Intended Learning Outcomes [1]

- Identify the major components of Phase Two and related project milestones going forward.

- Describe learning outcomes assessment efforts across Student Affairs, and explain how those efforts (a) incorporate the CAS Standards, and (b) are aligned with and linked to University-wide efforts.

- Develop and use a “common language” about learning outcomes assessment in Student Affairs.

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

- Write student learning outcomes, including clearly defined learning experiences and intended learning goals.
Intended Learning Outcomes [2]

- Design plans to assess student learning outcomes, including specifications of methods and metrics of assessment.

- Describe how basic assessment techniques can be interwoven into daily work.

- Discuss how to use assessment data to achieve continuous improvement in Student Affairs’ programs and services.

- Describe and explain how to access additional resources that support integration of CAS Standards in Student Affairs.

- Explain how to use CAS Standards and learning outcomes to more effectively partner with academic colleagues.

Vital Signs
Learning Assessment Pathway: Steps

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Preparation</td>
<td>Launch and Learning</td>
<td>Secure and Use</td>
<td>Strengthen</td>
</tr>
<tr>
<td>6-12 months; Year 1</td>
<td>12 months; Year 2</td>
<td>Year 3</td>
<td>Years 4-X</td>
</tr>
</tbody>
</table>

Step 1: Preparation

*Project Phases 1 & 2, 2014/2015*

- 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
University of Victoria Strategic Plan

- **Vision**: “As members of a diverse and dynamic learning community, we challenge one another to become thoughtful, engaged citizens and leaders…”

- **Mission**: “The University of Victoria enriches its students and society by creating knowledge, fostering academic and experiential learning and serving communities in British Columbia, in Canada and around the world… We are committed to providing a high-quality learning and research environment; integrating teaching, learning, research and civic engagement…”

- **Objectives** include “to ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual development and students needs, inclusive, and organized around best practices in teaching and learning,” “the broader learning environment and an engaged campus,” increase “co-op, internship and other experiential learning opportunities for UVic students” and “opportunities for civic engagement in teaching and learning for all students”, and “to support lifelong learning.”

Student Affairs Vision and Purpose

- **Our Vision**: Together, we transform students’ lives.

  The very idea of transformation is that it endures the test of time and is never truly complete; our vision should do the same. To truly transform we must be willing to continually challenge ourselves to evolve our services and programs to meet the changing needs of our student population.

- **Our Purpose**: We support and inspire the highest standards of student learning and success, community engagement and staff development.
Step 1: Preparation [2]
Project Phases 1 & 2, 2014/2015

- 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.

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
### 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

### Alignment: U Vic Learning Outcomes

#### Section 2

<table>
<thead>
<tr>
<th>CAS SLO</th>
<th>U Vic Outcomes</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Acquisition, Integration, Application</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>
Project Phase 2

- Implementing the assessment strategy developed and recommended in Phase One, including infusion of the CAS standards throughout the Division;

- Further developing and increasing the knowledge and skills of Student Affairs leadership and staff to assess both student learning and operational effectiveness, with a primary focus on assessment of learning in alignment with both the CAS Standards (learning and development outcomes) and the University’s approved University Learning Outcomes;

- Developing relevant standards for professional work and student learning in functional areas not addressed by existing CAS standards.

Internal Assessment

- Measure competencies related to the implementation of CAS Standards across designated Student Affairs leaders (e.g., Student Affairs Council and other designated leaders with responsibility for CAS implementation);

- Measure the effectiveness of training opportunities and related available resources in support of the use of CAS Standards;

- Inform SA Executive of the level of CAS Standards engagement and understanding across designated Student Affairs leaders and staff.
Assessment is a process of determining the degree to which the work we do and the learning experiences we provide for students meet their goals.

Assessment, when well planned and executed, promotes student learning, enables accountability, supports institutional effectiveness, advances the academic and organizational missions of universities, and provides key data with which to further student engagement, learning, and success.
Institutional Effectiveness
Operations / Process

Learning Effectiveness
Learning / Outcomes

Were elements of the learning outcomes established?
Did students like the program?
How many students used the service?

Did individual students achieve the outcome?
Did cohorts achieve the outcome?
Whether or not they liked the program, did students learn anything?

Differentiating student learning outcomes from performance measures

<table>
<thead>
<tr>
<th>Performance Indicators/IEPs</th>
<th>Student Learning Outcomes/SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is being assessed</td>
<td>Performance against standards</td>
</tr>
<tr>
<td>Subject of assessment</td>
<td>Student</td>
</tr>
<tr>
<td>Form of assessment</td>
<td>Performance evaluation; grades</td>
</tr>
<tr>
<td>Consequences of assessment</td>
<td>Personnel or academic actions</td>
</tr>
</tbody>
</table>

Personnel or academic actions
Program review and improvement
Operational and process assessment is common but learning assessment is a broadly acknowledged growth area across Student Affairs.
Student Learning Outcomes: Design

- 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

Guidelines for Program and Activity-Level Learning Outcomes

- The more specific, the better
- Clearly define the learning experience
- Ask yourself: “What would a student be like...” (know it when you see it)
- Practical
- Measurable
- Meaningful; transferable
### Work at the Right Level

<table>
<thead>
<tr>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional/University</td>
</tr>
<tr>
<td>Divisional/CAS</td>
</tr>
<tr>
<td>Departmental</td>
</tr>
<tr>
<td>Program/Course</td>
</tr>
</tbody>
</table>

**Specific Learning Activity**

### Activity 1: Define a Learning Experience

- Choose a CAS student learning domain and a dimension within that domain
- Identify what kinds of programs or services would be needed to help students achieve the intended outcome specified in that domain/dimension
- Define just one learning experience that would meet that need
- Clearly specify the details of the learning experience: what students, what will be done, how that will happen, when it will occur, etc.
Activity 2: Draft the Student Learning Outcome

- Draft a statement of the intended student learning outcome for the learning experience defined in Activity 1.

Someone who does ___ will be able to do ___ to a degree and it is demonstrated by their doing ___ which can be shown to ___ who requires it for ___

- First year students
- Graduating seniors
- Students

engage with who participate in complete

activity program course, curriculum, pedagogy x # counselling sessions

at least... with X% accuracy more/fewer than all

intended elements as demonstrated by [as required by]

identify list describe summarize discuss explain demonstrate interview observed behavior journaling blog portfolio post-survey performance

external standards
### Format for Writing Student Learning Outcomes

<table>
<thead>
<tr>
<th>First year students</th>
<th>Participate in...</th>
<th>Complete...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating seniors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Person(s) who**

**does** ____________

**will be able to**

<table>
<thead>
<tr>
<th>activity</th>
<th>program</th>
<th>course, curriculum, pedagogy</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td>x # counselling sessions</td>
</tr>
</tbody>
</table>

**identify**

**list**

**do** ____________

**describe**

**summarize**

**discuss**

**explain**

**demonstrate**

---

**Learning Experience**

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

**Intended Learning**

<table>
<thead>
<tr>
<th>intended elements</th>
<th>as demonstrated by</th>
<th>and you know because</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Person(s) does** ____________

**to a degree** and you know because

**because it is required by** ____________ for ____________

---

**Someone who does** ____________ will be able to

**do** ____________ to a degree and it is demonstrated by their doing ____________ which can be shown to ____________ who requires it for ____________

---

**Learning Experience**

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<th>Participate in...</th>
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**list**

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<tbody>
<tr>
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<td>x # counselling sessions</td>
</tr>
</tbody>
</table>
Activity 3: Develop Assessment Plan

- Develop an assessment plan through which to determine whether the student learning outcome drafted in Activity 2 is achieved.
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.

- 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
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

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 identify 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.

Activity 4: Draft a Rubric

Prepare a draft rubric to guide qualitative assessment.
### Rubric Structure Template

<table>
<thead>
<tr>
<th>Key Element</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Element 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Element 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Element 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Element 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Case Studies: Develop a Draft Rubric

<table>
<thead>
<tr>
<th>Group</th>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>First date</td>
</tr>
<tr>
<td>Group 2</td>
<td>Haircut/hairstyling</td>
</tr>
<tr>
<td>Group 3</td>
<td>Swimsuit</td>
</tr>
<tr>
<td>Group 4</td>
<td>Chocolate chip cookies</td>
</tr>
<tr>
<td>Group 5</td>
<td>Marriage proposal</td>
</tr>
</tbody>
</table>
Activity 5: Close the Loop

- For your student learning outcome and assessment plan, draft a list of action steps that will be taken if the outcome is achieved at various levels of success.
Activity 6: Alignment

‣ What are 2-3 ways in which Student Affairs can collaborate with Faculties, academic departments, and individual faculty members to ensure alignment of learning experiences, outcomes, assessments, and action steps?
Step 2: Launch and Learning

- Each department selects and implements learning assessment for at least one, but not more than two, initial programs or activities.
- Each department learns about both learning and assessment by working “on the ground” with a defined learning outcome and assessment plan.
- Diversity of experience ensues; outcomes vary.
- Departments report results of their learning assessment projects.
- Peers and colleagues review results—but also assumptions, learning goals, methods.
- Departments share what they learned through this process.
- Rinse and repeat.

Step 3: Secure and Use

- Ever onward: use results from launch projects to inform next set of projects/activities.
- Slowly, gradually, incrementally expand portfolio of assessment projects—eventually each functional area of every department should conduct a learning outcome assessment each academic year.
- Change course as needed.
- As assessment data become increasingly more reliable and trustworthy, support program, resource, and priority decisions with those data.
Step 4: Strengthen

- Ongoing, continuing, expanding, resource-requiring professional development is essential.
- 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.

Other Student Affairs Divisions have learned...

- Balance consistency and creativity.
- Don’t let superficiality trump parsimony: appearances demand excess.
- The perfect is enemy of the good.
- Strenuously oppose and avoid mismatches of expectations / resources / training.
- Don’t think that disconnected, uncoupled actions / steps in different departments will somehow create culture change.
- Never rely primarily on technology to accomplish assessments of student learning.
Intended Learning Outcomes [1]

‣ Identify the major components of Phase Two and related project milestones going forward.

‣ Describe learning outcomes assessment efforts across Student Affairs, and explain how those efforts (a) incorporate the CAS Standards, and (b) are aligned with and linked to University-wide efforts.

‣ Develop and use a “common language” about learning outcomes assessment in Student Affairs.

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

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Intended Learning Outcomes [2]

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‣ Describe how basic assessment techniques can be interwoven into daily work.

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‣ Describe and explain how to access additional resources that support integration of CAS Standards in Student Affairs.

‣ Explain how to use CAS Standards and learning outcomes to more effectively partner with academic colleagues.