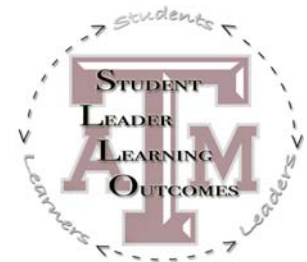


Documenting Student Learning in the Co-Curricular

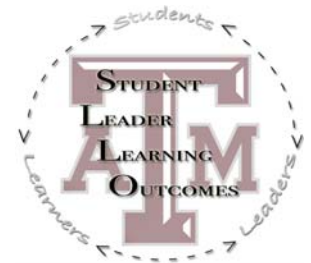
ACPA

April 1, 2008

Presenters: Sandi Osters, Peggy Holzweiss, Sarah Edwards



History of the Project





History and Background

- 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?

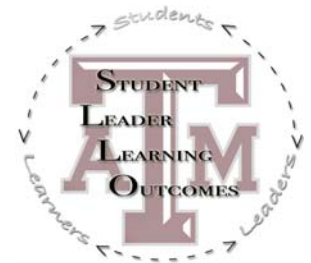


History and Background (cont.)

□ 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
- And more!!!

Student Leader Learning Outcomes (SLLO)





Purpose of 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



Learning and Development

- 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

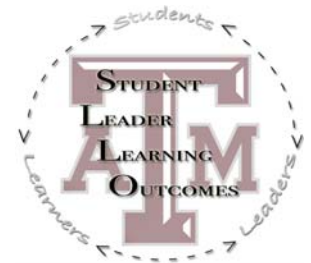
- Involvement
 - Open membership
 - Not part of anyone's job description
 - Cross-functional and collaborative
- Organization
 - Subcommittees for rubric development
 - Subcommittee for marketing and outreach
 - Subcommittee for orientation and training
 - Subcommittee for meta-assessment
 - SLLO meetings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



SLLO Membership to Date

- 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

Rubrics as Assessment Tools





Rubric Development Process

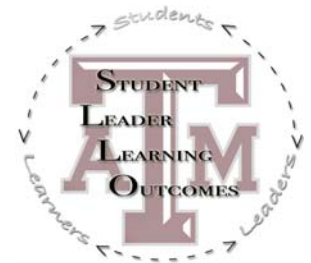
- ❑ Define the skill
- ❑ Identify outcomes
- ❑ Search for resources/theories
- ❑ Adapt existing resources or create a new rubric
- ❑ Ensure cohesion between outcomes and rubric
- ❑ Seek feedback on the rubric
- ❑ Pilot test the rubric



Rubrics for Your Campus

- ❑ Look at the rubric handout you received
- ❑ What does it mean for your institution and culture?
- ❑ Define the skill set for your campus
- ❑ Define the outcomes for the skill set
- ❑ What are some resources you would use?
- ❑ How would you assess the skill set?

Research Project





Research Project

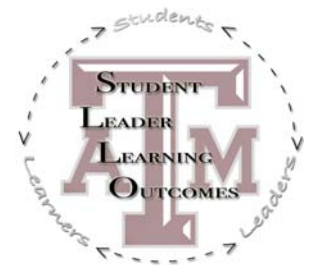
- Created skills assessment instrument based on rubrics
- Assessing three times (Oct 2007, Feb 2008, April 2008)
- Student self-ratings & Advisors' ratings of students
- Participants
 - 6 high-profile student organizations specifically selected for project
 - 3 organizations using rubrics
 - 3 not using rubrics



Research Questions

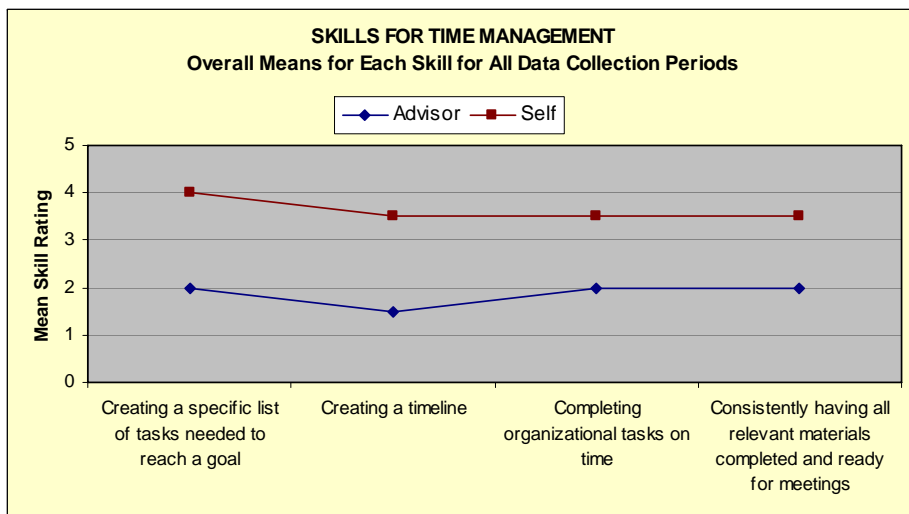
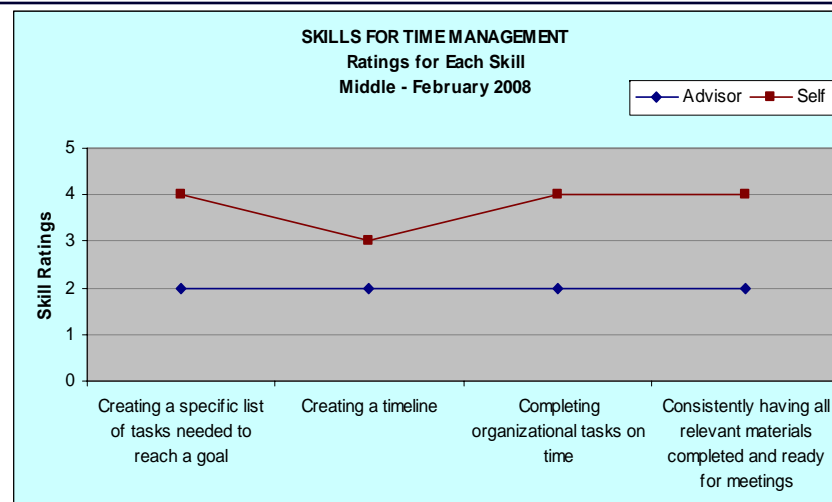
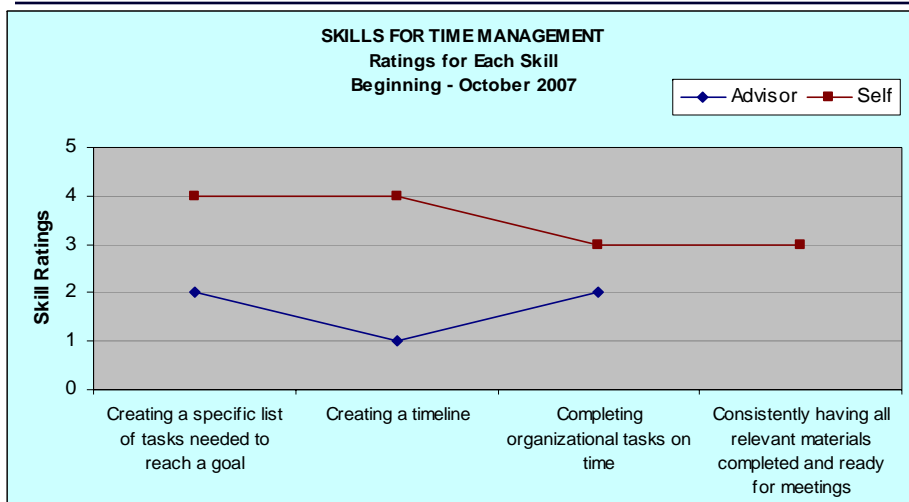
- Is there change (either direction) in assessed skill development during the year with student leaders?
- Are there differences between self-assessments and advisor-assessments on skill development?
- What difference do the rubrics make to the assessments of skill development?

Preliminary Example



Individual Results:

Female, Communications Executive, Leadership Organization



Scale:

4=High Proficiency

3=Moderate Proficiency

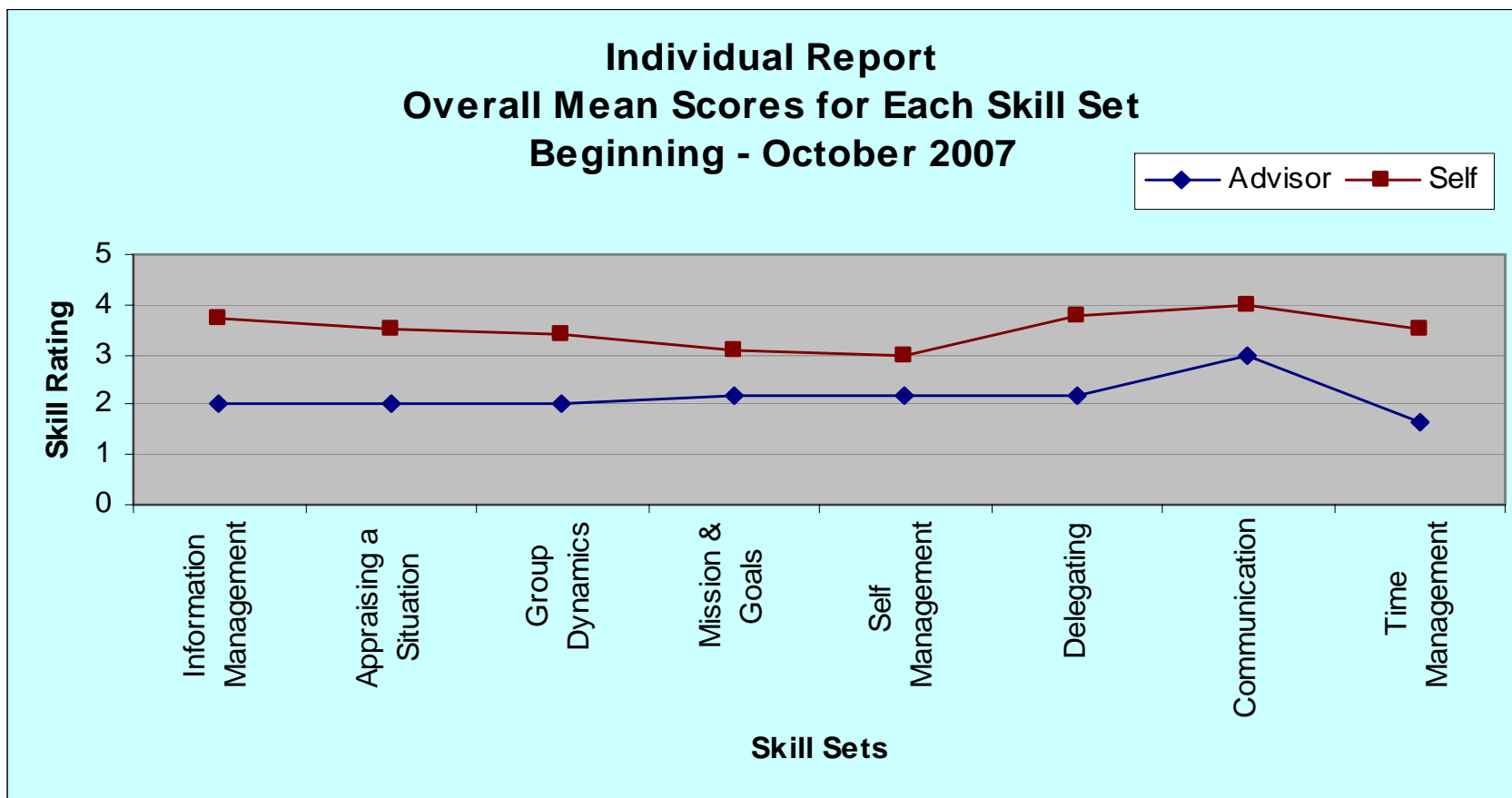
2=Limited Proficiency

1=No Proficiency

Preliminary Data includes ratings for October 2007 and February 2008 only.

Individual Results:

Female, Communications Executive, Leadership Organization

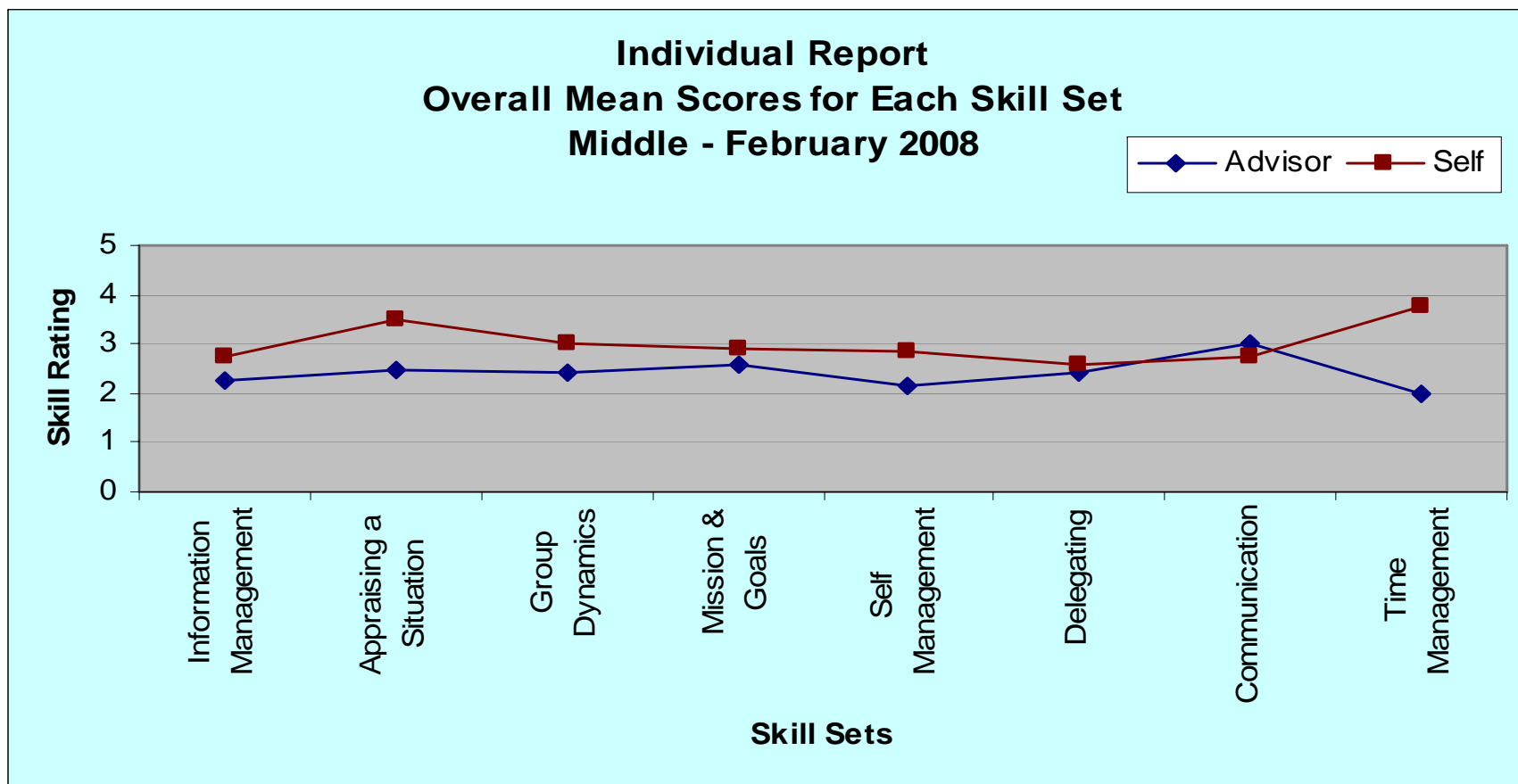


Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

Preliminary Data includes ratings for October 2007 and February 2008 only.

Individual Results:

Female, Communications Executive, Leadership Organization

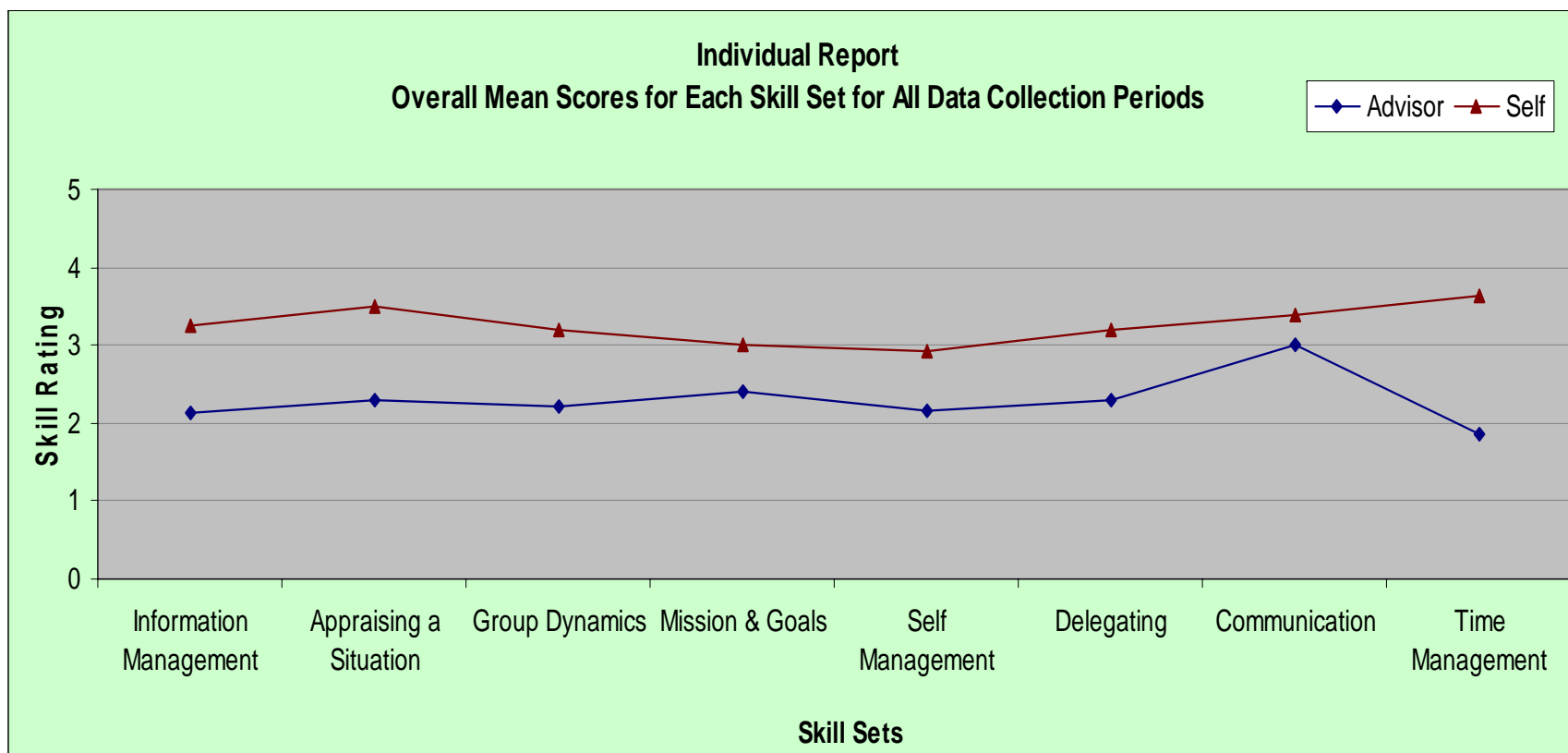


Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

Preliminary Data includes ratings for October 2007 and February 2008 only.

Individual Results:

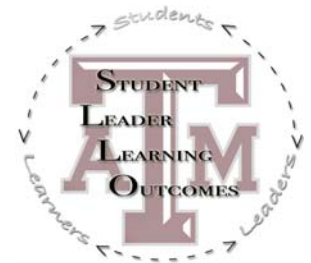
Female, Communications Executive, Leadership Organization



Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

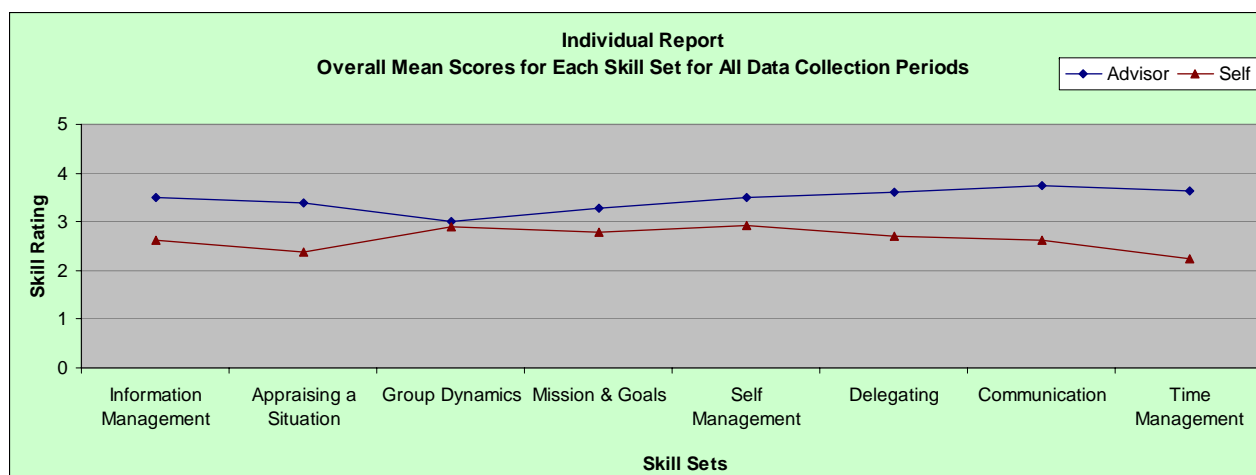
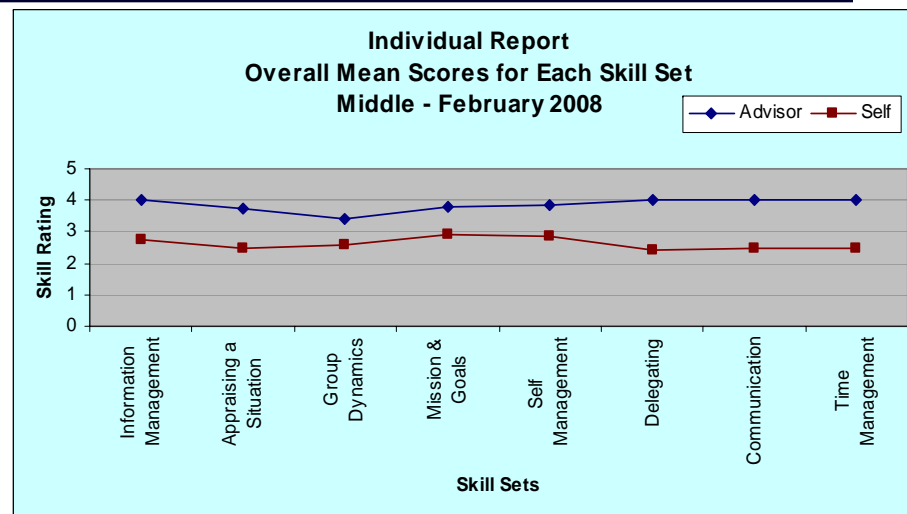
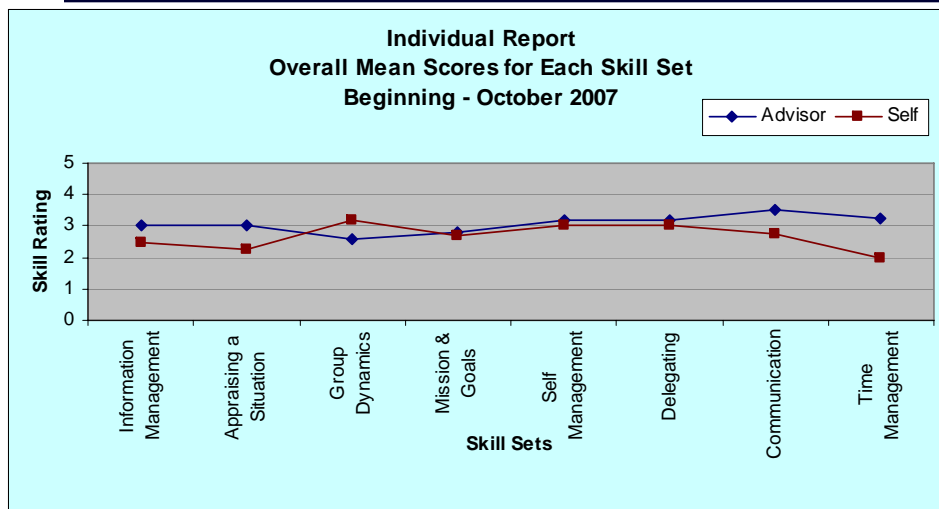
Preliminary Data includes ratings for October 2007 and February 2008 only.

Preliminary Results: Not Using Rubrics



Not Using Rubrics—Student A

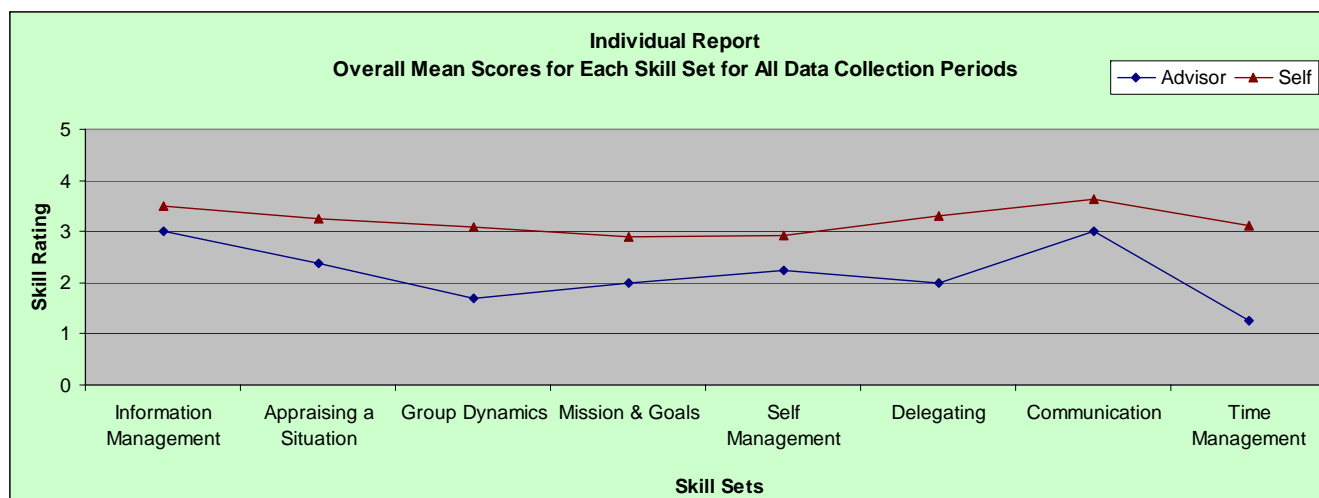
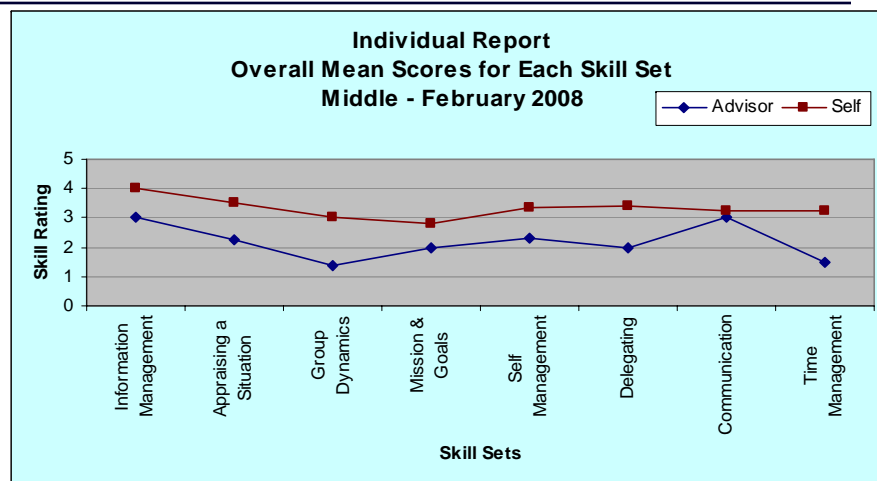
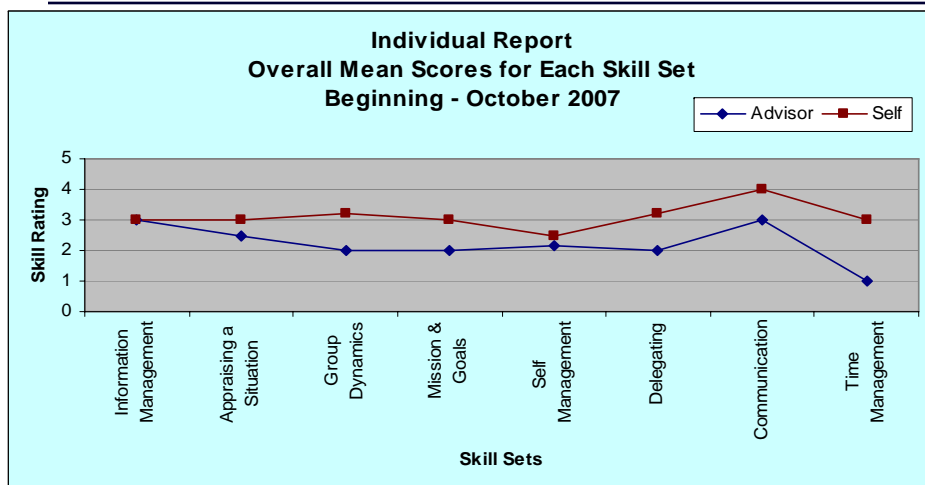
Female, President, Service Organization



Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

Not Using Rubrics—Student B

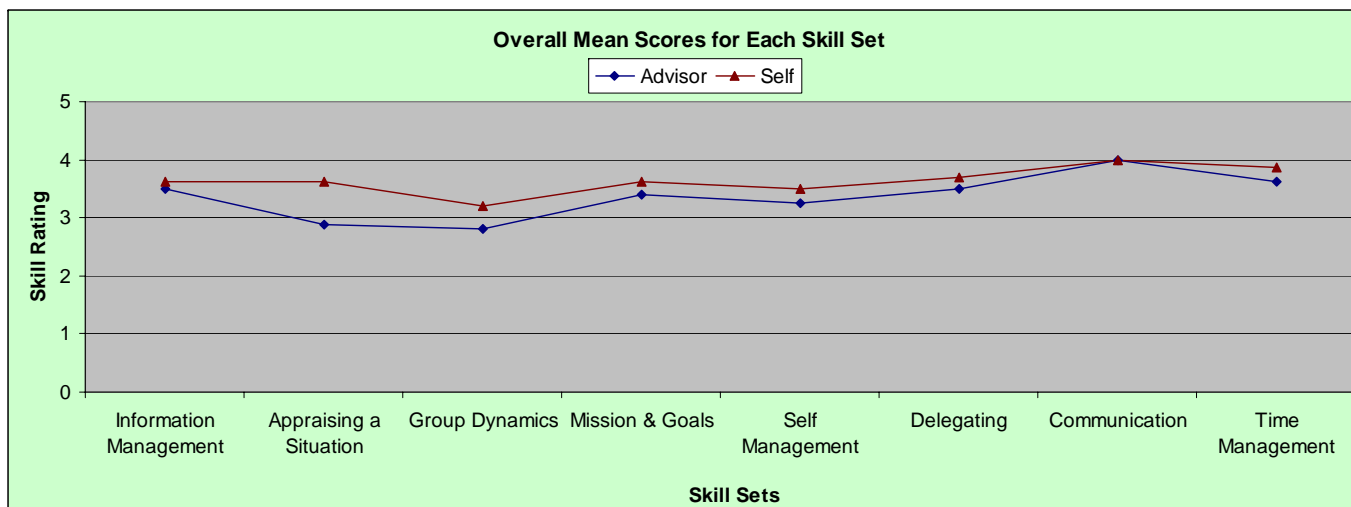
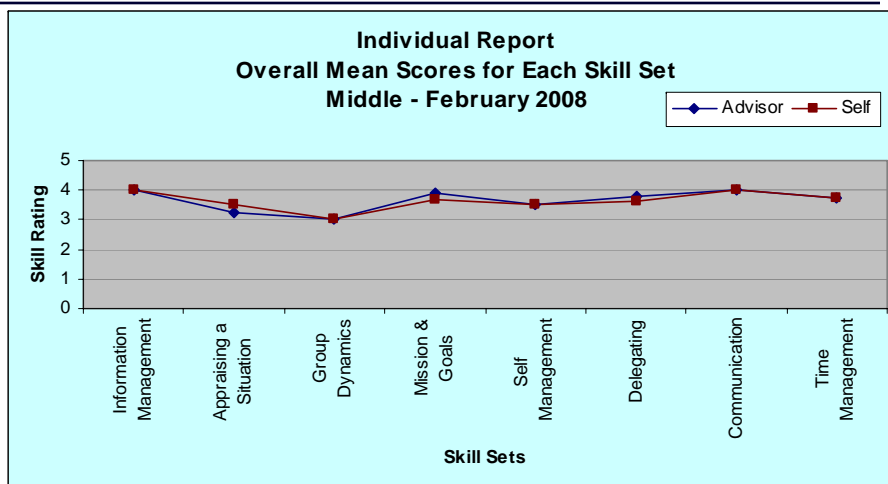
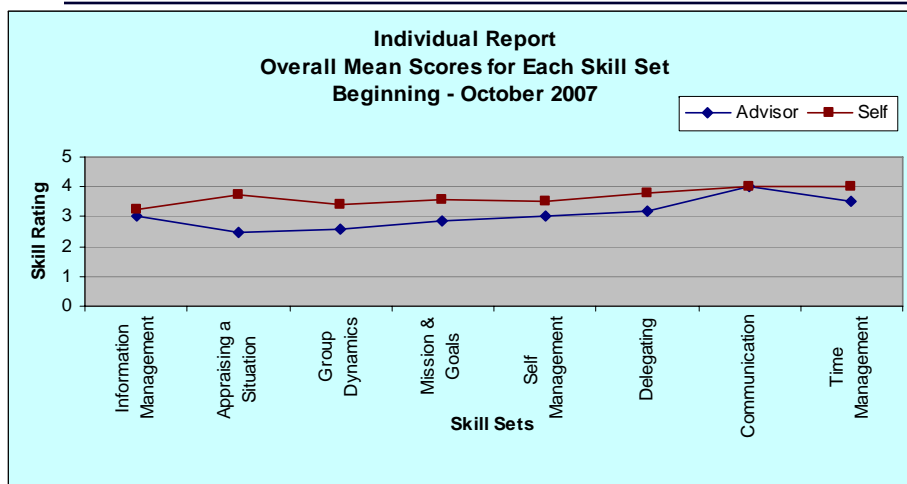
Male, Marketing Executive, Leadership Organization



Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

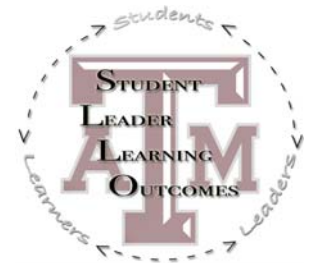
Not Using Rubrics—Student C

Female, Membership Executive, Service Organization



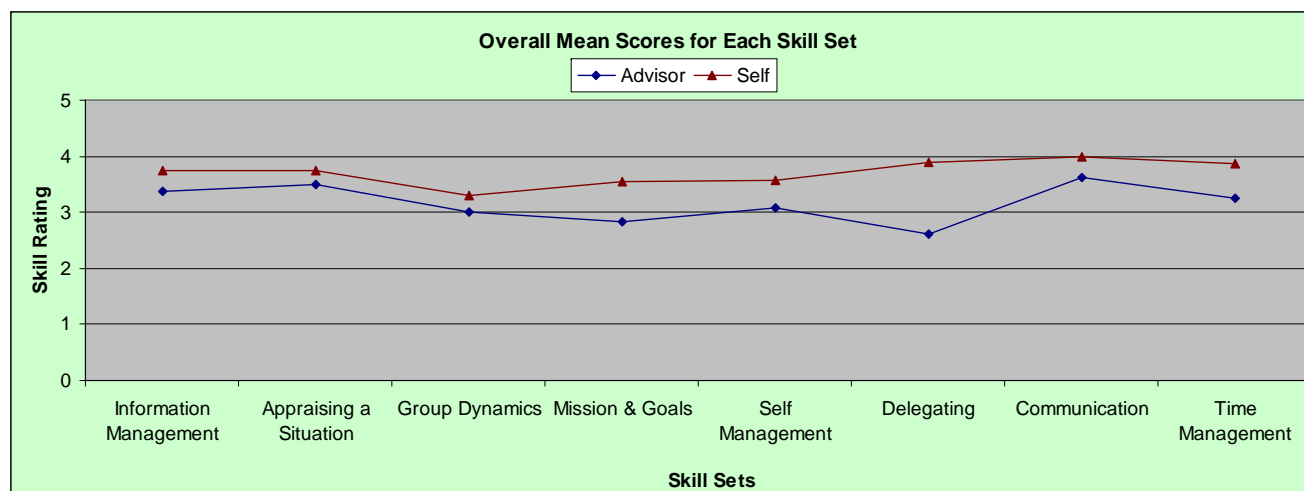
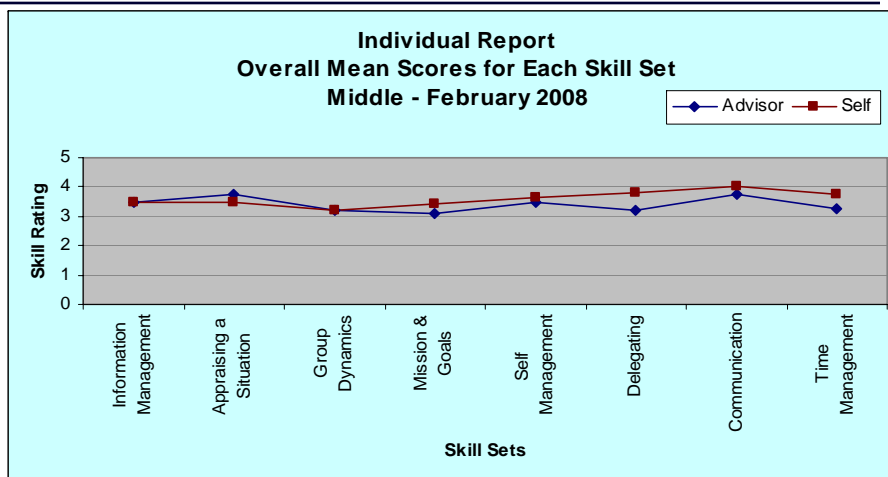
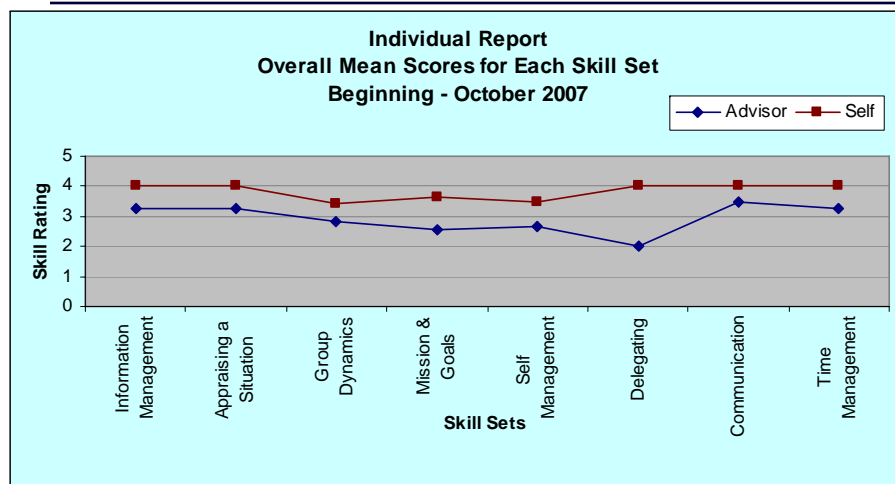
Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

Preliminary Results: Using Rubrics



Using Rubrics – Student A

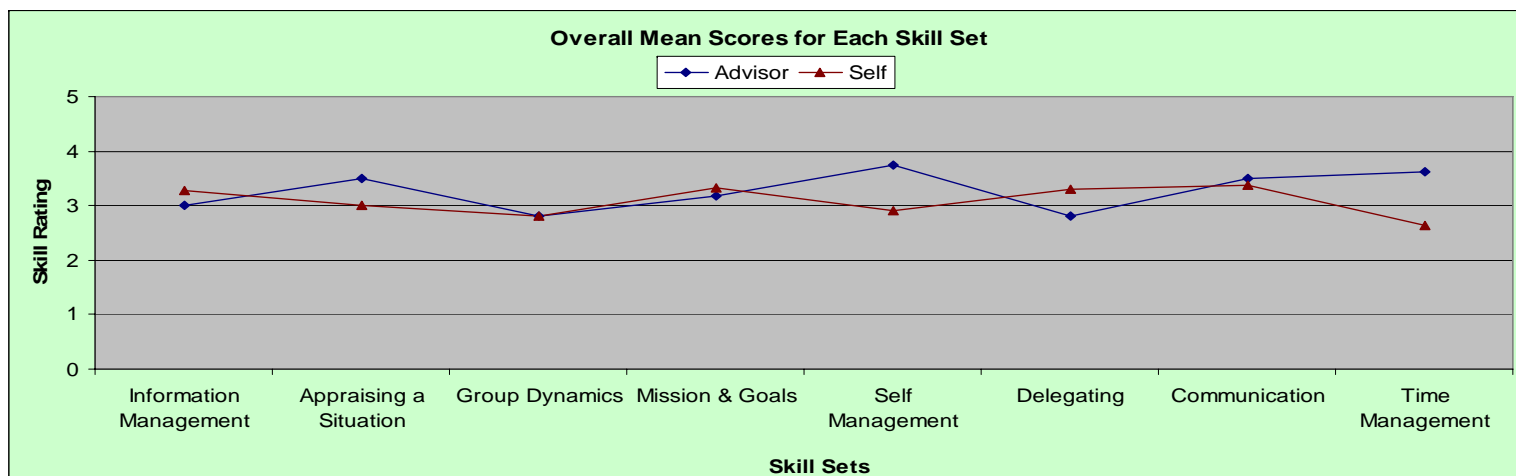
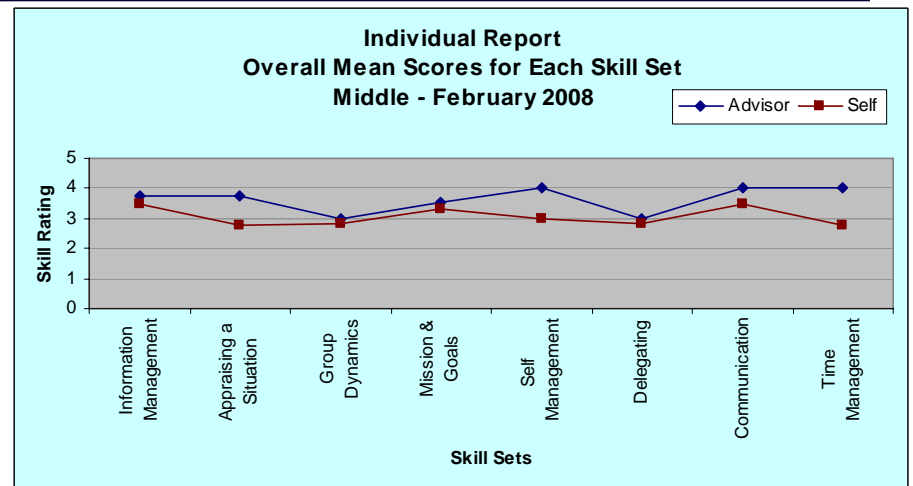
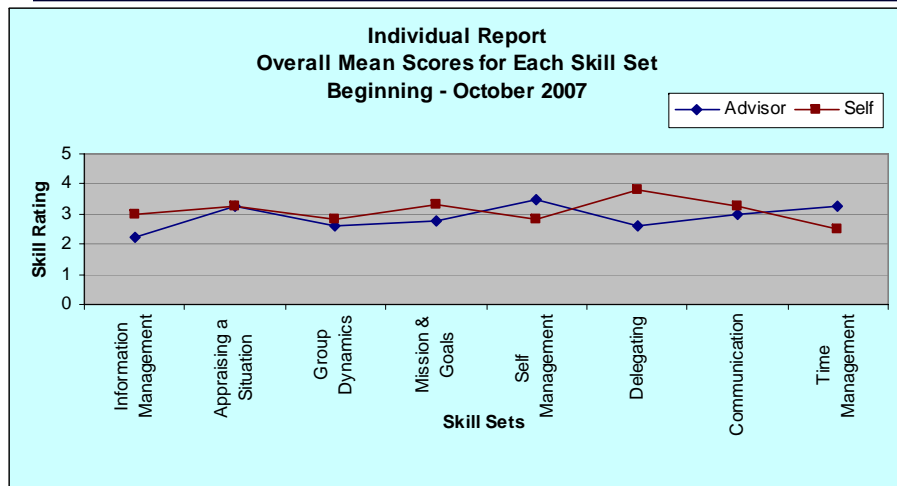
Male, President, Orientation Organization



Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

Using Rubrics—Student B

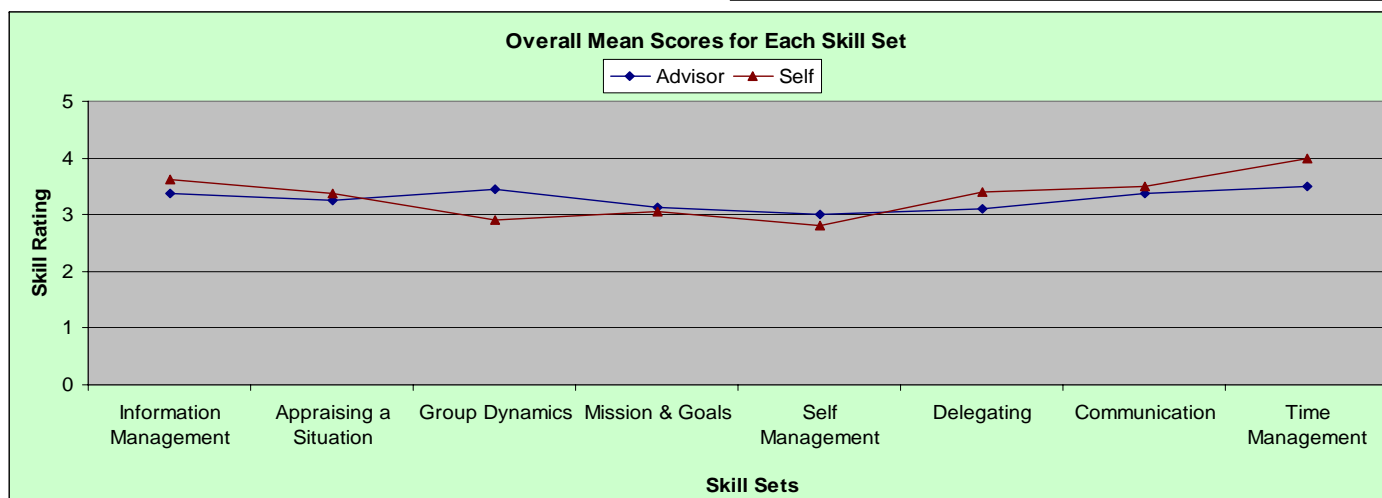
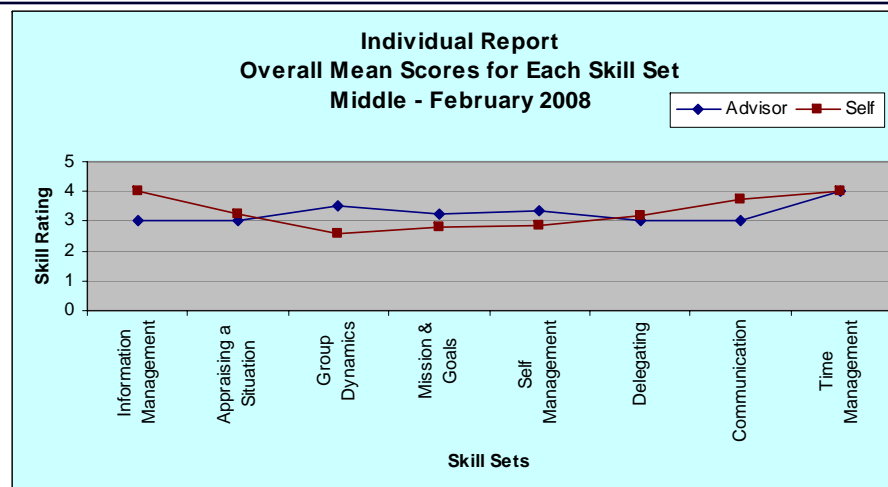
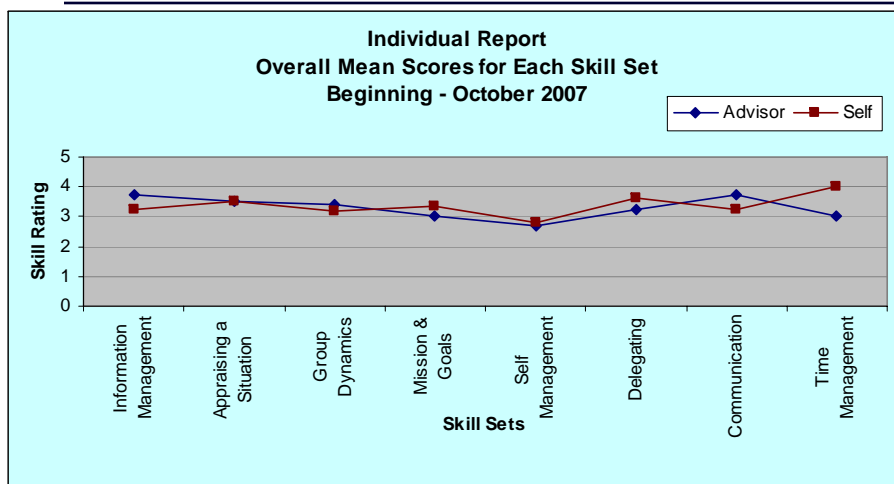
Female, Project Director, Leadership Organization



Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

Using Rubrics—Student C

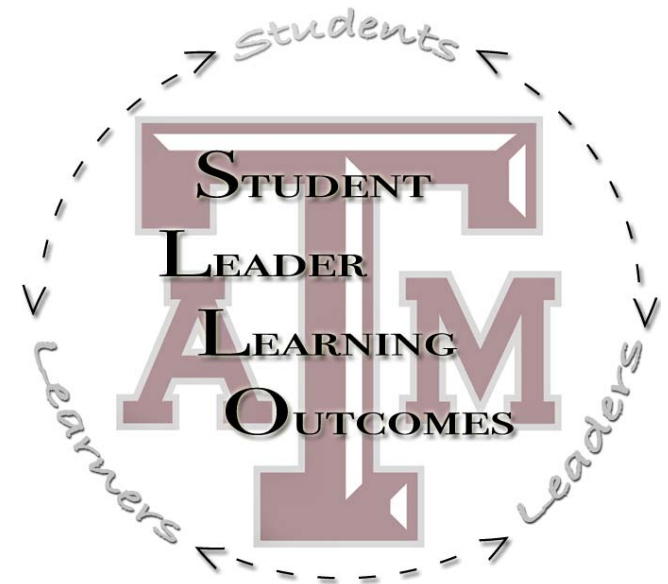
Female, Marketing, Orientation Organization



Scale: 4=High Proficiency, 3=Moderate Proficiency, 2=Limited Proficiency, 1=No Proficiency

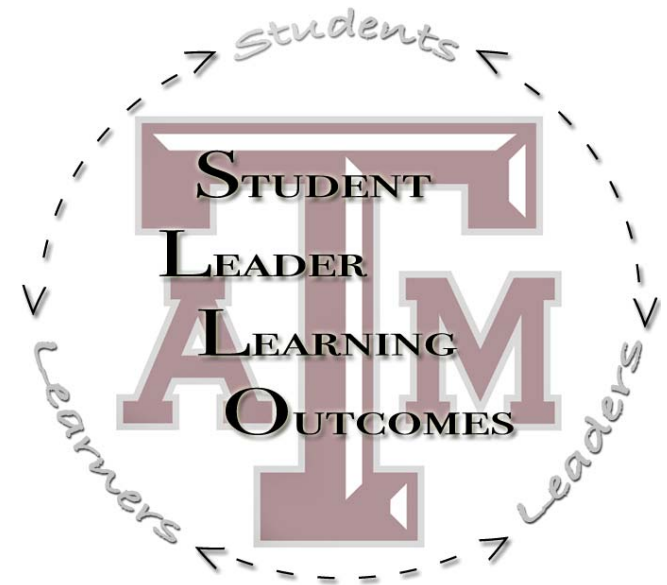
Things We Have Learned from SLLO

- Good Practices
 - Flexible and Organic Process
 - Grass Roots and Top Down
 - Collaborative
 - Supports institutional goals
- Challenges We Encountered
 - Flexible and Organic Process
 - Staffing/Responsibility
 - Training versus Orientation
- Emphasis on Student Learning
- Marketing to Students
 - Resumé examples
 - Student testimonials
- Staff Development

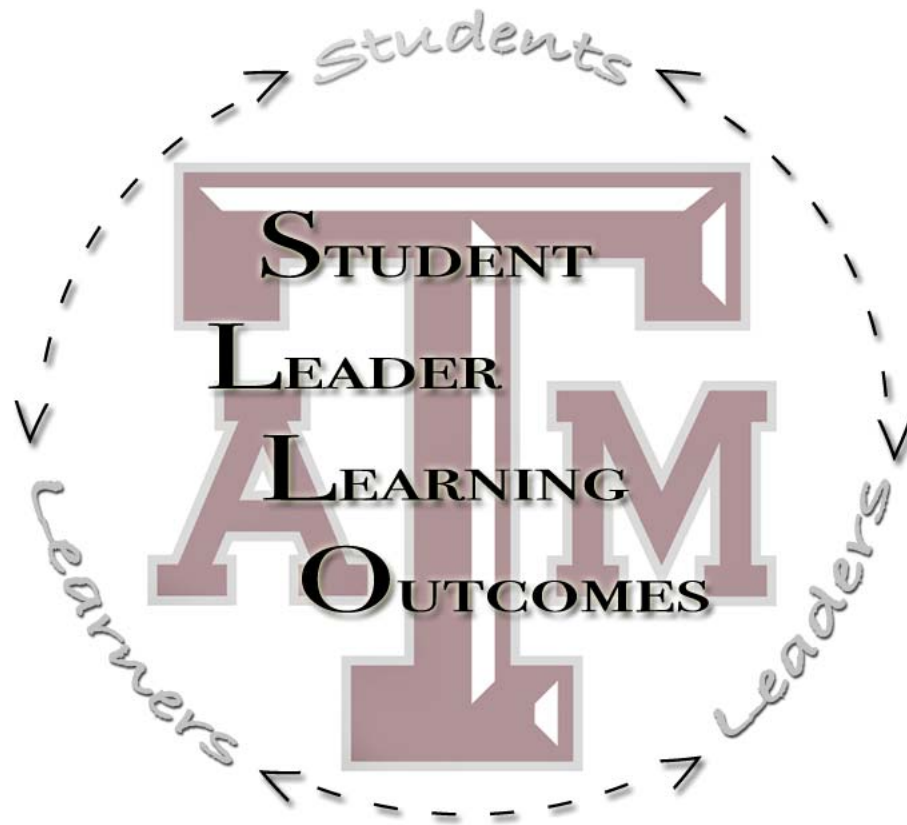


Next Steps

- Assessment
 - Research Project Analysis
 - Focus Groups with Student Leaders
 - Focus Groups with Advisors
- Training
 - Coaching Skills
- Technology
 - E-Portfolio Development
 - User Interface (Blackboard)



Questions?





Contacts

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 - sandio@tamu.edu
- Peggy Holzweiss
 - peggy-h@tamu.edu
- Sarah Edwards
 - sedwards@stuact.tamu.edu
- SLLO Website:
 - <http://studentlifestudies.tamu.edu/>
 - Look for “Student Leader Learning Outcomes” link