Today’s webinar
Assessing the student experience: Student affairs learning outcomes

What essential skills are your students developing in programs, activities and services that are offered outside the classroom?
Meet today’s experts

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Fostering a Culture of Assessment: The Student Life at Guelph Experience

Cara Wehkamp
Manager, Office of Intercultural Affairs
OUR PROCESS

Mapping to Existing Outcomes

Establishing Department Assessment Committee

Conducting Unit Inventories & Developing Outcomes

Re-mapping and Developing Rubrics

Making It Happen
UNIT PROGRAM INVENTORY

Connection to Division Outcomes

Purpose of Assessment

Inventory

Questions

Current Assessment Methods

Population Assessed
STUDENT LIFE DOMAINS

- Life Skills
- Communication
- Intercultural Maturity
- Engagement in Learning

- Sense of Self
- Diversity and Inclusion
- Civic Engagement
- Leadership
**Outcome:** Students demonstrate the ability to clearly articulate information, ideas and feelings.

- **Awareness**
  - Message is obscured by disconnection.

- **Exploration**
  - Message can be deduced, but clarity hindered.

- **Engagement**
  - Message understandable, supported by some connection.

- **Conversant**
  - Message is clear and well supported.

- **Integration**
  - Message is precise, compelling and strongly supported.
MAKING IT HAPPEN FOR STAFF

Promising Practices

Review Process

Staff Training & Engagement

Assessment Toolkits
MAKING IT HAPPEN FOR STUDENTS

Collegiate Link

Support from Staff

Support from Peers
WHERE ARE WE HEADED NOW?

- Expanding Beyond our Department
- Assessment Handbook
- Core Assessment Questions
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In order for us to become more influential contributors to the development of students on our campuses, we need to work toward the development of an appropriate vision of our work. This vision, and the ways in which we implement it, must maximize our support of the academic process, clarify our co-curricular role relative to the “whole” student experience, bring the student support services together, and explain our role to the campus community.

Growing Together In Service by William A. Stewart
CACUSS Monograph Number 1, p2
November 1988
# Mapping Outcomes for a Training Program

<table>
<thead>
<tr>
<th>Learning Experience A</th>
<th>Learning Experience B</th>
<th>Learning Experience C</th>
<th>Learning Experience D</th>
<th>Learning Experience E</th>
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<tbody>
<tr>
<td><strong>Learning Outcome #1</strong></td>
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<td><strong>Learning Outcome #2</strong></td>
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CAPACITY Identify and organize staff professional development regarding assessment.

UTILITY Discuss results of divisional institutional projects, disseminate, share and apply relevant data across the division.

STRATEGY Review divisional KPIs and overall assessment strategies for the division, guide learning outcomes and assessment initiatives for the division.
Strategy for Building Capacity

1. Competency Framework
2. Workshop Series
3. Blog
4. Peer Review
5. Resource Creation
Applying Classroom Assessment Techniques to Student Life Programming
by Jennifer Esmail
In addition to assessing your programs after they are complete, it is always important, especially with longer or ongoing programs, to ask for assessment throughout the program to ensure that you are successfully working towards your learning...

Ensuring Accurate Representation of Student Data
by Jeff Burrow
Finally! Your Assessment Project is almost done. You had a goal, you designed a project, you collected and analyzed your data from the (let’s say) five focus student groups. And now you have written up a report...

Upcoming Workshops
The Learning Outcomes and Assessment Committee is thrilled to share information about some upcoming PD opportunities. The PD plan has been developed to target specific competencies as outlined in the Division of Student Life Assessment Competency Framework which can be...
Resources
Co-Curricular Assessment in Higher Education

October 29, 2015

Sonia DeLuca Fernández, Ph.D.
Student Services and Student Engagement

• Student services fulfill business functions and are measured by transaction;
• Student engagement (student life, student affairs) is concerned with co-curricular student development and student learning.

The aforementioned categorization is not mutually exclusive, but engagement implies that there is a partnership (between a student and a staff member) around learning that takes place outside of the classroom.
What is assessment?

• Are students receiving programs and services as they are intended?
• Are students learning what you intend for them to learn?

Assessment is a process where, using explicit goals, we measure student learning and capture their experiences in a systematic way, to support continuous improvement efforts.
Cycle of Assessment

- Goals
- Outcomes
- Learning Opportunities
- Assessment
- Review
Research and Assessment in Student Affairs

• External reviews
• Assessment plans
• Assessment audits
• Education and training
• Unit and Division projects
• Division involvement data
• Liaise with IR and IRB
• Student Affairs Assessment Leaders (SAAL)
Why is it important to capture learning in the co-curricular?

- Important skills development happens outside of the classroom, too. (see, NACE, 2014, next slide)
- Institutions should be experts on how students are experiencing their institution (curricular + co-curricular + student records data)
- Accurate models of student development, skills development, retention, and time-to-degree (for example) may be impossible without collecting co-curricular data
- Evidence the co-curricular
Example

Quick cuts -
Response cards to be handed out and collected at a range of programs

- What is religious literacy to students?
- Who does Spiritual Life Serve?
- Do students return?
Example

Program specific - Pre- and post-tests to measure learning attached to an intervention or program

- Content, learning
- Writing
- Resource identification
Prioritizing assessment focus: organizational view

- Pressing issues: see NASPA, 2014
- Skills identified by employers: see NACE, 2014
- High impact practices: see Kuh, 2008
Measuring outcomes: The most important skills for graduates

1. Work in a team
2. Decision making and problem solving
3. Verbal communication
4. Planning and organizing
5. Information processing
6. Quantitative analysis
7. Technical/job knowledge
8. Computer skills
9. Create and edit reports
10. Selling and influencing others

Job Outlook, NACE, 2014
Critical Assessment Approach

- Confront emphases on procedure and methods
- Investigate who decides, who benefits
- Consider effects and justifications of “market” and economic drivers
- Meaning is attached to data, results. Data does not own meaning.
- Value is attached to what is measured.

“Assessment … should be conceived as a practice that attends more fully to the social and political position that it occupies within institutions” (Wall, Hursh, & Rodgers, 2014)
How is assessment used?

- Consider the assumptions and what is behind the framing of assessments.
- Appreciate the context.
- What influences are acting upon prioritizing certain topics over others?

Describe: For example, what shows do we watch?
Interpret: For example, what shows are our favorites?
How is assessment used? Evaluation

What type of *MEANING* can be inferred?

What do/es our favorite show/s say about us?
• As a group …?
• As an individual …?

What additional information do we need to be able to assign meaning to this data point?
• Are we representative of the public? Who is included? Who is missing?
• Does it capture our politics, reflections on history, interests?
Assessment is a social and political practice.

• Local attention to who is represented, why, how, when.
• Explore gaps in access and experiences.
• Privilege and prioritize experiences, needs, and strengths of underrepresented and underserved.
• Contribute actively to research and professional conversations.
• Address the alignment between institutional priorities, student learning, division activities, and the promotion of The Public Good.
Getting involved

1. Student Affairs Assessment Leaders (SAAL) - http://studentaffairsassessment.org/
2. Journal of Student Affairs Inquiry
3. Trends in student affairs assessment:
   1. Data integration and data management
   2. Critical assessment approach
   3. Assessment and/for social justice
4. ACPA - Commission for Assessment and Evaluation
5. NASPA - Assessment, Evaluation, and Research
Feedback and discussion

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Today’s experts

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