VPSA LEARNING OUTCOMES: WHERE ARE WE HEADED?

Fall 2013 Results
Reminder: Proposed Goals

1. Positive Life Skills
2. Engagement/Belonging
3. Personal Responsibility
4. Critical Thinking
5. Sense of Self

Survey sent Fall 2013
Sent to ~400 people

N = 72
18% participation rate
On a scale 1-5, please indicate the extent to which you believe student affairs contributes to the following goals...

Also… are there any learning outcomes that we are missing?
Positive Life Skills

- Develop healthy habits
- Pursue balance in life choices
- Seeks high quality of life
- Can make independent decisions
- Knows how to collaborate
- Lives a purposeful, satisfying life
- Effectively manages personal affairs
- Manages career aspirations

**FEEDBACK:**
- Expand more on healthy habits
- Financial responsibility
- Healthy life choices
- Interpersonal development

85% agreed or strongly agreed
Engagement/Belonging

- Part of a community
- Responsible to a group
- Engaged citizen
- Connected globally
- Connected as a Jayhawk
- Connected as future alumni
- Provide community service
- Make positive contributions to community
- Value diversity as part of a community
- Recognizes how actions impact others
- Celebrates diverse communities
- Establishes meaningful relationships

**FEEDBACK:**
- Is this the same thing as stewardship?
- Civic engagement

**83% agreed or strongly agreed**
**Personal Responsibility**

- Self-advocates for needs
- Meets deadlines
- Takes initiative
- Recognizes how actions impact others
- Seeks and uses resources
- Accepts responsibility for actions
- Acts with integrity
- Acts in a professional manner

**Feedback:**

76% agreed or strongly agreed
Critical Thinking Skills

- Identifies important issues
- Applies knowledge to new situations
- Integrates resources to make decision
- Accesses diverse sources of information
- Uses experiences to create new insight
- Seeks out-of-classroom learning opportunities
- Connects in-class and out-of-class learning
- Conveys ideas clearly and consciously
- Applies knowledge to practical decision-making
- Demonstrates creativity in problem solving

72% agreed or strongly agreed

**FEEDBACK:**
- Matriculation- academic success
Sense of Self

- Identify strengths and weaknesses
- Recognize how culture influences choices
- Creates and pursues meaningful personal goals
- Celebrates uniqueness
- Maintains ethical code
- Identifies personal values
- Realistic self-appraisal
- Practices self-compassion
- Shows resilience in challenging times

FEEDBACK:
- Sense of identity, privilege
- Ethical decision making
- Rephrase “ethical code” to ethical reasoning skills
- Positive self esteem

72% agreed or strongly agreed
What are We Missing?

- Student Conduct
- Multicultural competence

**MAYBE A CAREER-FOCUSED GOAL?**

- Practical, hands-on career experience
- Professional development
- Transferable skills
- Goal achievement
- Mentoring
# Mapping to University & Professional Standards

<table>
<thead>
<tr>
<th>CORE 1</th>
<th>CORE 2</th>
<th>CORE 3</th>
<th>CORE 4</th>
<th>CORE 5</th>
<th>CORE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking &amp; Quant Skills</td>
<td>Writing &amp; Oral Communication</td>
<td>Background of Knowledge</td>
<td>Diversity, Global Awareness</td>
<td>Social Responsibility &amp; Ethical Behavior</td>
<td>Integrate Knowledge</td>
</tr>
<tr>
<td>CAS1 Knowledge Acquisition</td>
<td>CAS 2 Cognitive Complexity</td>
<td>CAS 3 Interpersonal Competence</td>
<td>CAS 4 Humanitariansm &amp; Civic Engagement</td>
<td>CAS 5 Practical Competence</td>
<td>CAS 6 Intrapersonal Competence</td>
</tr>
</tbody>
</table>

| Engagement/Belonging | | | | XX | XX |
| Sense of Self | | | | | XX |
| Critical Thinking Skills | XX | XX | | | |
| Personal Responsibility | | | | XX | |
| Positive Life Skills | | | XX | XX | |
Vision for VPSA

STATEMENT 1:
We envision a KU student experience in which every student is engaged in the community, supported by the campus environment, connected to the institution, and prepared for the challenges of today and tomorrow.

STATEMENT 2:
We envision students at KU developing to their full potential spiritually, emotionally, physically, intellectually, and financially.

STATEMENT 3:
We envision students at KU fulfilling their academic goals at the highest levels and in the most fulfilling expeditious and affordable fashion.

Which statement represents VPSA?

69%
21%
10%
The SA Promise…Gapmanship

What does this word/idea mean to you?

Positive Feedback

• All encompassing
• All the areas are relevant and important to an individual’s real world competencies
• Closing gaps between students to become mentors, teachers, friends, and all being together on what each student wants their college experience to look like and knowing they have people and places to turn to to help in that journey
• Fill in what’s missing
• Filling in gaps of what students might be missing in their own lives with new & better things while they are a student at KU
• Filling in the gaps where students lack skills, knowledge, professionalism
• Filling in the gaps around the academic experience
• Helping students bridge the gap between learning and life
• Leave no man behind
Positive Feedback

• Making the gap/difference between people smaller
• We serve as ombudspersons?
• Providing the safety net for student needs for both students and the institution
• Resilient flexibility in meeting student needs not always provided through conventional services and academic processes
• Sounds like we’re trying to bridge a divide between academic & practical experience, but I don’t think it’s a very incisive term
• Student Affairs assists in filling in the gaps of the students KU experience while enrolled at the University
• Success on campus
• Supporting students’ out of classroom experience
• To fill the gap in any areas that students need help in
• Two or three things that are used to measure perceived or real difference
• We provide experiences that fill the gap between their personal and professional life and academic life. We provide the skills that help students learn the real world skills they need to be successful in life after they graduate. They need more than just a degree after they leave KU.
• Holistic commitment to the students from SA

39% offered positive comments
The SA Promise...Gapmanship

What does this word/idea mean to you?

Neutral/Negative Feedback

• Made up word (2)

• Superhero

• Nothing (3)

• Confusing

• Do not know (19)

• It’s a nonsense word. Please don’t use this word to describe anything...PLEASE. Don’t use the made up word Gapmanship. We’ll be a laughingstock at KU among the academic departments.

• Without any prior knowledge, it does not mean anything to me. I do not believe the word itself is intriguing enough for me to try to research it and what it means within Student Affairs. Also, I would like to say that at first glance, it resembles the word "Gangnam Style" - the popular song in 2012. Just thought I’d share that

61% offered negative/neutral comments
Action Steps

1. Look at feedback on SLO...
   do we need to revise/change any categories?
   do we want to keep these or adopt CAS standards?

2. Embrace a vision statement

3. Discuss “GAPMANSHP”... do we adopt?

4. Transparency... make these prominent on web
The Leadership Team met in February 2014 and revisited the feedback provided. The following occurred:

1. **CAS Standards adoption**
   - After comparing the feedback and themes identified by SA to those established by CAS, enough overlap existed that the leadership team voted to adopt the CAS standards

2. **Vision Statement**
   - The leadership team adopted the vision voted most popular by the division; one change was made (“envision” became “champion”)

3. **Gapmanship**
   - The leadership team decided NOT to adopt the term “gapmanship” as a phrase for the department
FEEDBACK ON NEEDS ASSESSMENT
Rate Your Assessment Skills…

Majority (86%) indicated assessment skills as average or better
Department’s Learning Outcomes

Over ½ indicated either no LO or not sure where to locate.
Comfort Level with Writing Outcomes

Close to \( \frac{1}{2} \) (48%) are neutral, uncomfortable, unsure

\[ M = 3.42 \]
Developing an Assessment Plan

55% are neutral, uncomfortable, unsure

$M = 3.42$
What type of data do you collect?

These should be 100%
Which do you use to gather data?

Let's work on raising this!
How Comfortable are you With...

Benchmarking: 3.65
Choose Method: 3.52
Analyze: 3.48
Report: 3.76
Integrate: 3.56
Interpret: 3.57
Make Decisions: 3.82
IRB: 3.89
Qualitative: 3.63
Design Survey: 3.45
National Results: 3.58
Rubrics: 3.57
CampusLabs: 3.62
Barriers You Face...
General Feedback…

**LET’S DO SOMETHING WITH IT!**

- Don’t want to assess to just be assessing. There should be a goal and definite outcome for the assessment.

- I think some of the staff are so in the dark regarding assessment that they just assess to assess and not try to use the data that they find. They just like to tell people about it and not use the data to actually make improvements. Or they try to assess things after the fact with no prior commitment to assessment so there are no learning outcomes or goals at the start of the assessment.

- If were going to do it lets make sure we use it. I hate working on something that goes no where so others can say we are doing it.
Feedback for VPSA

SOME REQUESTS

• Why are we never asked to assess some of those we work with—like our supervisors?

• Not sure how/if we do a massive Student Affairs effort or does our work convey/relate to SA by nature of report lines?

• If everyone was assessing the same thing to get started that might help everyone see how it can be useful for the whole. Then it would be easier to springboard into other areas.

• The data that is collected needs to focus on the needs of all students; international, older adults, and ESL families and future KU students. Data is very useful in moving forward in meeting goals. I do worry about the time element in collecting, analyzing, and writing annual reports.
Feedback for VPSA

SOME COMMENTS NOT REALLY ASSESSMENT SPECIFIC

• I don't think that incoming students are aware of all the services we have available to them to help them be successful while they are here at KU. I work at Student Health and it is not uncommon for a Sophomore or Junior to say "I had no idea you were here". They can be overwhelmed when first coming to KU with all of the new changes in their lives. I would like to see more information out there so the students could be more aware of all the services KU has to offer to help them be successful here.
Continued…

AND TWO POSITIVE NOTES (not planted...I promise)

• Being able to assess what we do will add another layer of job security for our department and I cannot wait to get started.

• … Assessment is a word that we all throw around and say "Wow, if we could assess this/that we could change this/that and make it better". But the problem, at least in my case, is I have no prior experience or knowledge of how to do assessment and then what to do with the data afterwards. Like it was mentioned, we know we are affecting students and our patrons, but without assessment we can not quantify the impact of what we are doing. Your approach and passion is something that is very unique and it sparks my interest in assessment - something I thought I'd never say.
MY Action Steps

1. Develop a "committee of do-ers"
   - Workshops/Brown Bag luncheons to strengthen confidence
   - Poster sessions to show assessment results & feedback-loop

2. Work with each department to identify learning and development outcomes
   - Make prominent on the web

3. Identify at least 1 assessment project per year to highlight

4. OIRP- determine what data is useful to us
Student Affairs Assessment Website

http://studentaffairs.ku.edu/divisional-learning-outcomes
Questions?