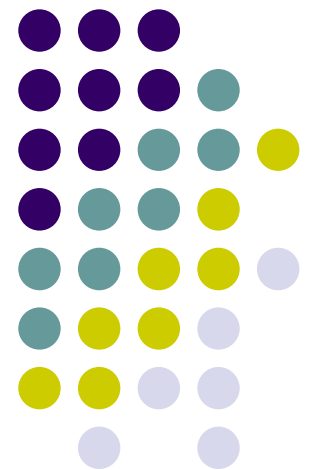


Assessing Student Learning in the Co-Curricular

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History of the Project

- Faculty Focus Groups
 - What do students need to know, beyond discipline specific knowledge, to be successful in their field?
- Student Organization Advisors
 - Are there common leadership skills that we want student leaders to have at the end of their experience?

History of the Project



- Brainstormed themes:

- Critical thinking
- Communication
 - Written
 - Oral
 - Interpersonal
- Diversity
- Project Management
- Teams and Groups
- Delegation
- Effective Meetings
- Fiscal Management
- Service
- Risk Management
- Values/Mission/Goals
- Active Citizenship
- Membership Selection
- Reflection/Transference
- Critical Feedback

Student Leader Learning Outcomes (SLLO)



Provide consistent methods and tools for staff to use with students leaders in student organizations, programs, or activities to help in the assessment and documentation of enhanced learning in relation to their leadership experiences

Student Leader Learning Outcomes (SLLO)



- Student Learning
 - Learning outcomes for leadership/work experiences
 - Assessing student learning outcomes
 - Provide evidence of the value added by students' leadership experiences
 - Assist students with integrative learning
 - Student leaders, student workers
- Staff Development and Learning
 - Change in advising styles
 - Developing a structured language



Structure of SLLO

- Involvement
 - Open membership
 - Not part of anyone's job description
 - Cross-functional and collaborative
- Organization
 - Subcommittees for rubric development
 - Subcommittee for marketing and outreach
 - Subcommittee for orientation and training
 - Subcommittee for meta-assessment
 - SLLO meetings once a month
 - Establishment of a leadership group

SLLO Membership



- Student Affairs
 - Student Activities
 - Leadership and Service Center
 - Risk Management
 - Extended Orientation
 - Student Government
 - Recognition
 - Memorial Student Center (Student Union)
 - Greek Life
 - Residence Life
 - Offices of the Dean of Student Life
 - Health Center
 - New Student Programs
 - Multicultural Services
 - Adult, Graduate, and Off Campus Student Services
 - Student Life Studies
 - Recreational Sports
- Other Texas A&M units
 - Career Center
 - Honors Office
 - Freshman Learning Community
 - Study Abroad

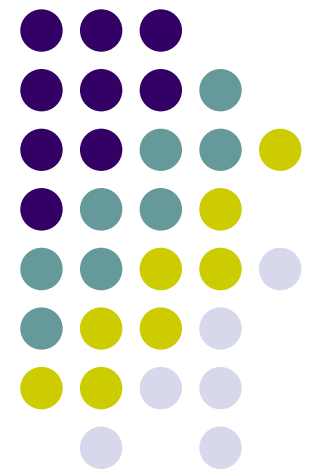


Rubric Development

- Define the skill
- Identify outcomes
- Search for resources/theories
- Adapt existing resources or create a new rubric
- Ensure cohesion between outcomes and rubric
- Seek feedback on the rubric
- Pilot test the rubric

SLLO Research Project

Purpose



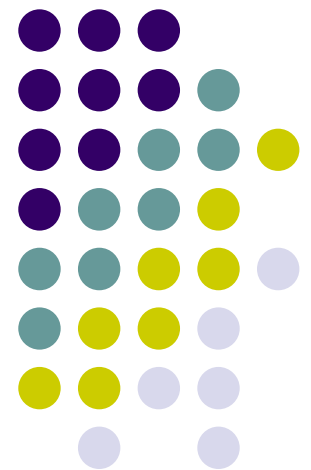


Research Questions

- What skills do student leaders come into their leadership positions with?
- Are there differences between self-assessments and advisor-assessments on skill levels?
- Is there change (either direction) in assessed skill development during the year with student leaders using the rubrics and those who were not using the rubrics?

SLLO Research Project

Participants





Participants

- Nine criteria for selecting potential organizations for the project:
 - Mission similarity
 - Established budgets
 - Full-time advisor
 - Classified as a “sponsored” organization (significant tie to institutional reputation)
 - 8 to 10 student leaders
 - Competitive selection process for members
 - Leaders chosen through an election or selection process
 - Leaders serving term for fall 2007 and spring 2008
 - Student leaders and full-time advisors agreed to participate

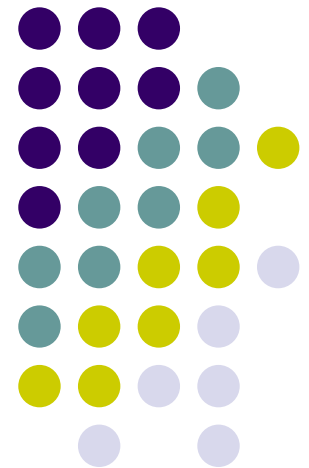


Participants (cont.)

- Using Rubrics
 - Could determine rubric(s) used and process
 - Recruited—27 students, 3 advisors
 - Finished—9 students, 2 advisors
 - One organization did not fulfill project requirements and all members and advisors were dropped from the project
- Not Using Rubrics
 - Normal functions of organization
 - Recruited—31 students, 3 advisors
 - Finished—19 students, 3 advisors

SLLO Research Project

Instrument



Instrument



- 10 Skill Rubrics
 - Project Management
 - Critical Thinking
 - Delegation
 - Fiscal Responsibility
 - Teams and Groups
 - Verbal Presentations
 - Written Communication
 - Diversity
 - Interpersonal Communication
 - Effective Meetings
- Content Analysis to identify primary skills (41 primary skills)



Instrument (cont.)

- Example – Written Communication
 - Skills on the rubric
 - Consistently provides a clear main idea supported by rich, vivid, and powerful details
 - Written work has clear and appropriate beginning, development and conclusion. Main idea is clearly communicated. Paragraphs and transitions are clear and appropriate.
 - Written work provides in-depth coverage of the topic. Assumptions or claims are clearly supported by evidence.
 - Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and/or capitalization.



Instrument (cont.)

- Example – Written Communication
 - Primary Skills for the research instrument
 - Organizing thoughts before sharing them with others
 - Selecting the appropriate style of communication depending on who they are interacting with
 - Selecting the appropriate tone of communication depending on who they are interacting with

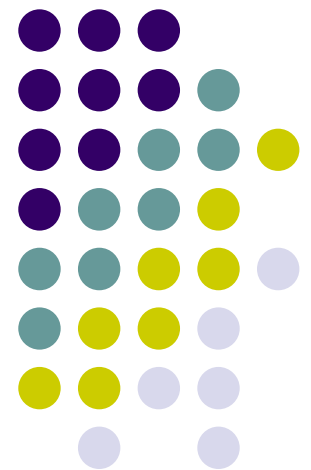


Instrument (cont.)

- Once primary skills were identified, they were grouped into primary skill sets:
 - Information Management (4 statements)
 - Appraising a Situation (4 statements)
 - Group Dynamics (5 statements)
 - Organization Mission, Goals, and Procedures (9 statements)
 - Self Management (6 statements)
 - Delegating (5 statements)
 - Communication (4 statements)
 - Time Management (4 statements)

SLLO Research Project

Methodology





Methodology

- Students and Advisors completed assessments at three points:
 - October 2007 (Beginning)
 - February 2008 (Midpoint)
 - April 2008 (End)
- All assessments were web-based and designed specifically for either students or advisors (two versions)



Methodology (cont.)

- For each of the 41 skill statements, students were asked to:
 - Identify their proficiency
 - High Proficiency (can perform without guidance)
 - Moderate Proficiency (can perform with some guidance)
 - Limited Proficiency (can perform with significant guidance)
 - No Proficiency (cannot perform)
 - Identify the importance of the skill to their role in the student organization
 - Essential, Very Important, Somewhat Important, Not Important
 - Identify the importance of the skill to their future goals
 - Essential, Very important, Somewhat Important, Not Important

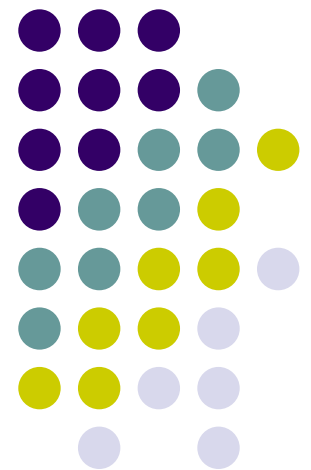


Methodology (cont.)

- For each of the 41 skill statements, advisors were asked to:
 - Identify each student's proficiency
 - High Proficiency (can perform without guidance)
 - Moderate Proficiency (can perform with some guidance)
 - Limited Proficiency (can perform with significant guidance)
 - No Proficiency (cannot perform)
 - Identify the importance of the skill to the student's role in the student organization
 - Essential, Very Important, Somewhat Important, Not Important

SLLO Research Project

Analysis





Analysis

- Qualitative Data
 - Content analysis
- Quantitative Data
 - Differences between groups
 - Each primary skill statement
 - Each primary skill group (composite scores)
 - Cronbach's alpha—measuring internal consistency reliability for the strength of the relationship among the items within the scale.
 - Proficiency scales (Range--.63 to .85)
 - Importance to position (Range--.60 to .82)
 - Importance to future (Range--.51 to .81)
 - Statements corresponding to rubric use

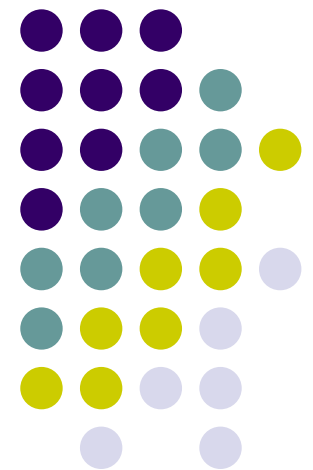


Limitations

- Only a small portion of the organizations on campus were used
- Some differences that cannot be accounted for (organizational culture, leadership styles, etc.) could have been influential on the results
- One organization had to be removed because members and advisor did not complete the project requirements
- Several individuals dropped out of the project during the year
- The project itself may have impacted how students and advisors perceive skill development

SLLO Research Project

Results



Skills Students Bring to Organizations



- Students had moderate to high proficiency in each skill set at the beginning of the year
- Students had the depth and breadth of skills needed for their responsibilities
- Skills may need to be fine-tuned rather than developed from scratch, especially for high-level student leaders

INFORMATION MANAGEMENT

Proficiency Sub-scale

Minimum possible value = 4; Maximum possible value = 16

Original Item Scale: 1| No Proficiency 2| Limited Proficiency 3| Moderate

Proficiency 4| High Proficiency

Information Management - Proficiency		N	Mean	SD	95%CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	8	13.38	1.19	12.38	14.37	11	15
	February 2008	9	14.00	1.41	12.91	15.09	12	16
	April 2008	9	14.22	1.48	13.08	15.36	12	16
Rubric - Advisors	October 2007	8	11.75	3.01	9.23	14.27	9	16
	February 2008	9	13.22	2.59	11.23	15.21	8	16
	April 2008	8	13.13	2.53	11.01	15.24	9	16
Non-Rubric Students	October 2007	18	13.50	1.92	12.55	14.45	10	16
	February 2008	19	13.63	2.06	12.64	14.62	11	16
	April 2008	19	13.58	1.95	12.64	14.52	10	16
Non-Rubric Advisors	October 2007	18	11.89	2.65	10.57	13.21	7	16
	February 2008	18	13.17	2.85	11.75	14.59	8	16
	April 2008	17	13.71	2.31	12.52	14.89	8	16

GROUP DYNAMICS

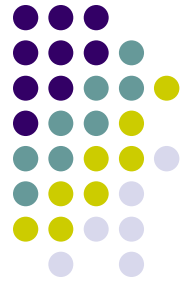
Proficiency Sub-scale

Minimum possible value = 5; Maximum possible value = 20

Original Item Scale: 1| No Proficiency 2| Limited Proficiency 3| Moderate Proficiency 4| High Proficiency

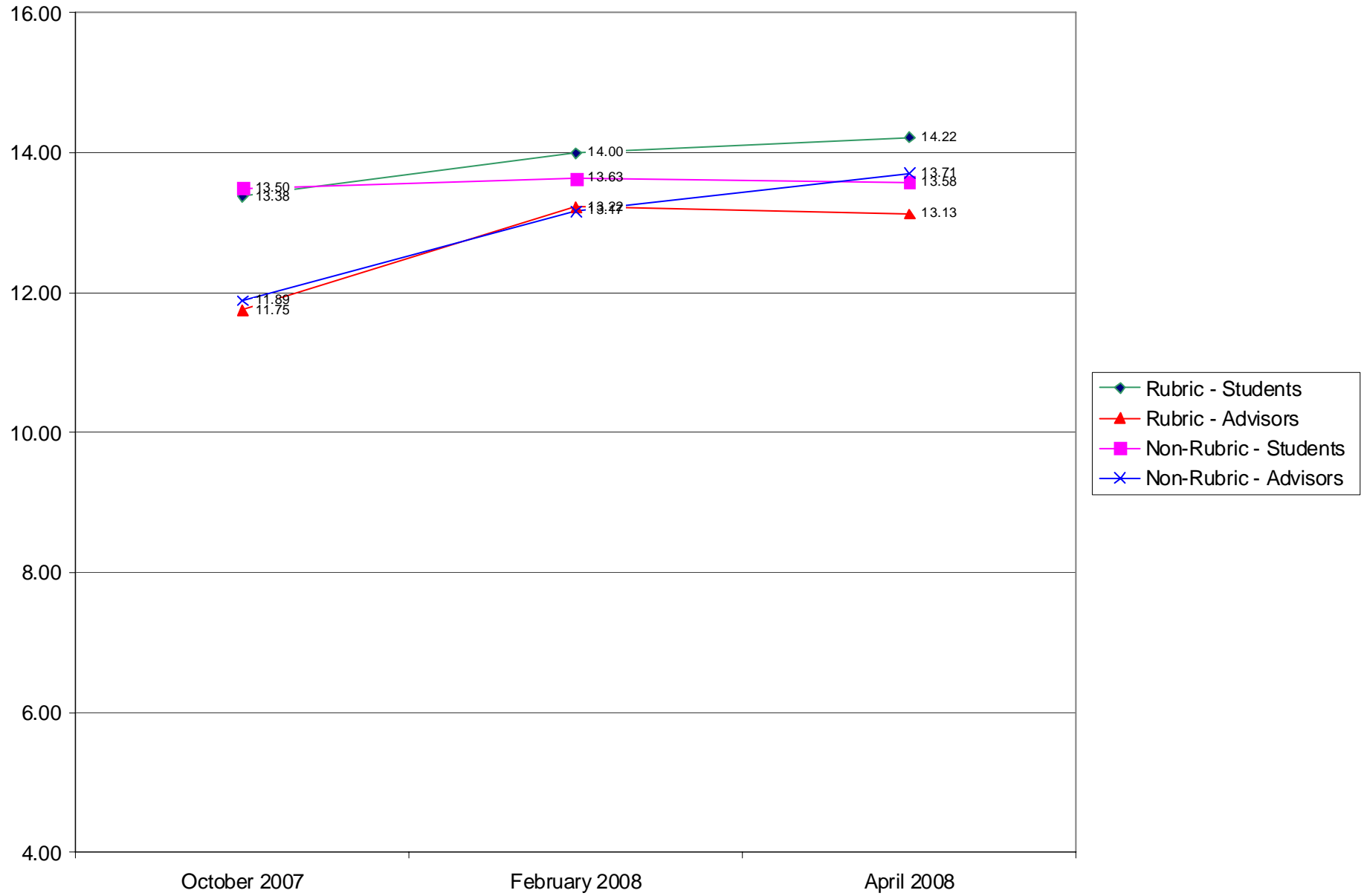
Group Dynamics - Proficiency		N	Mean	SD	95%CI for Mean		Min	Max
					Lower	Upper		
Rubric - Students	October 2007	9	16.11	1.17	15.21	17.01	14	18
	February 2008	9	14.33	1.22	13.39	15.27	13	17
	April 2008	9	16.56	1.42	15.46	17.65	15	19
Rubric - Advisors	October 2007	8	14.00	2.07	12.27	15.73	11	17
	February 2008	8	15.00	2.27	13.10	16.90	12	18
	April 2008	9	15.78	2.77	13.65	17.91	11	20
Non-Rubric Students	October 2007	19	16.16	1.89	15.25	17.07	12	19
	February 2008	18	15.83	2.43	14.62	17.04	12	20
	April 2008	19	16.32	1.80	15.45	17.18	14	20
Non-Rubric Advisors	October 2007	14	14.14	2.63	12.63	15.66	10	18
	February 2008	17	14.59	3.26	12.91	16.26	7	18
	April 2008	18	15.61	3.55	13.85	17.38	9	19

Differences Between Student and Advisor Assessments

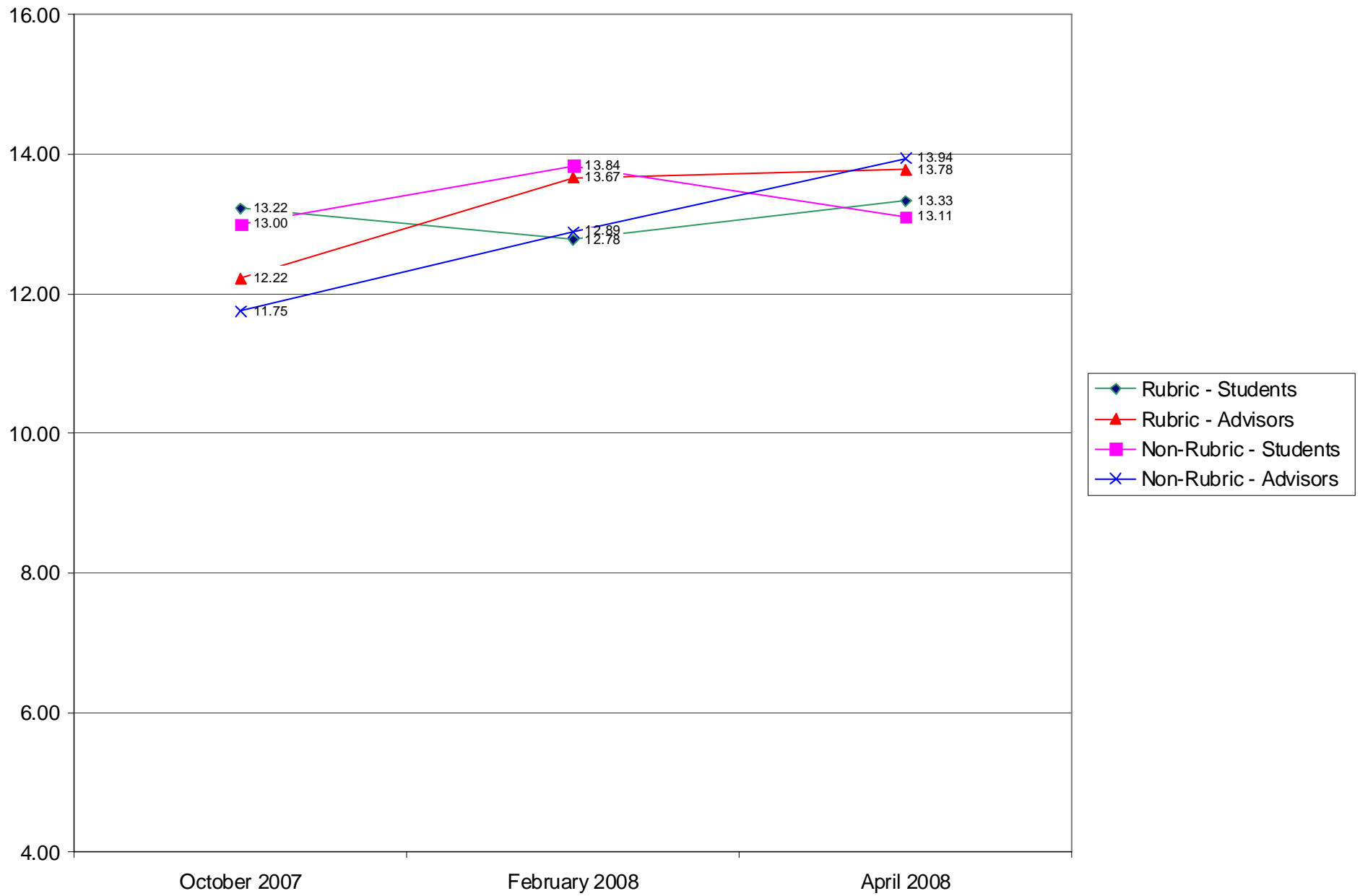


- Very few statistical differences were found between students and advisors on proficiency ratings
- Students and advisors tended to be further apart at the beginning of the year before coming closer together by the end of the year

INFORMATION MANAGEMENT - Proficiency Sub-scale (Minimum possible value = 4; Maximum possible value = 16)



APPRAISING A SITUATION - Proficiency Sub-scale (Minimum possible value = 4; Maximum possible value = 16)

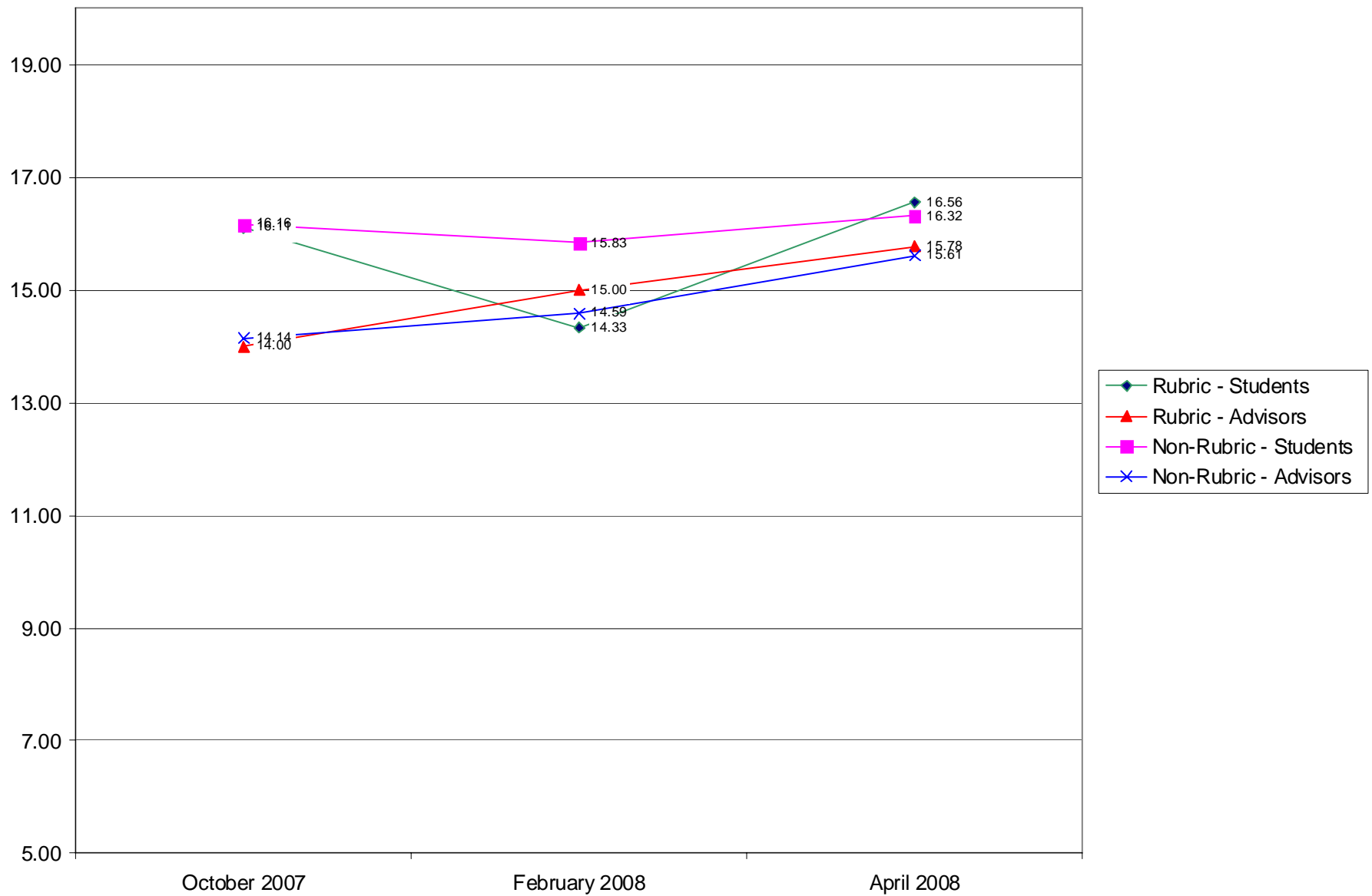


Differences Between Rubric and Non-Rubric Use

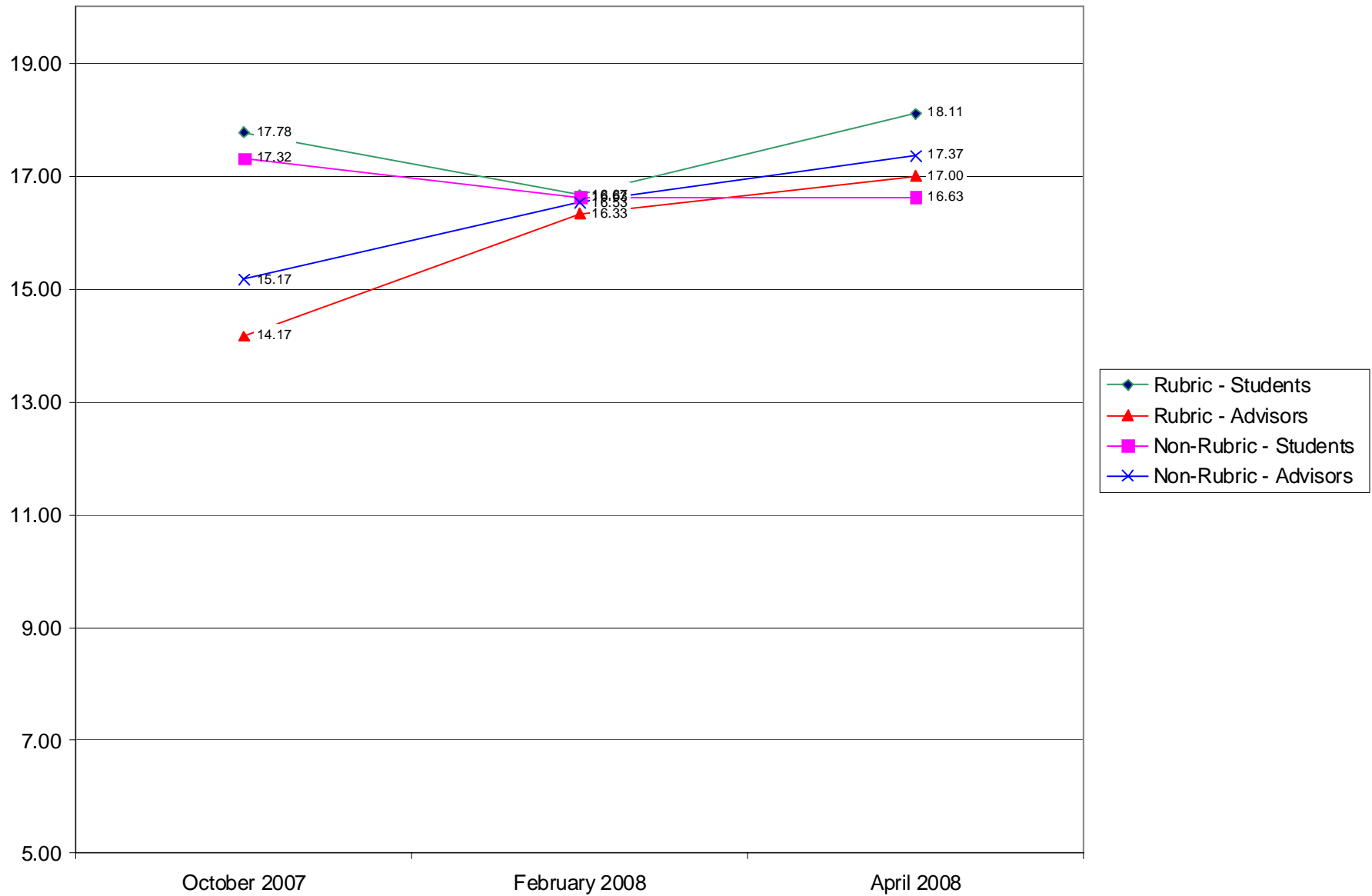


- Very few statistical differences were found for proficiency of skills between rubric and non-rubric use
- Advisors tended to increase steadily in their proficiency ratings for students regardless of whether or not they used rubrics
- Rubric Students tended to start high before adjusting down at the midpoint or end
- Non-Rubric Students tended to remain consistent in their proficiency ratings throughout the year

GROUP DYNAMICS - Proficiency Sub-scale (Minimum possible value = 5; Maximum possible value = 20)



SUPERVISING OTHERS - Proficiency Sub-scale (Minimum possible value = 5; Maximum possible value = 20)



Differences Between Rubric and Non-Rubric Use (cont.)



- Describe key points from your conversations with this student during the year
 - Advisors - no differences in the topics they described regardless of whether or not they used a rubric
 - RUBRIC USE
 - “Highlighted her inability to share feedback”
 - “Ability to say no”
 - “We used the SLLO rubrics to determine what skills she developed and then translated those onto her resume”
 - NON-RUBRIC USE
 - “Having realistic expectations of others”
 - “Asking for help”
 - “Balancing multiple commitments”

Differences Between Rubric and Non-Rubric Use (cont.)



- Describe key points from the conversations with your advisor during the year
 - Rubric Students used similar language as advisors and described specific learning that occurred
 - Non-Rubric Students described broader concepts such as support and organizational business
 - RUBRIC USE
 - “Working on skill transience from inside the organization to future goals and work”
 - “Speaking more clearly”
 - “Also to work on keeping everyone informed on my job so that they know what I am doing at the time”
 - “I have also discovered a lot about how I am perceived by others”
 - NON-RUBRIC USE
 - “She is constantly providing...encouragement for all areas of my life”
 - “Exec meetings are where we get most of our business done, and [our advisor] is always there contributing to our discussions”
 - “Keep learning to try different things”
 - “Talking about...the proper behavior in situations that I was unfamiliar with”

Differences Between Rubric and Non-Rubric Use (cont.)



- Do you believe the conversations with your advisor were beneficial to your development? Please explain your response.
 - All students believed the conversations were beneficial
 - RUBRIC USE
 - “Being aware of my actions made me more aware of my development”
 - “I did not realize that these were issues people had with me”
 - “By realizing what my weaknesses were I was able to build them throughout the year”
 - NON-RUBRIC USE
 - “It taught me to think over everything before actually setting it in stone”
 - “Helped me learn to look at different ways to respond to people and work with people”
 - “He helped with my 5 strengths and how to use them to my advantage”

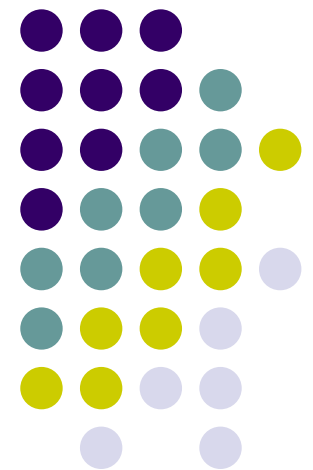


Other Findings

- Students and advisors believed that each skill was very important or essential to the positions within the organizations
- All students believed that each skill was very important or essential to their future goals
- Advisors thought the process of rating students' skills was easier as the year progressed
- Advisors who used a rubric were more likely to say that their ratings on the instrument had been consistent during the year compared to the advisors who did not use a rubric

SLLO Research Project

Implications



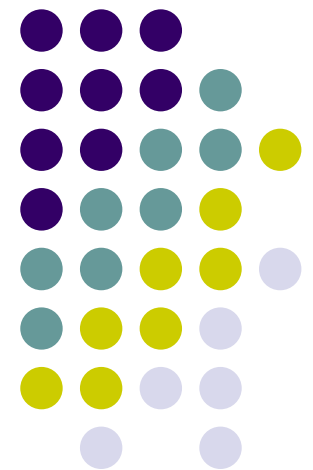


Research into Practice

- While rubric use does not seem to significantly change the learning process for student leaders, it may provide enough of a change to begin shifting how students view learning outside of a classroom
 - May provide a common language between advisors and students
 - May provide an opening for ongoing feedback
 - May help focus on a specific skill rather than general development
 - May help students take control of their own learning

SLLO Research Project

Future Directions

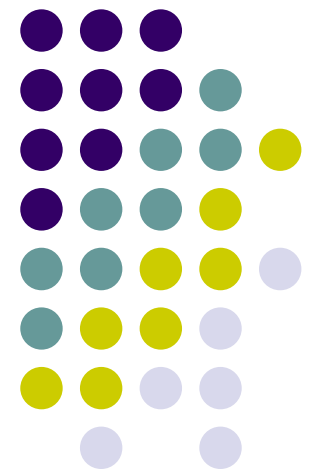




Project Assessment

- Interviews and focus groups in 2008-2009
 - Students
 - Used SLLO for two or more years
 - Using SLLO for the first time
 - Advisors
 - Used SLLO for two or more years
 - Using SLLO for the first time
- Establishment of an assessment plan
 - Advisor feedback
 - Student learning

Discussion and Questions



Assessing Student Learning in the Co-Curricular

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