

## Assessing Co-curricular Activities

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## This workshop...

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- No “one size fits all” assessment method
- Key topics
  - How are co-curricular activities related to the curriculum?
  - What kinds of outcomes should be assessed?
  - Assessing the *results* of participation
  - Supplementing self-reports with direct observation

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## Co-curricular activities...

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- Learning/development experiences
- Outside the classroom
- Add to/support classroom learning
- Provided by
  - Academic units that provide courses
  - Academic-support & student-life units
  - Other student-experience units (e.g., Athletics)

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## Co-curricular activities...

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Objectives / outcomes can be:

- Closely related to academic content
- General-education
- Developmental

What do the accreditors say?

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## In this section...

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Activities closely linked to academic content

- Example: Service-learning courses
- Opportunity-counts / participation-rates don't show participation's *effects*
- Also: What did students learn?  
How did they change?
  - Self-report
  - Direct observations of performance

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## Assessing participation

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To plan/improve co-curricular experiences...

- What experiences can students have?
  - Opportunity counts/participation rates
    - ...do not measure learning outcomes
- How does participation affect the students?
  - Co-curricular transcripts – compare:
    - Missouri Univ. of Science & Technology
    - Monroe Community College
  - Service-learning participation logs

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## How did the students *change*?

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- Students' reflection on the experience
- Direct observation
  - Supervisors' evaluation of performance
  - Faculty evaluation of impact on course performance

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## Brainstorming

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- How could direct observation be added to the assessment of William Woods University's LEAD program?

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## In this section...

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### Activities designed for student development

- Example: Participating in diversity-related activities
- More on self-report
  - Surveys, focus groups, and reflection
- More on direct observation
  - Opportunities for supervisors / faculty / peers
  - Psychometric evaluation of development

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## Diversity activities and student development

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### George Mason University, University Life

- Sexual Assault Office peer companions
- Diversity-related workshops

### Co-curricular activities may have multiple relationships to the curriculum

- Course-related objectives/outcomes
- General-education objectives/outcomes

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## Student self-report: Surveys

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- Satisfaction vs. self-rating of participation &/or development
- Multiple surveys give a richer picture
- Balance benchmarking with "does it fit *our* program?"

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## Student self-report: Focus groups & interviews

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### Compared to surveys

- Flexible rather than standardized
- Unpredictable
- Harder to analyze, but "richer"

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## Student self-report: Reflection

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- Examples from previous slides
  - Reflective papers/journals for service-learning courses
  - William Woods U. brief reflective questions
- Like focus groups
  - Rich but hard-to-analyze
  - Learning experience as well as assessment method

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## Is self-report enough?

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Do you have enough information for planning & improvement?

- Are the activity's goals
  - Changes in students' attitudes/values?
  - Changes in students' behavior?
- Self-ratings are *not* precise. Look for:
  - General patterns
  - Change over time

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## Direct observation

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Opportunities for supervisor / faculty / peer feedback

- NC State's Equal Opportunity Institute
- Maricopa CC District's Diversity Infusion Program

Psychometric evaluation of development

- E.g.:
  - Diversity Awareness Profile (DAP)
  - Intercultural Development Inventory (IDI)
  - Intercultural Effectiveness Scale (IES)
- *Supplements* other methods, doesn't replace them
- You *must* understand the instrument's background

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## Brainstorming

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- Pick one of your own campus's co-curricular activities
- How is it being assessed now?
- How would you change the assessment process? Why?

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## Finishing up "Take-aways"

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- How should *this* co-curricular activity contribute to student learning?
- Don't assume – assess!
- Self-report *and* direct observation
- What do you need to know for planning & improvement?

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## Finishing up

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[http://higheredassessment.com/presentations/cocurricassmt\\_aac10.pdf](http://higheredassessment.com/presentations/cocurricassmt_aac10.pdf)

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Resources & References

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General resources

- **Internet Resources for Higher Education Outcomes Assessment**
  - Large meta-list of web links, from North Carolina State University
  - <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>-- or simply Google “outcomes assessment”
- **Introductions to assessment**
  - These emphasize assessment of student learning outcomes in the regular curriculum but the general principles also apply to assessing co-curricular activities.
    - The “Assessment Handbooks” section of *Internet Resources for Higher Education Outcomes Assessment* has many institutions’ brief introductions to assessment.
    - L. Suskie (2009). *Assessing Student Learning: A common sense guide. 2<sup>nd</sup> edition*. Jossey-Bass Publishers, San Francisco. (1<sup>st</sup> edition 2004, Anker Publishing, Bolton MA.)
    - B. E. Walvoord (2004). *Assessment Clear and Simple: A practical guide for institutions, departments, and general education*. Jossey-Bass Publishers, San Francisco.
  - M. J. Bresciani
    - –, C. L. Zelna, & J. A. Anderson (2004). *Assessing Student Learning and Development: A handbook for practitioners*. NASPA (National Association of Student Personnel Administrators), Washington DC.
    - (2006). *Outcomes-based Academic and Co-Curricular Program Review: A compilation of institutional good practices*. Stylus Publishing, Sterling VA.
  - M. L. Upcraft & J. H. Schuh
    - (1996) *Assessment in Student Affairs: A Guide for Practitioners*. Jossey-Bass Publishers, San Francisco
    - (2001) *Assessment Practice in Student Affairs: An Applications Manual*. Jossey-Bass Publishers, San Francisco

References

Slide #4: Co-curricular activities...

- Standards for regional accreditation
  - MSCHE: *Characteristics of Excellence in Higher Education: Requirements and Standards for Accreditation* ([http://www.msche.org/publications/CHX06\\_Aug08REVMarch09.pdf](http://www.msche.org/publications/CHX06_Aug08REVMarch09.pdf), see especially *Standard 11: Educational Offerings*)
  - NEASC-CIHE: *Standards for Accreditation* ([http://cihe.neasc.org/standards\\_policies/standards/standards\\_html\\_version](http://cihe.neasc.org/standards_policies/standards/standards_html_version), see especially *Standard Six: Students*)
  - NCA-HLC: *Handbook of Accreditation* (<http://www.ncahigherlearningcommission.org/download/Handbook03.pdf>; in *Chapter 3: The Criteria for Accreditation*, see especially the examples of evidence that might be used to demonstrate compliance with *Criteria Four [Acquisition, Discovery, and Application of Knowledge]* and *Five [Engagement and Service]*)
  - NWCCU: *Accreditation Standards* (<http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm>, see especially *Standard 3.D: Student Services*)

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- SACS-COC: *The Principles of Accreditation: Foundations for Quality Enhancement* (<http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>)
- WASC
  - ACSCU: *Handbook of Accreditation* ([http://www.wascenior.org/findit/files/forms/Handbook\\_of\\_Accreditation\\_2008\\_with\\_hyperlinks.pdf](http://www.wascenior.org/findit/files/forms/Handbook_of_Accreditation_2008_with_hyperlinks.pdf), see especially *Standard 2: Achieving Educational Objectives Through Core Functions*)
  - ACCJC: Standards of Accreditation ([http://www.accjc.org/pdf/Standards\\_Annotated\\_for\\_Boards\\_COI\\_and\\_SLOs.pdf](http://www.accjc.org/pdf/Standards_Annotated_for_Boards_COI_and_SLOs.pdf))

**Slide #5: Activities closely linked to academic content: Service learning courses**

- Types of service learning courses
  - CSL (community service learning) at San Francisco State University (<http://www.sfsu.edu/~icce/>)
    - Examples (from CSL course list: [http://www.sfsu.edu/~icce/students/csl\\_courses.html](http://www.sfsu.edu/~icce/students/csl_courses.html))
      - Disciplinary-content courses that include related service opportunity w/ structured service-learning activities – e.g., English 425 Language in Context (<http://www.sfsu.edu/~bulletin/courses/30651.htm>)
      - Courses whose primary focus is the service opportunity and service-learning activities – e.g., Psychology 298 Community Service Learning in Psychology (<http://www.sfsu.edu/~bulletin/courses/25521.htm>)
- Criteria for service learning courses
  - Chaminade University ([http://www.chaminade.edu/service\\_learning/faculty-basic\\_requirements.php](http://www.chaminade.edu/service_learning/faculty-basic_requirements.php))
  - SUNY University at Albany ([http://www.albany.edu/teachingandlearning/tlr/service\\_learning/](http://www.albany.edu/teachingandlearning/tlr/service_learning/))
  - University of Texas at Austin (<http://www.utexas.edu/provost/academicsservicelearning/criteria.html>)
- The National Service-Learning Clearinghouse provides an annotated bibliography on assessing service-learning experiences ([http://www.servicelearning.org/instant\\_info/bibs/he\\_bibs/assess\\_eval/](http://www.servicelearning.org/instant_info/bibs/he_bibs/assess_eval/))

**Slide #6: Assessing participation**

- Co-curricular transcripts
  - (Typical) participation log: Missouri University of Science and Technology C.A.S.E. (Co-curricular Assessment of Skills & Education: [http://studentlife.mst.edu/involvement/cocurricular\\_transcripts.html](http://studentlife.mst.edu/involvement/cocurricular_transcripts.html))
  - Compare with Monroe Community College: participation log *plus* student & advisor ratings of development during experience (<http://www.monroecc.edu./depts/stucenter/Co-CurricularStudentDevelopmentTranscript.htm>)
- Examples of service-learning participation logs
  - University of Akron College of Education ([http://www2.uakron.edu/serve-learn/forms/SL\\_Record\\_of\\_Participation.pdf](http://www2.uakron.edu/serve-learn/forms/SL_Record_of_Participation.pdf))
  - Inver Hills Community College's form also asks students to reflect on their experiences and provides an opportunity for supervisors to comment on the student's participation (see Slide #9) (<http://www.inverhills.edu/StudentResources/ServiceLearning/PDFs/SLFormSpr09.pdf>)

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**Slide #7: How did the students change?**

- Students' evaluation of the experience
  - Example: San Francisco State University Dept of Speech & Communication Studies: SPCH 695 (Internship/Service Learning in Communication Studies) (<http://www.sfsu.edu/~bulletin/courses/27612.htm>)
    - Student's reflective paper/journal (<http://userwww.sfsu.edu/~isaacson/intern/spch695evalpaper.htm>)
    - Guidelines for reflective papers/journals (<http://userwww.sfsu.edu/~isaacson/intern/studentevalofsle.htm>); also see
      - Florida International University's guidelines for reflective-journaling in service-learning courses (<http://www.fiu.edu/~time4chg/Library/reflect.html>)
      - San Francisco State University's guide for faculty designing reflection exercises ([http://www.sfsu.edu/~icce/downloads/pdf/Service\\_Reflection\\_FacultyGuide.pdf](http://www.sfsu.edu/~icce/downloads/pdf/Service_Reflection_FacultyGuide.pdf))
  - Student-reflection assignments accompany the participation-log examples from Slide #6:
    - University of Akron College of Education: <http://www2.uakron.edu/serve-learn/>, see *Requirements & Procedures* and the downloadable *Evaluation Rubric*.
    - See U. Akron's & Inver Hills CC's forms in the *Resources* for Slide #6.
- Supervisors' evaluation of students' performance
  - E.g., San Francisco State University Dept of Speech & Communication Studies (<http://userwww.sfsu.edu/~isaacson/intern/supeevalform.htm>)
    - Includes achievement of learning goals specified by the student ([http://userwww.sfsu.edu/~isaacson/intern/community\\_placemt\\_agreemt.htm](http://userwww.sfsu.edu/~isaacson/intern/community_placemt_agreemt.htm)) as well as developmental issues such as working independently, dealing with problems, etc.
    - Contrast with Yavapai College's supervisor rating form (<http://www.yc.edu/content/gift-center/serv-learn/supervisor-eval-form.htm>)
- Faculty evaluation of impact on course performance
  - Gathering faculty's evaluations of impact
    - Prairie State College ([http://www.prairiestate.edu/ss/ss\\_msa\\_sl\\_eval\\_faculty.html](http://www.prairiestate.edu/ss/ss_msa_sl_eval_faculty.html))
    - Newberry College (<http://www.newberry.edu/documents/vbl/FacultyEvaluationofServiceLearning.doc>, Word document)
  - Research on impact, e.g. Litke, *Do all students "get it?": Comparing students' reflections to course performance* (<http://www.servicelearning.org/library/resource/4541>)

**Slide 8: Brainstorming** – William Woods University LEAD program

- LEAD: Leading, Educating, Achieving, and Developing
  - <http://www.williamwoods.edu/ur/detail.asp?ID=424> and <http://www.williamwoods.edu/services/studentlife/LEAD/>
  - B.R. Tutt & S. McCarthy (2006), Assessing learning outside the classroom. *Assessment Update*, March-April, v. 18 #2, pp. 1-2 & 9-10. (May be available online through your campus library.)
- LEAD events: personal/intellectual/cultural development, community service, athletics, social/organizational
- Required "attendance points:"
  - 45 for the year, 20 by end of fall, minimum of 4/month
  - No more than 11 in each event-category
  - No points if attendance is required for a course
- Participation earns aid grants (up to \$5,000 for on-campus students, \$2,500 for commuters)

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- Assessment
  - NSSE participation data compared with William Woods' peer institutions and NSSE population
  - Locally-developed survey
    - Asked students to name some events they'd participated in and what they'd learned from each
    - Categorized results in terms of developmental & general-ed outcomes

**Slide #10: Diversity activities and student development**

- Examples:
  - George Mason University, Office of University Life
    - Sexual Assault Office "peer companions" (<http://www.gmu.edu/facstaff/sexual/GetInvolved.htm>)
    - Diversity-related workshops for students, faculty, & staff (<http://mrrc.gmu.edu/ncbi/workshops.php>)
- Possible course-related outcomes: E.g., GMU Women's Studies experiential learning course (WMST 401) requires concurrent enrollment in a Women's Studies content course. See <http://catalog.gmu.edu/content.php?catoid=5&navoid=99> & use Prefix=WMST to filter the course list.
- Links with general education goals/outcomes
  - May not be explicit. E.g., GMU's general education outcomes and assessments don't specify understanding ethnic / racial / gender diversity. See:
    - General education learning outcomes: <https://assessment.gmu.edu/Genedassessment/outcomes.cfm>
    - Description of GMU's course-portfolio general education assessment process: <https://assessment.gmu.edu/Genedassessment/methods.cfm>
    - What GMU stresses in senior survey and NSSE data: <https://assessment.gmu.edu/Results/index.html>
  - Contrast GMU with the University of Michigan-Flint's assessment of understanding diversity (<http://www.umflint.edu/assessment/Docs/Gen%20Ed%20Complete%20Revised2.doc>; Word document, see pp. 19-22 for an overview and pp 39-43 for assessment instruments)

**Slide #11: Student self-report / Surveys**

- Nationally standardized instruments
  - Satisfaction with campus climate, e.g.: Noel-Levitz SSI (Student Satisfaction Inventory): <http://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/>)
  - Self-rating of participation &/or development, e.g.: CSEQ (College Student Experiences Questionnaire: <http://cseq.iub.edu/index.cfm>)
    - May also include "satisfaction" questions
    - Other examples
      - CCSEQ (Community College Student Experiences Questionnaire: <http://www.memphis.edu/cshe/ccseq.php>)
      - CSS (College Senior Survey: <http://www.heri.ucla.edu/cssoverview.php>)
      - SDTLA (Student Developmental Task and Lifestyle Assessment: <http://sdsla.appstate.edu/>)
      - NSSE (National Survey of Student Engagement: <http://nsse.iub.edu/index.cfm>)
        - FSSE (Faculty Survey of Student Engagement: <http://fsse.iub.edu/index.cfm>)
        - CCSSE (Community College Survey of Student Engagement: <http://www.ccsse.org/>)
- Examples of locally-developed surveys
  - Longwood College's reports on their New Student Leadership Program: <http://www.longwood.edu/leadership/13491.htm>

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- Case Western Reserve University's report on the impact of participation in Phys-Ed, intramural, & intercollegiate athletics (<http://www.cwru.edu/president/cir/execassessrpt04.htm>, see *Physical Education/Athletic Assessment*), including outcomes and assessment surveys. (Note: the athlete's review form, survey for non-athletes, and senior survey all deal with the intercollegiate athletic program per se and not student growth resulting from participation.)
- Benchmarking
  - Bresciani et al (2004), Chapter 7
  - Suskie (2<sup>nd</sup> ed., 2009), Chapter 15
  - Upcraft & Schuh (1996), Chapters 11 & 12
- Does the instrument fit our program?
  - Suskie (2<sup>nd</sup> ed., 2009), Chapter 14 (or Chapter 13 in the 1<sup>st</sup> [2004] edition)

**Slide #12: Student self-report / Focus groups & interviews**

- Focus Group Fundamentals, from Iowa State University's Extension service (<http://www.extension.iastate.edu/Publications/PM1969B.pdf>)
- A Manual for the Use of Focus Groups (<http://www.unu.edu/unupress/food2/UIN03E/UIN03E00.htm>)
- Focus Group Basics (from Methods of Educational Research course at Florida State University: <http://mailer.fsu.edu/~slosh/MethodsGuide6.html>)
- Lots of others – Google “focus groups”

**Slide #14: Is self-report enough?**

- E.g.: Dunning, et al (2004), *Flawed self-assessment: Implications for health, education, and the workplace* ([http://www.psychologicalscience.org/journals/index.cfm?journal=pspi&content=pspi/5\\_3](http://www.psychologicalscience.org/journals/index.cfm?journal=pspi&content=pspi/5_3))

**Slide #15: Direct observation**

- Supervisors' / advisors' / mentors' role in NC State University's Equal Opportunity Institute student/staff training program ([http://www.ncsu.edu/equal\\_op/education/eoi/Role\\_of\\_the\\_Supervisor\\_Advisor\\_or\\_Mentor.pdf](http://www.ncsu.edu/equal_op/education/eoi/Role_of_the_Supervisor_Advisor_or_Mentor.pdf); see [http://www.ncsu.edu/equal\\_op/eoi/](http://www.ncsu.edu/equal_op/eoi/) for an overview of the program)
- Interns' project reports to mentors/peers in Maricopa Community College District's Diversity Infusion Program (<http://www.maricopa.edu/diversityinfusion/internreq.htm>)
- Psychometric instruments as observation
  - Diversity-related examples, e.g.:
    - Diversity Awareness Profile (DAP -- <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787988138.html>)
      - E.g., used in NC State University's Equal Opportunity Institute student/staff training program ([http://www.ncsu.edu/eoi/eoi\\_curriculum.htm](http://www.ncsu.edu/eoi/eoi_curriculum.htm))
    - Intercultural Development Inventory (IDI -- <http://www.idiinventory.com/about.php>)
    - Intercultural Effectiveness Scale (IES) and Global Competencies Inventory (GCI) -- <http://intercultural.org/kozai.php>
  - Identifying potential instruments
    - ETS Test Link searchable database (<http://www.ets.org> → Quick Links / Find a Test → Test Link)
    - Buros Mental Measurements Yearbook (<http://buros.unl.edu/buros/jsp/search.jsp>)
    - *No longer available* (some web pages still have links to these locators, but the links are “dead”)
      - ERIC/AE Test Locator
      - Assessment for Student Development Clearinghouse (from the American College Personnel Association [ACPA]'s Commission on Assessment for Student Development)