Assessing Student Outcomes in Low-Intensity Engaged Scholarship Experiences

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**Problem**
Create scalable, reliable, and valid measures of student learning for “pipeline” engaged scholarship opportunities.

**Goals of project**
1) Develop surveys that can be easily administered in courses with low-intensity ES component meant to serve as pipelines to further ES experiences
2) Determine if there is evidence of learning in low-intensity ES experiences
3) Refine methods for broader university assessment

**Method**
- Brief surveys created for each outcome
- Courses identified in which faculty indicated touching on at least one of the outcomes
- Pre-test/Post-test design
- Classes were categorized into low-, medium-, and high-intensity experiences
- One high-intensity course involved projects in a real world setting
- N=965 & N=612 in pre and post

**Learning Outcomes**

<table>
<thead>
<tr>
<th>Scale</th>
<th># of Items</th>
<th>Cronbach’s α</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Awareness</td>
<td>12</td>
<td></td>
<td>0.823</td>
<td>0.809</td>
</tr>
<tr>
<td>Civic Responsibility</td>
<td>12</td>
<td></td>
<td>0.861</td>
<td>0.854</td>
</tr>
<tr>
<td>Ethical Decision Making</td>
<td>14</td>
<td></td>
<td>0.832</td>
<td>0.861</td>
</tr>
<tr>
<td>Systems Thinking</td>
<td>18</td>
<td></td>
<td>0.857</td>
<td>0.885</td>
</tr>
</tbody>
</table>

**Results**

**Multicultural Awareness**
- Significant increase from pre- to post-test, \( t(263) = 2.94, p = .004 \)
- Marginal effect of intensity

**Ethical Decision Making**
- Marginal increase from pre- to post-test, \( t(191) = 1.88, p = .062 \)
- No effect of intensity
- No effects on other outcomes, though sample size could be a partial explanation for lack of effects
- Overall, the instruments held together well in factor analyses
- Able to look within individual courses as well, however, data is not shown here

**Limitations**
- Need more courses with broader ES experiences
- Attrition from pre- to post-test
- Relatively small sample sizes in some cases
- Courses may need to be more explicitly mapped to outcomes

**Conclusions**
- Surveys can be developed to reliable measure learning outcomes in low-intensity ES experiences
- These measures are potentially scalable for a much broader university-wide assessment

**Next Steps**
- Remove inconsistent items
- Pilot new items to improve reliability and validity
- Potentially compare to other measures to ensure content validity

**Scaling**
- Identify broader courses beyond the initial pilot to use the instruments
- Work with faculty to decrease attrition from pre- to post-test
- Refine methods for data collection

**References**