



Using Interdepartmental Partnerships to Enhance and Assess Student Learning

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Presentation Overview

- Why is it important to partner?
- Examples from CSN
- Specific Implementation Ideas
- Dialogue: How can we partner more?
- Continuing our discussion....

Who are we?

Do these partnerships exist now at your school and how are they used?

Why is it important to partner?

- Facilitates student engagement
- Increases knowledge of institution for all involved
- Streamlines assessment process
- We *are* interconnected
- Data sharing helps everyone learn more, see connections and participate in loop closing
- Other?

Partnering Example #1: CSN Honors Program

- Being created now
- Broad representation in formative stages
 - Faculty, Counseling Center Academic Advisors, Registrar, Student Affairs leadership, Assessment Coordinator
- Initial common goals (defining outcomes now, includes learning independent thinking, how to apply broad sets of knowledge in new ways/innovative thinking, self efficacy development, creativity):
 - Evidence of synthetic learning
 - Program retention (and institutional)
 - Program completion
 - Measurement: direct (course embedded) and indirect (tracking data)

Partnering Example #2: Service Learning

- Formative program
- Broad representation in formative stages
 - Faculty, Student Activities Director, Retention Director, Student Affairs leadership
- Initial goals: leadership development, civic mindedness, critical thinking skills
- Measurement:
 - Course embedded
 - Considering Leadership Development Inventory (developed at Utah)

Implementation Ideas and Structures

- Look for partner opportunities with current programs and initiatives
- Build broad representation into structure of new program advising/creation—ask how we can partner between Student and Academic Affairs
- Identify goals and learning outcomes from start to shape direction; Build in assessment, use to inform mission, etc.
- Consider existing instruments and embedded methods
- Consider piloting program/course and then conducting formative survey to learn new perspectives and ideas from all including students
- Consider method triangulation, especially direct and indirect
- Remember to meet regularly as an advisory group; Include students
 - Review and disseminate results
 - Include a broad group in loop closing—how are you using data?

What other ideas, comments and questions do you have?

Continuing our discussion and building a support base:

Email list of interested parties to begin thread.....