2019 CO-CURRICULAR

Assessment Symposium

Schedule

Student Affairs Assessment Committee

Purpose

The purpose of the Student Affairs Assessment Committee is to serve as a resource and support mechanism for the division as it engages in the assessment process, as well as help facilitate the division's use of assessment results to improve our work and the overall educational experience for all students.

2018-2019 Members

Cory Barnes, Rigo Gutierrez, Ben Gutman, Jeff Lanfear, Ellen Meents-DeCaigny, Greg Moorehead, Liz Sanders, James Stewart, Quiana Stone, Shannon Suffoletto, Jen Sweet, Scott Tharp and Katy Weseman

Co-Curricular Learning Assessment Committee

Purpose

The DePaul University Co-Curricular Learning Assessment Committee exists to serve as a resource and support mechanism for campus units charged with implementing co-curricular student learning experiences. The committee helps to implement a student learning assessment cycle process for campus, as well as contribute to the use of assessment results to improve the overall education experience for all students. The committee will continue to educate the university community about the value of co-curricular student learning.

2018-2019 Members

Luciano Berardi, Katie Brown, Natalie Daniels, Sarah Hardin, Sara Hernandez, Ashley McMullin, Ellen Meents-DeCaigny, Matt Merkt, Karl Nass, Abdul-Malik Ryan, Jen Sweet and Scott Tharp

Assessment Project Abstracts & Roundtable Topics

Project #1: Adult, Veteran and Commuter Student Affairs

James Stewart

Intentional benchmarking is necessary to understand other institutions' coaching programs' goals, metrics, staffing and success measures to inform student coaching initiatives in our department and the broader university. Six institutions participated in the study via interview or survey and provided data about coaching program goals, populations served, metrics and outcome measures. Data were highly varied but it did provide considerations for overall program goals, desired outcomes associated with a goal and staffing. Programs which are highly targeted, such as to first-generation or those on academic probation, seem to engage proportionally more students and have better defined purpose and goals than general programs for all students. Overall, these results call the department to reevaluate the goals of a relatively new coaching program.

Roundtable Topic: The Importance of the Why: Educational vs. Retention Coaching Goals

Project #2: Campus Recreation

Sarah Hardin

The purpose of this project was to assess student Fitness Floor Supervisor (FFS) staff learning and application in work situations. Through an internally-created audit checklist, 28 student staff were observed on the job for their ability to apply knowledge and skills gained through training. The FFS staff performed positively overall with 23 of 28 students receiving a score of 80% or higher in five responsibility areas. However, 22 of 28 students did not demonstrate a successful performance specific to safety-related duties. The information gathered from this assessment has resulted in the creation of an emergency situation and remediation training tool to ensure staff mastery of the safety area. Next steps include further testing of the new tool and development of other training techniques to more fully hone student skills.

Roundtable Topic: Using Student Learning Assessment Observation Audits as a Developmental Tool

Project #3: Office of New Student and Family Engagement

Ashlee Schrock

Due to a lack of previous information regarding the needs of incoming transfer students, this assessment project collected data about the perceived needs of transfer students at DePaul University using an internally-created survey. By using descriptive statistics and thematic analysis, trends were reviewed regarding the perceived needs of transfer students. Feeling confident when navigating resources and the campus, and being knowledgeable about student processes were most important among students. While the majority of students felt Transition DePaul met these needs, they also expressed a desire for greater individual attention and community building during orientation. Based on these findings, five recommendations were identified that include modifications to Transition DePaul and suggestions for advising offices within each college.

Roundtable Topic: Collaborating to Provide Specific, Personalized Support for Transfer Students

Project #4: Office of Student Involvement

Natalie Stone

The Office of Student Involvement seeks to provide student organizations with free or low cost resources to plan on-campus events. An internally-created survey examined student organizations needs regarding planning on-campus programming. We learned student organizations are highly familiar with on-campus event resources; however, additional marketing is needed to educate students on how they can use these resources. Also, student organizations are challenged by finding funding sources, creating advertisement, promoting their events and navigating the space reservation process. The Office of Student Involvement is going to create new event bases to help students navigate the event planning process, develop a marketing plan to help students understand how they can utilize the resources and incorporate new training on funding sources.

Roundtable Topic: Student Organization On-Campus Event Planning Needs

Project #5: TRiO Pathways

Brittany Rivera and Christina Tus

The McNair program objectives are to assist students in their preparation for graduate education. As part of their initial McNair experience, students learn how to best select and apply to summer research programs during the winter quarter. This project examined the extent to which students learned about academic research and the fundamentals of applying to summer research opportunities in preparation for graduate school. The Project Director and Research Coordinator of the program collected qualitative responses as part of the winter and spring quarter curriculum. Data were later analyzed by scoring student responses using two, six-point rubrics. Additionally, quantitative data on participants' placement into summer research opportunities were analyzed. Overall, the majority of the students demonstrated the ability to articulate and perform the necessary steps to select, apply and secure a summer undergraduate research experience. Next steps include fine-tuning of the McNair curriculum preparation timelines for the 2019-2020 academic year.

Roundtable Topic: McNair Scholars Summer Research Application Process Comprehension and Outcomes

Project #6: University Center for Writing-based Learning (Collaborative for Multilingual Writing and Research)

Mark Lazio, Nicole Huff, Aidan Falk, Hannah Thornby, Suikana Sajanlal, Paige Gilbert and Isabel Cueto

A previous assessment project found that student tutors at the University Center for Writing-based Learning felt they lacked competence and support for working with English as an additional language (EAL) writers, writers for whom English is not a first or dominant language. In response, the Collaborative for Multilingual Writing and Research (CMWR) developed new training and tutor support to both more effectively support tutors' work with EAL writers and increase tutors' competence. This assessment project examined student tutors' competence by assessing their ability to set an agenda to guide their work with EAL writers in a written feedback appointment. After collecting and analyzing 24 new student tutors' agendas in a written feedback document, new student tutors overall are effectively setting agendas with their EAL writers. Based on the findings, the CMWR will add content to our resource guide on and conduct professional development for setting an agenda with an EAL writer.

Roundtable Topic: Written Feedback for English as an Additional Language Writers

Project #7: University Center for Writing-based Learning (Writing Center)

Katie Brown and Erin Herrmann

This project, a replication of last year's assessment project, examined tutors' abilities to prioritize an agenda within their summary letters for written feedback appointments. By analyzing trends that indicate success with or barriers to prioritizing an agenda to guide feedback, we identified best practices and common pitfalls, which we will share with tutors to enhance their training. By counting the number of agenda items in each summary letter, we identified that over half of Writing Center tutors met the learning outcome of prioritizing one, two or three agenda items. Those who did not attempted to prioritize four or more agenda items. Our findings indicate the need to continue enhancing tutor training in diagnosing and giving feedback on sentence-level error patterns. Training will occur in Fall Quarter 2019 for returning tutors at all-staff orientation and for new tutors in the Writing Center theory and pedagogy courses.

Roundtable Topic: Shifting the Writing Feedback Agenda Training Focus for Tutors

Project #8: University Center for Writing-based Learning (Writing Fellows)

Edward Evins, Sam McKinney, Ramona Avramov, Shelby Muschler and Cathy Evins

This project assessed whether and to what extent students were able to transfer skills learned during a Fellow feedback session to a revision of a draft. Using an internally-created assessment rubric, we analyzed citations within the before and after drafts of two assignments from students enrolled in LSP 112-230 after two rounds of Fellowing focusing on APA in-text citations. We discovered that 12 students who participated in the Writing Fellows Program demonstrated a decrease in citation errors. Additionally, we discovered that the pre-Writing Fellows most common error types for assignment one were missing citations and incorrect punctuation. The post-Writing Fellows most common error types for assignment two were missing the year and including unnecessary information. By being able to identify the error types in each phase, Writing Fellows can pinpoint the most appropriate feedback students need. This information will be reinforced during weekly Writing Fellow cohort meetings.

Roundtable Topic: UCWbL Writing Fellow APA Citation Assessment: Feedback and Effectiveness

Project #9: Athletic Academic Advising

Ben Gutman

This benchmarking project examined peer institutions' tutoring program and student-athlete development programs. An internally-developed survey collected quantitative and qualitative data about number of student athletes, staff size, office space, student development and tutoring programs and funding. Data were collected via documented responses during phone interviews or independently via electronic surveys. Data were analyzed by calculating ratios, comparing totals and frequencies for binary survey questions. Results of the survey showed a lack of consistency in key areas. DePaul reported to be above average in some key areas (e.g., number of graduate tutors), average in others and below average in several areas (e.g., amount of space, total staff, graduate tutor pay, scheduling software and tutor feedback.). Recommendations include increasing department staffing and a specific budget for student-athlete development programing to maximize the effectiveness of the student-athlete development program at DePaul.

Roundtable Topic: Interpreting Benchmarking Assessments in a Competitive Athletics Environment

Project #10: Dean of Students; University Counseling Services; Health Promotion and Wellness; Center for Students with Disabilities; Residential Education

Ellen Fingado, Jeff Lanfear, Gregory Moorehead, Shannon Suffoletto and Rod Waters

The purpose of this assessment project was to determine the needs of Student Affairs student staff as it relates to responding to various student crises and concerns. An internally-created survey with closed and open-ended questions was distributed to selected student staff regarding their needs to address crises and concerns related to mental health, alcohol and other drugs, sexual and relationship violence and financial and economic distress. Results indicated that student staff encounter drug and alcohol concerns, mental health concerns and financial and economic concerns with generally higher levels of frequency than sexual and relationship violence. Although the responses were heavily skewed towards Resident Advisors, the departments will use this information to create and inform the training curriculum for our Divisional Student Affairs student staff. The departments will also use this information to implement additional support structures for students to debrief incidents with their supervisors.

Roundtable Topic: Student Staff Needs for Those Who Respond to Critical Incidents

Project #11: Financial Fitness

Natalie Daniels

This project assessed student learning among seven student employees in the Peer Financial Advisor and Peer Financial Educator Programs. We wanted to ensure that student employees had the knowledge necessary to advise other students regarding their financial needs. Student employees were provided with a five scenario survey with concerns common to students who seek assistance from DePaul Central. Students completed an identical pre- and post-survey at the beginning and end of Spring 2019. 100% of the students met the threshold of success defined as increasing their knowledge in three of the five scenarios. Based on the findings, training will be modified for the 2019-2020 academic year to include training opportunities with full-time staff, developing specific trainings exclusively for student workers and refinement of this assessment tool to better assess student learning.

Roundtable Topic: Lessons Learned in Survey Design and Administration

Project #12: Office of Multicultural Student Success

Cory Barnes and Eva Long

The purpose of this study was to examine the needs of undergraduate students served by the programs and resources offered in the cultural and resource centers. We also explored if our assumptions aligned with the needs of the population we serve. The methodology consisted of a 10 question survey administered to 1,599 students. The respondents provided us with data that affirmed the assumption underlying our current practices and informed the ongoing development of the work we do. The findings indicated that participants primarily engage in culture and resource center programming in order to find a sense of belonging (25%) and spend time with their friends (18%). Our next step is to present these findings internally and discover ways to address students' unmet needs.

Roundtable Topic: Increasing Awareness of Programs and Services Offered in the Centers

Project #13: University Center for Writing-based Learning (Outreach)

Jen Finstrom, Sam McKinney, Ramona Avramov, Maddy Crozier, Elizabeth Grazevich and Ava Tews

This assessment project examined the extent to which tutors assigned to staff tables, a common Outreach practice, communicated the University Center for Writing-based Learning's (UCWbL) core beliefs. Members of the research team took field notes during four consecutive days of tabling and later organized those notes to show whether the core beliefs were implicitly or explicitly mentioned in conversation with DePaul community members. Findings revealed 60 implicit and three explicit mentions of UCWbL core beliefs. The core belief that was predominantly brought into conversation was core belief six: "Writers produce written texts in many different contexts using many different genres of writing. Understanding these contexts and genres can help writers as they write." This year's project shows 29 more core belief communications than last year's project, likely from having a tabling division as a part of the overall Outreach team. Next steps involve maintaining training and building on these outcomes.

Roundtable Topic: UCWbL Outreach, Tabling Takeaways, and New Approaches in Field Notes

Project #14: University Center for Writing-based Learning (Workshops)

Katie Martin

The University Center for Writing-based Learning designs and facilitates hundreds of in-class writing workshops for classes across DePaul University every year. This project assessed student learning related to the amount and accuracy of the information that students are able to recall and apply after the workshop is over. A total of 55 WRD 103 students who participated in an MLA in-text citations workshop were administered identical pre-workshop and post-workshop quizzes on MLA in-text citations. Results indicated that the overall approach to teaching MLA in-text citations in first-year writing classes is effective. Based on these results, the current approach to teaching MLA in-text citations in workshops for first-year writing classes will be maintained.

Roundtable Topic: An Approach for Effectively Teaching the Details of MLA Citations

Project #15: University Library

Morgen MacIntosh Hodgetts, Jennifer Schwartz and Ashley McMullin

This student learning assessment project examined how students navigate the information landscape of repositories that collect and make accessible rare and unique materials required for primary source research. Investigators created two surveys to measure what students learned from the instruction session and to determine if students were able to apply that information to their own research. Investigators learned that students who visit repositories in person, use archival finding aids and engage with librarians and archivists are better able to explain the socio-political information landscape as defined for this project. However, the findings revealed that only a small number of students chose these methods. Most students found primary sources online and many struggled to understand the context of those sources. Meetings will occur in Fall 2019 with history faculty to review the instruction curriculum which currently does not address online primary sources.

Roundtable Topic: Learning the Context of Primary Sources: Online vs. In Person
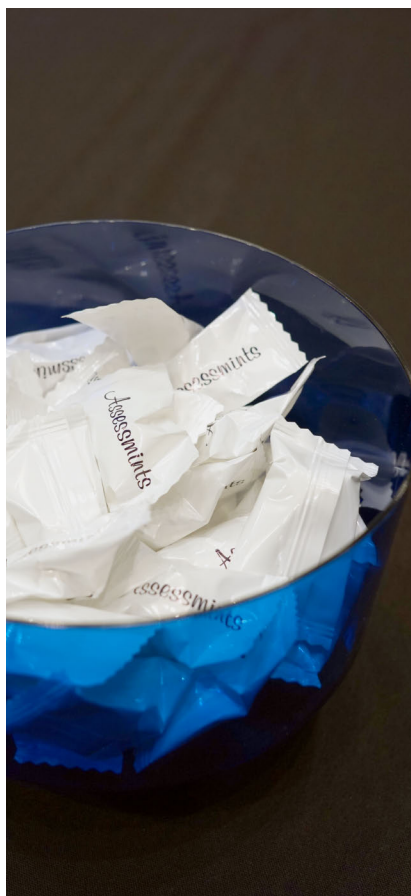
Assessment Resources

Recommended Reading

- Culp, M. M. and Dungy, G. J. (2012). Building a culture of evidence in student affairs: A guide for leaders and practitioners. Washington, DC: National Association of Student Personnel Administrators.

- Keeling, R. P., Wall, A. F., Underhile, R., & Dungy, G. J. (2008). Assessment reconsidered: Institutional effectiveness for student success. Washington, DC: National Association of Student Personnel Administrators, American College Personnel Association.

- Maki, P. L. (2010). Assessing for learning: Building a sustainable commitment across the institution. Sterling, VA: Stylus.

- Suski, L. (2009). Assessing student learning: A common sense guide (2nd edition). San Francisco, CA: Jossey-Bass.

- Walvoord, B. E. (2010). Assessment clear and simple: A practical guide for institutions, department, and general education (2nd edition). San Francisco, CA: Jossey-Bass.

Assessment Certificate Program

The Assessment Certificate Program (ACP) is a workshop-based program designed to provide training and support for faculty and staff engaged in the assessment of student learning. This program is a collaboration between Academic Affairs and Student Affairs within DePaul University and Loyola University Chicago. Any faculty member, staff member, or student from either institution is eligible to participate in either the entire Assessment Certificate Program or in individual workshops. For information on upcoming workshops and enrolling in the program, please visit acp.depaultla.org.