

**RESEARCH OF PRACTICE:  
INSTITUTIONALLY IDENTIFIED STUDENT  
LEARNING OUTCOMES AND STUDENT  
AFFAIRS ALIGNMENT**

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**OUTLINE**

- ▶ Brief Review of the Problem through Relevant Literature
- ▶ Three Research Questions
- ▶ Findings & Discussion
- ▶ Application and Future Research
- ▶ Transition into IUPUI & PCLs



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**LITERATURE REVIEW**

- ▶ Evolution of Assessment in Higher Education
- ▶ Assessment in Student Affairs
  - ▶ Literature for practice
  - ▶ Empirical Work
- ▶ Student Learning Outcomes in Undergraduate Education
  - ▶ National Efforts
  - ▶ Specific Principles of Undergraduate Learning
- ▶ Gaps in the literature



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### PURPOSE OF STUDY

1. What processes did departments within a division of student affairs at a large urban research university use to develop assessment measures of student learning outcomes?
2. To what extent are department-level assessment measures aligned with the specific institution's student learning outcomes?
3. To what extent do items used in measuring the institution's specific student learning outcomes across student affairs departments agree with similarly identified constructs (based on departmental identification) across the division of student affairs?

IUPUI was the site because of the DSA intentional implementation of institution-wide learning outcomes

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### RQ1: WHAT PROCESSES DID DEPARTMENTS WITHIN A DIVISION OF STUDENT AFFAIRS AT A LARGE URBAN RESEARCH UNIVERSITY USE TO DEVELOP ITEMS ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES?

- ▶ Sample
  - ▶ Six of eight departments in the Division of Student Affairs at IUPUI
- ▶ Data Collection Procedures
  - ▶ One hour phone interviews with department directors
  - ▶ Measurement Details/PUL Alignment
- ▶ Data Analysis
  - ▶ Thematic analysis – deductive process

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### RQ2: TO WHAT EXTENT ARE DEPARTMENT-LEVEL QUESTIONS ALIGNED WITH THE LITERATURE-BASED DESCRIPTION OF THE SPECIFIC INSTITUTION'S STUDENT LEARNING OUTCOMES?

- ▶ Sample
  - ▶ Department Measures Items
- ▶ Data Collection Procedures
  - ▶ During initial contact and confirmation during the interview
  - ▶ Director of Assessment and Planning
- ▶ Data Analysis
  - ▶ Document analysis – rubric scoring

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**RQ3: TO WHAT EXTENT DO ITEMS USED IN MEASURING THE INSTITUTION'S SPECIFIC STUDENT LEARNING OUTCOMES ACROSS STUDENT AFFAIRS DEPARTMENTS AGREE WITH SIMILARLY IDENTIFIED CONSTRUCTS (BASED ON DEPARTMENTAL IDENTIFICATION) ACROSS THE DIVISION OF STUDENT AFFAIRS?**

- ▶ **Sample**
  - ▶ Random sample of 25% of all items from the 34 measures provided
  - ▶ N=147
- ▶ **Data Collection Procedures**
  - ▶ During initial contact and confirmation during the interview
  - ▶ Cognitive Interviews with three assessment and student affairs professionals
- ▶ **Data Analysis**
  - ▶ Intraclass correlation coefficients for the coders and departments across primary and secondary PULs

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**FINDINGS**

- ▶ Processes
- ▶ Rankings
- ▶ Agreement

Division	Department	Resources for Development	PUL Assigned	Origins & Resources
34 Measures	1 Educational Partnerships and Student Advisory 5 Housing and Residential Life 3 Career Center 1 Office of Special Assistance	2 In-house 2 Third-party 1 In-house 1 In-house 1 In-house 1 In-house 1 In-house 1 In-house	4 Used Previously 1 Used Previously 1 New in 2012-2013 1 Used Previously 1 Used Previously 1 Used Previously 1 Used Previously 1 Used Previously	1 Used Previously 1 Used Previously 1 New in 2012-2013 1 Used Previously 1 Used Previously 1 Used Previously 1 Used Previously 1 Used Previously

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**FINDINGS**

- ▶ Processes

Division	Department	Resources for Development	PUL Assigned	Origins & Resources
34 Measures	3 Educational Partnerships and Student Advisory 5 Housing and Residential Life	2 In-house 2 Third-party 3 In-house	2 No PUL Assigned 2 No PUL Assigned 3 No PUL Assigned	2 Used Previously 1 Used Previously 3 New in 2012-2013 3 Used Previously

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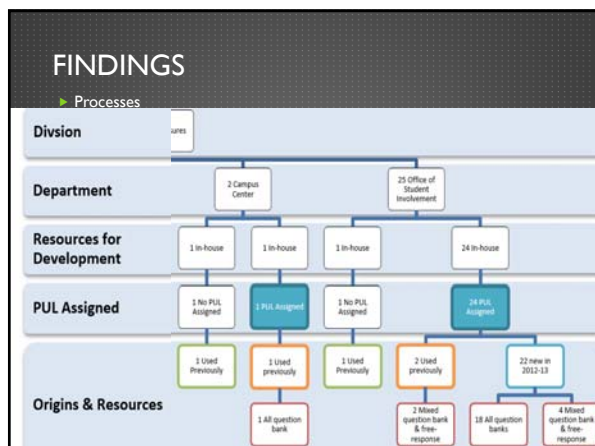
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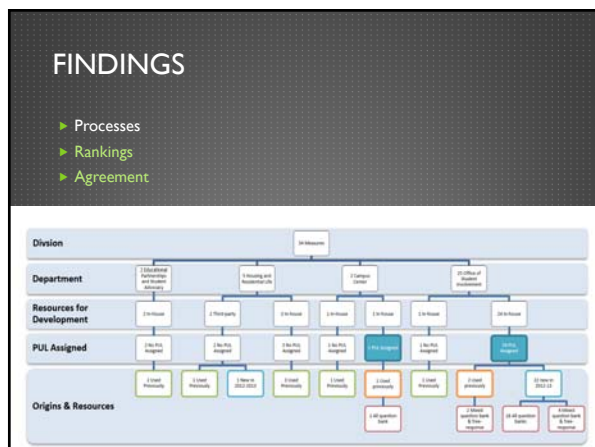
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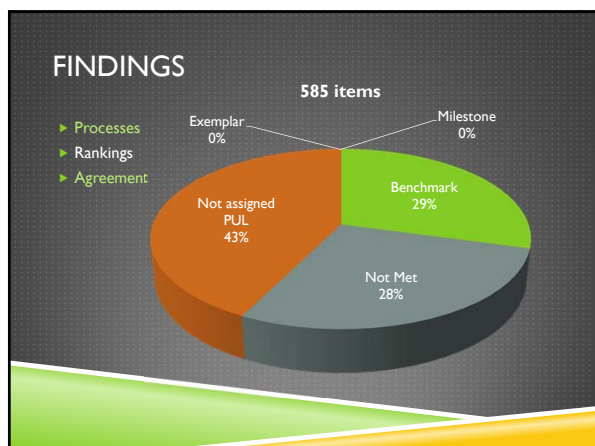
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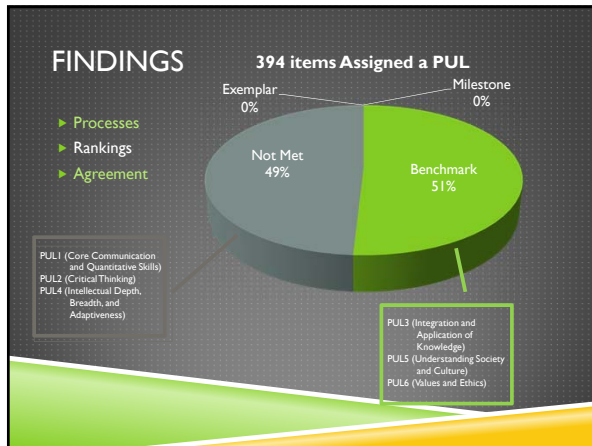
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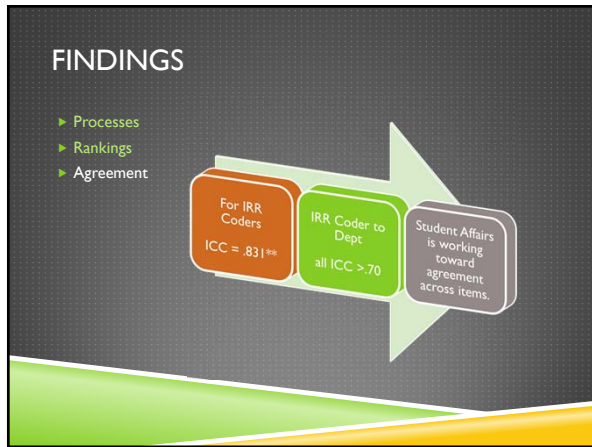
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## DISCUSSION

- ▶ Processes Used in Development
  - ▶ Resources and timing
- ▶ PUL Assignment and Ranking
  - ▶ Reliance on self-report
- ▶ PUL Agreement
  - ▶ Complexity in assignment and agreement

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## IMPLICATIONS AND FUTURE RESEARCH

- ▶ Applications for Better Practice
  - ▶ Better data collection and use
    - ▶ Incorporation of business solutions practices and data analysis
  - ▶ Competency of staff
  - ▶ Campus collaborations
  - ▶ Standardization in measuring across a division and institution
  - ▶ Use of national data
- ▶ Future Research
  - ▶ More department level data and longer term lens
  - ▶ Student level outcome tracking
  - ▶ Deeper analysis on the correlation across learning outcomes

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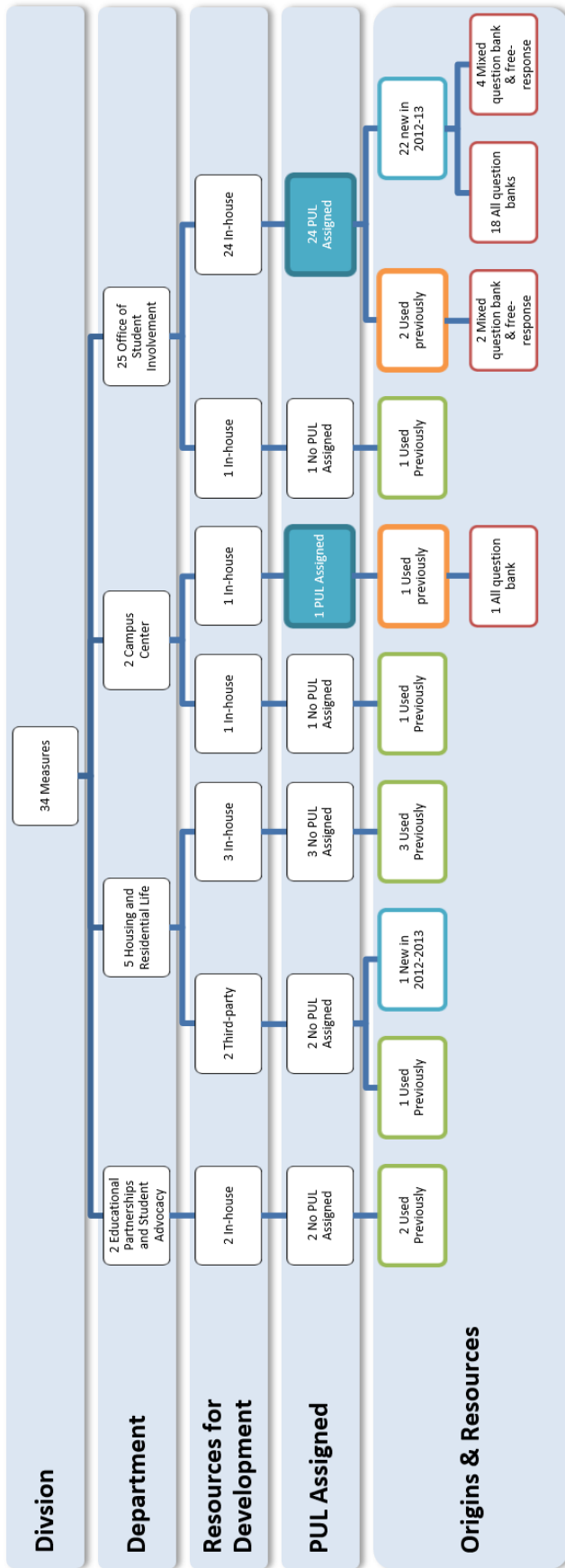


Table 1  
*Measure description and development process for **Housing and Residential Life***

Measure Title	Measure Description	Measure Development Process
RA Training Feedback	17 items: 2 single-select questions, 15 free-response questions	in house previously used
Resident Feedback	16 items: 8 questions, 4 point Likert scale, 8 single-select question, 1 open-ended response	in house previously used
RBLC Feedback	5 items: 4 point Likert scale	in house previously used
Service with Distinction	10 items: 9 questions, 4 point Likert scale, 1 single-select question	third party created
Facility Survey	57 items: 51 questions, 7 point Likert scale, 6 single-select questions	third party created

Table 2  
*Measure description and development process for the **Educational Partnerships and Student Advocacy***

Measure Title	Measure Description	Measure Development Process
JagVenture Feedback	6 items: 2 questions, 5 point Likert scale 4 open-ended response	in house
New Student Welcome	8 items: 6 questions, 5 point Likert scale, 2 open-ended response	pre-existing / unknown



Table 3  
*Measure description and development process for Office of Student Involvement*

Measure Title	Measure Description	Measure Development Process
Foundations	52 items: all 4 point Likert scale	in-house & division guidance
Cultural Leadership Lunch	2 items: all 4 point Likert scale	in-house & division guidance
SOLD	13 items: all 4 point Likert scale	in-house & division guidance
Freedom Ride	36 items: 6, 4 point Likert scale, 12 free-response, 18 journal reflection questions	in-house & division guidance
Catalyst	11 items: all 4 point Likert scale	in-house & division guidance
Project Leadership	5 items: 4, 4 point Likert scale, 1 open-ended response	in-house & division guidance
Advancing Women Mentoring Program	13 items: all 4 point Likert scale	in-house & division guidance
Jagapalooza	16 items: all 4 point Likert scale	in-house & division guidance
Homecoming	10 items: all 4 point Likert scale	in-house & division guidance
Events	2 items: all 4 point Likert scale	in-house & division guidance
Service Event	4 items: all 4 point Likert scale	in-house & division guidance
Involvement Expo	2 items: all 4 point Likert scale	in-house & division guidance
Nuts&Bolts	3 items: all 4 point Likert scale	in-house & division guidance
myInvolvement Training	3 items: all 4 point Likert scale	in-house & division guidance
Student Organizations	9 items: all 4 point Likert scale	in-house & division guidance
CUBE	14 items: all 4 point Likert scale	in-house & division guidance
Speaker	5 items: all 4 point Likert scale	in-house & division guidance
Leadership Consultants	12 items: all 4 point Likert scale	in-house & division guidance
NSLC	35 items: all 4 point Likert scale	in-house & division guidance
Project Leadership	57 items: all 4 point Likert scale	in-house & division guidance
LeadtoGo	9 items: all 4 point Likert scale	in-house & division guidance
AFLV	15 items: 3, 4 point Likert scale, 4 open-ended response, 8 focus-group questions	in-house & division guidance
New Greek Member	8 items: all open-ended response	in-house previously used

Greek President Retreat	9 items: 3, 4 point Likert scale, 6 open response	in-house previously used & question pool
Greek Council Retreat	9 items: 3, 4 point Likert scale, 6 open-ended response	in-house previously used & question pool

Table 4  
*Measure description and development process for Campus Center*

Measure Title	Measure Description	Measure Development Process
Fall 2012 Training Feedback	64 items: 62 questions, 4 point Likert scale 2 open-ended response	in house / pre-existing
Manager PUL Self-Assessment	48 items: 48 questions, 4 point Likert scale	in house with division assistance

Table 5  
*Summary of timing of measure development and resources used by department*

	Timing of Development			Resources Used		
	Recycled	Altered	New	In-house	Third-party	Division
Campus Center	x		x	x		x
Office of Student Involvement	x	x	x	x		x
Housing & Residential Life	x		x	x	x	
Educational Partnerships and Student Advocacy	x			x		
Campus Recreation	-	-	-	-	-	-
Student Conduct	-	-	-	-	-	-

Shefman Data  
PUL Literature Rubric – RQ2

Student Learning Outcome	Exemplar 3	Milestone 2	Benchmark 1
Core Communication and Quantitative Skills	Uses student demonstrations or observable work of these skills with rubrics and standardized testing as a combination of all three	Uses student demonstrations or observable work of the skill with rubrics or standardized testing with a combination of one	Based on student demonstrations or observable work or measure that is based on quantitative measure but not both
Critical Thinking	Uses student demonstrations or observable work with both rubrics and standardized testing	Uses student demonstrations or observable work with rubrics or standardized testing	Uses student demonstrations or observable work or rubrics and standardized testing Without the combination
Integration and Application of Knowledge	Demonstration of a student's ability to apply knowledge or integrate knowledge into new contexts or real world settings based on observations	Student's ability to apply knowledge or integrate knowledge into new contexts or real world settings based on student self-report or observation	The student's ability to apply knowledge or integrate knowledge in same contexts or real world settings based on student self-report
Intellectual Depth, Breadth, and Adaptiveness	Demonstrated intellectual depth and breadth of a field of study and adapted to the context of the situation and discipline	Demonstrated intellectual depth or breadth of a field of study and adapted to the context of the situation and discipline	Demonstrated intellectual depth or breadth of a field of study without an adaptation to the context of the situation and discipline
Understanding Society and Culture	Use of multiple standardized tools to measure our understanding of a student's understanding of society and culture and shifts in competence	Use of a single standardized tools to measure our understanding of a student's understanding of society and culture and shifts in competence	Use of student self-report to measure our understanding of a student's understanding of society and culture and shifts in competence
Values and Ethics	Use of multiple (3 or more) measures including self-report, observations, or valid measures	Use of two measures including self-report, observations, or valid measures	Use of one measures including self-report, observations, or valid measures

Table 1

*Intraclass Correlations and Cronbach's alphas for primary coding of the institutionally-defined learning outcomes to the sample items (n=147)*

	ICC†	Cronbach's alpha
All CogIntv Debriefers††	.813**	.813
CogIntvA & Dept	.762**	.768
CogIntvB & Dept	.717**	.717
CogIntvC & Dept	.767**	.775

Note. † ICC = Intraclass Correlation Coefficients. ††All CogInt Debriefers do not include the department.

\*p<.05, \*\*p<.001

Table 2

*Intraclass Correlations and Cronbach's alphas for secondary coding of the institutionally-defined learning outcomes to the sample items (n=147)*

	ICC†	Cronbach's alpha
All CogIntv Debriefers††	.258*	.266
CogIntvA & Dept	.324*	.330
CogIntvB & Dept	.093	.101
CogIntvC & Dept	.223*	.263

Note. † ICC = Intraclass Correlation Coefficients. ††All CogInt Debriefers do not include the department.

\*p<.05, \*\*p<.001