Bridging the Gap: Connecting Data to Learning Outcomes

Monday, March 12 / 1:00 PM - 2:00 PM

Stacy Ackerlind • Brian Burton
Amy Li-Butler • Tom Hurtado
What are the challenges faced on your campus with implementing Learning Outcomes?
“Student Affairs. . .is integral to the learning process because of the opportunities it provides students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition.” (LR, 2004)
• How do we “map” where learning occurs within Student Affairs?

• How do we encourage Student Affairs professionals to view themselves as educators?
Fast Facts About the University of Utah

Total enrollment 31,660
– Undergraduate 24,297
– Graduate 7,363
Small residential population (Approx 8%)
One Size Does Not Fit All on a Decentralized Campus

• Colleges-defined model (No university-wide learning outcomes currently)

• Student Affairs:
  – Some departments find it easy to define and assess learning outcomes (e.g. Orientation & Leadership, Service Learning, Career Services)
  – Others see themselves primarily as “service providers”
Student Affairs
Action Coalition

• Create opportunities for Student Affairs professionals to engage as a learning community
• All levels of staff are involved to gain a richer perspective and connect data with different practice needs
• Task: Review student survey data and make practice recommendations
• Coalition is organized around different topical areas
  – Programming
  – Diversity
  – Health and Wellness
  – Systems Issues

History and Process of the Committee
Hours Worked Per Week

<table>
<thead>
<tr>
<th>Hours Worked</th>
<th>National</th>
<th>University of Utah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Working</td>
<td>35</td>
<td>21</td>
</tr>
<tr>
<td>1-10 hrs</td>
<td>25</td>
<td>9</td>
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<tr>
<td>11-20 hrs</td>
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<td>18</td>
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<td>21-30 hrs</td>
<td>10</td>
<td>21</td>
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<tr>
<td>31-40 hrs</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>&gt; 40 hrs</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

*National and University of Utah data.*
Residence

<table>
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<tr>
<th>Residence Type</th>
<th>National</th>
<th>University of Utah</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus</td>
<td>47%</td>
<td>12%</td>
</tr>
<tr>
<td>Greek</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Off with Roommate</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>Off with Parents</td>
<td>13%</td>
<td>32%</td>
</tr>
<tr>
<td>Off with Partner</td>
<td>8%</td>
<td>31%</td>
</tr>
</tbody>
</table>

National University of Utah
Enrollment Status

- Full-Time Enrollment: 94%
- Part-Time Enrollment: 6%
- National Average: 78%
- University of Utah Average: 22%
Key Findings

Roughly 48% of our students indicated that they would like to be involved in more campus activities.

- 47.83% are content with their level of involvement in campus activities.
- 2.77% would like to be involved in fewer campus activities.

Roughly 48% of our students indicated that they would like to be involved in more campus activities.
Key Findings

• Factors contributing to being less involved in campus activities than they would like:
  – 53% work
  – 51% interference with academic obligations
  – 48% inconvenience of commuting and returning to campus

• Finding out about campus events:
  – 40% “I am unsure of how to get involved”
  – 14% “I never seem to hear about campus events”
• Recommendations:
  - More **clearly connect programming** to academics and “real world” experience. The data suggest that students who participate in co-curricular activities feel as though they are benefitted academically
  - Create an **educational campaign** that speaks to the benefits of campus involvement – make a real and meaningful connection between activities and students
  - Effective **marketing** of events to students
Learning Outcome
Development Process

• Organic Process

• Building a Culture of Intentional Programming and Assessment
Learning Outcome Development Process

- Experience Education Differently
- Critical Transferable Skills
- Purpose for Attending
- Often Remembered
Description:
Development of the skills necessary to lead and empower others to successfully accomplish a common task, objective, or goal.
Skills:

- Empower & Inspire Others
- Delegate
- Manage Time
- Mentor
- Establish Positive Relationships
- Motivate Others to Action
- Strategic Planning
- Service
- Communicate
- Build teamwork
- Coaching/Serve as Role Model
- Take Initiative
Examples:

- Student Government
- Alternative Spring Break
- Student Director
- Student Group Leadership
- Leadership Conferences
Implementation: Guiding Questions

• How do we find a friendly way to increase event awareness and reinforce learning outcomes among students?

• How do we provide a tool for faculty and staff to connect learning outcomes to events?
Upcoming Events

Free Film Series: The Lion King
March 7
Film

Free Film Series at the Post Theatre:
Pulp Fiction
March 21
Film

NY Times Speaker
Gretchen Morgenson
March 22
Lecture
MARCH 2012

1
Student Choice Awards
12:00 am

3
The Vagina Norvegues
7:00 pm

4
Free Film Series: The Lion King
7:00 pm

7
Free Film Series: The Lion King
7:00 pm

8

11

14

17

20

23

21
Free Film Series at the Pastel Theatre: Puja Tandon
7:00 pm

22
NY Times Opener
Quilhenn Mengen
10:00 am
Dr. Maya Angelou

Join ASUU and the University of Utah as we welcome one of the most renowned and influential voices of our time. Dr. Maya Angelou is hailed as a global renaissance woman, a celebrated poet, memoirist, novelist, educator, dramatist, producer, actress, historian, filmmaker, and civil rights activist. Her words and actions continue to stir our souls, energize our bodies, liberate our minds, and heal our hearts.

When:
Wednesday, April 11, 2012
7:00 PM - 8:30 PM

Where:
Jon M. Huntsman Center
Get a map

Ticket Information:
This is a free ticketed event. Students, faculty, staff, and community members can pick up or print 2 free tickets at www.utanetickets.com or pick them up at the Rice-Eccles or Huntsman Center ticket office.

Parking Information:
Limited parking will be available. Attendees are encouraged to ride TRAX.

Event Contact:
Robin Cole
rcole@asu.utah.edu
801-581-2788
Upcoming Events

- **Free Film Series: The Lion King**
  - March 7
  - Film

- **Free Film Series at the Post Theatre: Pulp Fiction**
  - March 21
  - Film

- **NY Times Speaker Gretchen Morgenson**
  - March 22
  - Lecture

- **India Night**
  - April 7
  - Social

- **Union Fundraising Event, Connecting Our Community**
Culture of Evidence

• How do we make sure learning is occurring?

• How do you plan to assess the learning outcomes you have defined?
  – Allows Assessment Office to collect data and provide support in learning outcomes assessment efforts
Recognize Efforts: Departmental Example

• Career Services, “Practical Competence”
  – Career Fair Assessment

  • Outcome: Students who meet with a Career Counselor or attend a Career Fair workshop will engage with employers at the career fair effectively by:

    – Researching companies attending the fair
    – Developing a list of targeted companies in advance of the Career Fair
    – Creating a self-introduction
    – Bringing a resume
Engage Different Points of View

- Student Affairs Leadership
- Directors
- Staff
- Students
Encourage Curiosity

Does your department support?

Student Affairs Learning Outcomes

Coming to you Spring 2012

assessment@sa.utah

What are U Learning?

Leader Shape® 2012

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Leadershape® is a Six Day Leadership Conference at East Canyon Resort that focuses on:

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Building vision
Leading with integrity™
Learning about yourself
Developing leadership skills
Interacting with students from all over campus

Applications due March 21st

For further information contact Gretchen Palmer at gpalmer@sa.utah.edu

naspa
Student Affairs Administrators
in Higher Education
Building Momentum for Learning Outcomes and Assessment

- LO Development Process (Fall 2011)
- Student Affairs Feedback (Jan 2012)
- Staff Event: Demonstration & Feedback (Jan 2012)
- Student Focus Groups (Feb 2012)
- Pilot Launch (Feb 2012)
- Assess. Learn, Adapt for Fall 2012
- Departmental Models (reward) to promote efforts 2012
- Division-wide Assessment of Learning Outcomes Progress 2013
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