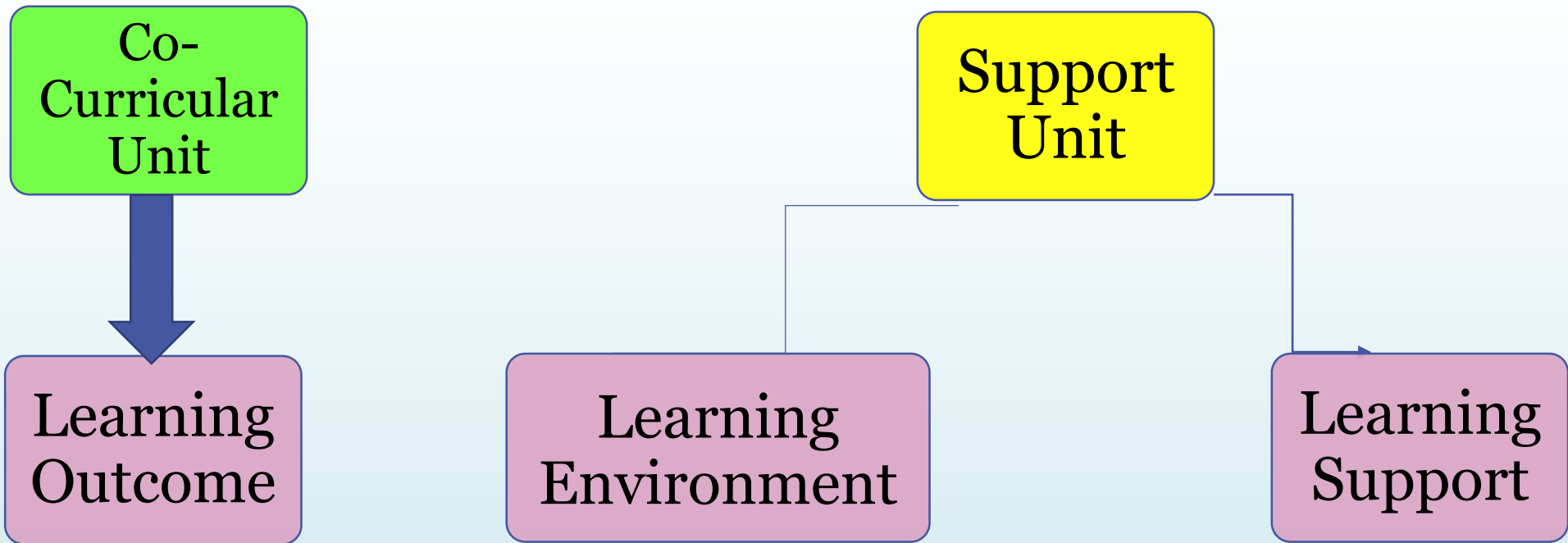
- DECIDE WHETHER OR NOT LEARNING OCCURS
- DECIDE WHERE THE LEARNING OCCURS
- IF LEARNING OCCURS OUTSIDE OF THE CLASSROOM, YOU ARE CO-CURRICULAR
- IF YOU ARE A CO-CURRICULAR UNIT, WRITE LEARNING SLOS, LINK TO MISSION, ASSESS, REPORT, DISCUSS, IMPROVE, REPEAT LAST FOUR STEPS ANNUALLY



Adapted from model
by Jeremy Penn 2015

STRATEGY 2 – ALL UNITS REPORT, BUT SOME REPORT ON THEIR OUTCOMES AS LEARNING SUPPORT (IMPLEMENTATION FIDELITY) OR LEARNING ENVIRONMENT

- Determine which type of unit you are
- If curricular, follow protocol for academic units
- If co-curricular unit, report on learning goals
- If learning support unit, report on ways you know you've provided support and describe weaknesses your data uncovered (e.g. research already states that cognitive functioning shuts down under stress unmanaged, so if your records show that students were better able to manage stress, you provided learning support).
- If learning environment unit, report on how you know the environment facilitates learning (e.g. if you host a well attended diversity forum, you know you contributed to an environment that facilitates learning)
- Not every unit will assess learning per se



The successful student will...

- Create an exemplary resume
- Adapt to novel encounters abroad
- Submit draft paper to writing center one week before due date
- Bring a four-year course plan to advising sessions

We will do the following to foster student learning...

- Accommodate X number of students requesting group study rooms during finals week
- Card swipes, user demographics

We will do the following to foster student learning...

- Ensure that 100% of students requesting note-takers receive the service within one week of the request.
- User surveys, follow-up

REFLECTION: UNIT APPROACHES

ADVANTAGES

- DECENTRALIZED
- COMPLIANCE
- SOFTWARE
- RECIPIENT REPORTS SOLELY ON LEARNING
- CAN FOCUS SOLELY ON LEARNING
- EASY FOR ADMINISTRATOR TO REPORT ON COMMON GOALS

DISADVANTAGES

- BLACK HOLE IF NOT INTEGRATED
- OVERLAP WITHOUT AWARENESS
- FORCING SLOS CAN DISRUPT UNIT MORALE IF SLO NOT PRIMARY FOCUS
- CAN FORCE NARROW FOCUS (E.G. WORKSTUDY STUDENTS)
- SHORT STRAW DISENGAGEMENT IF APPEARS TO BE APPENDAGE TO SKELETON CREW'S WORKLOAD
- TEMPLATE TAXONOMY & IDOLATRY

STRATEGY 3 UNITS ARE GIVEN *EXISTING OUTCOMES* BASED ON SOME CENTRALIZED GOALS SUCH AS MISSION OR QEP OR STRATEGIC PLAN–

- Develop framework based on a salient initiative or document; distribute goals related to it
- Ask unit to write 2-3 specific ways it addresses the given goals and provide measures
- Not every unit addresses a goal
- Not every unit addresses all goals
- Set due date for data and action taken as a result

Mission/Strategic Plan/Current Initiative
(e.g. Change Agents in a Changing World)

Strategic Goal 1:
Students at
University X will
be prepared to face
a rapidly changing
landscape in the
workforce

Alumni Office
Mentoring counts
Career Services
Resume Workshops

Strategic Goal 2:
Students at
University X will
collaborate with
diverse others to
solve problems

IR Office
NSSE Data
UGR
Composition of
Research Teams

Strategic Goal 3:
Students at
University X will
engage in the
communities
where they are
placed

Res Life
EBS
Clinicals
Survey about experiences
as employees in local
community

STRATEGY 4 UNITS ARE GIVEN UNIVERSITY-LEVEL FINDINGS RELATED TO CENTRALIZED GOAL AND ASKED HOW THEIR UNIT CAN ADDRESS ISSUE

- IE, Assessment, AA, or IR Office reviews findings from institutional surveys such as NSSE or Senior Exit Survey and identifies area of need
- Need is shared with upper administration, who contacts units they believe can address issue
- Unit links goal to one of its goals and provides intervention and reports findings

ISSUE IDENTIFIED: e.g. STUDENTS REPORT HIGH ANXIETY, POOR PHYSICAL FITNESS, AND RELUCTANCE TO SEEK COUNSELING

STUDENT LIFE
RES LIFE
DISTANCE ED
INSTIT EFFECTV

Goal =
AWARENESS
CAMPAIGN

KINESIOLOGY
FITNESS
CENTER
FOOD SERVICE

Goal =
HEALTH
PROMOTION

COUNSELING
CENTER
LIBRARY
ADVISING
EARLY ALERT

Goal =
INTERVENTION

**DATA ARE REPORTED AS
ACTION ITEMS TO UNIVERSITY-LEVEL GOAL**

REFLECTION ON COMMON INITIATIVE

ADVANTAGES

- CENTRALIZED REPORTING
- INTENTIONAL
- INTEGRATED
- MINIMIZES INITIATIVE OVERLOAD

DISADVANTAGES

- UNITS LESS FOCUSED ON OWN GOALS
- DISENGAGEMENT IF SEEN AS PROJECT BY UPPER ADMINISTRATION
- LESS FAMILIAR TO ACCREDITORS
- SUSTAINABILITY THREATENED IF CENTRAL ORGANIZER LEAVES INSTITUTION

CHOOSING A STRATEGY

Organizational Structure

- *Is assessment part of T & L Center? IE? AA?*
- *Do I have staff who can pre-load*
- *Do I have staff who can analyze*
- *How quickly and how often can I disseminate data*
- *Who is handling broad evaluation (e.g. strategic plan or QEP)*

Climate

- *Are we in crisis?*
- *Can we afford to try something new?*
- *Are there orthodoxies we should follow?*

Culture of Institution

- *Decentralized or centralized assessment*
- *Expectations for assessment*
- *Profiles of Current Initiatives*
- *Unique environment of primarily commuter campuses or online*
- *Culture of graduate school*

How do I get it going and keep it going?

Get it going

- Create a framework
- Pre-load
- Be the Frog, not the Toad
- Focus on one outcome (preferably for which they already have data)
- Ask them to upload minutes
- Analyze Data
- Meet and Present Data
- Lead discussion of results

Keep it going

- Ask them to upload action plan
- Help them create timeline
- Request that assessment appear as standard meeting agenda item
- Give expectations for upload of minutes, future assessments, and uploading of findings (not reports) based on their own timeline
- Tie findings to mission/strategic plan and regularly disseminate data campus wide

Planning for the future – talk more about results and less about the process

- Disseminate
- Interview
- Record
- Implement
- Capture
- Record
- Repeat

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