

Student Programming for Generation NeXt
Demonstrating Value/ Showing Impact
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Given that student programming advisors are increasingly being called on to demonstrate the impacts, outcomes and effectiveness of their programming, this session describes a model for creating and measuring learning, developmental and persistence outcomes from programming.

This handout is intended to supplement session offered at the APCA National Conference March 14, 2012 and the article *Student Programming for Generation NeXt: Maintaining Program Support, Facilitating Persistence, Reaching Developmental Outcomes* published in the October/ November 2011 issue of the APCA Journal. The article is available as a download at www.taylorprograms.com.

Other articles and information about Generation NeXt are available in Dr. Taylor's articles at www.taylorprograms.com

Today's young people from **Generation NeXt**, or Digital Learners, are different than other generations of learners. They might be/ might be more...

Positive- the expect things to work out

Fun loving- want to have a good time and to get along

Successful- have achieved academic success with little effort in high school (and often in college)

Wired- live in an on-line world and may blur virtual and real

External- may have an external locus of control and may not accept responsibility

Parent issues- may be closer to their "peer-ents"

Self-esteem programming- has been praised for talents and efforts

Over rate skills/ under rate effort needed

Self-important

Consumerism-

Entitlement- feel they deserve (see Jean Twenges book Generation Me.)

Learning outcome issues

Workplace readiness issues

Therefore- accountability efforts are increasing for faculty and student affairs professionals

Accountability

What is the impact?

Why is this worth the time or cost?

How does our programming contribute to students' ... ?

"As a result of this program, students will...?"

Learning objectives/ outcomes (LO)

Tight finances + outcome issues = more accountability.

Outcomes issues

Growing numbers of students are sent to college at increasingly higher costs, but for a large proportion of them the gains in critical thinking, complex reasoning, and written communication are either exceedingly small or empirically nonexistent. They might graduate, but they are failing to develop the higher-order cognitive skills that it is widely assumed college students should master.

from Declining by Degrees

Many students who do earn degrees have not actually mastered the reading, writing and thinking skills we expect of college graduates. Over the past decade, literacy among college graduates has actually declined.

Spellings Commission on the Future of Higher Education; August 9, 2006

“Most colleges are seriously out of step with the real world in getting students ready to become workers in the postcollege world”.

from TIME

“a pandemic of workplace unreadiness as today’s graduates are unable to think long term, handle details or delay gratification”

from “Ready or not, here life comes”

Programming for Generation NeXt

Programming Objectives- what are your desired impacts?

Objectives are goals

Outcomes can be measured

1. Reaching learning outcomes

Knowledge, Skills, Values

Support the academic mission

Link to classes

Independent learning goals- unique to student affairs

Preparing students to enter the professional workforce

2. Reaching developmental goals

Student development theory (see Chickering below)

3. Facilitating Graduation/ Persistence- helping keep students in school

“Social engagement”

Entertainment/ interaction

Link to other services with “commercials”.

Developmental Tasks for College Students (adapted from *Chickering’s Seven Vectors of Development* for college students)

Achieving competence/ confidence

efficacy- accepting responsibility for choices

intellectual, social, physical skills/ workplace readiness

making good decisions, overcoming obstacles

Managing emotions

aware of personal feelings, role in decision making, planning, acting

Becoming autonomous (independent)

emotional independence - freedom from need for reassurance and approval

instrumental independence - ability to act and cope (alone)

interdependence- “personal rights have a social responsibility”, ask for help..?

Establishing identity

inner sameness and continuity; characteristics, appearance, sexual identification

Freeing interpersonal relationships

trust, comfort, independence / tolerance for diversity

Clarifying purposes

plans and priorities for work, leisure-time and life-style
Developing integrity
personal values that are inclusive, realistic, consistent, guiding and acted on.

Learning outcomes should be

1. Student centered (LO, persistence)
not just your efforts
not "participation"
2. "Action" words (verbs, see Blooms below)
3. Desired
important outcomes that matter
mission or problem/ retention
4. Measured outcomes/ changes
5. Appropriate to the activity
6. Loops
Feedback gives indications for future improvement planning

Learning Outcome Action Words (From Blooms and others)

Knowledge

recall, define, identify, describe, recognize, state

Understand

discuss, explain, paraphrase, summarize

Apply

relate, use, demonstrate, predict, give examples

Analyze

compare/ contrast, infer

Evaluate

appreciate, judge, defend, appraise, convince, value

Create

design, build, combine, produce, compose, write

Act

plan to, going to

Measuring Impacts

Supposed to measure changes in students

Not preexisting traits but the result of event

1. Direct content questions
2. Inferring from questions to outcomes
3. Inferring from intentions to learning outcome/ future actions
"I can relate this content to my coursework."
"I can describe the harmful effects on the campus community of bullying."
"As a result of this program I am more likely to visit Career Services." actions

Improving Persistence

Using programming to make the campus community more connected, cohesive, attractive

Entertainment/ Orientation- making the school a fun, engaging place to be

Are students who participate in activities more likely to persist/ graduate? (hard to measure)

Commercials for existing campus services- more likely use services that increase persistence, among your audience of people who might be otherwise unaware

Tracking and comparing to known data on persistence

"As a result of this program I am more likely to visit Career Services." (actions)

Career services, counseling, academic assistance.

Learning Outcomes

Processes not designed for us

- Big difference between one event and a course

- Think about “the series of events”

- Hard to get students to “produce” after a program to measure outcomes

- Can’t put lipstick on a pig

 - programs must have real impact

- Artists and acts will need to bring “sell” based on outcomes

 - Demonstrate

 - past impacts of this program

 - past success reaching learning outcomes.

Audience Response Systems, like the clickers from Turning Technologies (www.turningtechnologies.com) demonstrated during Dr. Taylor's program can be useful in measuring learning outcomes from programming, usually immediately after the program.

Accountability is...

A reality

Happening to everyone on campus

There are ways to measure and demonstrate our impacts

Necessary for continued support

- Financial

- From the campus community

The Bottom Line

How does our programming impact students?

- Support the classroom/ academic mission?

- Help them reach developmental goals?

- Help keep them in school? Learning outcomes issues

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