

The image shows a portion of Olivet College's main building, featuring a prominent stone tower with a conical roof and a balcony. In the foreground, there is a circular red logo with a white border. The logo contains the text "LIVE THE SEVEN 24/7" at the top and "OLIVET COLLEGE COMPACT" at the bottom. Inside the circle, there are several small images depicting students in various settings, including a classroom, a library, and a group of people.

An Assessment Model for Co-curricular Life

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Guiding principles

College values – my responsibility for

- Learning of self and others
- Wider community & College service
- Treating all with respect and honesty

Evaluation of the whole college

- Multiple sources: surveys, records, evaluations
- End product (e.g., seniors) vs. “I did this”
- Easy-to-use numeric (% from 80/20 rule)

Adaptable to “social knowledge” changes



Assessing co-curricular aid to responsibility in 6 categories

Individual Responsibility

For own learning

For other's learning

Individual ethics

Social Responsibility

To the wider community

To the College

Social ethics

Graessle, C. & Logan, L. (2013). Implementing Causal Interpretations in Community Life. Assessment at a Small College. In *A Collection of Papers on Self-Study and Institutional Improvement, 29th Edition* (pp. 95-100). Chicago, IL: Higher Learning Commission.



Assess each area with indicators

Responsibility for	Areas of co-curricular life				
	Resi- dents	Greek Life	Intra- mural	Activities & Clubs	Multi- cultural
<u>Individual</u> Own learning					
Others learning					
Personal ethics					
<u>Social</u> Wider community					
The college					
Social ethics					



Individual Responsibility

Indicator	Index
For Own Learning	<ul style="list-style-type: none">% GPA above 2.5% Club advisor evaluation of self-learning adequate% Self-reported achievement of IR goal% Highest Achievement motives (<i>e.g. LOC</i>)% Highest adaptive <i>factors</i><ul style="list-style-type: none">1 – non-stress, depression, loneliness2 – non-illness, work, family, illness, alcohol% Of students served (<i>Participation Dashboards</i>)% Of students said events were most IR-Personal*% Highest quality ratings of these events*

Table continues....



Individual Responsibility

Indicator	Index
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Table continues....

For Others' Learning	% Club advisor others' learning evals adequate
	% Of students served (<i>Participation Dashboards</i>)
	% Of students said events were most IR-Others*
	% Highest quality ratings of these events*
Individual Ethics	% Personal safety, knowledge
	% Not dishonest, drinking, violating rules
	% Not victimized (<i>e.g.</i> , heard neg comments)



Social Responsibility

Indicator	Index
For Wider Community	<ul style="list-style-type: none">% Club advisor comm learning evaluations adequate% Self-reported achievement of SOR goal% Highest prosocial values/non-exclusion of others% Highest self-reported community participation% Of students served (<i>Participation Dashboards</i>)% Of student said events promoted comm service*% Highest quality ratings of these events*
For College	<ul style="list-style-type: none">% Club advisor college service evaluations adequate% Self-reported college participation% Of students served (<i>Participation Dashboards</i>)% Of students said events promoted college service*% Highest quality ratings of these events*
Social Ethics	<ul style="list-style-type: none">% Not fighting, harassing, assaulting, etc.



New: Evaluate area's events for *Compact-congruence & quality*

Program or activity name: _____ Date _____

Please give us your opinion about these:

	Excel- lent	Very Good	Good	Fair	Poor
Delivery of program (presentation, organization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience participation/ involvement of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount I learned from this activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoyment of program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the quality of this program was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enjoy **communicating with honesty and integrity**

Overall, the quality of this program was:

5
 4
 3
 2
 1

On the back, please tell us how this event can be improved **and** if we should bring it back to campus.



New: Guided narratives vs. matrixes

Area's Deans can state "what we are good at"

- **Strengths**

The area(s) or measures $\geq 80\%$ (80/20 rule)

Or are at or above a standard, improved

- **Causes**

What explains it? What part of it did you do?

- **Proposed actions that continue the strength**

"Continue..."



New: Guided narratives vs. matrixes

From area Deans → less micromanagement

- **Weaknesses**

The area(s) or measures < 80% (80/20 rule)

Or below standard, or declined over years

- **Causes**

What explains it? What part of it did you do?

- **Proposed actions**

New action – but must promote cause(s), not just a nice-sounding thing to do



Improving a strength – the data

Personal Ethics	2014	2015
Personal Ethics Indicator (overall)	73%	91%
<u>Indexes:</u>		
Nonviolation of rules, drinking, etc.	84%	98%
Overall safety walking, in buildings, on campus, & knowledge of procedures*	89%	98%
Did <i>not</i> receive negative comments/ unwanted jokes etc	47%	78%

* % who, on average, agree or strongly agree with four affirmations about safety



Safety's strengths

Strengths (80% or higher)

A. Sense of safety is strong (98%) & has improved

Causes

A. Lighting has been upgraded...

B. Natural barriers cleared from buildings

C. Buildings have cameras..

D. Multiple drills throughout year

...



Safety's plans to improve

Weaknesses

A. Victimization, [most] based on one's race/ethnicity or gender

...

Causes

C. [Students] not aware of their biases' effect

D. [Perpetration from] prior teaching/ learning

...



Additional thinking about Correlates of gender incidents

Predictors of Safety*	Freshmen	Seniors
Gender-based incidents	-.210	-.376
Predictors of gender incidents		
Thinking/writing about issues of race/ethnicity, gender, etc.	.186	n.s.
Social club membership	n.s.	n.s.
Multicultural membership	n.s.	.262
Greek membership	--	n.s.

* % who, on average, agree or strongly agree with four affirmations about safety

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Additional thinking about Correlates of gender incidents

	Freshmen	Seniors
Thinking/writing about issues of race/ethnicity, gender, etc.	.186	n.s

Why a positive Beta?

Engagement taught wrong to freshmen
speaking in ignorance?

values/procedures not shared with all?

Most incidents are student-on-student
victims enroll in these courses?

victims more sensitive/aware of issue?

victims more empowered to admit incident?



Cocurricular plans to address gender

Students

- **Work with Womens Resource Center**
- **Resident Hall Training**

Employees

- **Student Life Staff**
- **Employees, all campus**

Discussion: Cocurricular life assessment

Challenges remaining

Questions:

1. Questions and reactions?
2. What have been your challenges?
3. What else could be done?

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