Project Name: Assessment of the Co-Curricular  
Version: 7.0  
Published: 07/20/2011

Feedback From: Mentor Review  
Published: 08/03/11

Mentor/Reviewer Identity:  
Kirstan Neukam, (708)534-4053, kneukam@govst.edu

Project Strengths:  
Despite the slight hiatus of this project over the last year, it appears that IUE has taken the time off to examine the scope and purpose of their original project. It is also noteworthy that IUE has recognized that their project was too "top-down" driven and this approach was greatly affecting the faculty/staff ownership of the project. By doing so, IUE has hopefully helped change the assessment culture by acknowledging the faculty/staff concerns and issues regarding the project. By giving the people who are doing the assessment the voice and say of how it will be conducted, often is creates a wonderful momentum and desire to make the changes to improve student learning.

Questions regarding the Project:  
I am still very curious to know of the types of assessment measures you are currently using, the results that you found so far, and what specific changes have you made based on those results? You mentioned that there have been significant changes made to several co-curricular areas over the last year, what were they?

The original plan stated that "we expect co-curricular areas to identify how their services impact student learning and student satisfaction", but it appears that you have shifted this focus to mainly student satisfaction. Is this correct? What has been the progress of IUE toward the original desired results of this project: "accurate assessment of student needs, an evaluation of the contribution of each unit to student learning, and improved programming to meet student needs"?

IUE mention that there was a delay, and then postponement of implementing a homegrown survey to assess student services and replace with the NSSE data. Why was there a change in strategy? Was it a lack of support (limited staff/money) or was the NSSE considered to be a better choice after consideration?

Possibilities and Suggestions:  
It appears that Susan, I, and IUE have all recognized that when assessing co-curricular it is important to first decide how you are defining co-curricular student learning compared to assessment of student services in general. As Susan pointed out, many areas within student services do not have a direct impact on the typical student learning academic outcomes (e.g., registrar, many HR offices); however, other areas such as Student Activities, Housing, Athletics, and/or First-Year Experience programs do have a direct effect on student learning which can then be assessed. It might be a great opportunity for IUE to look at all of the co-curricular areas and decide what the function of the area/office is and if/how it should be assessed (student satisfaction and/or student learning oriented).
**Possible additional strategies**

Despite the delays and obstacles that you have faced during the last 4 years of the project, it is important that you take the time to recognize that you have had impact on your campus. There has been improvements made to IUE student services and these changes have impacted your retention rates. Be sure to regularly inform the faculty/staff that they are doing a good job. Assessment in any area is a slow, continuous process that never reaches a point where everything is perfect. It's the fact that you are willing to put in the effort to improve that is important.

**Overall Impression**

I still believe that this is a wonderful project for IUE to address. Despite the many setbacks and restructuring of the project over the last 4 years, they have still managed to have an effect on improving student learning (retention) on their campus as a result of their efforts.

**Optional: Other Comments**
Academy for Assessment of Student Learning  
Student Learning Portfolio  

You are here :: My Portfolio :: Portfolio :: Assessment of the Co-Curricular

<table>
<thead>
<tr>
<th>Current Project</th>
<th>Update Project</th>
<th>Previous Versions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Name</td>
<td>Assessment of the Co-Curricular</td>
<td></td>
</tr>
<tr>
<td>Version</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td>Published</td>
<td>02/04/2011</td>
<td></td>
</tr>
</tbody>
</table>

Feedback From: Mentor Review  
Published: 02/07/11

Project Strengths

Indiana University East is continuing to make progress on their project and increase the overall awareness and understanding of assessment on their campus by hosting assessment retreats (last one in Feb 2010 with Jennifer Fager).

Questions regarding the Project

You've described the overall system of assessment you have in place, but I would be curious to know of the types of assessment measures you are using, the results that you found so far, and what specific changes have you made based on those results? The original plan stated that "we expect co-curricular areas to identify how their services impact student learning and student satisfaction", but it appears that you have shifted this focus to mainly student satisfaction. Is this correct? What has been the progress of IEU toward the original desired results of this project: "accurate assessment of student needs, an evaluation of the contribution of each unit to student learning, and improved programming to meet student needs"?

Possibilities and Suggestions

I would have to agree with IUU, conducting face-to-face meetings with the unit directors is effective way to create buy-in and understanding of assessment on a campus. I would strongly suggest you keep this open dialog open during the collection process as well to assist the department head's in interpreting and closing the loop in the assessment process.
### Possible additional strategies

### Overall Impression

IUE appears to be making improvements in their co-curricular assessment. They are not afraid to change course when obstacles arise and are willing to aid departments and individuals understand assessment by holding campus retreats, workshops, and individual meetings. IUE just need to be careful not to lose the overall goals of this project...“accurate assessment of student needs, an evaluation of the contribution of each unit to student learning, and improved programming to meet student needs”. Keep up the good work.

### Optional: Other Comments

Please feel free to contact me if you have any questions or concern. Kirstan Neukam/ neukam@opsu.edu
Academy for Assessment of Student Learning
Student Learning Portfolio

My Portfolio
Dashboard Portfolio
Edit Team
Edit Plan
The Academy
Search Projects
Search Contacts

You are here: My Portfolio :: Portfolio :: Assessment of the Co-Curricular

Current Project | Update Project | Previous Versions

| Project Name | Assessment of the Co-Curricular |
| Version      | 5.0                             |
| Published    | 04/21/2010                      |

Feedback From Mentor Review
Published 05/03/10

Project/Feedback
Vers 5.0
Mentor Review, 05/03/2010

Project Strengths
Indiana University East is making continuous progress on their project. They have completed an assessment cycle in many of the service areas and have already identified and made changes based on those results.

Questions regarding the Project
It is still unclear as to how the assessments of the various student service areas are related to specific student learning outcomes. Are you sure that the measures being created assess student learning or are they more toward improvement in services offered and student satisfaction?

Possibilities and Suggestions
It was mentioned that IEU wanted to find a way to try to document the informal input that is received from students concerning the co-curricular areas. One could do this by simply creating a journal/log of the students and the comments that were made by each; however, I would be very reluctant to do this. May times the students who will go to administration/faculty to make comments in person will have vastly different opinions that the average student and will bias your results due to lack of standardization. I strongly suggest that you rely more on campus based assessments based in quantitative data rather than informal qualitative sources.

Possible additional strategies
Conducting face-to-face meetings with the unit directors is a wonderful way to generate assessment efforts on a campus. IEU might also want to work with the different area on an individual basis at this initial stage to assist them in making sense/interpretation of the results collected. Many times people will become disheartened by the assessment process when they don't see to make sense of all of the information they collected or figure out what to do with the results (e.g., how to close the loop).

Overall Impression
IEU has taken impressive steps in attempting to assess co-curricular activities on their campus. They appear to be on track with their project; however, they are at a crucial stage in terms of getting this project fully executed and a part of the ongoing assessment activities conducted at the university. It will be very important to ensure wide buy in among the department heads on campus in order to make this a sustainable project.

Optional: Other Comments

http://academy.hlcommission.org/index.a4d?fuseaction=project.current;ID=49;FID=699 6/2/2010
Indiana University East continues to make steady progress on their project. They have completed an assessment cycle in some of the service areas and have already identified and made changes based on those results. They remain flexible in the overall plan which is a key factor when trying to establish a campus wide buy-in to the assessment process.

Questions regarding the Project

It is still unclear what you expect the overall impact of this project to have with regard to student learning. Are you hoping to better improve student satisfaction with various service areas (e.g., financial aid) as well as find out what services the students need (e.g., better advising)? Or are you hoping to somehow tie it back to the academic side of student learning...how well students achieve the mission/goals set forth by your university? From the posting, it appears that you are currently only assessing the satisfaction of students and yet in your desired results you mention both areas.

Possibilities and Suggestions

I provided a copy of various campus wide surveys in our last communication as well as a company that provides a survey collection website. I currently don't have any additional suggestions to offer you at this time.

Possible additional strategies

Indiana has made steady progress on their project. They may want to take time to reflect on what they have accomplished and where they would like to go from this point forward. Often times when implementing a campus wide effort schools get focused on just getting the process implemented and loose track of what the original goal. That's when buy-in drops among employees and faculty. Buy-in among the staff and faculty drops dramatically when the data is being collected for the sake of data vs. data that can be used. This is something Indiana should always keep in the back of their mind while implementing this project.
Overall Impression

As stated in the last review, Indiana State East has taken impressive steps in assessing co-curricular activities on campus. They continue to make steady progress on this project. It is expected that once the assessment process is in place, this project will have long-term impact in the way assessment is conducted on their campus.

Optional: Other Comments

Again, let me know if you wish to talk.
### Project Name
Assessment of the Co-Curricular

### Version
3.0

### Published
03/31/2009

### Feedback From
Saint Mary's College

### Published
04/10/09

### Project Strengths
1. You are giving each unit ownership of their assessment plans.
2. Is a very comprehensive plan that encompasses the most important areas of co-curricular assessment: data collection, satisfaction and student learning.

### Questions regarding the Project

### Possibilities and Suggestions
Some things to consider are:

1. Is the student learning part of this co-curricular plan connected to the academic student learning outcomes established by the college as a whole?
2. Is this plan helping bridge administrative and academic units? If that's the case, in which ways? Have you been able to identify areas of opportunity for collaboration?
3. Although it may be difficult to get people's buy in, one of the advantages of being in a more administrative position is that assessment could be incorporated as part of department's evaluations, which is different from the academic units. Therefore, it is essential to start conversations on how to make it part of the criteria to evaluate department's performance. Since you are giving each unit ownership of the plan, have you thought about letting each unit establish its own standards? There are other instruments such as the ones developed by the Council for the Advancement of Standards in Higher Education (www.cas.edu) 4. Are you providing opportunities/space to leaders of different units to have conversations about their own assessment plans?

### Possible additional strategies

### Overall Impression

### Optional: Other Comments
Indiana University East has taken a valuable first step in assessing the impact of various service areas on student learning and satisfaction. They have allowed departments to identify their goals and data collection tools which have created a sense of control and ownership in the assessment process by the departments. Additionally, Indiana demonstrated that they are well aware that many times it is better to be flexible with the original timeline for the good of the project. For example, they recognized that the cohort plan was not working according to plan and abandoned it. This is a valuable lesson for all to learn. Assessment is a process that must be flexible to change in order to be successful.

Questions regarding the Project

After our discussion earlier, I am aware that currently you do not currently use a general campus wide survey; however, it was mentioned in this last posting that there are plans to implement one very soon. This may be a great way to ask questions regarding the various services used across the campus that are currently fighting the assessment process in their respective areas. For example, if the student accounts office is reluctant to implement their own assessment, you will be able to ask how the students feel about that area and what if anything they would like to see change on a general campus wide survey. This might help you capture the data you need during the time you are trying to create a larger sense of buy-in across the campus.

Possibilities and Suggestions

I know that I mentioned this earlier; however, Indiana University East may still want to consider using a survey website such as Qualtrics. These sites allow universities to create their own surveys, they have various distribution modalities (e.g., individualized emails, or links that can be placed on your own webpage). It tracks who completes the surveys, contains various tools for analyses, and create reports for dissemination. This may ease in the time burden placed on some of your busier offices and yet allow them to still participate in the assessment process.
### Possible additional strategies

Indiana mentioned that they would like to see samples of assessment tools that other schools are currently using. I will be happy to bring a selection of instruments for you to see when we meet at the annual meeting.

### Overall Impression

As stated in the last review, Indiana State East has taken impressive steps in assessing co-curricular activities on campus, but much work still needs to be done in order to ensure that this will be an ongoing evaluative process that has long-term sustainability. It is worth mentioning that they have been able to not only adhere to the original timeline, but actually be ahead of schedule. If Indiana University East is capable of maintaining the enthusiasm with the project, it is expected that this project will have long-term impact in the way assessment is conducted on their campus.

### Optional: Other Comments
You should be commended on the structure of your project and keeping ahead of your timeline! You appear to have done well in phasing in the relevant areas which affect student learning, beginning with those likely to have the most direct impact. Taking into consideration both direct and indirect influences is good as well as the focus on using the data to drive improvement.

Questions regarding the Project

Is student satisfaction your primary measure? While accuracy of measurement (student needs and satisfaction) is important, does satisfaction really assess student learning? In places the project seems more like program evaluation than learning assessment. What is the extent of faculty involvement in the project, if any? How will you deal with departments that are resistant to taking ownership of assessment in their areas?

Possibilities and Suggestions

Could you also look at data such as academic progress (completed credits and GPA) for students making use of the programs as well as student satisfaction? Is there a correlation between participation in student support services and academic performance? Or between participation in a leadership program and academic performance? You might want to control for incoming student characteristics if you go this way.

Possible additional strategies

Overall Impression

Optional: Other Comments
Assessing the impact of various service areas on student learning and satisfaction is a valuable contribution to Indiana University East's overall assessment efforts. An important first step taken by Indiana was having the departments identify their goals and data collection tools. This allowed for individual control and ownership in the assessment process and increases the perceived relevance to the staff by allowing them to tailor the tools to their specific departments. Indiana University East has also made efforts in increasing faculty and staff's knowledge of assessment by arranging Jennifer Fager to speak at their assessment retreat. Additionally, it appears as if they hold semianual meetings to discuss the assessment results and to troubleshoot any possible problems.

Questions regarding the Project

It was mentioned that three main areas would be emphasized the first year (Student Support Services, Academic Advising, and Athletics); however, it was mentioned that six units actually participated the first year. What were the other three units? What areas will be part of the next cohort of services? It was mentioned that the departments were to develop their own goals and data collection tools to assess student learning and overall satisfaction. How similar are the tools? Does Indiana University's institutional research office or assessment offices conduct any surveys (student satisfaction, freshmen, graduation, alumni, or student needs)? If so, how do these surveys relate to the instruments being developed by the various departments? It was mentioned in the accomplishment section that six departments completed an assessment orientation and were fazed into the cycle. It was also stated in the timeline that data collection was completed and results discussed. However, it was not mentioned what were various assessment tools developed, what were the initial findings, or if any problems arose due to the initial implementation of the project. It might be useful to other schools to know more of the specifics to be better able to gauge if Indiana University East's efforts could be implemented their institutions.

Possibilities and Suggestions

The notion of buy-in and accountability by project participants is often a problem encountered by many schools. It appears Indiana East has taken steps to reduce the reluctance of some to participate; however, it will be an ongoing effort. It may be useful to try to standardize the assessment tools.
Project Strengths

An important first step in the assessment of the co-curricular is starting with the identification of department area goals and defining expected learning outcomes. The project then proposes to develop appropriate tools for use in data collection, followed by analysis and changes intended to improve results.

Questions regarding the Project

It is unclear how the university is communicating the results of its co-curricular assessment information to all faculty, staff, and even students other than through the poster fairs.

Possibilities and Suggestions

There are several instruments available that might be considered for student satisfaction, such as those by Noel-Levitiz. Determining the gap between what students consider important and their satisfaction is important. Efforts can then be focused on those areas with large unmet gaps, but on those elements which are important to students.

Obstacles and Challenges

The project appears to be measuring the importance and satisfaction of various services. The university should consider going beyond satisfaction and looking at student learning that can occur through student interaction with these units. Some student support service areas can team with academic areas on assessment projects. For example, the tutoring center can use the same rubrics as general education projects, helping students understand performance expectations and improving their skills in various learning outcomes.

Overall Impression

The university has started its annual cycle of assessment activities, and appears to be on its way to implementing a continual assessment process.
<table>
<thead>
<tr>
<th>Optional: Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected that Jennifer Fager, an academy mentor, provided helpful advice to the university during the academy retreat.</td>
</tr>
</tbody>
</table>