

Assessment & Student Learning

Student Affairs FY07 Training

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Guarantees/Assumptions

- ❑ You are the experts in your areas.
 - ❑ Doing good assessment work takes collaboration, few of us are experts in all that it takes to do great assessment . . . We will take this journey together.
 - ❑ You will probably leave here today with both answers and questions about assessment and learning outcomes.
 - ❑ We will get through this & we may even have some fun!
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Today's Learning Outcomes

Participants will be able to:

- Explain the role of assessment, including practical tips and tools for assessment
 - Construct meaningful, measurable, & manageable student learning outcomes
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Assessment: A Brief Review

Assessment

“Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness”

Assessment

Assessment attempts to answer certain questions about a program's intended outcomes:

- 1) What are we trying to do and why are we doing it?
- 2) What do we expect the student to know or to do as a result of our program?
- 3) How well are we doing it?
- 4) How do we know?
- 5) How do we use the information to improve?
- 6) Does that work?

Assessment

Assessment for Excellence

- ❑ Information feedback process to guide our programs improvement
- ❑ Data feeds directly into program revision to improve student learning results

Example:

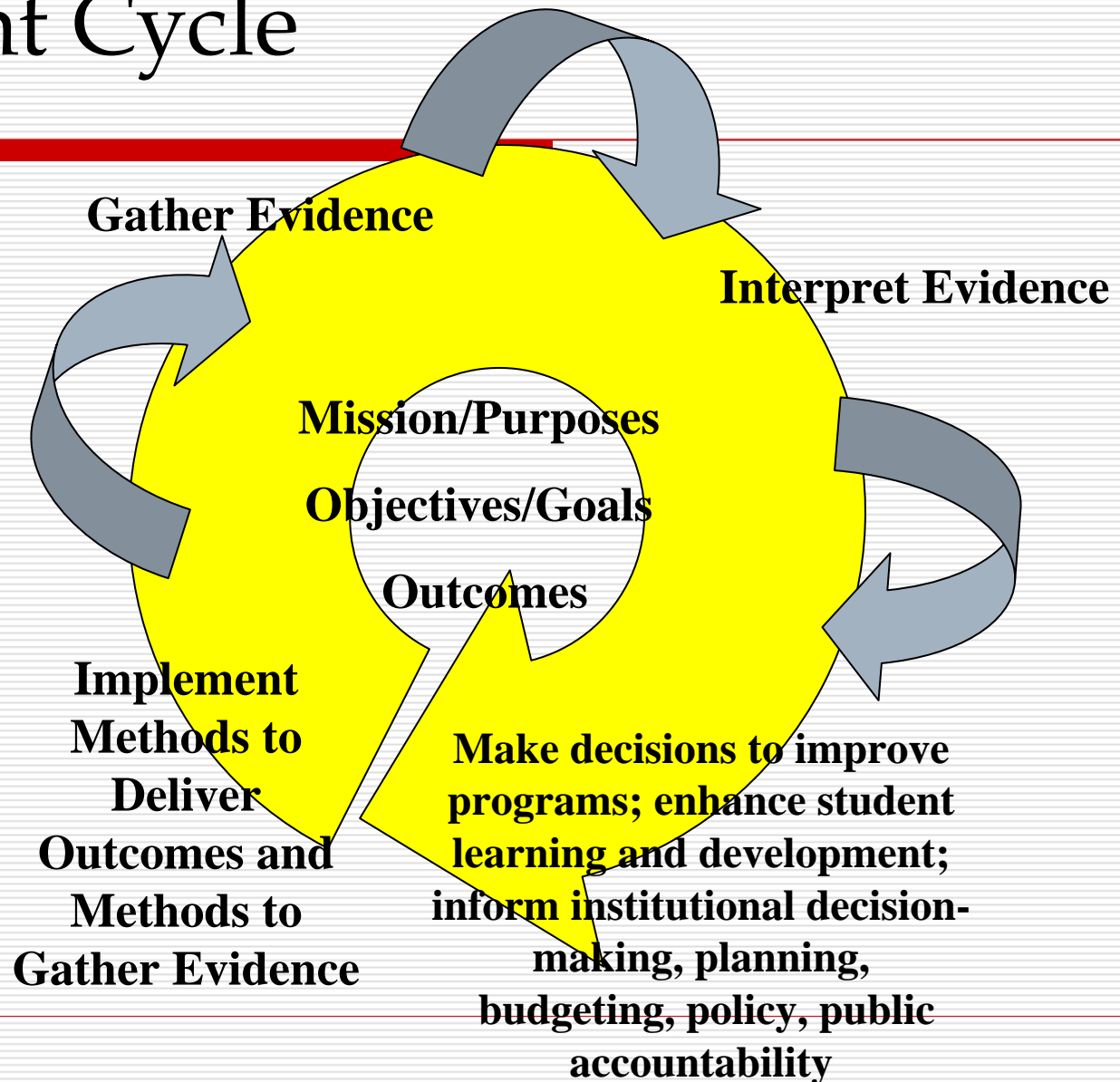
Focused interviews with student employees indicate that students are unsure about how to respond to a frustrated student; Training is updated to provide more information about appropriate service-friendly response options.

Assessment Cycle

- Based on Mission/Goals/Objectives:
 - Implement methods to deliver outcomes and to gather data
 - Gather data
 - Interpret evidence
 - Make decisions and recommendations to improve programs; enhance student learning and development; inform institutional decision-making, planning, budgeting, policy, public accountability

The Iterative Systematic Assessment Cycle

Adapted from
Peggy Maki, Ph.D. by
Marilee J. Bresciani, Ph.D.



Assessment – Data Collection

The best way to collect information/data depends on the purpose of the assessment project.

Quantitative - looks for *statistical relationships*

Qualitative - looks for *meaning*

Assessment methods

- Self-report survey
- Interview based on criteria
- Observations based on criteria
- Standardized career service assessment instruments
- Student portfolios
- Peer evaluation
- Self evaluation
- Document review

Student Learning Outcomes

Student LEARNING Outcomes: *the new way*

- Student learning outcomes encompass a wide range of student attributes and abilities, both *cognitive, affective, and psychomotor* which measure how students' college experiences have supported their personal or academic development

Student LEARNING Outcomes

- *Cognitive* outcomes include demonstration of specific knowledge or abilities
- *Affective* outcomes include how college life has influenced a students' values, goals, attitudes, world views, and behaviors
- *Psychomotor* outcomes include physical skills

The 3 Ms of Learning Outcomes and Assessment

Is the learning and the assessment:

- **MEASURABLE?**
- **MEANINGFUL?**
- **MANAGEABLE?**

Phrases to help write Learning Outcomes

- ❑ Students will develop . . .
- ❑ Students will learn . . .
- ❑ Students will be able to demonstrate. . .
- ❑ Students will be able to identify. . .

More “Learning Outcomes” phrases. . .

- Students will compare. . .
 - Students will evaluate. . .
 - Students will differentiate. . .
 - Students will apply. . .
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Activity

Writing Student Learning Outcomes

Note: activity begins individually, then you will be sharing your draft outcome with another person and giving and receiving feedback, then you will all be sharing your working outcomes with the group.

ABCD Model

for writing learning outcomes

A = Audience

B = Behavior

C = Condition

D = Degree

Condition

- ❑ What will the learner be expected to use? (e.g., tools, forms, etc.)?
- ❑ What will the learner not be allowed to use (e.g. checklists or other aids)?
- ❑ What will be the real-world conditions under which the performance will be expected to occur (e.g. on top of a flagpole, under water, in front of a large audience, in a cockpit, etc.)?

Degree (Criterion)

- Speed
- Accuracy
- Quality

Sample Learning Outcomes

- *Disclaimer: The learning outcomes that follow are for example only. Further discussion with the departments indicated is necessary before finalizing the sample outcomes.*
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Sample Learning Outcomes #1

- At least half of parents/family members surveyed will identify 2 developmental issues relevant to their child/children and describe how they can assist their child's development by the end of the school year
- At least half of students sampled who receive XYZ sanction will describe their behavior, their decision-making process and what they learned as a result of receiving a sanction when writing a reflection paper

Audience

Behavior

Condition

Degree

Sample Learning Outcome #2

- By the end of the debt counseling session, 75% of students who come to Student's Legal Assistance for debt counseling will identify 2 strategies they can employ to prevent future problems with debt.
- At least half of students who submit their resume to Career Services staff at a Job Fair will make use of Career Services for a follow-up appointment to have their resume critiqued before sending their resume out again.

Audience

Behavior

Condition

Degree

Sample Learning Outcomes #3

- When completing an on-line survey, 60% of respondents will identify 2 benefits of hand washing.
- Three-fourths of students who join the Emerging Leaders program will identify two things they learned about being an effective leader when completing a reflective journal at the end of the school year

Audience

Behavior

Condition

Degree

Sample Learning Outcomes #4

- By the end of the Commuter/NonTrad-sponsored Academic Writing workshop, all participants will identify 2 strategies they can use to improve their researching writing or writing/editing skills.
- By the end of the academic year, 90% of Community Advisors will make use of a brief assessment tool to assess the student learning that occurred at all the programs they planned

Audience

Behavior

Condition

Degree

Sample Learning Outcomes #5

- At least half of students participating in XYZ workshop will be able to *identify* at least 2 community resources to assist them in their health and wellness goals *by the end of the workshop*
- At least half of students sampled who receive XYZ sanction will *describe* their behavior, their decision-making process and what they learned as a result of receiving a sanction *when writing a reflection paper*

Audience

Behavior

Condition

Degree

Practice

- Given a specific program or service of your choice, determine what you might assess and complete the ABCD worksheet.
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□ Now work with a partner

- Exchange written outcomes
 - Review them according to the information presented
 - Provide feedback, one at a time, to your partner
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Sharing

Group sharing

Questions?

60 second evaluation

- What is the most valuable lesson that you learned so far today?
 - What is one question that you still have?
 - What do you think is the next step that your COP/department needs to take to more fully integrate assessment of student learning outcomes into your routine?
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Thank you!

References

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 - ❑ Mager, R.F. (1997). *Preparing instructional objectives: A critical tool in the development of effective instruction* (Completely revised: 3rd. ed.). Atlanta, GA: CEP Press.
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