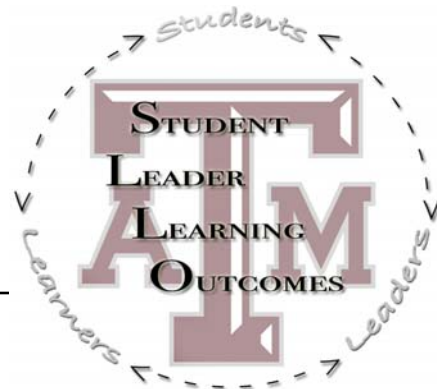


Assessing Learning in Student Organizations

8th Annual Texas A&M Assessment Conference
February 18, 2008





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!!!



History and Background (cont.)

Purpose of Student Leader Learning Outcomes:

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



History and Background (cont.)

- 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



Orientation and Training Vision

Our shared vision is to provide a meaningful experience people strive to be a part of. The session will provide a training orientation program for all levels of advisors providing advisors with the skill set necessary to facilitate student learning outcomes. The training is applicable and integrated with the academic community demonstrating to students and academia the positive impact of the co-curricular and providing a unifying learning experience for the division that strengthens the multiple impacts of reflective student development.



Orientation Outcomes

- ❑ Participants will be able to understand the history and direction of SLLO project at TAMU
- ❑ Participants will view this session as a valuable professional development experience
- ❑ Participants will understand both what learning outcomes are and their significance
- ❑ Participants will be able to articulate how this project can impact the co-curricular
- ❑ Participants will understand how to use rubrics to their student leader's development



The Tool Kit

■ Introduction

- Executive Summary, Purpose and Goals, Contact Information

■ Advisor Guide

- Learning Outcome and Rubric
- Contributing Resources (Literature/Scholarship)
- Facilitated Exercises
- Annotated Bibliography
 - Communication (Interpersonal, Verbal, Written)
 - Critical Thinking
 - Diversity
 - Project Management
 - Working in Teams

■ Additional Resources

- Advisor Guide to Facilitation
- Advisor Guide to Learning Outcomes
- Additional Learning Outcomes/Rubrics
 - Civic Responsibility
 - Delegation
 - Effective Meetings
 - Fiscal Responsibility
 - Risk Management

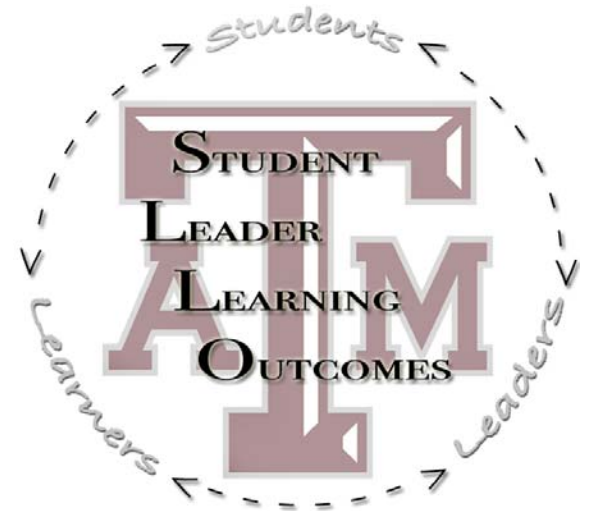


Orientation: Evaluation

- Nearly 100% of participants articulated how the SLLO project related to their current position
- 94% of participants found value in self-assessing themselves within the Project Management Rubric
- 70% of participants felt the diversity rubric was a good tool in starting conversations with students about diversity
- 65% of participants felt they understood how to use the SLLO rubric to assist with the development of their students
- 40% of participants suggested spending additional time on implementation and/or more “hands-on” application discussions/activities

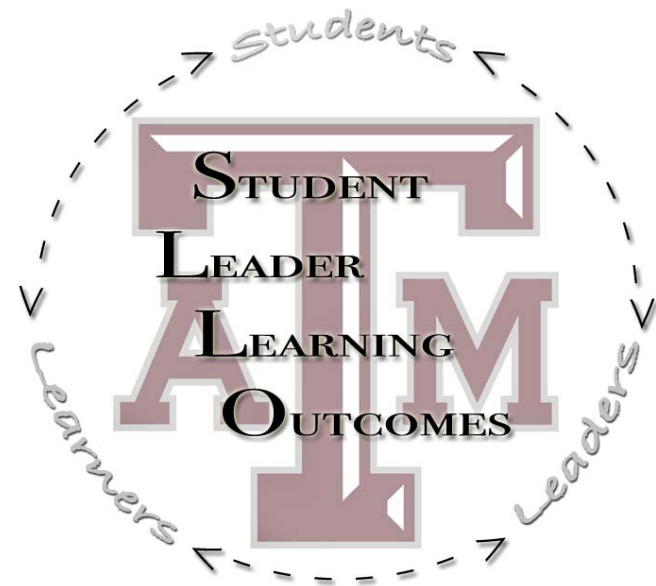
Implementation

- ❑ Advising
- ❑ Supervising
- ❑ Adapting Rubrics
- ❑ E-portfolios through Career Services



Assessment

- ❑ MSC FISH Focus Group
- ❑ Research Project
- ❑ User Focus Groups
- ❑ Facilitator Evaluation
- ❑ Rubric Selection Aid





Student Reflection

- No negatives about the co-curricular experience being intentional with learning
 - “We’re trying to develop as people – it’s not negative to grow as a person regardless of where it is happening.”
 - “It’s important to learn how to self-assess and take responsibility for what you have done.”
- Academic integration of learning in the co-curricular with classroom learning depended on major

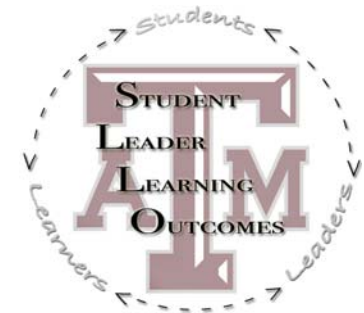


Student Reflection

- “...delegating, I had problems doing that. I was trying to do it all myself, and because...if I did it myself then I would know that I would do it how I wanted it to be done, and it made me realize that working in an organization - that really doesn't benefit anyone, because it just creates more work for me. It doesn't allow my other members to learn also in their experiences since they are here to learn and here to learn how to be a leader. If I don't let them, then they are not able to.”
- “I feel like because the rubric was specific, like so specific as far as what you could do to improve, that was really helpful. I feel like the way that I approach problems is different...I started working on this retreat, and I approach it completely differently than I ever approached anything. I sat down and wrote down my goals. I never write down my goals, and I got feedback from the people that I am working with from what they saw the visions of the project being and wrote down their goals. And then I sat down and wrote down the timeline...”

Collaborative Efforts

- ❑ The Division of Student Affairs
- ❑ Student Organization Advisors
- ❑ Aggie Access Learning Community
- ❑ Honors Program Sophomore Leaders
- ❑ Career Services
- ❑ EDAD 658—Assessment in Student Affairs



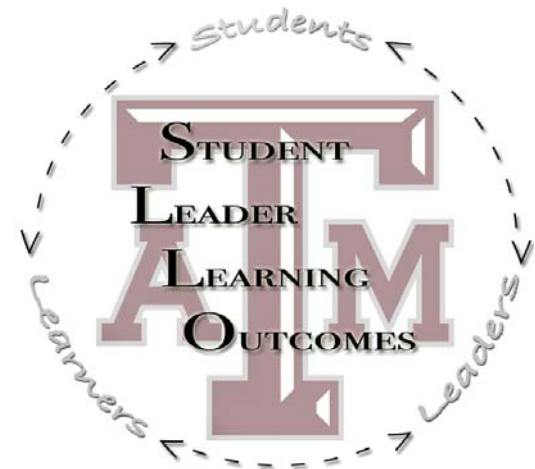
Strengths and Obstacles

□ Strengths

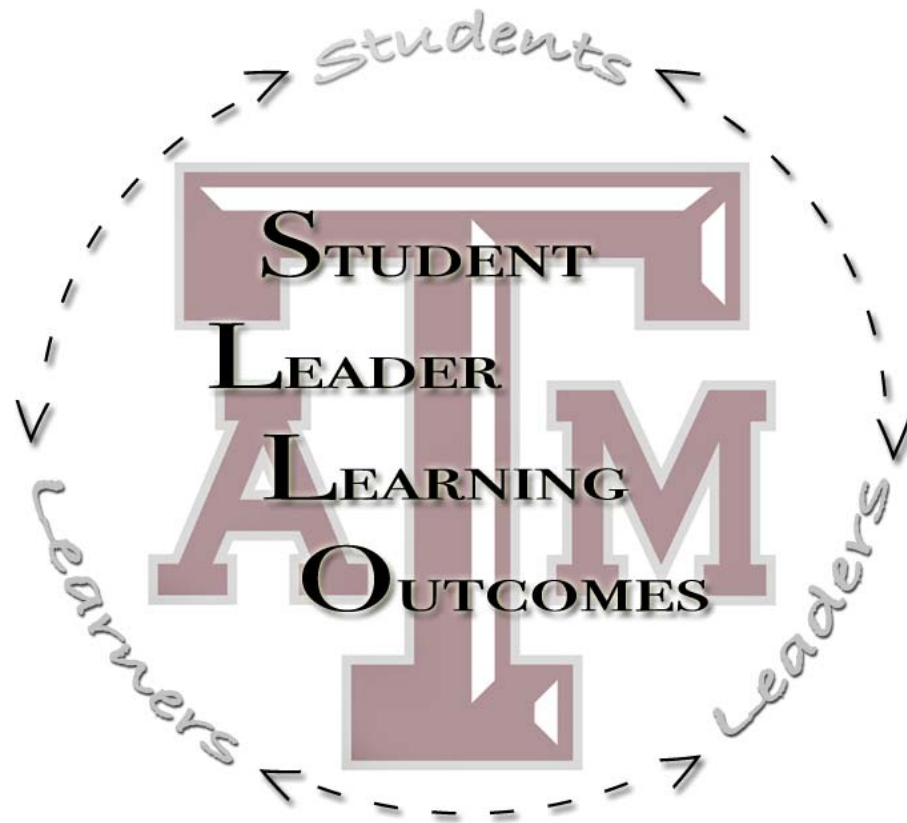
- Collaborative venture
- Supports institutional goals
- Developing as we go

□ Obstacles

- Not in anyone's job description
- Changing institutional leadership
- Developing as we go



Questions?





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