

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

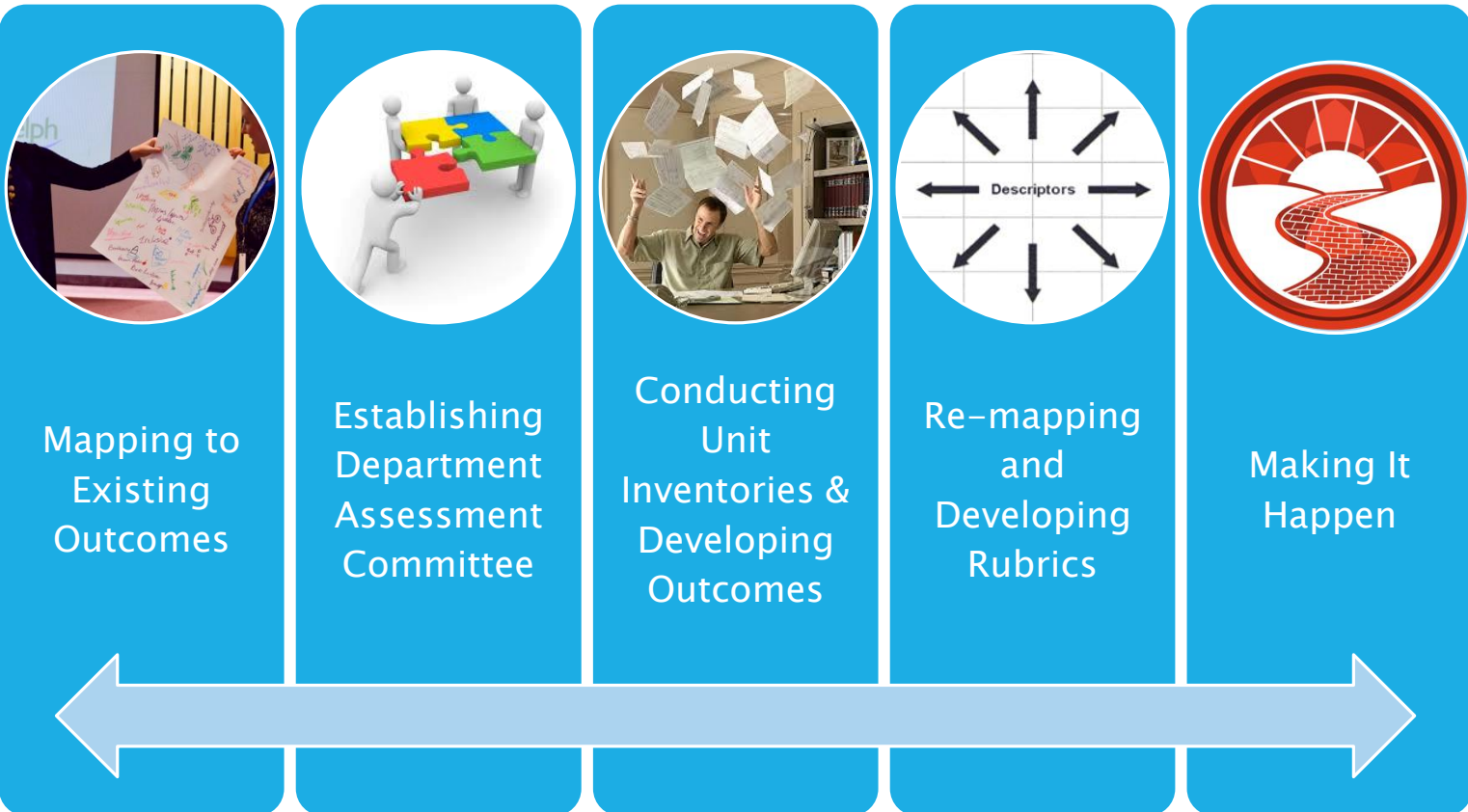
Cara Wehkamp

Manager, Office of Intercultural
Affairs

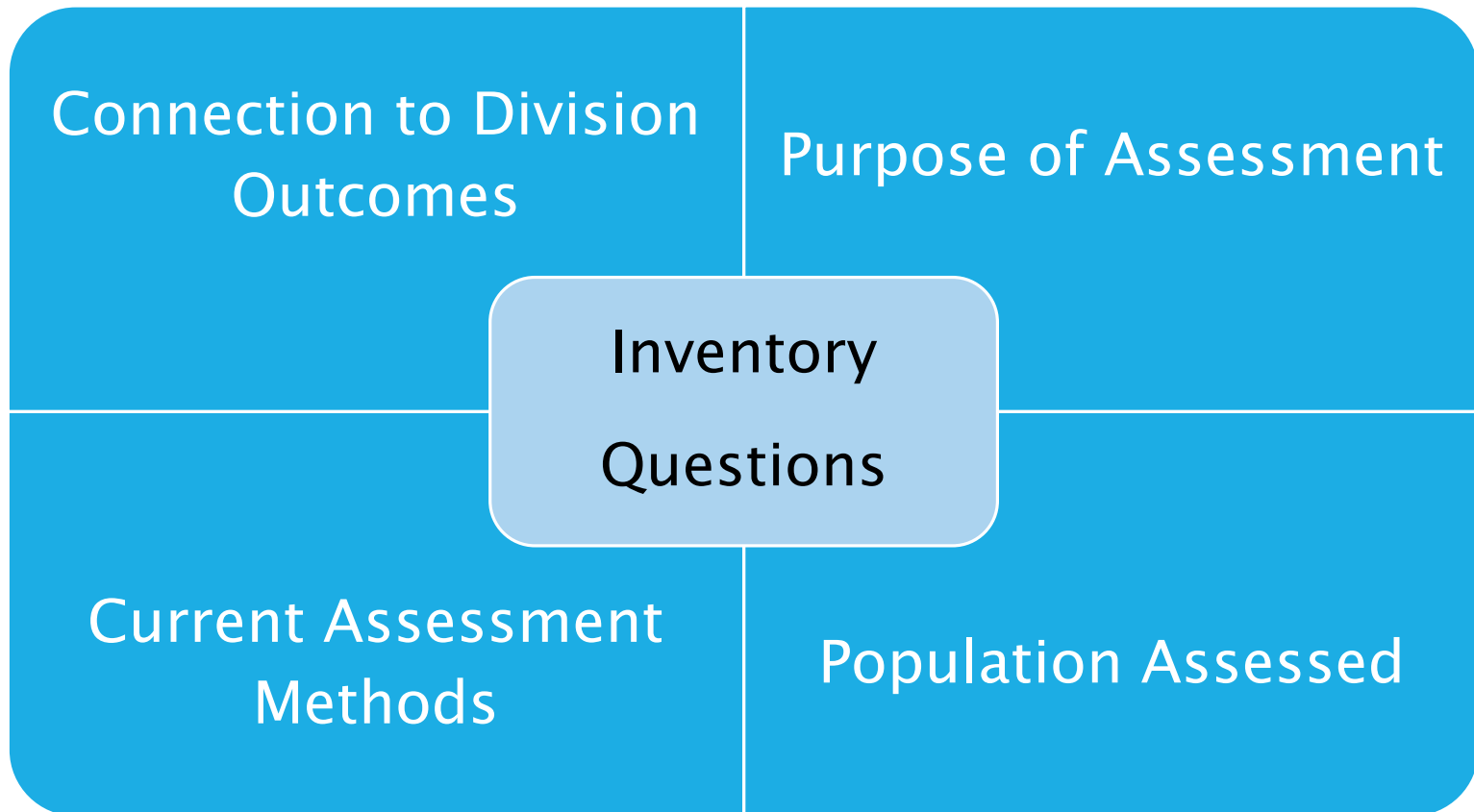


Personal Growth
Experiential Learning
Student-Focused
Community Engagement
Coaching
Holistic
Fostering Diversity and Inclusion
Social Justice
Identity Development
Wellness Education
Leadership
Mentorship
Supportive and Affirming Campus Environments
Cultural
Meaningful Dialogue
Spiritual
Peer Support
Advisement

OUR PROCESS



UNIT PROGRAM INVENTORY



STUDENT LIFE DOMAINS



Life Skills



Sense of Self



Communication



Diversity and
Inclusion



Intercultural
Maturity



Civic
Engagement



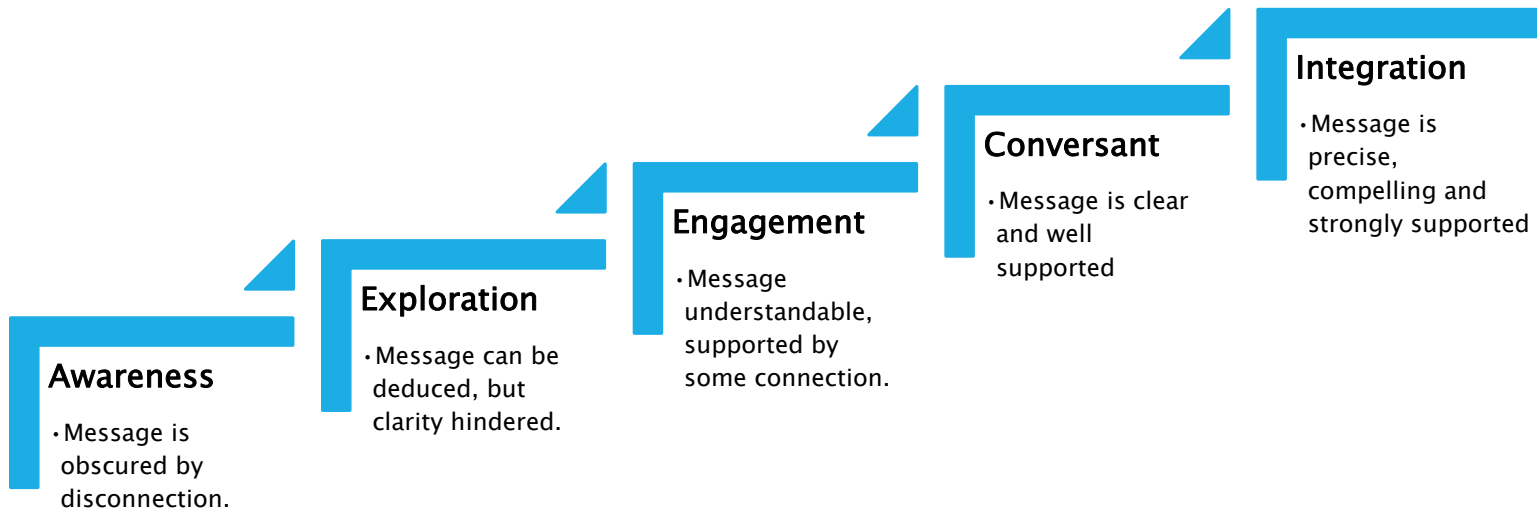
Engagement in
Learning



Leadership

RUBRIC DEVELOPMENT

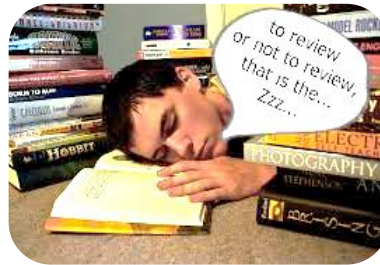
Outcome: Students demonstrate the ability to clearly articulate information, ideas and feelings.



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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Shalom

DZIEN DOBRY

你好

goddag
HELLO

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UNIVERSITY OF
TORONTO

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



Jasper John's Target (1958) taken from:
https://www.nga.gov/exhibitions/2007/johns/johnsinfo_fs.shtm



Mapping Outcomes for a Training Program

	Learning Experience A	Learning Experience B	Learning Experience C	Learning Experience D	Learning Experience E
Learning Outcome #1	Y	Y	Y	N	N
Learning Outcome #2	N	Y	N	N	Y
Learning Outcome #3	N	N	N	N	Y

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



measuring up!

a conversation about assessment and Student Life at the University of Toronto

[ABOUT](#)[WHO WE ARE](#)[PROFESSIONAL DEVELOPMENT](#)[CAMPUS LABS- BASELINE](#)

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...



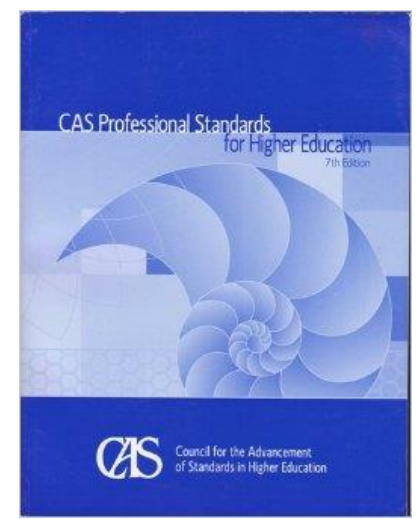
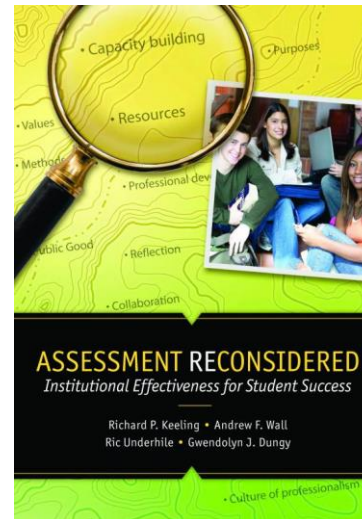
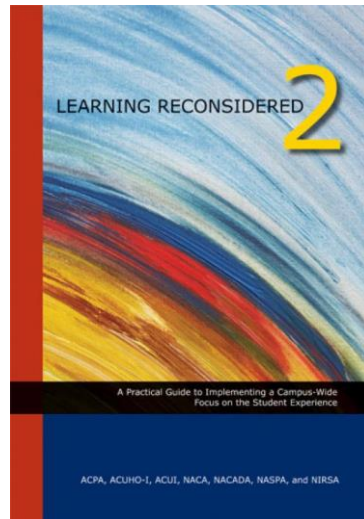
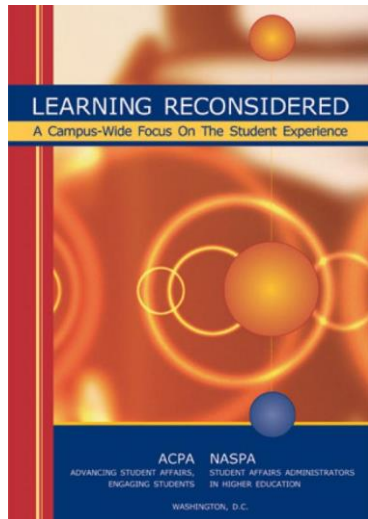
October 2015

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Archives

[October 2015](#)[August 2015](#)[July 2015](#)[June 2015](#)[May 2015](#)[April 2015](#)[March 2015](#)[February 2015](#)[March 2009](#)

Resources



Assessment at NYU

Co-Curricular Assessment in Higher Education

October 29, 2015

Sonia DeLuca Fernández, Ph.D.



NEW YORK UNIVERSITY



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



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?

 **NYU** Global Spiritual Life NetID _____

Define "religious literacy."
What does "religious literacy" mean to you?

Do you participate in events run by any of the following on campus organizations (check all that apply):

- ☐ Bronfman Center for Jewish Student Life
- ☐ Catholic Center
- ☐ Islamic Center
- ☐ Protestant Life Affiliate Network (PLAN)
- ☐ Center for Multicultural Education and Programs
- ☐ LGBTQ Student Center
- ☐ Health Promotion Office
- ☐ Other _____

I identify my gender as _____

I identify my race or ethnicity as _____

Is this the first Global Spiritual Life program you have attended?

- ☐ Yes
- ☐ No




Example

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

- Content, learning
- Writing
- Resource identification

POST-SAFE ZONE

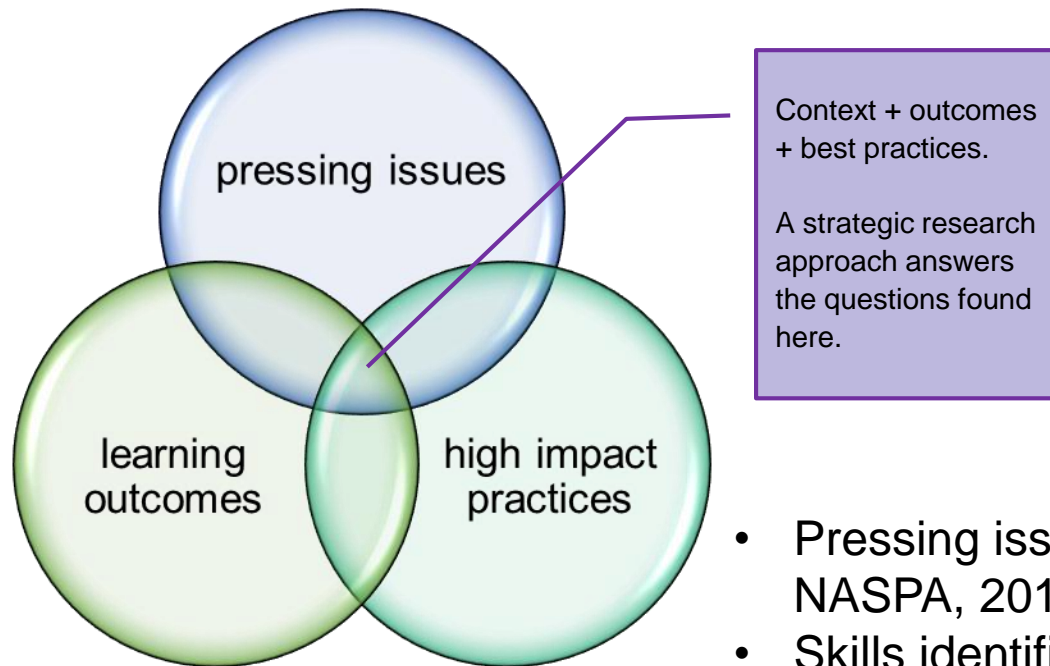


Terminology

- 1) Someone whose gender identity accurately reflects their sex assigned at birth, their bodies, and their gender expression. A similar adjective is gender-normative.
A. Transgender B. Queer C. Cisgender D. Intersex
- 2) A term that applies to attitudes, bias and discrimination in favor of opposite-sex sexuality and relationships.
A. Homophobia B. Heterosexism C. Cissexism D. Androgyny
- 3) An umbrella term referring to a health condition, often present at birth, involving anatomy or physiology that differs from societal expectations of male and female.
A. Intersex B. Transgender or Trans* C. Cross-Dresser D. FTM
- 4) Refers to discriminatory thoughts or practices against those who are perceived to break or blur stereotypical gender roles, expressed as stereotyping, discrimination, harassment and/or violence.



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?



Best Practices in Assessment Approach

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/or 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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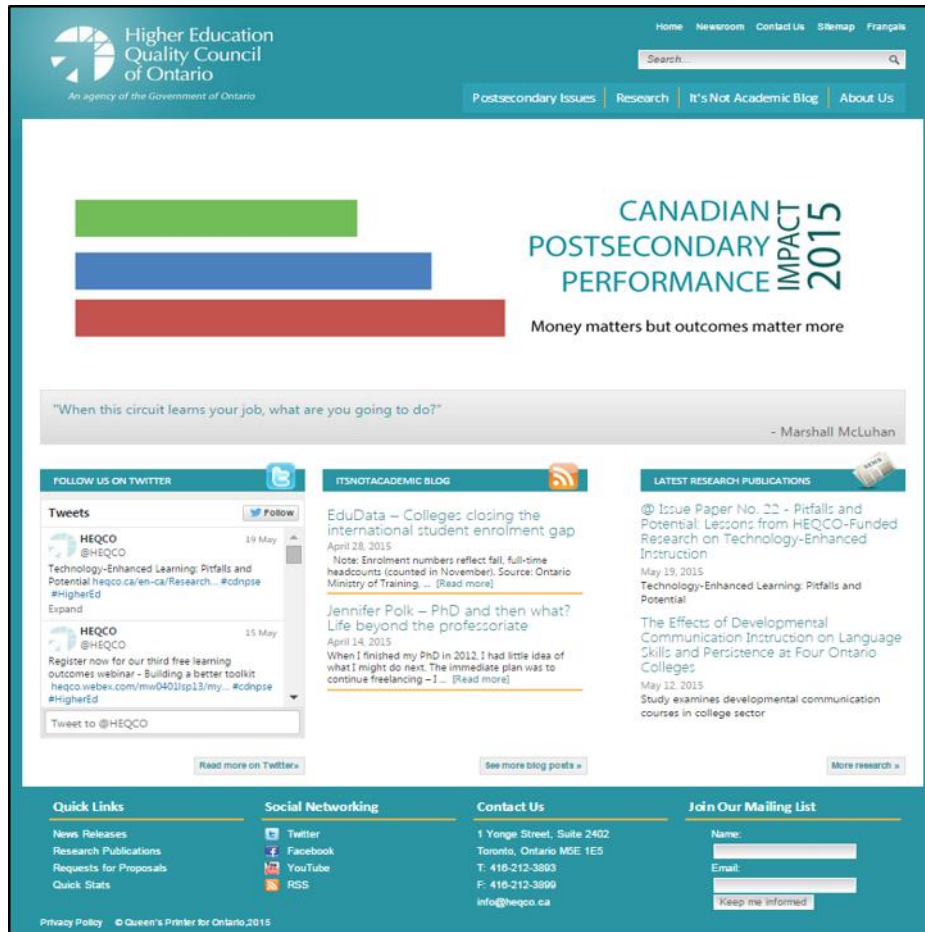


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The screenshot shows the HEQCO website homepage. At the top is the HEQCO logo and navigation links: Home, Newsroom, Contact Us, Sitemap, and Français. Below the logo is a search bar and a menu with links to Postsecondary Issues, Research, It's Not Academic Blog, and About Us. The main content area features a large graphic with three horizontal bars (green, blue, red) and the text "CANADIAN POSTSECONDARY PERFORMANCE IMPACT 2015" and "Money matters but outcomes matter more". Below this is a quote: "When this circuit learns your job, what are you going to do?" - Marshall McLuhan. The page is divided into three columns: "FOLLOW US ON TWITTER" with a tweet from @HEQCO about technology-enhanced learning; "IT'S NOT ACADEMIC BLOG" with two blog posts about student enrolment and a PhD; and "LATEST RESEARCH PUBLICATIONS" with two research papers. At the bottom are sections for "Quick Links", "Social Networking" (Twitter, Facebook, YouTube, RSS), "Contact Us" (address, phone, email), and "Join Our Mailing List" (Name, Email, Keep me informed checkbox).

Remember
to join our
Mailing List

