Intended Learning Outcomes

- Differentiate between measures of student learning and indicators of operational/institutional effectiveness.

- Identify and define the four primary components of a student learning outcome.

- Differentiate *activities* from *programs* in regard to assessing learning.

- Explain what the CAS Standards are (general and speciality).

- Describe how CAS Standards, University-wide learning outcomes, and Student Affairs learning outcomes connect and overlap with each other.
Intended Learning Outcomes [2]

- Identify and describe the two major categories of methods and tools used to assess student learning.
- Describe the structure and function of a rubric.
- Explain what an “action step” is and what the role of action steps is in the assessment process.
- Identify the three major goals of Phase 3 of the assessment project in progress in Student Affairs.
- Explain the purpose of the train-the-trainer program.

Review:
The Basics
The Basics

‣ **Learning** is a key priority in the University’s vision and mission statements and strategic plan. It is essential in Student Affairs’ statements of vision (“Together, we transform students’ lives”) and purpose (“We support and inspire the highest standards of student learning and success, community engagement and staff development”).

‣ **Assessment** is a process of determining the degree to which the work we do and the learning experiences we provide for students meet the goals we have established. **Assessment tells what happened and what difference it made that it happened.**

‣ There are **three major types of assessment** in post-secondary education.

<table>
<thead>
<tr>
<th>Subject of Assessment</th>
<th>Student Academic Performance</th>
<th>Operational/Institutional Effectiveness</th>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is Being Measured</strong></td>
<td>Student (individual learner)</td>
<td>Institution or some component of it (division, department, program, activity)</td>
<td>Learning experiences (environment, curriculum, course, class, activity, etc.)</td>
</tr>
<tr>
<td>Knowledge (“content”) acquisition and application; sometimes, short- or intermediate-term retention</td>
<td>Performance: inputs, operations, outputs</td>
<td>Purpose of post-secondary education: higher learning</td>
<td></td>
</tr>
<tr>
<td><strong>Usual Measurements</strong></td>
<td>Examinations and student products; grades and scores; GPA; portfolios</td>
<td>Actuarial: retention and graduation rates, student:teacher ratio, entrance test scores, utilization, satisfaction, etc.</td>
<td>Student learning outcomes; CLA, MAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surveys: NSSE, CUSP Ratings: Maclean’s, etc.</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Professor (individual educator)</td>
<td>Comparative benchmarks</td>
<td>Institution or component; national</td>
</tr>
</tbody>
</table>
Differentiating *student learning outcomes* from *performance measures*

<table>
<thead>
<tr>
<th></th>
<th>Performance Indicators/IEPs</th>
<th>Student Learning Outcomes/SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is being assessed</strong></td>
<td>Performance against job standards</td>
<td>Achievement of desired learning goals</td>
</tr>
<tr>
<td><strong>Subject of assessment</strong></td>
<td>Student</td>
<td>Learning experience (e.g., training; on-the-job supervision)</td>
</tr>
<tr>
<td><strong>Form of assessment</strong></td>
<td>Performance evaluation</td>
<td>Varies; common feature = show learning</td>
</tr>
<tr>
<td><strong>Consequences of assessment</strong></td>
<td>Personnel or academic actions</td>
<td>Program review and improvement</td>
</tr>
</tbody>
</table>

**The Basics [2]**

- **Both operational effectiveness and student learning are important**, but they have very different purposes, uses, and methods of assessment.

- **Operational and process assessment is common but learning assessment is a broadly acknowledged growth area** in Student Affairs.

- **Assessments of student learning measure what students learned—how they changed—because of their participation in learning experiences.**

- **These assessments use student learning outcomes** to define (1) what group of students participated in the learning experience, (2) what the learning experience was, (3) what the intended result of the learning experience was—what students become able to do because of their participation in the experience, and (4) what evidence would be required to show that the intended result had been achieved.
### Format for writing student learning outcomes

<table>
<thead>
<tr>
<th>First year students</th>
<th>who</th>
<th>engage with</th>
<th>activity</th>
<th>will be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating seniors</td>
<td></td>
<td>participate in</td>
<td>program</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>complete</td>
<td>course, curriculum, pedagogy</td>
<td>x # counseling sessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>identify</th>
<th>at least...</th>
<th>intended elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>list</td>
<td>with X% accuracy</td>
<td>as demonstrated by</td>
</tr>
<tr>
<td>describe</td>
<td>more/fewer than</td>
<td></td>
</tr>
<tr>
<td>summarize</td>
<td>all</td>
<td>[as required by]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>external standards</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>observed behavior</td>
</tr>
<tr>
<td>journaling</td>
</tr>
<tr>
<td>blog</td>
</tr>
<tr>
<td>portfolio</td>
</tr>
<tr>
<td>post-survey</td>
</tr>
<tr>
<td>performance</td>
</tr>
</tbody>
</table>

### Format for writing student learning outcomes

1. First year students
2. Graduating seniors
3. Students
4. **identify**
   - list
   - describe
   - summarize
   - discuss
   - explain
   - demonstrate
5. **at least...**
   - with X% accuracy
   - more/fewer than
   - all
6. **intended elements**
   - as demonstrated by
7. **[as required by]**
8. **external standards**
9. **interview**
   - observed behavior
   - journaling
   - blog
   - portfolio
   - post-survey
   - performance
Design and Assess

- Identify an educational need linked to strategic plan and intended learning outcomes (= goal)
- Design a learning experience that meets the need and gets students to those outcomes
- Write a statement of the intended learning outcome
- Determine what assessment will be needed to tell if the outcomes are achieved—if students learn what was intended
- Implement learning experience and begin assessment

Work at the Right Level

- Institutional/University
- Divisional/CAS
- Departmental
- Program/Course
- Specific Learning Activity
Working at the Right Level

- Focus initial assessments of learning at the level of a **specific activity**—a particular, individual, well-defined learning experience. The more specific and precisely described, the better.

- Think of an **activity** as a **very specific learning event** that has a clearly defined intended outcome.

- A **program** usually includes several (or many) activities designed to achieve its goals—and a complex department may offer several different programs.

The Basics [3]

- Student Affairs uses the **CAS Standards** as guides for assessing and improving programs and services and the **CAS learning outcomes** as the Division’s learning outcomes.

- The **CAS learning outcomes are aligned with the University’s institution-wide learning outcomes**, which fall into two broad groups: (1) intellectual, academic, and practical skills, and (2) personal and social responsibility.

- **Assessment of students’ achievement of desired learning outcomes** is intended to provide essential data with which to improve learning experiences.
Council for the Advancement of Standards in Higher Education (CAS)

- The mission of CAS is to promote the improvement of programs and services to enhance the quality of student learning and development
- Founded in 1979, CAS is a consortium of 41 professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment
- Consensus-oriented, collaborative approach
- 44 standards and self-assessment guides (SAGs)
- Standards are designed to be achievable by any program/service, at any institution type

General and Specialty Standards

- **General Standards**: Common across all functional areas. (e.g., Programs and services must develop, disseminate, implement, and regularly review their mission.)

- **Speciality Standards**: Address issues specific to the functional area. (e.g., The primary mission of career services is to assist students and other designated clients through all phases of their career development.)
Applications of CAS Standards

- Design new programs and services.
- Focus where time, energy, and resources should go.
- Devise staff development.
- Guide strategic planning.
- Develop learning and development outcomes.
- Measure program and service effectiveness.

<table>
<thead>
<tr>
<th>CAS SLO</th>
<th>U Vic Outcomes</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>I, III, IV, V</td>
<td>Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, experiences; constructing knowledge; relating knowledge to daily life</td>
</tr>
<tr>
<td>Cognitive Complexity</td>
<td>II, V, VI, X</td>
<td>Critical thinking, reflective thinking, effective reasoning, creativity</td>
</tr>
<tr>
<td>Intrapersonal Development</td>
<td>X, XI</td>
<td>Realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; spiritual awareness</td>
</tr>
<tr>
<td>Interpersonal Competence</td>
<td>VII, VIII, IX</td>
<td>Meaningful relationships, interdependence, collaboration, effective leadership</td>
</tr>
<tr>
<td>Humanitarianism and Civic Engagement</td>
<td>VII, VIII, IX, X</td>
<td>Understanding and appreciation of cultural and human differences, global perspective, social responsibility, civic responsibility</td>
</tr>
<tr>
<td>Practical Competence</td>
<td>III, VI, X, XI</td>
<td>Pursuing goals, communicating effectively, technological competence, managing personal affairs, managing career, professionalism, health and wellness, purposeful and satisfying life</td>
</tr>
</tbody>
</table>
Alignment: U Vic Learning Outcomes
Section 1

Intellectual, academic and practical skills in:

I. Inquiry, analysis, and problem solving

II. Critical, innovative, and creative thinking

III. Effective written, visual, and oral communication

IV. Numerical literacy

V. Critical evaluation of qualitative and quantitative information

VI. Critical management of information, including in digital environments

VII. Collaboration and the ability to work in teams

Alignment: U Vic Learning Outcomes
Section 2

Personal and social responsibility capacities:

VIII. Informed civic engagement and understanding—from local to global

IX. Intercultural knowledge and sensitivity

X. Ethical and professional reasoning and action

XI. Life-long learning
The Basics [4]

- Learning outcomes can be assessed by qualitative (observation, students’ writing or performances, journals) or quantitative (surveys) methods. Qualitative assessments often require rubrics to ensure consistency.

- We can use a single assessment tool, usually a survey, to measure both students’ satisfaction with a learning experience and their actual learning from that experience. But it is important to be sure that satisfaction and learning questions are clearly separated to avoid contaminating learning assessments with positive bias.

- Assessment data are used to “close the loop”: the results suggest action steps to be taken to improve learning experiences or programs.

- An action step is an activity undertaken to improve the effectiveness of programs or learning experiences.

Methods: Assessment of Learning

- The value of quantitative approaches in post-secondary education is often seen in the perceived economy, generalizability, reliability, and validity of measures.

- The value of qualitative approaches include elucidating “the story” behind the meaning that learners describe; qualitative approaches add rich, textured details that bring to life quantitative data.
### Methods: Assessment of Learning

- Rating, ranking, and degree of agreement questions on surveys (numerical scales correlated with qualitative statements)
- Investment by students and assessors lower than most qualitative methods
- Observed performance or behavior
- Individual or group structured interview
- Focus group
- Work product (e.g., written or created piece)
- Interview of others who observed performance or behavior

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### Methods: Assessment of Learning

- Pre- and post-survey
- Post survey
- Post-pre survey
- Consistent, structured, reproducible methods of getting and assessing qualitative data
- Getting a group to focus doesn’t make it a focus group
Methods: Assessment of Learning

- Surveys—of any kind—require careful preparation, construction, and interpretation
- Consider: number, format, character of questions; timing; competition for attention; setting for completion
- Consistency almost always requires rubrics
- Utilization of qualitative methods almost always requires more human effort

Rubrics Needed

- Students participating in Vikes recreation intramurals will describe successful strategies for collaborating with peers.

- Indigenous students will increase and demonstrate their effectiveness in communicating and sharing their experiences with one another as a result of participating in Talking Circles.

- Students who participate in orientation initiatives through Student Recruitment will be able to explain at least two ways to prevent sexual assault.

- Students employed in Residence Services will develop transferable workplace and career skills.

- Students who complete a workshop on stress management will be able to articulate a personal plan for anticipating and reducing the effects of stress on their academic functioning.
<table>
<thead>
<tr>
<th>Airedale Rubric</th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>House training</strong></td>
<td>Never goes in house, even in stressful situations; uses curb/gutter outside</td>
<td>Almost always goes outside; rare exceptions in stressful situations or when left alone too long</td>
<td>Goes when and where he/she feels like it</td>
</tr>
<tr>
<td><strong>Socialization</strong></td>
<td>Always friendly with other dogs, children, strangers; <em>“what a great/nice/sweet dog,” people say</em></td>
<td>Mostly friendly, except when surprised; people happy to have him/her around</td>
<td>Growls and snarls at strangers and distant relatives; people steer clear</td>
</tr>
<tr>
<td><strong>Eating/Feeding</strong></td>
<td>Never begs at table; never picky; enjoys various wet and dry foods</td>
<td>Happier when table scraps give variety to food, but generally eats well; begs only by staring</td>
<td>Whimpers and barks at table; steals food from children and the elderly</td>
</tr>
<tr>
<td><strong>Affectionate Relationships</strong></td>
<td>Warm and cuddly when so desired by humans; exuberant to see humans after brief absences</td>
<td>Tail-wagging, <em>“smiling,”</em> and ears-back demonstrate affection</td>
<td>Not that excited to see humans return; humps strangers at random</td>
</tr>
</tbody>
</table>
## AAC&U Draft Rubric: Teamwork

**Spring 2009 Draft for Public Release of Teamwork VALUE Rubric**

This rubric is a cap on a rubric development process that will produce a final draft by September 2009. All drafts are revised in response to the feedback received from VALUE Leadership and Partner campuses. The final deadline for feedback on the VALUE rubric is July 3, 2009. For more information or to give feedback, please email Weeks Margaret, VALUE Initiative Manager, at weeksmargaret@neu.edu. Thank you!

### Evaluations are encouraged to assign a zero to any performance that doesn’t meet level one performance.

<table>
<thead>
<tr>
<th>Where We’ve Been</th>
<th>Where We’re Going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions to team meetings</td>
<td>Contributions to team meetings have exceptional positive impact.</td>
</tr>
<tr>
<td>Facilitates the contributions of team members</td>
<td>Actively engages all (or nearly all) team members in ways that facilitate their contributions.</td>
</tr>
<tr>
<td>Displays necessary work ethic</td>
<td>Goes above and beyond the call. Completes own assignments as a superior manner, while also assisting team in completing other tasks that contribute to team success.</td>
</tr>
<tr>
<td>Fosters constructive team climate</td>
<td>Treats team members respectfully and successfully fosters constructive team climate by setting an example and by doing things which make others feel valued in the group.</td>
</tr>
<tr>
<td>Response to conflict</td>
<td>Addresses conflict directly and constructively, helping to resolve it in a way that strengthens overall team cohesion and future effectiveness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions to team meetings have exceptional positive impact.</td>
<td>Contributions to team meetings have meaningful positive impact.</td>
<td>Contributions to team meetings have modest positive impact.</td>
<td>Contributions to team meetings have minimal positive impact.</td>
</tr>
<tr>
<td>Actively engages some team members in ways that facilitate their contributions.</td>
<td>Attempts to facilitate the contributions of one or more team members, but with little or no success.</td>
<td>Listens to team members’ inputs, but does not try to facilitate further contributions.</td>
<td></td>
</tr>
<tr>
<td>Completes task assignments in a superior manner.</td>
<td>Completes task assignments in an adequate manner.</td>
<td>Completes task assignments in a perfunctory manner.</td>
<td></td>
</tr>
<tr>
<td>Treats team members respectfully and successfully fosters constructive team climate by setting an example and by doing things which make others feel valued in the group.</td>
<td>Treats team members respectfully and attempts to do things which make others feel valued in the group.</td>
<td>Treats team members disrespectfully.</td>
<td></td>
</tr>
<tr>
<td>Addresses conflict directly and constructively, helping to resolve it in a way that strengthens overall team cohesion and future effectiveness.</td>
<td>Addresses conflict directly in a manner that allows the group to work productively on immediate tasks, but without avoiding long-term sources of conflict.</td>
<td>Attempts to suppress conflict in the going, trying to specifically “smooth over” or minimize appearance of conflict.</td>
<td></td>
</tr>
</tbody>
</table>

Created by a team of faculty from higher education institutions across the United States.
## Learning Assessment Pathway

<table>
<thead>
<tr>
<th>Step</th>
<th>Timeframe</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation</td>
<td>Institution and Division understand and embrace learning as a core function, challenge, and identity</td>
</tr>
<tr>
<td>2</td>
<td>Launch and Learning</td>
<td>Learning appears prominently in vision and mission statements</td>
</tr>
<tr>
<td>3</td>
<td>Secure and Use</td>
<td>Learning is a priority in strategic plan</td>
</tr>
<tr>
<td>4</td>
<td>Strengthen</td>
<td>Learning and assessment of learning accepted as a continuing, ongoing, Division-wide responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structures created to support, provide leadership/guidance, and energize both learning and assessment of learning—CAS Steering Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Central support for assessment of learning put in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specifications for annual reports for departments and Division include learning goals/outcomes and learning assessment data</td>
</tr>
</tbody>
</table>

### Step 1: Preparation

- Institution and Division understand and embrace *learning* as a core function, challenge, and identity.
- *Learning* appears prominently in vision and mission statements.
- *Learning* is a priority in strategic plan.
- *Learning* and *assessment of learning* accepted as a continuing, ongoing, Division-wide responsibility.
- Structures created to support, provide leadership/guidance, and energize both learning and assessment of learning—CAS Steering Committee.
- Central support for assessment of learning put in place.
- Specifications for annual reports for departments and Division include learning goals/outcomes and learning assessment data.
Step 1: Preparation [2]

☑ Division-wide student learning domains affirmed—aligned with University learning outcomes and consistent with CAS learning and development outcomes.

☑ Professional development provided to prepare and support leadership and staff in all departments/units in developing derivative departmental student learning goals/outcomes; professional development should be comprehensive and curricular.

☑ All departments begin to develop specific departmental, program, and activity level student learning outcomes for each functional area within their responsibility.

   Schedule and expectations established for initial implementation of assessments of student learning.

What We Learned In Step 2

- It’s not that easy.
- Resources specifically devoted to assessment are small; defining and assessing learning outcomes is not an assigned portion of job responsibilities or time.
- Some assessment projects fail; some stumble along; some soar. We learn from all of them.
- Variations in levels of experience, preparation, capacity, and enthusiasm among staff—and variations in attitudes and support from their colleagues and supervisors.
- Hard to really get down to activity level; higher order outcomes are seductive but assessments of them are rarely convincing.
- Keeping learning and process/operations assessments clearly differentiated (and separated during implementation) is confusing and difficult.
- Indirect and inferential measures of learning are much easier than direct ones.
The goals of Phase 3 are to (1) further strengthen the capacity of Student Affairs leadership and staff to conduct increasingly comprehensive and sophisticated assessments of learning and operational effectiveness, (2) build greater assessment capacity at deeper levels of staff in each department and unit through application of a “train-the-trainer” professional development model, and (3) develop standards for use in units and functional areas that are not currently represented in the CAS Standards.

The development and assessment of student learning outcomes in Student Affairs will be strengthened through a regular process of collaborative, constructive review and feedback.
Train-the-Trainer Program

- **Engage more Student Affairs leadership and staff in assessment activities** and **develop progressively greater internal capacity for disseminating knowledge and skills** beyond members of the Student Affairs Council.

- Selected trainers will participate in a **customized professional development and training sequence** during the 2015/2016 academic year to prepare them to (1) develop and deliver trainings on assessment to staff members within their own departments [and/or to other groups, as assigned] and (2) provide technical assistance to colleagues to advance and improve assessment practice within the Division.

- **Qualifications:** interest, basic knowledge of assessment, general familiarity with CAS Standards, “teacher” mentality and attitudes, technical and presentation skills, collaborative.
Step 3+: Strengthen

- Ongoing, continuing, expanding, resource-requiring professional development.
- Knowledge, skills, and experience in assessment, especially learning assessment, specified in requirements for positions, job descriptions, performance evaluations.
- Intentional recruiting for new staff who have assessment strengths.
- Learning assessment is key factor in program reviews, revisions, and renewals.
- Learning impact statements for proposed new programs, positions, facilities.
- “If you can’t assess it, don’t do it.”
- Collaboration with faculty on assessment of collective, cumulative learning outcomes that require both in- and out-of-classroom learning experiences.
- Documentation of contributions of Student Affairs to student learning, engagement, and success.

Intended Learning Outcomes

- Differentiate between measures of student learning and indicators of operational/institutional effectiveness.
- Identify and define the four primary components of a student learning outcome.
- Differentiate activities from programs in regard to assessing learning.
- Explain what the CAS Standards are (general and speciality).
- Describe how CAS Standards, University-wide learning outcomes, and Student Affairs learning outcomes connect and overlap with each other.
Intended Learning Outcomes [2]

- Identify and describe the two major categories of methods and tools used to assess student learning.
- Describe the structure and function of a rubric.
- Explain what an “action step” is and what the role of action steps is in the assessment process.
- Identify the three major goals of Phase 3 of the assessment project in progress in Student Affairs.
- Explain the purpose of the train-the-trainer program.