

# In the Classroom and Beyond: Assessing Where Learning Takes Place

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# Introduction to our “Out of Class” Teaching-Research Project

- NASPA Assessment, Evaluation and Research Knowledge Community Grant Award
- Assess learning in student affairs master’s degree programs using national competency model
- Develop a model process to be used by other institutions (pilot, EIU/ISU/WIU)



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# Teaching about Research

- Write/revise IRB
- Survey development
- Interview protocol
- Data analysis
- Write program proposal/Present at regional conference
- Partner with EIU/WIU programs to replicate
- Write article and grant report



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# Professional Competency Areas

- Advising/Helping
- Assessment, Evaluation, Research
- Equity, Diversity, Inclusion
- Ethical Professional Practice
- History, Philosophy, Values
- Human Organizational Resources
- Law, Policy, Governance
- Leadership
- Personal Foundations
- Student Learning, Development

# Competency Assessment

## Equity, Diversity, and Inclusion

The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

1. Please review each of the statements below and rate them based on your current competency level using the following scale:

1            2            3            4            5            6            7  
None    Very Weak    Some    Moderate    Confident    Strong    Exceptional

	1	2	3	4	5	6	7
Identify the contributions of similar and diverse people within and to the institutional environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate cultural knowledge with specific and relevant diverse issues on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate dialogue effectively among disparate audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Where Competency was Learned

2. Please rank up to three areas that facilitated your growth and development in the Assessment, Evaluation, and Research competency as a whole.

Area

Primary Area:

Secondary Area:

Tertiary Area:

-- Please Select --

-- Please Select --

- Family/Personal Life
- Undergraduate Coursework
- Undergraduate Involvement
- CSPA Coursework
- Graduate Assistantship
- Higher Education Employment
- NonHigher Education Employment
- Practicum/Internship
- Professional Association
- Mentor
- Volunteer Experiences

3. What specific experiences (e.g. projects, classes, trainings, assignments, etc.) facilitated your overall growth in this competency?



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# Exit Interview Questions

- What kind of position(s) are you seeking? In what competency areas do you feel most prepared? In what competency areas have you gained or grown the most due to enrollment in the CSPA program? In which competency area(s) are you the most unprepared?
- Considering the curriculum, activities, class projects/assignments, and readings what are the strengths and weaknesses of the program? What suggestions do you have for the program?



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# Sticker Activity

- Do you have a competency model in your discipline?
- Using the ten stickers, place them on the areas where you believe that students in your discipline would report learning.
  - More than one sticker can be placed on each area



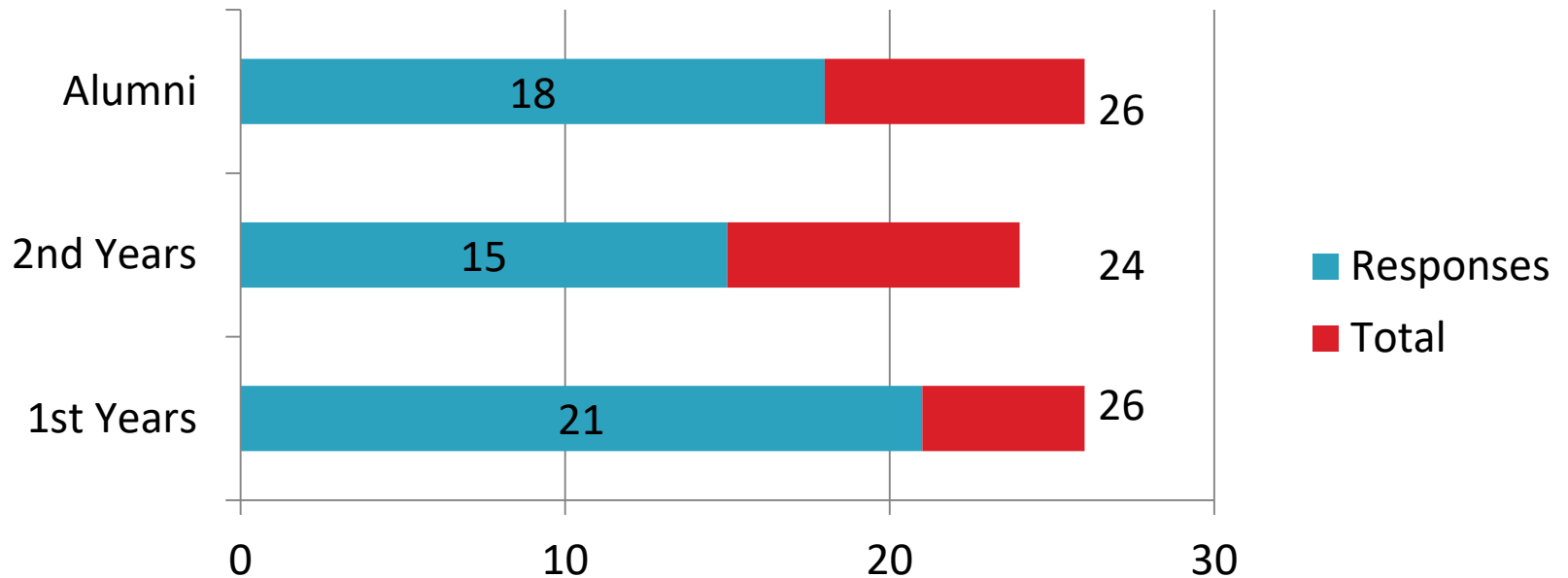
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# Findings: Demographics

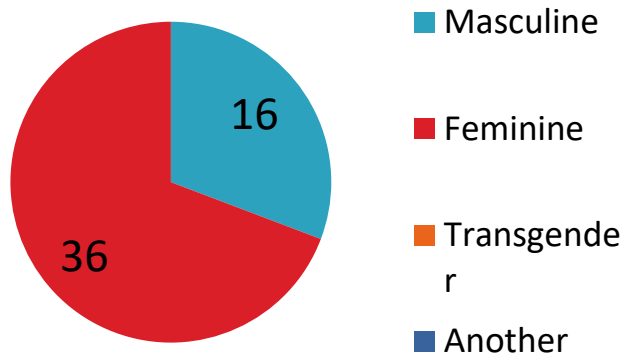
- 51 Survey Responses
  - Sent to 68 (75% Response Rate!)



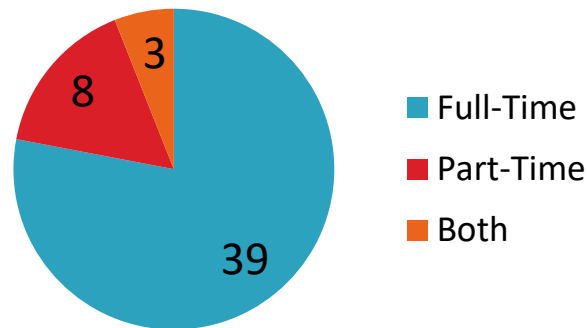
# Findings: Demographics

- 51 Survey Responses

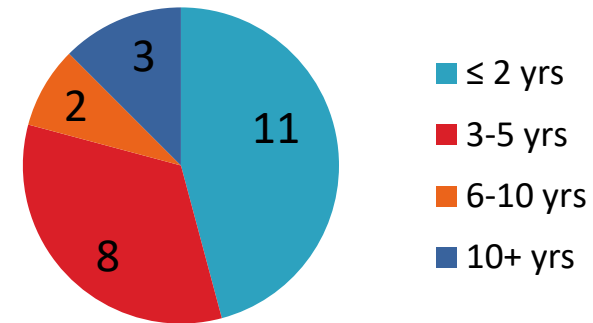
## Gender



## Course Load



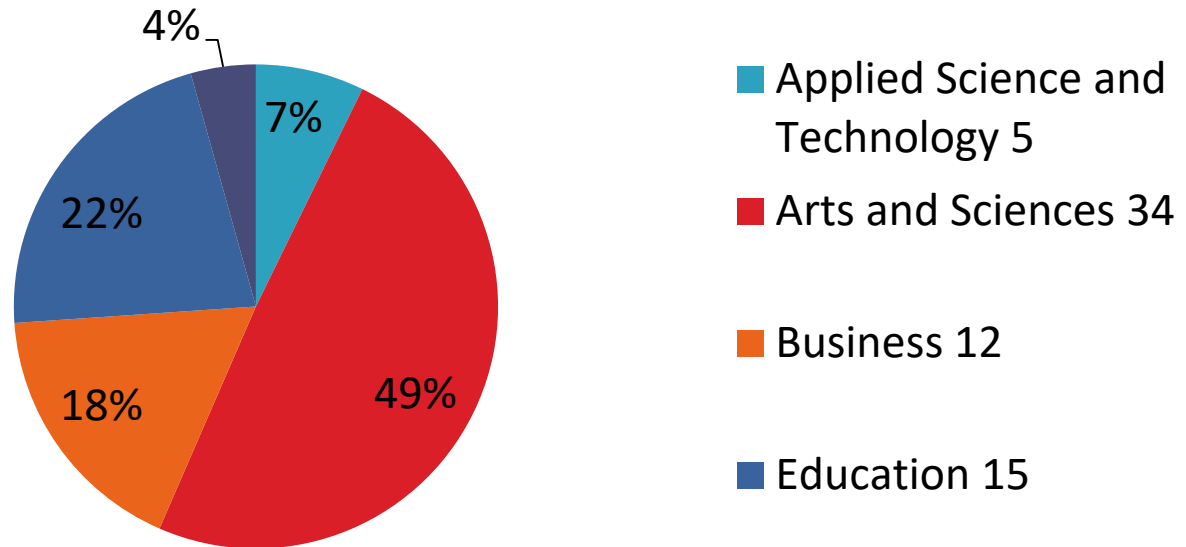
## Started Grad School



# Findings: Demographics

- 51 Survey Responses

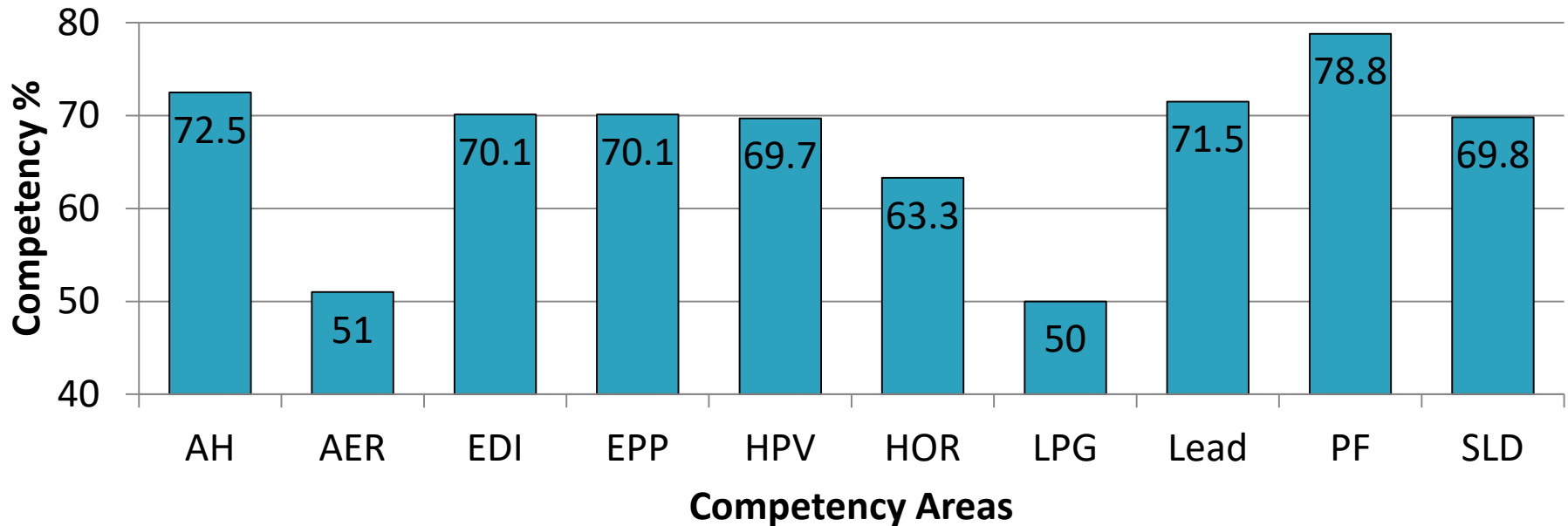
## Undergraduate College



# Findings: Learning

- Self-Reported Competency Levels:

Competency (out of 100%)



# Findings: Experience Areas

- Where did you learn what you know?
- Where did you not learn what you know?
- What are the 3 greatest competency areas for each competency?



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# Findings: Experience Areas

- Top 3 in All Competencies:
  - CSPA Coursework (First 5x; Second 1x; Third 4x)
  - Graduate Assistantships (First 4x; 2<sup>nd</sup> 4x; Third 2x)
- Additional Areas:
  - Higher Ed Employment (Second 2x, Third 4x)
  - Family/Personal Values (First 1x; Second 1x; Third 1x)
  - Undergrad Class (Second 1x)
  - Undergrad Involvement (Second 1x)

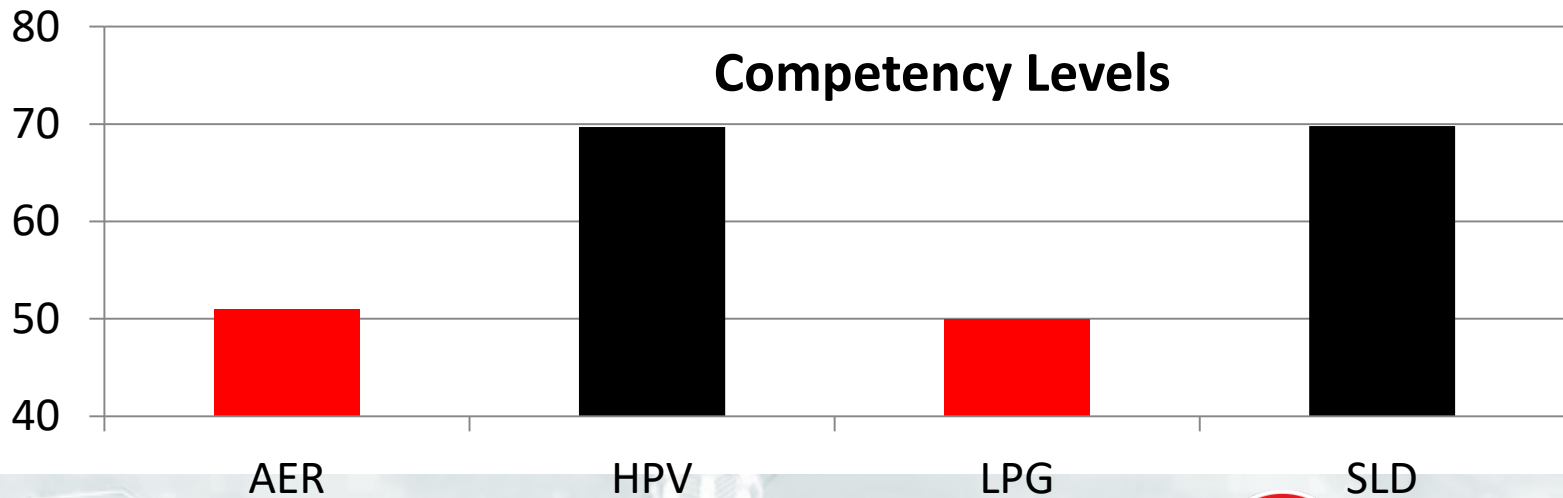


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# Findings: Experience Areas

- CSPA Coursework ↑↑ for:
  - Assessment, Evaluation, & Research
  - History, Philosophy, & Values
  - Law, Policy, & Governance
  - Student Learning & Development



# Discussion

- Comparing our findings with the group's ideas
  - Are there any correlations between the findings in our study and the sticker activity?
  - Are there differences in where stickers are placed based on disciplines?



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# Application Ideas/Discussion

- of this teaching-research model to your work with students
- of this assessment of learning process to your program or department



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# Questions?

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