

INTRODUCTION

To assess student learning and development outside of the classroom, co-curricular units at Marquette developed a set of co-curricular learning outcomes in the domains of Life Skills (A), Holistic Development (B), Social Development (C), Intercultural Development (D), and Social Justice (E). Each domain is reviewed every 2-3 years. The AY2019 co-curricular learning outcome annual assessment report includes evaluation of the following domains, reviewing data collected from fall 2018 to spring 2019.

Domain B									
Theme	Program/Experience	Department	Learning Outcome*						
			B1	B2	B3	B4	B5	B6	B7
Advising, Counseling, & Mentoring	Individual Career Counseling	Career Services		x	x	x	x		x
	Individual Counseling-personal	CC	x	x	x	x			
Self-Care & Wellness	Strength and Conditioning	Athletics	x						
	Wellness Services	MUMC	x						
	Health Care Services	MUMC	x						
	Wellness/Fitness Services	Recreational Sports	x						
Spiritual Development	Retreats	Campus Ministry		x	x	x	x	x	x
Service Experience & Intercultural Programming	General/Out of Class Reflection Series	Service Learning							x
Student Surveys	First Year, First Time Freshman Survey, NSSE, Graduating Senior Survey, Undergraduate First Destination Survey, Undergraduate Alumni Survey		x		x	x	x	x	x

- * LO1: Engage in behaviors that promote health and wellness.
 LO2: Acknowledge personal strengths and growth areas.
 LO3: Articulate and scrutinize personal values and beliefs.
 LO4: Use reflective thinking to expand self-knowledge, growth and maturity.
 LO5: Explore issues of life purpose, meaning and faith.
 LO6: Apply unique elements of Ignatian spirituality to personal life.
 LO7: Use self-knowledge for vocational discernment.

Domain C								
Theme	Program/Experience	Department	Learning Outcome*					
			C1	C2	C3	C4	C5	
Community Development	Roommate Agreement Form Process	ORL	x	x			x	
Leadership	Social Justice in Action conference	Community Service (& assisting depts-OSD, Service Learning, CIE, Campus Ministry)						x
Student Employment	Student employees	AMU, ORL , Rec Sports	x	x	x	x	x	x
Student Surveys	First Year, First Time Freshman Survey, NSSE, Graduating Senior Survey, Undergraduate First Destination Survey, Undergraduate Alumni Survey		x		x	x		x

- * LO1: Treat others with respect.
 LO2: Manage and resolve interpersonal conflicts.
 LO3: Communicate effectively in writing, speaking and artistic expression.
 LO4: Work collaboratively with others.
 LO5: Lead others in commitment and action.

REVIEW PROCESS

The report review subcommittee reviewed all data submitted by July 31, 2019. Note that the original assessment plan developed in 2016-17 called for collecting data from a few areas which were unable to submit data because of shifts in programming, services, or staffing structures. A summary of those follows:

- MUMC was going to submit more data than usage numbers for Domain B, but the department was engaged with an executive director search in 2018-2019, so their patient survey (which was going to contain questions on the Los) was not conducted.
- Student Development ceased operating the Students Taking Active Roles (STAR) in 2017
- Athletics STAR program has evolved into LEAD with multiple years. Though measures were discussed with the department, nothing was finalized and, ultimately, no data was submitted.
- Residence Life is in a transition period with their living learning communities, and the two that were earmarked for data submission are no longer operating.

There were also units who submitted limited/incomplete data or who did not submit anything with regard to the learning outcomes they had agreed to assess when this plan was created.

Committee members reviewed all data submissions and were assigned specific data submission reports to review more thoroughly. The subcommittee convened to review each data submission report and generate reflections and recommendations. A draft report was composed and then reviewed by the entire subcommittee before soliciting feedback from all co-curricular units. Feedback was integrated into this final report.

In reviewing data, the reporting subcommittee considered 1) institutional data as a framework to understand student perception of learning and development across a student’s tenure at Marquette and 2) the breadth of the experience and data submitted (e.g., how many students engaged in program/service; N assessed). In reviewing data, reflections of strength or areas of growth in student learning were made in the context of benchmarks provided by departments.

REFLECTION

Indirect Measures

Institutional Survey Data: Institutional data is not tied to any specific program and provides indirect measures of students perceptions of their abilities, both prior to entering Marquette and as they have developed or grown as a result of the Marquette experiences. It provides a valuable context from which to consider additional data for this report.

OIRA submitted data at two strategic points during a student’s time at Marquette. The First Time-First Year Freshman Survey (FTFYFS) reveals aggregated student reporting of their readiness for college life. The Graduating Student Survey (GSS), the Undergraduate First Destination Survey (UFDS), and the Undergraduate Alumni Survey (UAS) capture aggregated data as students near graduation, or post-graduating. Satisfaction of co-curricular learning outcomes domains B/LO1, LO3-LO7 is revealed when comparing the FTFYFS with the surveys from graduating or graduated Marquette students. Comparisons among survey data reveal that in each learning outcome, students report great progress and growth during their time at Marquette. For example, on the Graduating Senior Survey, students report that, compared to when they entered Marquette, they are more likely to engage in behaviors that promote health and wellness, are more able to articulate personal values and beliefs, and are more able to use reflective thinking to expand self-knowledge, growth and maturity. Additionally, students express that Marquette contributed to their growth in recognizing injustice in society and that Marquette helped them exhibit compassion toward others in their actions.

Graduating Senior Surevy Results

“A Marquette education contributed to my ability to:”

Senior Survey	2018	2017	2016
Engage in behaviors that promote health and wellness	86% in general 54% a great deal	86% in general 52% a great deal	85% in general 51% a great deal
Articulate personal values and beliefs	91% in general 61% a great deal	92% in general 63% a great deal	92% in general 61% a great deal

Use reflective thinking to expand self-knowledge, growth and maturity	90% in general, 62% a great deal	90% in general, 60% a great deal	92% in general 64% a great deal
Recognize injustice in society	87% in general 61% a great deal)	90% in general 60% a great deal)	88% in general 60% a great deal
Exhibit compassion toward others in my actions	91% in general 61% a great deal	92% in general 62% a great deal	92% in general 64% a great deal

Usage numbers of Medical and Wellness services (including yoga classes, medical clinic visits, vaccine clinics, and STD testing) and recreational facilities are high. Usage numbers provide an indirect measure of students engaging in behaviors that promote health and wellness. Additionally, yoga class participants were asked questions on an evaluation survey, and 90% of respondents strongly agreed/agreed that they intended to apply the skills learned in class to support a healthy lifestyle.

Usage numbers were also collected from the Roommate Agreement Form process and showed that 448 students changed from their original room assignment (312 changed prior to move-in week, 70 changed during the course of the fall semester, 66 changed during the course of the spring semester) suggesting that perhaps students are managing interpersonal conflict and treating others with respect, but more context around these numbers—such as why students changed rooms or perhaps how many requested room changes but ultimately didn’t change rooms—would provide a bit more insight about students development in these learning outcomes.

Direct measures

A number of direct measures were employed within specific programs or services:

- The Counseling Center and Career Services Center used a rubric to assess clients with regard to learning outcomes.
- Student Employment (student staff in the AMU, Rec Sports, and Residence Life) also jointly developed a rubric to assess employees along learning outcomes.
- Surveys (post or pre and post) that asked students to evaluate themselves with regard to stated outcomes were employed by the Justice in Action Conference, Campus Ministry Retreats Program, and Service Learning.
- Athletics Strength and Conditioning Program collected data from students who wore sleep tracking devices.
- Service Learning also assessed an activity students engaged in during a reflection session that asked students to identify skills and aptitudes as things they practiced during their service learning or skills they would like to continue to practice.

Consistent with institutional survey data, students show growth over time among learning outcomes. Overtime could mean those who had more appointments or those who are further along in their education. A sampling of assessment results follows:

Counseling: Rubric data was analyzed by several variables, with most notable trends occurring for several developmental (e.g., greater age or year in school yielding higher ratings) and treatment-related variables (e.g., greater # of sessions or progress in treatment yielding higher ratings). For example, for students who attended individual counseling sessions, a majority of students who attended 1-3 sessions (~42%) were ranked as emerging or progressing on each Domain B learning outcome. Students who completed 4-14 sessions (~1/3) were most likely to fall in the progressing or partial mastery categories for LO1-4. Interestingly, none of the students who attended 15+ sessions were ranked as not meeting or achieving mastery for LO1-4.

Career Services: Most of the data reported is based on a single individual appointment with a Career Counselor or Advisor. Student learning associated with Domain B, Holistic Development, was most often rated *Developing* or *Partially Met*, suggesting that learning is in the beginning stages. This data makes sense because these types of learning outcomes most often require several meetings with a Career Counselor or Advisor to make significant progress.

Student Employment: For learning outcomes in domain C, Student Employment (Rec Sports and AMU) evaluated employees using a rubric that was jointly developed. The AMU utilized supervisor only evaluation responses for data collection while ReC Sports combined self-evaluation and department evaluation for data collection. Across all Domain C learning outcomes, most scores fell under Meets or Exceeds with 0%-2% of students assessed in the Developing range for these five life skills categories. Overall, students in the AMU and Rec Sports were more likely to be graded Exceeds than Meets with exception of the AMU group for *LO2 Manage and resolve interpersonal conflict* which had more students in Meets. This falls into the desired outcome of student employees learning or contributing to the learning life skills through their employment experience during their time at Marquette University.

LO5 Lead others in commitment and action had a very similar split between Meets (48%) and Exceeds (50%). This could be in part to assessors not fully understanding how to evaluate a student employment position in this category. Some feedback received was that it sounded like a student employee had to implement social justice into their role. Something to consider moving forward is how to define it related to student employment to avoid grading confusion.

Campus Ministry: Overall, the survey reports a strong probability that students who participate in Campus Ministry retreat programming do have a healthy concept of Holistic Development and apply behaviors that help support them. The survey also led the department to raise some questions for further exploration with regard to their programming and its impact. For example, the survey raised the question for CM staff as to whether or not students see a connection between a holistic self and their academic pursuits, and further, do students who participate in campus ministry programming see their Holistic Development in correlation with their overall success at Marquette University

Service Learning: In one measure, students mentioned a lot of skills and aptitudes that would be important for being “Men and Women for and with Others,” and “Being the Difference” including compassion, awareness of injustice, cultural competency, ability to work with vulnerable populations, cross-cultural communication, and open-mindedness. Additionally, on the second measure, the majority of students feel like they have a developing ability to use their self-knowledge for vocational discernment, and a majority of students articulated that they did see a strong connection between their personal values and their vocation.

Summary

Cheers: Across points of measurement in both Domains B and C, there is a significant amount of converging evidence to support student learning or development.

- Note that evidence represents data collected from multiple methodologies, both indirect (e.g., self-report) and direct (e.g., observer report; observed behavior).
- Evidence also is consistent across data points involving small N’s or more specific target population, as well as the student body at large (e.g., institutional survey results).

Concerns/Cautions: Most of the concerns are methodological in nature, including

- Inter-rater reliability on rubrics.
- Pieces of data without context/metric/benchmarks (e.g., flu shots—how many got the flu? Is this a decrease?).
- Sampling—what percent of participants in program were assessed.
- Not getting what was originally planned, which leads to the question of breadth (are we assessing the scope of learning we anticipated?).

Another overall concern is what are we learning from the data. It’s encouraging that students are developing in the learning outcomes, but assessment should be focused on how we can improve our programs and services, how we can innovate. The biggest improvement we could identify was how to reach a greater number of students. And while this is a worthy goal, it does raise questions about capacity to do so.

Actions: Data suggests that participation in various activities yields development. As noted above, one thing to consider is how we can reach those students that do not participate.

Given our concerns with methodology, it is also prudent to review how we are assessing these learning outcomes. It will be useful to have discussion with co-curricular units about how assessment of these outcomes can be more fruitful in designing and reshaping programs and services in those areas.

RECOMMENDATIONS

When the assessment plan for co-curricular learning outcomes was crafted, specific touch points were identified to assess learning across domains with depth and breadth in mind. However, changes in organization have changed programs and service delivery in some areas. Some programs no longer exist and some have changed in scope that they may no longer focus on the learning outcomes they once did. Thus it is recommended that co-curricular units engage in mapping exercise every couple of years to identify which domains and learning outcomes particular units intentionally aim to develop.

After those programs/services are identified, the assessment plan should be revised to assist with understanding how both individual units as well as units in combination contribute to the development of students in these learning domains.

CO-CURRICULAR UNIT RESPONSE & ACTION ITEMS

Response to the draft from co-curricular units included some clarification to data points (e.g., clarifying the year and title of survey for data points used as examples) which were integrated into the final draft of this report. No concerns, edits, or additions related to interpretation or action items were noted by co-curricular units.

REPORTING TEAM

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