

**Applying
Student Development Principles
to Your
Assessment Plan**

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IUPUI Assessment Institute

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Successful Assessment....

Creates Action

To....

**Continue Effective Practice
or
Initiating Change (improvement)**

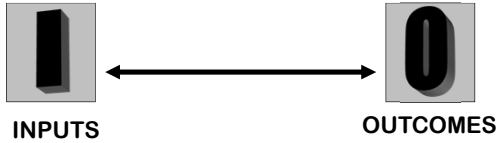
Student Affairs:

**The Art and Science of
Arranging Furniture**

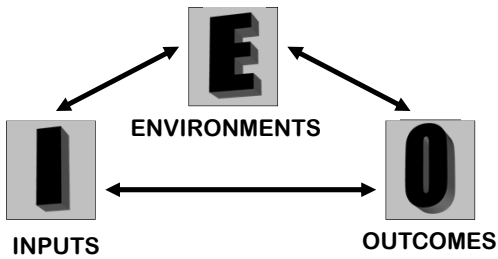
in a Circle

(NOT!)

Do Students Learn While In College?



Value Added I – E – O Model



Alexander Astin

What Could Student Development Theory Add to Assessment Efforts?

- | | |
|--|--|
| <i>in loco parentis</i> | Student Services |
| <ul style="list-style-type: none">• on behalf of parents• Character development• Strict rules & discipline | <ul style="list-style-type: none">• Challenge• Support• Growth model |

- Student Development***
- Learn in and out of class
 - Internal and external influences
 - Student personal responsibility

Intellectual Development

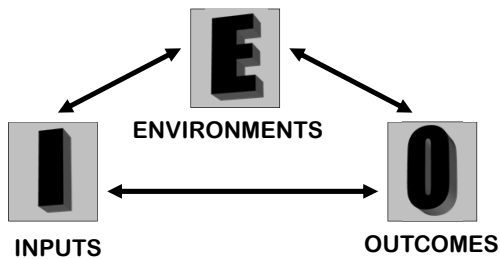
William Perry

Baxter Magolda

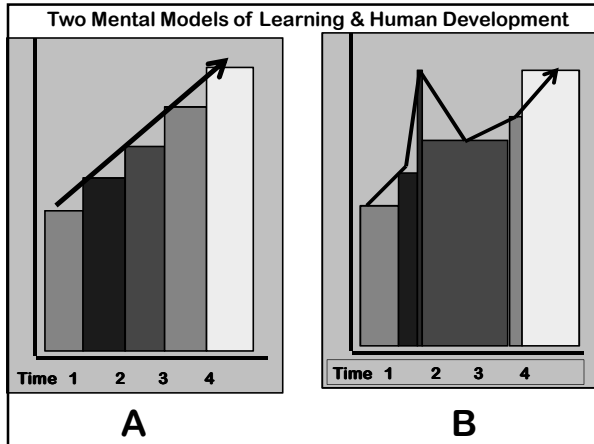
- Dualism
- Multiplicity
- Relativism
- Commitment in Relativism
- Absolute knowing
- Transitional knowing
- Independent knowing
- Contextual knowing

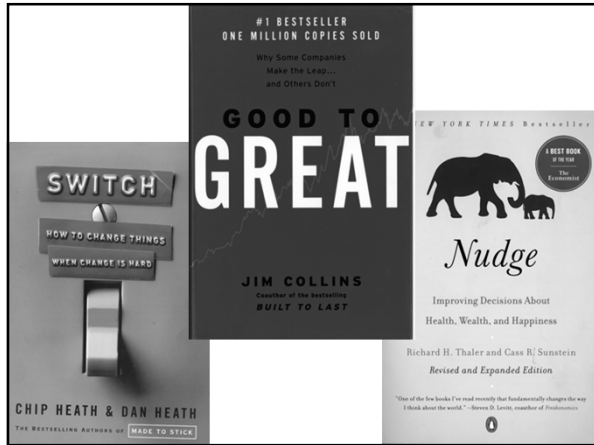
Student Development Theories See Students as Dynamic and Evolving.

Is this a model reflecting Student Development Theory?



Alexander Astin





We all need help with some choices

Poor decisions:

- No experience
- No feedback
- Delayed feedback
- Past \neq future
- Inertia

Make it easy
to find the right path.

Choice Architects

SWITCH

How to change things
when change is hard



Heath & Heath, 2010

Decision Paralysis

- Gourmet food store – in a jam
 - 6 samples
 - 24 samples
 - (6 samples, 10 times more likely to buy)

Heath & Heath, 2010

Switch – Bright Spots

- Improving nutrition in rural Vietnam
 - Poor water quality
 - Poor sanitation
 - Inadequate food supply
- Improving freshman computing skills
 - Pre/post test of computing skills
 - Gains not explained by “C” courses
 - Bright spots – residence hall students

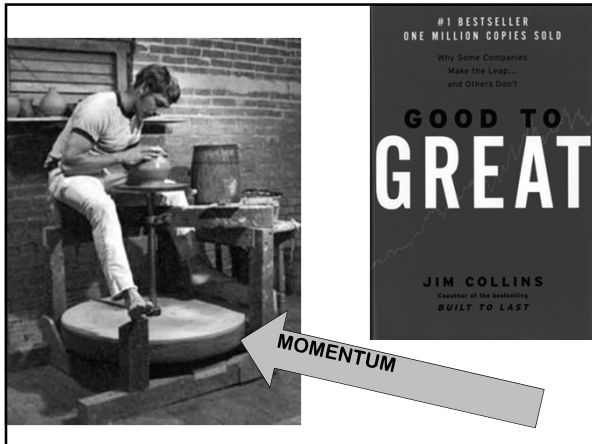
Power of Peers

- “the student’s peer group is the single most important source of influence on growth and development during the undergraduate years.”

• Alexander Astin, *What Matters in College?* (1993) page 398

Earning the Good Will and Trust of Students

- Students are busy people – respect their time
- Students have real lives – be flexible
- Peg on situations they already know
- Pizza works
- Feedback is critical – show that their participation mattered



Academic Momentum
The Toolbox Revised , Adleman

Credits in First Year
 “Less than 20 credits by the end of the first calendar year is a serious drag on degree completion.”

Continuous Enrollment
 “..continuous enrollment increases the probability of degree completion by 43%.”

Cliff Adelman The Toolbox Revised

Withdraw without penalty
Withdrawal from 1 of 5 courses attempted...
“cuts the probability of completing the degree in half”

End of First-year Grade Point Average
GPA above 2.25 and upward trend

Return or Purposeful Transfer
Transferring is not necessarily bad.

Source: Adelman, The Toolbox Revisited, 2006

Randy's Opinion

**Student Affairs has not
contributed enough to
assessment practice**

Human Development – plateaus & cliffs

Human Motivation Theories

Peer to Peer Influences

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