

**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 AY2018 co-curricular learning outcome annual assessment report includes evaluation of Domain A, reviewing data collected from January 1, 2018 to June 30, 2018

Theme	Program & Measure (s)	Learning Outcome(s)					Department
		A1	A2	A3	A4	A5	
Academic Skills	Tutoring-students attending			x	x		OSES
	Attendance Data			?	?		
	Tutor evaluation and critical thinking and critical thinking assessment			x	?		
	Training Evaluation			?	?		
	Study skills-one-one appointments	x	x	x			OSES
	Qualtrics Survey	x	x	x			
Advising, Counseling, & Mentoring	Individual Career Counseling			x	x	x	CSC
	Post-appt rubric: Choosing a Major, Researching Careers, Developing Career Goals			x	x	x	
	Post-appt rubric: Internship and Job Search Planning				x	x	
	Post-appt rubric: Interview Techniques, Practice Interviewing				x	x	
	Post-appt rubric: Resume/Cover Letter, Personal Statement				x	x	
	Post-appt rubric: Graduate/Professional School Planning, Decision Making				x	x	
Leadership	Students Taking Active Roles (STAR)			x	x		Athletics & OSD
	Student work rubric			?	?		Athletics
	Reflective essay			?	?		Athletics
	Self-evaluation			?	?		Athletics
Sanctioned Experience	AODA Sanctions (e.g., BASICS, CASICS, CHOICES)	x					CC , MUMC
	Utilization and Completion Data	x					
	Red Watch Band Pre/Post Intervention Data	x					
	BASICS/CASICS Rubric	x					
	BASICS Participation Survey	x					
	Student Conduct	x		x			OSD
	Maxient Data	x					
	Post-hearing student self-report	?		?			
	Conduct Hearing Rubric	x		x			
Student Emp.	Student employees	x	x	x	x	x	AMU, ORL, Rec Sports
	Performance evaluation rubric	x	x	x	x	x	
Student Surveys	Student Survey Data	x	x	x	x	x	
	First Year, First Time Freshman Survey (2016)	x	x		x	x	
	NSSE (2016)	x		x	x	x	
	Graduating Senior Survey (2016; 2017)	x		x	x	x	
	Undergraduate First Destination Survey (2016)					x	
	Undergraduate Alumni Survey (2017)	x		x	x	x	

\* LOA1: Exhibit autonomy through personal responsibility and accountability.  
 LOA2: Manage time effectively.  
 LOA3: Employ critical thinking in problem solving.  
 LOA4: Effectively access and integrate information from diverse sources.  
 LOA5: Determine career interests and develop career management skills.

**REVIEW PROCESS**

The report review subcommittee reviewed all data submitted by August 23, 2018. Note that data from the Students Taking Active Roles (STAR) program in OSD was not available for review. Committee members reviewed all data submissions and were assigned specific data submission reports to “champion” or 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**

Prior to reflecting on areas of strength and growth outlined below, the reporting subcommittee considered both institutional data and breadth of students engaging in programs assessed.

**Institutional 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.

In reviewing the First Time-First Year Freshman survey, students report general confidence in their ability to act with integrity (95%) (LO A1), manage their time (77-78%) (LO A2), and effectively evaluate information (87%) and cite sources (89%) (LO A4). While a smaller proportion of students express uncertainty with respect to career or major (16-21%), the majority of students report confidence in Marquette to develop career management skills (LO A5).

Reviewing data gathered prior to graduation (National Survey of Student Engagement; Graduating Senior Survey) and 1, 5, and 10 years post-graduation (Alumni Survey), students report feeling that Marquette helped them grown in their abilities to take responsibility for their own behavior (95%) (LO A1), thinking critically (92% in general and 69% in applied situations) (LO A3), and locate evaluate and use research information (89%) (LO A4). Related to career development (LO A5), students report that Marquette contributed to identifying career goals (87%) and post-graduate employment (97-98%) or graduate education (86-95%). Of note, only 47% of senior report talking about career plans with a faculty member, which suggests that outside the classroom experiences (e.g, internship; co-curricular programming) may contribute to career development.

**Student Engagement in Programs Assessed:** Several programs submitted data for this report and were identified as key assessment experiences. These only represent a sampling of programs contributing to the learning and development of students. The following outlines the number of students engaged in the programs assessed:

Program/Department	# Student Engaged*		Measure	# Students Assessed**	
	N	%		N	%
Tutoring (OSES)	2736 UG 1082 FR	32.8% UG 53.5% FR	Tutor/criti thinking survey	289	10.6%
Student skills 1:1 appointments (OSES)	150+ UG	1.80% UG	Student survey	25	16.6%
Individual Career Counseling (CSC)	698 UG	34.5% UG	Post appt LO rubric	698	100%
Students Taking Active Roles (Athletics)	29 FR	1.4% FR	Self-evaluation Essay evaluation rubric	28 28	96.6% 96.6%
AODA Sanctions (CC/MUMC)					
Assigned sanctions	459 UG	5.5%UG	Utilization/completion data BASICS Participant Survey	459 23	100% 35.9%
Red Watch Band Training	1427 UG	17.1% UG	Pre-test Post-test	856 918	60.0% 64.3%
Student Conduct (OSD)	1151 UG	13.8% UG	Maxient Data Post-hearing survey Conduct Hearing Rubric	1151 104 182	100% 9% ??
Student employees (AMU/ORL/Rec)	1150+ UG	13.8%+ UG	Performance eval rubric	477	41.5%

\*% based on FTE for Fall 2017 (Undergraduate (UG) N=8335; First Time Freshmen (FR) N=2021)

\*\*% based on number of students engaged in service

**Cheers** *These are areas of learning that particularly stand out as strengths or successes:*

The following stand out as strengths in the context of benchmarks or developmental expectations

- Student employment (LO A1-A5): Embedded in performance evaluations, data related to development of life skills due to employment at Marquette suggest consistent evidence of learning across all learning outcomes assessed. Evidence supports progressive or developmentally appropriate learning. For example, a larger proportion of students were rated as meeting or exceeding performance expectations with longer tenures (81-91% with only 1-2 semesters of employment versus 91-95% with 3+ semesters of employment). Similarly, a larger proportion of students in supervisory roles were rated as meeting or exceeding performance expectations (85-94% of non-supervisors versus 94-97% of supervisors). Of note, student employment is a student experience available to all students and accessed by a large proportion of the student body (e.g., 3500-4500 student employment placements last year per Marquette Central). The current data represents performance evaluations for 15% of student population.
- Career development (LO A5): Considering that less than half of students are reporting having discussions with faculty about career plans, outside the classroom career development experiences are critical in student development on this learning outcome. Consistent with institutional survey data, direct evaluation of students engaging in individual career counseling yield evidence of growth in student's development in career exploration and management skills during their time at Marquette. Evidence is consistent with developmental expectations. For example, for early career development, students demonstrate major/career decisions that are somewhat or mostly relevant to interests or some attention to career management (57% have a Progressing or Partial Mastery rubric rating). Students seeking internship and job (middle and end of career development process) placements show progressively more mastery in decisions around internship/jobs being relevant to career interests and career management (35%/27% showing partial mastery/mastery in internship planning; 37%/39% showing partial master/mastery in job search). Students show the greatest ability to speak or write about career interests and the job prospect during skills based appointments (e.g., resume; interview prep) as these topics are more readily teachable or concrete. Of note, individual career counseling is available to all students and accessed by 8.5% of the student body.

In addition, most departments were able to provide evidence that learning is occurring within the context of their programming or interventions. For example:

- Recidivism rates for students engaged in the conduct process are low with approximately one-third of students having repeat conduct offenses (and among these repeat offenders two-thirds having only one additional offense). This data is consistent with student reports related to taking responsibility for their behavior and intentions regarding future behavior.
- Alcohol and Drug programming yields evidence of intention or reported changes to behavior around alcohol and/or drug use. For example, Red Watch Band training yielded a pre-post test increase of 87%-95% of students reporting willingness to intervene in an alcohol related emergency. Of those responding to a post-BASICS survey, over half report making changes to their use of alcohol, 78% reporting increasing protective factors and experiences less negative consequences as a result of the intervention.
- Three-fourths of athletes engaged in the Students Taking Active Roles (STAR) leadership program demonstrate an adequate or developed reflection of experiences, learning, practices, and takeaways and demonstrate self-awareness, applying concepts to real life and identifying strengths and weaknesses.
- Students engaging in study skills or tutoring services reported learning a variety of study skills to enhance critical thinking and/or integrating information from diverse sources. Additionally, 87% responding to a tutoring survey note that skills learned in tutoring can be applied to other courses.

**Concerns** *These areas of learning have consistently scored lower than targets/benchmarks:*

Concerns revolve around need for additional information to interpret data submitted. For example:

- In general, the lack of consistent benchmarks makes it difficult to interpret some findings. Though there is evidence of learning occurring in many programs and services, whether this learning meets expectations or "industry standards" is unclear.
- The assessment capture rate is low for some departments (e.g., study skills) or not reported for other departments, which makes misinterpretation of conclusion a risk

**Cautions/Questions** *These areas of learning raise questions and would benefit from additional monitoring/investigation:*

Cautions and questions regarding the data largely revolve around challenges to the assessment process rather than programmatic experiences. For example:

- Missing or limited data: Several programs noted that data was unavailable or not collected for specific measures (e.g., BASICS rubric). In one instance, no data evaluating a key assessment experience was submitted (e.g., OSD-STAR). Others noted that data was collected, but with a limited response rate or total N, therefore, limiting interpretation (e.g., tutoring

evaluation; study skills survey). The addition of this data in future submissions will be helpful evaluating strengths and areas of growth in learning.

- Lack of benchmarks and questions related to alignment of measures to learning outcomes resulted in challenges or inability to interpret findings. The addition of benchmarks or more explicit alignment of measurement tools to learning outcomes by departments implementing and assessing various programs would be beneficial in the future.
- Notable differences in student employment ratings by department were noted raising questions about how the performance evaluation rubric was being utilized or defined by individual departments.
- Institutional survey data on time-management was limited to First Year First Time Freshman survey data; therefore, data of student self-assessment of growth of time-management abilities is lacking.
- Generalizability of findings: though key assessment experiences were identified and intended to be representative of learning experiences available to students at Marquette, this is the first year that data has been collected and analyzed within the new co-curricular learning outcome process. Thus, it is difficult to know if the learning the data suggests is novel or consistent with previous years. As the process evolves, we will have a context within which to situate future data assessment.

## RECOMMENDATIONS

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### Data/assessment process recommendations

Considering that this is the first set of data to be analyzed and reflected upon, many recommendations fall under the category of improvement the assessment process. These improvements are crucial in producing evidence that can provide more sophisticated reflections and actionable programmatic improvements. Recommendations pertaining to the assessment process include:

- Include benchmarks to assist in data interpretation: Benchmarks may come from professional organizations or be set by an individual department (e.g., X amount of student evidencing improvement is considered acceptable or exceptional).
  - Responsible office: All departments submitting data. The DSA Assessment Committee could be an audience to review or assist individual departments.
- Link measures, as well as specific items within measures, to specific learning outcomes. Consider modifications to measurement tools if specific links cannot be made existing measures.
  - Responsible office: All departments submitting data. The DSA Assessment Committee could be an audience to review or assist individual departments.
- Regarding student employment performance evaluations, it is recommended the the AMU, ORL, and Recreational Sports meet to discuss and calibrate how ratings were given to insure greater consistency and more accurate interpretation of results.
  - Responsible offices: AMU, ORL, and Recreational Sports
- Consider opportunities adding items to institutional surveys to capture student self-report in growth of time-management abilities. The Graduating Senior Survey would be an appropriate measure to incorporate this recommendation.
  - Responsible offices: Institutional Steering Committee

### Programmatic recommendations

Though several cautions/questions related to the assessment process limit more specific recommendations, the following recommendations should be considered by all co-curricular units:

- The First Year First Time Freshman Survey includes several items related to specific concerns students have regarding academic and social functioning while at Marquette. These results are shared in aggregate form, so it is recommended that options to utilize these results to identify and link students with early intervention resources (e.g., study skills training for those concerned about time-management).
  - Responsible offices: The survey is administered in partnership between the Office of Institutional Research and Analysis and the Office of Student Development's New Student and Family Programs staff; therefore, these departments may be best positioned to oversee this action item.
- Given evidence to support learning and development in a variety of programmatic efforts, consider opportunities to share information about programs and services amongst co-curricular units (e.g., staff service fair/service sharing fair) with the intended outcome to enhance knowledge of available resources, as well as more effectively and appropriately connect students to resources. A secondary outcome would be to develop staff language/skills to assist students within their purview (ie., what can staff do/say other than refer to assist in student learning?)
  - Responsible offices: TBD

### CO-CURRICULAR UNIT RESPONSE & ACTION ITEMS

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Describe any responses or specific action items identified by co-curricular units after reviewing the draft of the report:

Response to the draft from co-curricular units included several clarifications to data points (e.g., number of students served), 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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