


**Academy for Assessment of Student Learning
Student Learning Portfolio**
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Project Name Assessment of the Co-Curricular
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Project/Feedback

Vers 7.0
Mentor Review,
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Project Section
Describe this Student Learning Project

This project engages many of co-curricular areas through the processes of assessing their programs, identifying areas for improvement, and implementing changes so that these units contribute to overall satisfaction and have a positive effect on student learning. One aspect that will need to be examined is how various units affect students and/or student learning, be it directly or indirectly. This project attempts to identify where and how co-curricular units contribute to student learning, and provide evidence of improvement.

Focus of the Student Learning Project

Co-curricular/student affairs

Degree Level

Baccalaureate Degree

Assessment Activities

Writing Outcomes; Creating data collection instrument(s) ; Collecting data; Analyzing data ; Using data to implement change

Organizational Areas Involved

The key co-curricular areas include University College, Campus Life, Service Learning, Athletics, Retention Services, Multicultural Affairs, Library, Student Support Services (TRIO), Financial Aid, Alumni Relations, Campus Safety, Campus Food Service, and Bookstore.

Desired results from the project

We expect co-curricular areas to identify how their services impact student learning and student satisfaction. As part of this, the desired results are: accurate assessment of student needs, an evaluation of the contribution of each unit to student learning, and improved programming to meet student needs. The goal at the end of the four-year Academy is to have a majority of co-curricular units conducting on-going assessment, including goal identification, data collection, analysis and improvement.

Planning and Managing the Student Learning Project

SUMMER 2007--Provide project overview for participants in first cohort (advising, athletics and student support services); develop goals and identify data collection tools; Refine goals; generate tools and plans for data collection.

FALL 2007--Implement assessments and collect data; hold group meeting to discuss results and troubleshoot process; Modify evaluation tools and data collection methods.

SPRING 2008--Implement assessment for spring semester (cohort 1); provide project overview for participants in cohort 2 (financial aid, student accounts and campus life); prepare poster of assessment activities; attend Assessment Academy Retreat--assessment mentor meets with directors from cohorts 1 and 2.
Group meeting to discuss and troubleshoot process, analyze data, identify areas for improvement and develop improvement plan. Some units in cohorts have failed to implement their assessments.

SUMMER 2008--Progress stalls as the leader of this project leaves the university. Brett Crowley, Interim Director of Retention Programs is appointed as a new team member and leader of the co-curricular project.

FALL 2008--Results from the assessment of academic advising (cohort 1) raise major concerns about the effectiveness of this unit. Plans begin for a restructuring of this unit. Data comes from survey performed by retention specialist from Noel-Levitz, along with other sources.

SPRING 2009--Assessment poster presented at the Learning Exchange at the HLC annual meeting. We will abandon the cohort plan and begin assessment with as many departments as possible.

SUMMER 2009--The original model for this program involved the phase-in of various co-curricular units. This model was inefficient/ineffective in engaging departments in assessment. Instead, all key co-curricular areas were asked to participate in the assessment cycle. Meetings were held with all key directors.
The assessment website began to be created (not yet live).

FALL 2009--Co-curricular units are submitting assessment plans and initial reports; Data collection is underway.

SPRING 2010--A survey has been drafted and will be finalized in summer 2010 to include some questions needed by work groups for the self-study. It will be distributed to students in Fall 2010.

Spring 2011--This survey has not yet been distributed. However, data has been collected from multiple offices about the changes and improvements that have been initiated.

Monitoring Plan

This project is being led by Brett Crowley, Director of Retention Services, assisted by Mary Blakefield, chairperson of the Academy Team. Discussions will take place on a regular basis with various co-curricular units to ensure that they are working through their assessment plans and striving to close the loop.

Evidence of Success

Establishing a cycle of assessment for each program.
Timely reports.
Measurable evidence of program improvement, increased satisfaction, and student learning.

Products Resulting from the Student Learning Project

Project Links

[Assessment Website](#)

Update Section

Accomplishments

The Office of Retention Programs has assessed its services and has completed a Retention Plan for 2010. The Office of Financial Aid worked with a consultant to initiate change and they have an improvement plan in place.

The athletics program has completed several rounds of assessment and several notable changes have been made. The IUE campus food service (The Den) opened in Fall 2010 to rave reviews. There was a lot of student input about the menu, pricing and meal plans. The safety for students on campus has improved with an increased police presence, police cars with computers to access the National Crime Database, the purchase of a Segway to facilitate patrols around campus. The Office of Students Accounts has undergone some staffing changes and is now making a strong commitment to providing better customer service.

Note: The July 2010 report did not move from draft to post until September (by accident). Some of that information is repeated in this posting.

July 2011--We temporarily paused this project in order to evaluate our progress. We have had many positive changes on campus in the past few years. Some of these have resulted directly from assessment efforts; for others, the tie to assessment is more tenuous. In the near-term, we are going to re-examine our goals for this project as a whole and undertake more systematic planning and record-keeping efforts.

Next Steps

In Summer 2010 we drafted a student survey through which we will seek input about the co-curricular areas across campus. However, that survey has not yet been distributed. At this point, it is still pending. We have the NSSE coming up, so we will likely wait until that concludes before we attempt an additional survey.

July 2011—A group of staff who oversee many of the student affairs areas is going to meet to discuss this assessment project, and this group will likely become the committee that provides oversight of the project. Our initial implementation plan was too 'top-down' and although there was progress, it was scattered and we did not get the comprehensive buy-in that we had hoped for. The first step will be to define a distinct set of co-curricular programs that will be assessed for student learning.

(The student survey mentioned in the previous posting did not get launched as planned. We are considering the Noel-Levitz Student Satisfaction Inventory instead of a home-grown tool.)

Effective Practices

Conducting face-to-face meetings with the unit directors has proven much more effective than the original cohort model. Most units have appreciated assistance with project management, establishing a timeline for assessment activities, and assistance with data gathering.

Engagement

Significant changes have resulted from our assessments in the co-curricular areas. Faculty, students, staff and administrators have seen positive results with regard to retention of students, attributed in part to co-curricular restructuring. We feel that we are beginning to close the loop on assessment.

Impact of the Project

Indiana University East has undergone a significant transformation since this project began, and changes have been implemented in many of the co-curricular areas. For some of these areas, we are able to point to assessment information as a source of input for change. In other areas, the need for change may have arisen from outside of the defined assessment process. For example, the Chancellor holds regular meetings with students to seek their input on campus issues. These meetings are informal and undocumented--yet, we see changes arise from this input.

Challenges

We initially began this project using the same model that we use for program assessment. We now realize that assessment of the co-curricular areas will require different procedures. The formalized assessment plans that faculty use do not adapt well to this environment as most directors do not directly

relate their functions with student learning...they feel that they provide support service. Instead, we are finding that the face-to-face meetings with the directors of the different areas yield productive information about the changes that are being implemented for improvement. Most are able to track the changes to some type of student input, whether that is received in informal conversations, NSSE, Chat with the Chancellor, etc.

July 2011—Our main challenge is trying to complete two assessment projects through the Academy. Efforts this year were focused on the assessment of general education, and this co-curricular project was temporarily set aside. We're back on track now and ready to make progress.

Assistance needed

While we feel like we have made progress, if anyone has other suggestions that might help us, input is always welcome.

What has changed from your last update (Jan/Feb 2011)

IU East hosted its second Assessment Retreat in Feb. 2010 with our assessment mentor (Jennifer Fager) participating as a consultant. Jennifer provided feedback about our progress with the co-curricular project. We also published the second edition of "The EMU", our assessment newsletter in early Spring 2010. Additionally, we presented our third poster at the Academy Learning Exchange at the HLC meeting in April 2010.

July 2011--When we pulled back to really examine this project and its progress, we realized that we launched in full-force without adequately considering our actions. Our "all-in" approach to co-curricular assessment seemed the way to go. However, we realize that we need to step back and define the co-curricular areas and how each contributes to student learning. So although this project went on temporary hiatus, we're getting back to it now.