SIU Southern Illinois University

Using Technology to Assess Student Engagement in Non-Curricular Events

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Goals

1. Participants will be exposed to data collection methods available to assess student engagement in non-curricular events.

2. Participants will be able to apply practical approaches to collecting data using technology.

Southern Illinois University Campus Description (Fall 2014)

- Student Headcount: 13,461 undergraduates; 3,893 graduate students; 635 professional
- Employee Headcount: 5,141 total; 1,445 faculty; 1,605 graduate assistants; 215 undergraduate assistants
- FTE Student/FTE Faculty Ratio: 14.82/1
- Operating Budget FY14: $440,956,100
- Resident Tuition/Fees: $12,252 undergraduates; $15,492 graduate

Background of Co-Curricular Assessment Committee

- Student Affairs dissolved (2011)
- Absence of recognition of importance of assessment of co-curricular student learning
- Co-Curricular Assessment Committee established (2013)
  - Writes SLO's and Assessment Plans (2013-2014)
  - Begins gathering data using technology (2014)
- Student Affairs reinstated (2015)

Role of Co-Curricular Assessment Committee

- Established in 2013 with representation from many co-curricular units on campus.
- Works collaboratively with the Campus-Wide Assessment Committee (CWAC) and College-Wide Assessment Teams (CWAT).
- Ensures the value of assessment for informing and improving curricula and student learning is integral to university culture.
- Reviews and approves co-curricular assessment plans and provides feedback to the units.
- Works collaboratively with CWAC and CWAT to oversee the development and updating of assessment plans and to apply uniform assessment practices and procedures.

Co-CAC Membership (2015-2016)

Co-Chair	Beth	Scally	University Housing
Co-Chair	Andy	Morgan	Dean of Students
Assessment Fellow	Deborah	Barnett	Non-Traditional Students
Assessment Fellow	Heather	Brake	Dean of Students
	Jeannie	Killian	Exploratory Students
	Cordy	Love	New Student Programs
	Pat	Manfredi	University Core Curriculum
	Troy	Vaughn	Recreational Sports and Services
	Douglas	Reichenberger	Career Services
	Mythili	Rundblad	Center for Service Learning & Volunteerism
	Amber	Loos	Library Affairs
	James	Allen	Associate Provost for Academic Programs
	Sharon	Walters	Assessment and Program Review

Co-Curricular Résumé

- Registrar prefers we not call them transcripts or records.
- Many co-curricular units are swiping ID's at service points and events.
- Card swipe data are stored in spreadsheets.
- Fed into OrgSync and linked to 4 learning objectives.
- Learning activities could lead to Badges or Credit.
- Eventually would like to post on student transcripts.

Goals of Co-Curricular Résumé

- **Increase student engagement** through co-curricular learning
- **Equate** co-curricular opportunities **to learning opportunities**
- Develop co-curricular resume for **student documentation** and **program data**
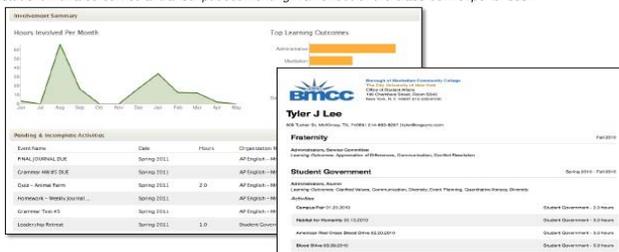- **Implement badging system** to measure and reward primary learning outcomes

Solution

Why OrgSync?

- Widely-used
    - 357 existing 'portals' (student/campus organizations)
- No additional cost (contract through Nov. 2017)
    - Co-Curricular transcript is part of existing features
- Single sign-on enabled
- Students and staff are familiar with card swiping elsewhere on campus
- Multiple access points - Student activities, website, SalukiNet, SIUOnline

Where are we now?

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- Structure in place (OrgSync, card swipes, etc.)
- Student Learning Outcomes Identified
  (standards and employer expectations)

Comparison to Other Standards

LEAP (AAC&U)	Learning Reconsidered	Disciplines	CAS Domains
Knowledge of Human Cultures & the Physical & Natural World	Knowledge acquisition, integration, & application	Knowledge bases	Knowledge acquisition, construction, integration, & application
Intellectual & Practical Skills	Cognitive complexity	Critical thinking	Cognitive Complexity
Personal & Social Responsibility	Interpersonal & intrapersonal competence	Intrapersonal attributes and competencies	Intrapersonal Development
		Interpersonal relations with diverse others	Interpersonal Competence
	Humanitarianism		Humanitarianism & Civic Engagement
	Civic engagement		
		Ethics	
		Management & collaborative leadership	
Integrative & Applied Learning	Practical competence	Professional skills	Practical Competence
	Persistence & academic achievement	Life-long learning	

Source: Dean, L. A., & Lange, A. (2015, January 26). Less work for you: Structuring student learning using the CAS learning and development outcomes. ACPA Commission for Student Involvement Webinar.

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Student Learning Outcomes

Personal & Social Responsibility	Cultural Competency
Intrapersonal & Interpersonal Development	**Intellectual & Professional Skills**

Ex: Cultural Competency

SIU	LEAP	CAS/ LEARNING RECONSIDERED	EMPLOYERS	ORGSYNC	
VALUING CULTURAL AND HUMAN DIFFERENCES	INTERCULTURAL KNOWLEDGE AND COMPETENCE	Recognizing and Valuing Cultural & Human Differences	Working with people different from yourself	APPRECIATION OF DIFFERENCES UNDERSTANDING PRIVILEGE	Understands one's own identity and culture Seeks involvement with people different from oneself Articulates the advantages and impact of a diverse society Identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them In interactions with others, exhibits respect and preserves the dignity of others
GLOBAL CONSCIOUSNESS	GLOBAL LEARNING	Global Consciousness	Understanding of global context in which work is now done		Understands and analyzes the interconnectedness of societies worldwide Demonstrates effective stewardship of human, economic, and environmental resources

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Student Learning Outcomes

Personal & Social Responsibility

Civic Engagement

Sustainability

Financial Responsibility

Ethics and Integrity

Personal Responsibility

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Student Learning Outcomes

Cultural Competency

Valuing Cultural and Human Differences

Global Consciousness

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Student Learning Outcomes

Intrapersonal & Interpersonal Development

Health and Wellness

Advocacy

Interpersonal Communications

Self-Awareness

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Student Learning Outcomes

Intellectual & Professional Skills

Teamwork
Leadership
New Knowledge and Application
Inquiry and Analysis
Professionalism and Career Development
Critical Thinking
Problem Solving and Creativity
Goals and Planning

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Students (and programmers) planned campus event calendaring around **learning outcomes FIRST** and those learning outcomes were **visually recognizable!**

Assessment

Advanced Options: Assessments and Forms

Advanced options may not be editable after participants have RSVP'd or received attendance credit.

Pre-Registration Form
Include form for participants to complete when they RSVP.

Post-Event Form
Collect additional information from participants after the event.

Reflection
Require participants to write a reflection to receive credit.

Learning Outcomes
Require participants to identify learning outcomes to receive credit.

D2L Survey Questions

- Reduce survey burden on students by posting a question each week on the single sign-on screen of D2L from a pool compiled by co-curricular units.

  - Students learn about services while associating them with academics.
  - Units obtain feedback to improve services.
  - Students take fewer surveys.
  - Faculty talk about co-curricular services in class.
  - Positive student response.
  - Students enjoy the instant feedback.

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Sample Survey Questions - Advising

Academic advisors help and support students achieve specific outcomes throughout their educational journey. On average, how often do you meet with an academic advisor?

A. More than once per semester
B. Once per semester
C. Once per academic year
D. Less than once per academic year
E. I have never met with an advisor

What is the best way to figure out if you are on track to graduate in a timely manner?

A. Review the major requirements in the current SIU undergraduate catalog
B. Obtain a copy of your major curricular guide online
C. Consult your academic advisor
D. Meet with a faculty/instructor in your program of study
E. Ask your friends

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Sample Survey Questions - Advising

For what reasons do you typically meet with an academic advisor? (You may select three answers)

A. Plan my schedule for the following semester
B. Discuss my progress toward graduation
C. Review requirements for my current major
D. Discuss requirements for a new major
E. Discuss personal issues affecting my academic progress
F. Discuss my career goals/plans for after graduating from my current academic program

G. Discuss academic success strategies (e.g., test taking, time management, test anxiety)
H. Discuss curricular and co-curricular offerings at SIU

What is your preferred method to schedule an advising appointment?

A. Call the college advising office
B. Go in person to college advising office
C. Email my advisor to schedule an appointment
D. On-line scheduling system (if available)

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Sample Survey Questions – Career Services

What are the three most common job interview mistakes?

A. Have not prepared, dress inappropriately, poor communication skills

B. Arrive late, forget to mute the cell phone, chew gum

C. Tell jokes about past co-workers, lie about past accomplishments, showing up with a hangover or really tired

How confident are you regarding your plans after graduation from SIU?

A. Very sure

B. Moderately sure

C. No clue

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Sample Survey Questions – Career Services

What is the percentage of interns that receive full-time job offers from their employers?

A. 15.3%

B. 35.2%

C. 51.7%

D. 64.8%

What is the hardest part about a job search for you?

A. Figuring out what I can do with my degree

B. Putting together a resume and cover letter

C. Finding a job that accepts my current level of experience

D. I was supposed to be looking for a job?

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Sample Survey Questions - Library

Help is available from librarians a number of ways. Which would you be likely to use? Choose all that apply.

A. Email
B. Chat/IM
C. Text message
D. Phone
E. In-person at the Information Desk
F. By appointment with a librarian

The Library offers 14 group study rooms which can be reserved online for two or four hours at a time. How often do you use the rooms?

A. I didn't know about the rooms.
B. I do not need the rooms.
C. Once a semester.
D. Once a month.
E. Once a week.
F. Every day.

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Sample Survey Questions - Library

How frequently will you use the Library's 24/5 study area and computer lab after midnight?

A. Not at all
B. Once a semester
C. Only during finals
D. Once a week
E. Several days a week
F. Every day

What would you do if you wanted to study in the Library and needed a computer?

A. Check out one of our laptops from the Circulation Desk
B. Borrow connectors from the Circulation Desk to use media tables to project from smaller devices
C. Use a media table
D. Use one of the computers found throughout the building
E. Any of the above (because they're all true!)

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EAB Student Success Collaborative

- Combines technology, research, and predictive analytics to help institutions positively impact degree completion outcomes for at-risk students.
- Advising tool designed around a three-stage model: triage, assess, and intervene.

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EAB Student Success Collaborative

- Enables academic advisors to:
  - Assess students' progress to degree and semester performance at a glance
  - Communicate with the student or a group of students directly from the SSC platform
  - Record notes about quality and content of the advisement appointment, registration instructions, or concerns
  - Notes are available to other SIU advisors or staff who are engaged in students' college success.

Source: http://oit.siu.edu/sis/faq/ssc.php

EAB Student Success Collaborative

▪ Results at SIU Carbondale after 2 years:
  ▪ Retention of first-year, full-time students improved 8.3 percentage points from fall 2013 to fall 2014.
  ▪ Retention of first-time, full-time students increased from 60.1 % in fall 2013 to 68.4% in fall 2015.

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Challenges

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▪ Some academic advisors resist using the technology.
▪ Some advisors fear their evaluations will be based on the performance of students they advise as measured through EAB metrics.
▪ On-going need for advisor and faculty training in using the system.

SSC At UNC Charlotte

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- Early SSC adopter - 3 years ago
- Started with COB, University College and COE and then rolled it out to the entire campus in the 2nd year
- Decentralized advising model of both professional and faculty advisors
- SSC superuser in each college
- Degree-mapping in 2nd Year
- Targeted campaigns with a sample of students as some advisors are resistant
- Not using for advisor notes - home grown system to Starfish this fall
- Plan to link Starfish to SSC to form integrated system

Activity #1

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1. Is your institution currently using any technology to assess student engagement in non-curricular events and activities?

2. If yes, what technology?

3. If not, why not?

Thank you!
Questions?

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