

Assessing student co-curricular involvement using rubrics and focus groups

Susan Thompson
Senior Research Analyst, Texas State University
susan@txstate.edu

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Outline

- Introduction
- Quality Enhancement Plan (QEP) overview
- Co-curricular transcript
- Rubric evaluation of transcript
- Freshman focus groups
- Findings



Introduction:

- Fall 2017 enrollment – 38,666
- 88% undergraduate students
- 52% ethnic minority students; Hispanic-Serving Institution
- 98 baccalaureate, 92 master's, 13 doctoral programs
- Fall freshman class size – 5,874 students

The QEP

Re-conceptualize and reorganize the entry of new undergraduates into a unified *orientation / advising / registration / mentoring / learning experience*

to *foster a close integration of major and career planning.*

QEP Details

Title: *Personalized Academic and Career Exploration (PACE): A Focus on Freshmen*

Goals:

- To help students clarify their career goals
- To assist students in developing and implementing an educational plan to meet their goals

QEP Student Learning Outcomes:

Students will:

1. assess their future career opportunities;
2. relate career requirements to their personal interests, abilities, and values;
3. choose appropriate career pathways, based on self-assessment and analysis of the work world;
4. select an academic program that is consistent with their interests, abilities, and career goals;
5. chart a sequence of courses for academic program completion; and
6. choose co-curricular opportunities to enhance their educational and career goals

Assessment of Student Learning Outcome #6

Method 1: Rubric to evaluate involvement

“The Assessment Committee will choose a stratified random sample of student co-curricular transcripts. A locally developed rubric will be used to assess the degree to which students chose and are involved in appropriate co-curricular organizations and activities based on their declared major. Results will provide evidence of the degree to which students are choosing appropriate co-curricular opportunities to enhance their educational and career goals.”

The Co-Curricular Transcript

Student Affairs Technology: Cct Categories - Mozilla Firefox
Student Affairs Technolog... x +
https://mako.sa.txstate.edu/CctCategories/student [REDACTED]
Logi Reports IRB Application Review IR Project Request Syst... Magnolia IR Snap WebHost Pandora Radio soundrown.com Google Calendar Coffitivity ODS Meta Data Reports LinkedIn Ebates Gmail Amazon eBay AnyList Netflix WOOF! Pinterest Dropbox

STUDENT AFFAIRS INFORMATION SYSTEM

Activities Alerts Organizations People Recognitions Resources iCAT System Search... Find Help Log Out



Actions

- Update contact information
- iCAT as a Word Document
- Upcoming iCAT Activities
- List Self Reported Activities
- New Self Reported Activity
- Student Organizations

Student Affairs iCAT Transcript for [REDACTED]

- Academic Success
- Career Preparation
- Civic Engagement
- Leadership Skills
- Organization Involvement
- Special Interest

Search:

Name	Description	Starting Date	Last Date	# of Participations
Fall STEM Job & Internship Fair	Professionals representing many of the top Science, Technology, Engineering & Math organizations in Texas and other states will be on campus to discuss their operations and to fill staffing needs. Students should come prepared with resumes and dress appropriately in professional attire.	2013-10-23 2:59 pm	2013-10-23 2:59 pm	1

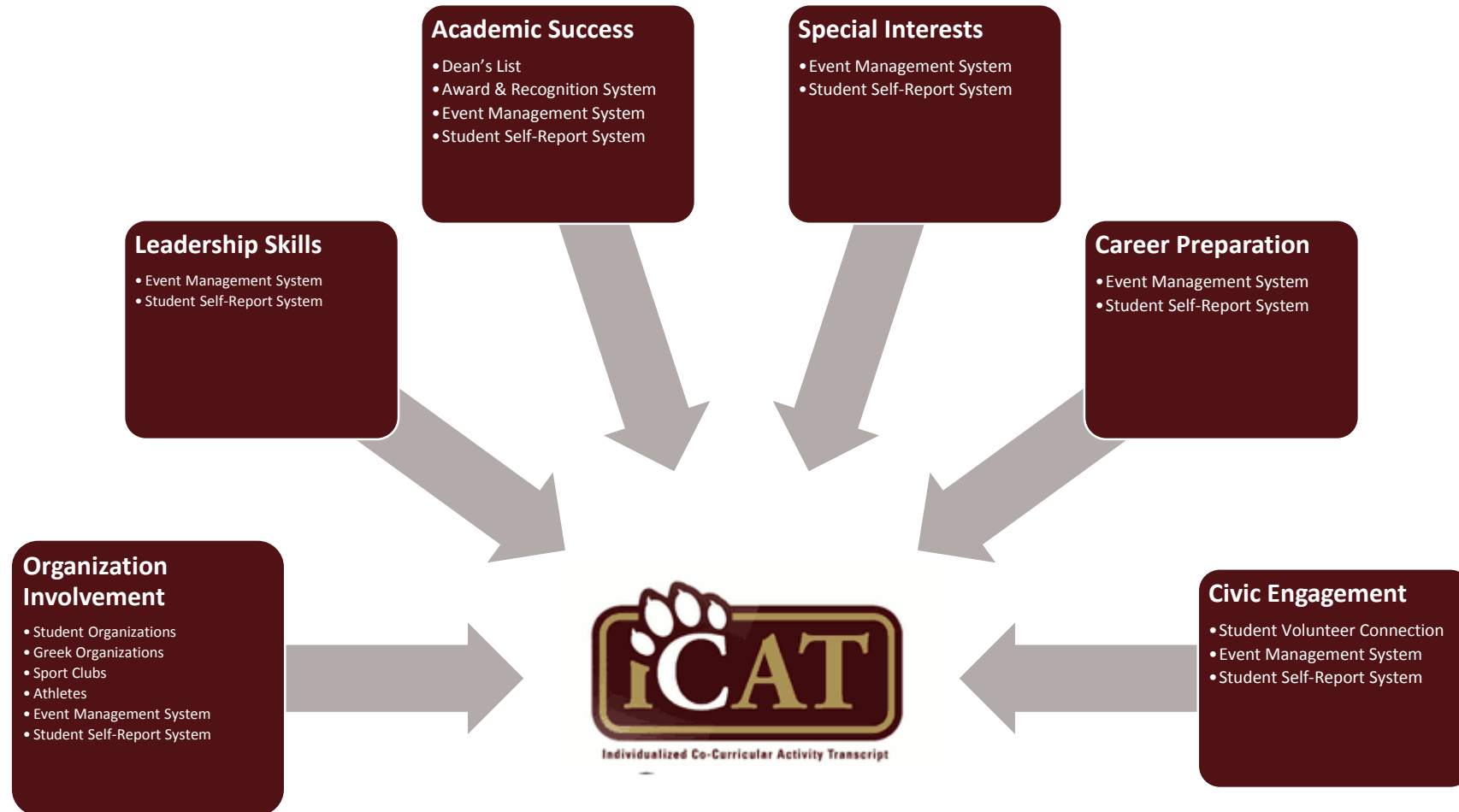
Showing 1 to 1 of 1 entries

Career Preparation refers to any activity that helped you to define a career goal, find a job or find an internship. Examples include workshops (etiquette, professional dress, networking), employer presentations, job fairs, or actual experiences (informational interviews, externships, internships).

Page expires in

68 Minutes

Structure of iCAT Co-Curricular Transcript



Co-Curricular Transcript Categories

- **Academic Success:** Student's achievements throughout his/her academic career. *Examples: Dean's List recognition, scholarships, S.I. Leader, honors courses, department or college recognition, publications/presentations, or being a member of a research team.*
- **Career Preparation:** Activity that helped student to define a career goal, find a job or find an internship. *Examples: workshops (etiquette, professional dress, and networking), employer presentations, job fairs, or actual experiences (informational interviews, externships, internships, job shadowing, employment).*
- **Civic Engagement:** Participation in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. *Examples: community service (such as Bobcat Build), voter registration drives, volunteer service, community involvement, becoming an Ally of Texas State, and participating in social justice workshops.*

Co-Curricular Transcript Categories

- **Leadership Skills:** Activities and programs that bring students together to develop leadership skills, engage in activities that foster ethical behavior, build an inclusive community, demonstrate social responsibility, and inspire a commitment to excellence. *Examples: workshops, peer education, conferences, organization officer, committee position or employment.*
- **Organizational Involvement:** Participation through membership or leadership in any registered student organization. *Examples: membership in a department or major specific organization; academic fraternity; service organization; sports clubs or teams.*
- **Special Interest:** Meaningful experiences that are unique to the student's college experience. *Examples: study abroad, National Student Exchange, and other activities that may not be directly related to the campus.*

The Rubric

	Related to Student's Major			Not Related to Major			None (0 points)	Total (Highest value)
	Maximal (6 points)	Medium (5 points)	Minimal (4 points)	Maximal (3 points)	Medium (2 points)	Minimal (1 point)		
Academic Success:	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	No recorded activity	—
Career Preparation:	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	No recorded activity	—
Civic Engagement:	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	No recorded activity	—
Leadership Skills:	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	No recorded activity	—
Organizational Involvement:	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	No recorded activity	—
Special Interest:	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	Experiences and activities reflect a high level of involvement, responsibility or accomplishment	Experiences and activities reflect a moderate level of involvement, responsibility or accomplishment	Minimal experiences and activities	No recorded activity	—

Results

College	Academic Success	Career Preparation	Civic Engagement	Leadership Skills	Organization Involvement	Special Interest
Applied Arts	2.04	0.96	0.04	0.16	0.36	0.48
Business	1.16	1.68	0.00	0.08	0.72	0.84
Education	2.36	1.40	0.00	0.20	1.12	1.44
Fine Arts & Communication	2.28	1.52	0.00	0.40	0.24	0.60
Health Professions	1.60	0.40	0.08	0.04	0.28	0.60
Liberal Arts	2.72	0.40	0.16	0.12	0.12	0.64
Science & Engineering	2.40	2.36	0.00	0.32	0.44	0.72
University College	1.36	0.04	0.00	0.12	0.32	0.36

Assessment of Student Learning Outcome #6

Method 2: Focus groups to determine opinions about involvement

“The Assessment Committee will conduct focus groups with students near the end of their freshman year to determine student opinions on how their involvement in organizations and co-curricular activities enhanced their educational and career goals. Results will provide evidence of the extent to which student learning is improved as a function of involvement in co-curricular activities.”

Freshman Focus Groups



An Involved student...

***Participated in at least one student organization**

AND

***Participated in at least one activity or event**

During their freshman year

Focus Group Questions

for Involved Students

- Introductions, Icebreaker question
- How were you recruited to be here today?
- Do you consider yourself an involved student? Why?
- What activities have you participated in this year?
- What are you doing to help you achieve your educational goals?
 - How has involvement in organizations/participation in activities enhanced progress towards your educational goals?
- What are you doing to help you achieve your career goals?
 - How has involvement in organizations/participation in activities enhanced progress towards your career goals?
- Please share one thing you like about Texas State.
- Please share one thing you would like to improve at Texas State.

Focus Group Questions

for Uninvolved Students

- Introductions, Icebreaker question
- How were you recruited to be here today?
- Do you consider yourself an involved student? Why?
- What has prevented you from being more involved in organizations or activities this year?
- What do you plan to do in the future to achieve your educational goals?
- What do you plan to do to achieve your career goals?
- Please share one thing you like about Texas State.
- Please share one thing you would like to improve at Texas State.

Results

From our QEP Fifth-Year Report:

“Assessment of the 12th measure, qualitative student responses in focus groups, established that *students consistently indicated they were able to connect the concept of student involvement with their achievement of educational and career goals*, thus meeting the final measure. At the same time, focus group results hint at the concerns shared by PACE freshmen regarding their ability to succeed in college as responses indicated that *they were focused on achieving grades and that they prioritized studying for classes before becoming involved and engaged in co-curricular activities.*”

Lessons Learned

- Encouragement and support for student involvement varies by college and by major on our campus; there are opportunities to share best practices and collaborate.
- Freshmen are more likely to become involved when opportunities are academic-related.
- We need more information about how upper-level students benefit from co-curricular experiences in their career development.
- RAs are the best recruiters; they get students to attend focus groups.

