COMPLEMENTING THE CLASSROOM: DEVELOPING AND ASSESSING CO-CURRICULAR LEARNING OUTCOMES

Assessment Institute in Indianapolis
Indianapolis, IN
October 25, 2015

@Assessment_Inst  #indyai15

Robert W. Aaron, Ph.D.
Executive Director
Center for the Study of Student Life
The Ohio State University

Katie Busby, Ph.D.
Assistant Provost for Assessment and Institutional Research
Tulane University
WELCOME

Who are you?

Where are you from?

What would you like to get out of this workshop?
As a result of today’s workshop, participants will be able to:

• develop co-curricular learning outcomes.

• identify multiple methods for assessing co-curricular learning outcomes.

• map co-curricular outcomes to institutional and external learning domains.

• utilize co-curricular assessment results for program improvement.
LEARNING OUTCOMES IN THE CO-CURRICULUM

Write down 1-3 examples of learning outcomes in the co-curriculum.

Tulane University students at Student Org Expo
CO-CURRICULAR & CURRICULAR OUTCOMES

Co-curricular outcomes are different than curricular outcomes.

Measuring co-curricular outcomes can be more challenging than assessing curricular outcomes.

“Ownership” of the co-curricular outcomes.

Tulane students in and out of class
Student Development

“The ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institutions of higher education.” (Rodgers, 1990, p. 4)

Student Learning

“The acquisition of knowledge or behavior as a result of participation in programs and services” (Erwin, 1991, p. 18)
TYPES OF LEARNING OUTCOMES

Program Outcomes
• What the program accomplishes

Operational Outcomes
• Metrics regarding how well the operation works (financial metrics)

Student Learning Outcomes
• Demonstration of cognitive, affective, or psychomotor abilities/characteristics
DOMAINS OF STUDENT LEARNING OUTCOMES

- Cognitive (Knowledge)
  - Thinking
  - Mental skills
- Affective (Attitude)
  - Attitudes
  - Feelings
  - Emotions
- Psychomotor (Skills)
  - Doing
  - Physical skills

Tulane students at residence life fair
DEVELOPING LEARNING OUTCOMES

Condition + SWiBAT + Bloom Word + Activity

As a result of participating in today’s workshop, students [participants] will be able to write a learning outcome.
BLOOM’S TAXONOMY

Knowledge
• Identifies, defines, describes

Understanding
• Explains, summarizes, classifies

Application
• Demonstrates, computes, solves

Analysis
• Differentiates, diagrams, estimates

Synthesis
• Creates, formulates, revises

Evaluation
• Criticizes, compares, concludes

Bloom, 1956
ACTION VERBS

- Analyze
- Apply
- Argue
- Arrange
- Assemble
- Calculate
- Classify
- Compare
- Create
- Criticize
- Defend
- Define
- Describe
- Develop
- Differentiate
- Discuss
- Explain
- Formulate
WORDS TO AVOID

• Appreciate
• Become aware of
• Become familiar with
• Know
• Learn
• Understand

OSU Students
HELPFUL HINTS

• Work with 1-2 others to include different perspectives

• Use an iterative process to ensure outcome is measurable

• Review outcomes with stakeholders

• Don’t have to include everything – include the most important outcomes and the ones you influence

• Use the checklist

OSU student walks to class
MEASURING CO-CURRICULAR OUTCOMES

- Selecting appropriate measures
  - Let your assessment/research question guide your method(s)
    - Quantitative Design
    - Qualitative Design
    - Mixed Methods
    - Longitudinal Design
    - Cross-sectional Design
- Creating new measures
- Developing an assessment cycle

#indyai15
## METHODS & MEASURES WE CAN USE

<table>
<thead>
<tr>
<th>Method</th>
<th>Leadership</th>
<th>Teamwork</th>
<th>Diversity</th>
<th>Student Develop/Engage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Leadership Practices Inventory (SLPI)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scale of Intellectual Development (SID)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Miville Guzman Universality Diversity Scale (MGUDS)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Leadership Attitudes and Beliefs Scale (LABS)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Survey of Student Engagement (NSSE)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Experience in the Research University (SERU)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Multi-Institute Study of Leadership (MSL)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAC&amp;U Rubrics</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Portfolios</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
IUPUI PRINCIPLES OF CO-CURRICULAR LEARNING

1. Communication
2. Critical Thinking
3. Integration & Application of Knowledge
4. Intellectual Depth, Breadth & Adaptiveness
5. Understanding Society & Culture
6. Values & Ethics
7. Intrapersonal Development
8. Interpersonal Development
# Mapping Process

<table>
<thead>
<tr>
<th>Unit program/service</th>
<th>Communication &amp; quantitative skills</th>
<th>Critical thinking</th>
<th>Integration &amp; application of knowledge</th>
<th>Intellectual depth, breadth, &amp; adaptiveness</th>
<th>Understanding society &amp; culture</th>
<th>Values &amp; ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Weeks</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Organizations</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Heritage Month programming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Fraternity and Sorority Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Community Service</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Programming Board</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Office of Student Involvement**
MAPPING PROCESS

Student Affairs Programs & Services by PCLs
2013-2014

<table>
<thead>
<tr>
<th>PCL</th>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCL1</td>
<td>Communication</td>
<td>28</td>
</tr>
<tr>
<td>PCL2</td>
<td>Critical Thinking</td>
<td>26</td>
</tr>
<tr>
<td>PCL3</td>
<td>Integration &amp; Application of Knowledge</td>
<td>19</td>
</tr>
<tr>
<td>PCL4</td>
<td>Intellectual Depth, Breadth, &amp; Adaptiveness</td>
<td>5</td>
</tr>
<tr>
<td>PCL5</td>
<td>Understanding Society &amp; Culture</td>
<td>16</td>
</tr>
<tr>
<td>PCL6</td>
<td>Values &amp; Ethics</td>
<td>15</td>
</tr>
<tr>
<td>PCL7</td>
<td>Intrapersonal Development</td>
<td>16</td>
</tr>
<tr>
<td>PCL8</td>
<td>Interpersonal Development</td>
<td>19</td>
</tr>
</tbody>
</table>
Council for the Advancement of Standards in Higher Education

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment (CAS, 2008).

- [http://www.cas.edu/](http://www.cas.edu/)

- How can the CAS standards be utilized?
PULLING IT TOGETHER

• Sharing Learning Results of Assessing Student Learning

• Example:
  • http://studentaffairs.iupui.edu/about/assessment/learning-outcomes.shtml
## ALTERNATIVE BREAKS

<table>
<thead>
<tr>
<th>Principle of Co-Curricular Learning</th>
<th>Measure (5-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communication and Quantitative Skills (PCL 1)</td>
<td>• As a result of participating in Alternative Breaks, I am better able to communicate as a team</td>
<td>• 100% indicated “agree” or “strongly agree” (n=23)</td>
</tr>
</tbody>
</table>
| Integration and Application of Knowledge (PCL 3) | • As a result of participating in Alternative Breaks, I understand the root causes of the social issues faced by the population on my trip  
• As a result of participating in Alternative Breaks, I realize that I cannot effectively make social change without being educated on a social issue | • 96% indicated “agree” or “strongly agree” (n = 22)  
• 65% indicated “agree” or “strongly agree” (n = 15) |
| Values and Ethics (PCL 6) | • As a result of participating in Alternative Breaks, I have the desire to make a difference in my community | • 100% indicated “agree” or “strongly agree” (n=23) |
ALTERNATIVE BREAKS

Participant comments that support Values and Ethics (PCL6):

• I gained insight on what a small committed group of motivated people can do for a reason.

• The strengths that I gained from this trip are determination and responsibility to make more of a difference with the social issues going on right in my community. The knowledge of knowing that I have the power to make a change to help others in my community to have some hope for the future.

• I learned to be more open minded about the social topics involved.

• I feel as though I have realized more of how compassionate I strive to be. I realize that I want to continue my services in the community, and I truly want to work in a non-profit educational facility now also. This trip made me realize a lot about what populations I want to be working with in the future.
<table>
<thead>
<tr>
<th>Principle of Co-Curricular Learning</th>
<th>Measure (strongly agree, agree, neutral, disagree, strongly disagree)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking (PUL 1)</td>
<td>· AFLV provided me with skills to generate new ideas or ways to improve things in my chapter and at IUPUI.</td>
<td>96% indicated “agree” or “strongly agree” (n=25)</td>
</tr>
<tr>
<td>Values and Ethics (PUL 6)</td>
<td>· AFLV helped me recognize my personal values and ethics.</td>
<td>100% indicated “agree” or “strongly agree” (n=25)</td>
</tr>
<tr>
<td>Integration and Application of Knowledge (PUL 3)</td>
<td>· AFLV provided me with skills to develop individual/organizational goals.</td>
<td>96% indicated “agree” or “strongly agree” (n=25)</td>
</tr>
</tbody>
</table>
AFLV – FOCUS GROUP (2014)

Selected participant comments that support Integration and Application of Knowledge (PCL3)

• Everybody's chapter is different and you can come back and take some of their ideas, like their bigger successes and take those back, and get the best aspects of all different kinds of Greek life in all different kinds of communities and bring it back and apply it here.

• I wish we could all break down the distance between IFC fraternities and everyone else... Just like at AFLV, they accommodated everybody. That is a good step forward in doing that. Just being IUPUI students and being in Greek organizations, we should take the reins from that and see how they expanded on it, and do it ourselves, essentially.

• We are only now starting to have to deal with connecting to alumni, so we just started putting together a letter, like a newsletter type thing that talks about the accomplishments of the chapter for the year. We realized that you know it does not have to just go to alumni, so we are going to send it to parents for PR and stuff like that and showcase what they are doing...