

# 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

## Learning Outcomes

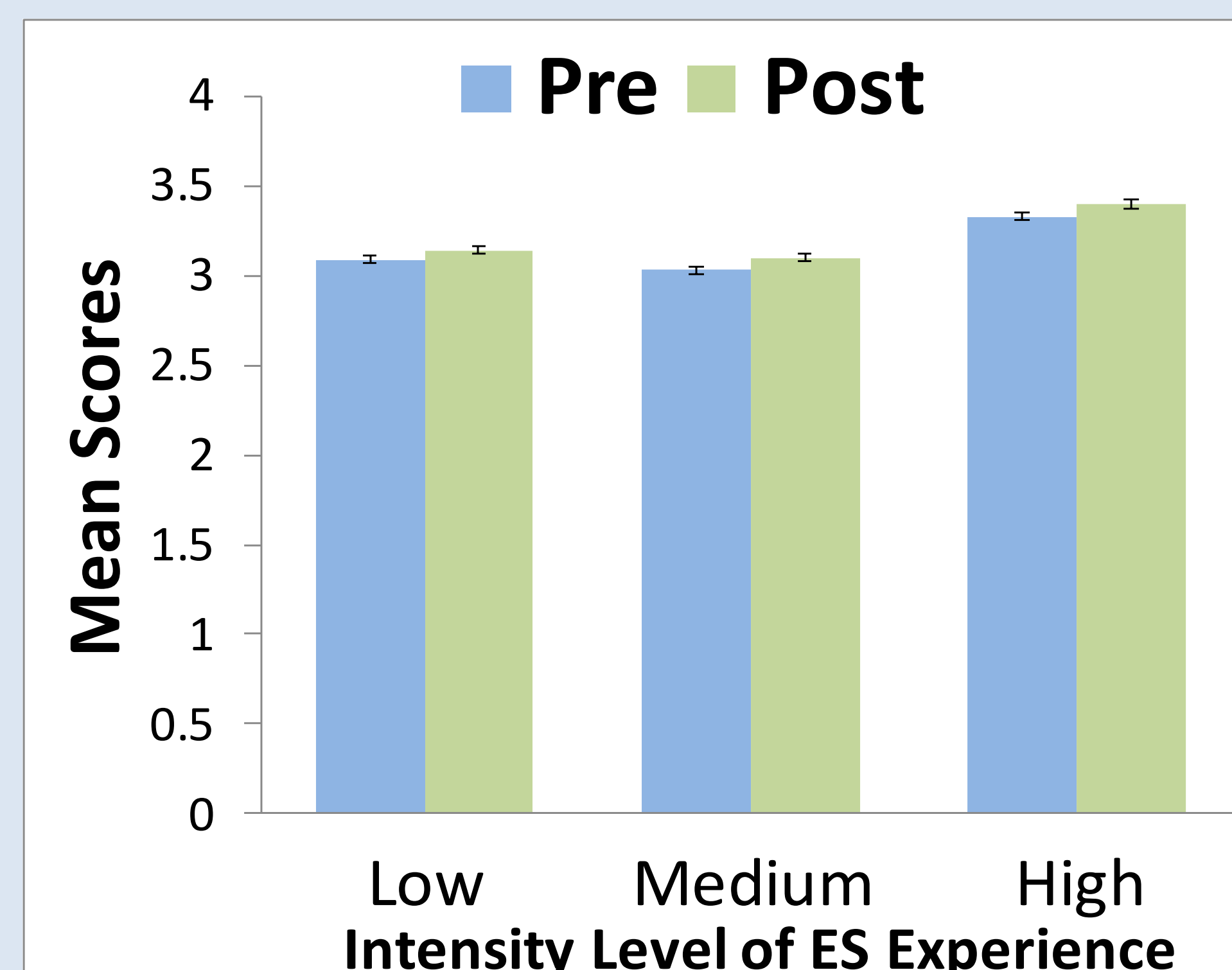
Scale	# of Items	Cronbach's $\alpha$	
		Pre	Post
Multicultural Awareness	12	.825	.809
Civic Responsibility	12	.861	.854
Ethical Decision Making	14	.832	.861
Systems Thinking	18	.857	.885

## 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

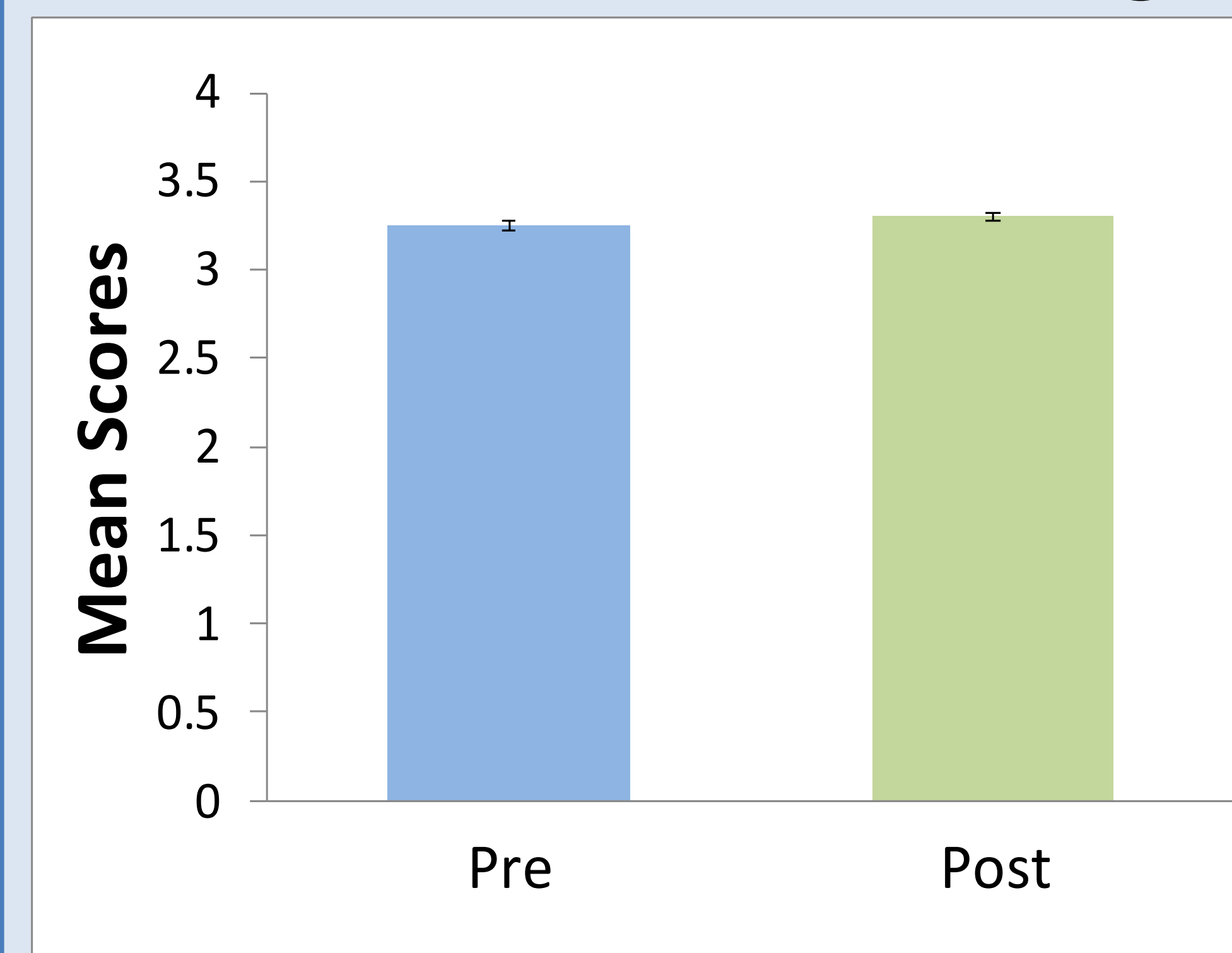
## Results

### 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 reliably measure learning outcomes in low-intensity ES experiences
- These measures are potentially scalable for a much broader university-wide assessment

## Next Steps

### Instrument

- 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

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