

Assessing Learning Outcomes in Student Affairs
10th Annual Texas A&M University Assessment Conference
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Learning Outcome #1:

Texas Woman's University Division of Student Life will assist students in the development of general and specific leadership skills and behaviors supportive of their role at the university.

Assessments:

1. Leadership Self-Assessment

Student leaders associated with the Center for Student Development, Fitness and Recreation, G Force, the Multicultural Students Network, Student Government, and University Housing will complete a Leadership Self-Assessment (LSA) in the late fall and late spring semesters. The LSA will allow students to evaluate themselves on the following:

- Leadership Characteristics (LC) including self-awareness, values, time management, professional appearance, collaboration, ability to delegate, goal setting, diversity, planning, and ethics.
- Communication skills (CS)
- Mastery of position requirements (PR)

2. Leadership Assessment

Peer student supervisors and/or full-time supervisors will complete a Leadership Assessment of each student that they supervise. This leadership assessment is identical to the LSA, but will be used to evaluate each student. Professional staff will complete a Leadership Assessment for each student supervisors that the professional staff member supervises if that department is organized accordingly. The Leadership Assessments will be completed for every student in late fall and late spring.

3. Feedback

The LSA and the leadership assessment will be compared and correlated for each student. These results will be reported.

Supervisors will go over the results of their leadership assessment with each student within two weeks of the completion of the assessments. Students will be able to provide verbal and written feedback concerning the assessment results. This feedback will be recorded, collected, and reported.

4. Leadership Portfolio

A leadership portfolio (LP) will be compiled for each student involved in this study. This LP will serve several purposes. First, it will document that student's involvement in the university, department, and outside. Second, it will document that student's development over time within their role. Third, it will serve as a tool to help guide the student's development.

Finally, it will serve as a tool to document a student's experience to help students with post-university employment. A copy of the LP is attached.

The LP will be compiled in an on-going manner. For each student, it will be reviewed and updated in conjunction with student evaluations.

TWU Fitness and Recreation Leadership Self-Assessment

Attached are statements which may or may not describe behavior you chose to demonstrate. Many of these statements require knowledge and skills which are important for people to know not only in their role at Fitness and Recreation, but also to be an effective leader.

For each statement, describe yourself as one of the following by circling the appropriate level:

- **Rookie:** You have been educated/trained in the information the statement describes but have not had to use it in your job, organization, or personal experience. Or if you have used it in these roles, it was difficult to incorporate because it was new information.
- **Competent:** You have demonstrated the action reflected in the statement and can demonstrate the action competently. No one has to teach it to you and you can demonstrate it with minimal coaching or mentoring from peers/colleagues.
- **Veteran:** You are someone who is a model for this statement description. You can teach and mentor others in this area, and you can adapt and enhance the basics to fit challenging situations.
- **Don't Know:** No one has taught you how to do this or you don't do it because no one has said to you that it is important for you to be able to do this. You may wish to have competence in this area, but don't know how to go about learning how to do it.

In addition, complete the following three boxes:

- **Needed for My Current Organizational Responsibility:** Check this box if you think that it is important that you know how to do this for your current organizational or group responsibility.
- **Important for Personal Development:** Check this box if you think this statement describes something that is important for you to know for your personal development.
- **Examples of Accomplishing:** Please provide examples of when you displayed each characteristic or skill. Please feel free to write on the back or to include additional paper.

Leadership Characteristics:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I can motivate a group with multiple talents and perspectives to work together for a larger cause (Collaboration)	Rookie Competent Veteran Don't Know			
I foster connections and collaboration among different groups (Collaboration)	Rookie Competent Veteran Don't Know			
I know how to delegate (Delegate)	Rookie Competent Veteran Don't Know			
I can describe at least 5 cultures different from and/or similar to my own (culture may include race, sexual orientation, regional cultures, socioeconomic stats and religion) (Diversity)	Rookie Competent Veteran Don't Know			
I know people from a least 5 cultures similar to and/or different from my own (Diversity)	Rookie Competent Veteran Don't Know			
I can work productively and communicate with individuals different from and similar to myself (Diversity)	Rookie Competent Veteran Don't Know			
I can work effectively with people who are physically challenged (Diversity)	Rookie Competent Veteran Don't Know			
I stand up for my personal and professional ethics with a high degree of consistency (Ethics)	Rookie Competent Veteran Don't Know			
I demonstrate the desire to "do the right thing." (Ethics)	Rookie Competent Veteran Don't Know			

Leadership Characteristics, Cont.:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I am able to analyze the ethical components of a problem or dilemma (Ethics)	Rookie Competent Veteran Don't Know			
I demonstrate commitment to my team by completing and following through on assigned projects (Group dynamics)	Rookie Competent Veteran Don't Know			
I can identify group stages and intervene as appropriate (Group dynamics)	Rookie Competent Veteran Don't Know			
I can identify roles, power and social norms in a group and can adapt my actions so I have maximum impact in the group (Group dynamics)	Rookie Competent Veteran Don't Know			
I can describe my strengths and limitations (Self awareness)	Rookie Competent Veteran Don't Know			
I know how to provide creative, out-of-the-box solutions for situations of continual change (Planning)	Rookie Competent Veteran Don't Know			
I take reasonable risks (Planning)	Rookie Competent Veteran Don't Know			
I demonstrate proper dress and etiquette during professional gatherings (Professional appearance)	Rookie Competent Veteran Don't Know			
I volunteer for university/Fitness and Recreation committees and projects (Service)	Rookie Competent Veteran Don't Know			

Leadership Characteristics, Cont.:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I know how to prioritize tasks and effectively manage my time (Time management)	Rookie Competent Veteran Don't Know			
I maintain a fitness regimen which allows me to maintain a high energy level (Values)	Rookie Competent Veteran Don't Know			

Communication Skills:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I demonstrate good listening skills	Rookie Competent Veteran Don't Know			
I can facilitate a group meeting	Rookie Competent Veteran Don't Know			
I know how to give effective feedback to people with whom I work	Rookie Competent Veteran Don't Know			
I am able to coach a colleague/peer toward improved performance	Rookie Competent Veteran Don't Know			
I raise issues of conflict before the group to discuss and resolve	Rookie Competent Veteran Don't Know			
I can effectively present ideas/training in front of a group	Rookie Competent Veteran Don't Know			
I can describe issues about which I am passionate	Rookie Competent Veteran Don't Know			
I can construct a plan to effectively communicate concepts to large groups of people	Rookie Competent Veteran Don't Know			

Mastery of Position Requirements:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I can plan, implement and manage a project to completion on time, on task, within budget, and with few last minute issues	Rookie Competent Veteran Don't Know			
I am knowledgeable of the skills and tasks required to complete my job assignment	Rookie Competent Veteran Don't Know			
I can solve day-to-day problems with available resources	Rookie Competent Veteran Don't Know			
I can describe the organizational structure of the university	Rookie Competent Veteran Don't Know			
I can describe the organizational structure of Fitness and Recreation	Rookie Competent Veteran Don't Know			
I know how to set effective goals	Rookie Competent Veteran Don't Know			
I adjust to changes in job assignments, methods, personnel, or surroundings.	Rookie Competent Veteran Don't Know			
I am punctual and dress appropriately for work.	Rookie Competent Veteran Don't Know			
I am willing to substitute when reasonable notice is given and accommodation is possible.	Rookie Competent Veteran Don't Know			
I attend mandatory staff meetings and am on time and attentive.	Rookie Competent Veteran Don't Know			
I willingly take supervision.	Rookie Competent Veteran Don't Know			
I share cleaning duties with other staff members.	Rookie Competent Veteran Don't Know			
I correctly complete monetary transactions.	Rookie Competent Veteran Don't Know			

Mastery of Position Requirements, Cont.:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I correctly follow cash handling procedures.	Rookie Competent Veteran Don't Know			
I demonstrate correct use of the computer for point-of-sale.	Rookie Competent Veteran Don't Know			
I demonstrate correct use of voicemail for deleting or forwarding messages.	Rookie Competent Veteran Don't Know			
I report equipment and facility problems using proper procedures.	Rookie Competent Veteran Don't Know			
I follow all procedures correctly as outlined in the Staff Handbook.	Rookie Competent Veteran Don't Know			
I make good use of Fitness and Recreation time as is evidenced by not spending excessive time studying or on the internet.	Rookie Competent Veteran Don't Know			
I ask for tasks to do when unsure of what to do next.	Rookie Competent Veteran Don't Know			
I am cordial and helpful to patrons.	Rookie Competent Veteran Don't Know			
I am self-motivated and find work to do.	Rookie Competent Veteran Don't Know			
I see potential problems before they occur and warn supervisors (i.e. getting low on copies, faulty equipment, etc.)	Rookie Competent Veteran Don't Know			
I enforce Fitness and Recreation policies and procedures.	Rookie Competent Veteran Don't Know			

Mastery of Position Requirements, Cont.:

	Evaluation (Circle One):	Needed for Current Org. Responsibilities?	Important for Personal Development?	Examples of Accomplishing:
I demonstrate commitment and loyalty to Fitness and Recreation by not gossiping about fellow staff or policies and procedures to other staff or patrons.	Rookie Competent Veteran Don't Know			

Goal to be met during the following semester:

Employee Signature _____

Supervisor Signature _____ Date _____

TWU Fitness and Recreation Leadership Portfolio

Projects

- Participate in Fitness and Recreation marketing efforts
- Participate in Fitness and Recreation assessment efforts
- Participate in strategic Fitness and Recreation initiatives

Professional involvement

- Membership in professional associations
- Attendance at professional meetings
- Committee/work team participation at professional meetings
- Offices held in professional associations
- Certifications

Group meetings

- Meetings organized for Fitness and Recreation
- Meeting agendas developed for Fitness and Recreation
- Presentations at meetings for Fitness and Recreation
- Meetings facilitated for Fitness and Recreation

Training

- Student workers trained in job skills at Fitness and Recreation
- Student worker job performance corrected at Fitness and Recreation
- Student worker job performance evaluations at Fitness and Recreation
- Student workers disciplined at Fitness and Recreation

Conflict

- Handling conflict with a patron while at Fitness and Recreation
- Handling conflict with a co-worker at Fitness and Recreation
- Moderating conflict between student employees at Fitness and Recreation

University

- Participation in student organizations/student government
- Offices held in student organizations/student government
- Committees/work team participation

Community

- Participation in community/special interest organizations
- Offices held in community/special interest organizations
- Other volunteer activities

Learning Outcome #2:

Texas Woman's University Division of Student Life will provide opportunities, resources, and programs to prepare student leaders for careers in the 21st century.

Assessments:

1. Opportunities

The Career Services Department will provide employment opportunities through conducting nine career days annually on TWU campuses, providing access to potential employers through on-campus interviews and through participating in Student Teacher Orientation each Fall and Spring Semesters to provide information regarding resume design, interviewing techniques, and job search strategies. The effectiveness of these opportunities will be evaluated by potential employers that participate in these programs according to the attached survey and by the students who participate in them according to the attached survey. This information will be collected and analyzed at the end of each fall and spring semester.

2. Resources

Alumni Services, working with Career Services, will engage TWU alumni to support current students in their career search. Intercollegiate Athletics will present life skill development opportunities through a variety of endeavors to help prepare student athletes for post-college employment. The Career Services Department will provide career counseling, serve as a clearinghouse for internship opportunities, and/or test all students requesting career advice. The following evaluations will be used to analyze the effectiveness of these resources:

- TWU Alumni will be surveyed on an annual basis on their perception of the effectiveness of this resource.
- Students that use each resource will be surveyed on a semesterly basis as to their perception of the effectiveness of the resource in their career preparations.

These evaluations will be collected and analyzed at the end of each fall and spring semester.

3. Programs

The Career Services Department will provide employment opportunities and programs such as career days, career counseling, resume critiques, mock interviews and other career planning workshops that will enhance a student's personal and professional development. As students participate in these programs, they will be surveyed as to the effectiveness of the programs. Surveys will be collected and analyzed at the end of each fall and spring semester.

4. Ultimate Effectiveness

Intercollegiate Athletics, Alumni Services, and Career Services will track the employability of recent graduates. Intercollegiate Athletics and Alumni Services will also evaluate recent graduate

perceptions of the value of the opportunities, resources, and programs in both their career development and career search according to the attached survey.

Learning Outcome #3:

Student leaders will demonstrate the ability to construct individualized training plans, conduct group training sessions, and complete written/oral evaluations of peer students.

Assessments:

1. Communication Skills

As part of the student evaluation process, all students will self-evaluate and be evaluated on their communication skills using the leadership self-assessment and leadership assessment. These evaluations will be conducted in the late fall and late spring semesters and will be done as part of learning outcome #1.

2. Rubric Evaluation of Individualized Written Training Plans

Every new student worker to the Center for Student Development, Fitness and Recreation, and University Housing receives a self assessment on their job skills to help guide their training. Based upon the results of this self assessment, student supervisors will develop a written training plan to address deficiencies in the peer student worker's performance. This written training plan will also be used to address deficiencies that may appear after the student worker's initial training period.

Each written training plan will be evaluated by the professional staff member that is responsible for the student supervisor according to a rubric. The written training plan and the rubric will be included in the student supervisor's leadership portfolio. This information will be reviewed at the end of every fall and spring semester in conjunction with student evaluations.

3. Rubric Evaluation of Group Training Sessions

Student supervisors must conduct group training sessions with the peer student workers that they supervise. This serves several purposes including communication about policy, events, or changes; retraining; and imparting new skills.

Each group training session will be evaluated by the professional staff member that is responsible for the student supervisor according to a rubric. The documents associated with the group training session (i.e. agenda, minutes, etc.) as well as the rubric will be included in the student supervisor's leadership portfolio. This information will be reviewed at the end of every fall and spring semester in conjunction with student evaluations.

4. Rubric Evaluation of Written/Oral Evaluations of Student Performance

Peer student supervisors will evaluate the student workers that they supervise in the fall and spring semester by filling out a leadership assessment form. The Leadership Assessments will be completed for

every student employee late fall and late spring. Student supervisors will go over the results of their leadership assessment with each student worker within two weeks of evaluations. Supervisors will be evaluated by the professional staff that they report to, according to a rubric, on their ability to complete the leadership assessment and communicate its results with the peer student workers that they supervise. These rubrics will be included in the student supervisor's leadership portfolio.

Administrative Outcome #1:

The Division of Student Life will assist Texas Woman's University with meeting or exceeding all Closing the Gaps targets and University enrollment goals through outreach and retention efforts (Partnerships, Size).

Assessments:

1. Partnerships with public/private K-12 schools.
2. Participation in university recruitment initiatives.

Administrative Outcome #2:

The Division of Student Life will assist the University fiscally through the operation of auxiliary services and through efforts to secure alternative sources of income (Resources).

Assessments:

1. Fiscal performance of auxiliary departments.
2. Success in securing external funding.

Administrative Outcome #3:

The Division of Student Life will offer direct services designed to increase retention and meet student needs (Size).

Assessments:

1. NSSE results
2. Service offerings to commuter/non-traditional students, resident/traditional students, and distance students based upon on-going assessment.
3. Cooperative Institutional Research Program Freshman Survey
4. Your First College Year survey
5. Student Satisfaction Index Survey
6. Retention Management System Survey