AUBURN UNIVERSITY

STUDENT AFFAIRS

Assessment & Strategic Planning

June Workshop

June 8, 2016

PLEASE FIND A SEAT WITH OTHERS FROM YOUR DEPARTMENT.

WI-FI:

NETWORK ID: RTJGUEST

GUEST PASSWORD: 8883995954

Welcome

Who am I?

Dr. Abby Langham

Director of Assessment & Strategic Planning

Who are you?

What did we do in 2015-2016?

Assessment Team Update

June 2016

A-Team Completed Action Steps 2015-16

- Effectiveness Report Peer Review
- Assessment Highlight at Coffee
- Advisory committee for OASP
- Assisted with June Workshop prep
- Shared A-team progress with DoSA
- Liaisons to members' departments

- Assessment highlight in newsletter
- Benchmarked and began work on Assessment Training series
- Assessment 101 presentation
- Created/published staff resources
- Assisted with OASP website launch

Website

Office of Assessment & Strategic Planning

Measuring a Culture of Evidence

	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are <u>doing</u> (i.e. operational or procedural specificity).	People can describe what they are <u>accomplishing</u> (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us <u>close the loop</u> on improvement processes and educational outcomes.
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but <u>not</u> <u>planning-oriented.</u>	Organized, routinized, and localized. Data informs deliberate <u>cyclical or episodic strategic planning</u> exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into <u>continuous strategic thinking.</u>

Spurlock, R.S. & Johnston, A.J. (2012). Measuring a Culture of Evidence. In M. Culp & G. Dungy (Eds.), Building a Culture of Evidence (p. 65). Washington, DC: NASPA.
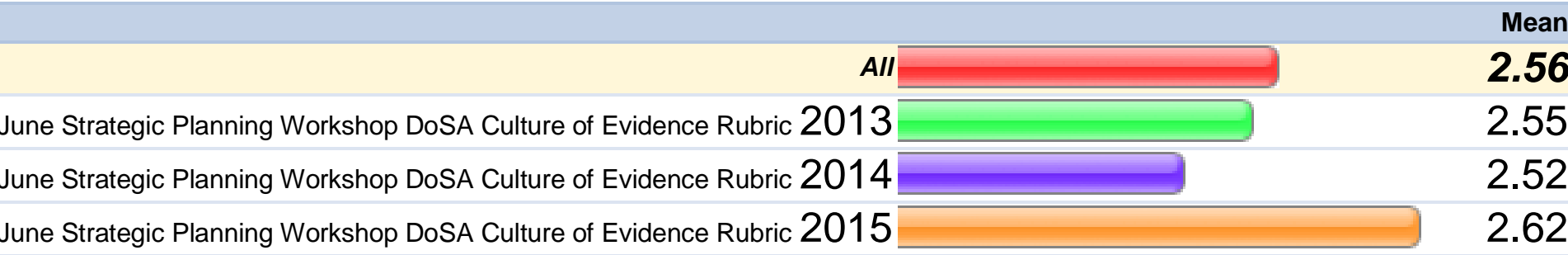
Measuring a Culture of Evidence

FIRST

❖ Use the handout of the rubric with the **orange heading** to determine where the <u>Division</u> is in creating a culture of evidence in each rubric category.

❖ Division scores will be compiled.

SECOND

❖ Use the handout of the rubric with the **blue heading** to determine where <u>your department</u> is in creating a culture of evidence in each rubric category.

❖ Discuss these scores with others from your department.
- Where do your results match/differ?
- Where is there room for improvement?

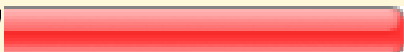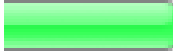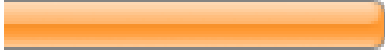❖ Directors, keep these results to compare your growth at a later date.

Intentionality (Thoughtfulness in action or decision)

	Mean
All	***2.56***
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2013	2.55
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2014	2.52
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2015	2.62

	All	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2013**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2014**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2015**
1. **A Culture of Good Intentions** - People have a sense that they are doing good things.	*5.63%*	5.00%	8.00%	3.85%
2. **A Culture of Justification -** People can describe what they are doing (i.e., operational or procedural specificity).	*40.85%*	40.00%	40.00%	42.31%
3. **A Culture of Strategy -** People can describe what they are accomplishing (i.e., strategic pertinence, how what they are doing relates to mission and goals).	*45.07%*	50.00%	44.00%	42.31%
4. **A Culture of Evidence -** People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.	*8.45%*	5.00%	8.00%	11.54%
Total Respondents	*71*	*20*	*25*	*26*

Perspective (Relative to position, institutional role and general point of view)

	Mean
All	**2.63**
June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2013**	2.50
June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2014**	2.76
June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2015**	2.62

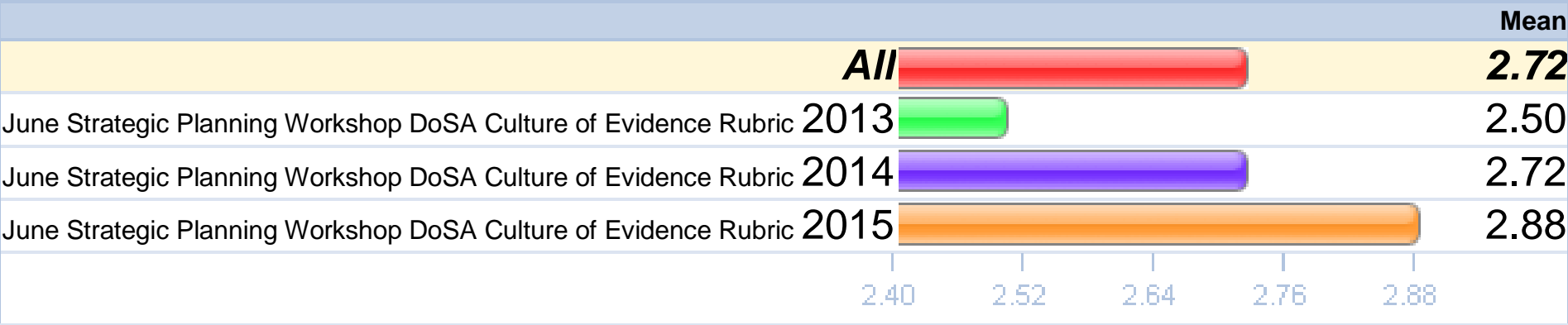|	**All**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2013**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2014**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2015**
1**. A Culture of Good Intentions** - Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	*4.23%*	5.00%	0.00%	7.69%
2. **A Culture of Justification** - After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	*35.21%*	50.00%	28.00%	30.77%
3**. A Culture of Strategy** - Before-the-fact. Assessment is designed with an end in mind (e.g., Identification of learning outcomes, how the data will be used).	*53.52%*	35.00%	68.00%	53.85%
4**. A Culture of Evidence** - Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.	*7.04%*	10.00%	4.00%	7.69%
Total Respondents	*71*	*20*	*25*	*26*

Critical Linkages (Connections that manage movement and relationships)

		Mean
All		**2.76**
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2013		2.65
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2014		2.68
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2015		2.92

	All	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2013**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2014**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2015**
1. **A Culture of Good Intentions** - Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	*7.04%*	10.00%	8.00%	3.85%
2. **A Culture of Justification** - Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	*21.13%*	25.00%	28.00%	11.54%
3. **A Culture of Strategy** - Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	*60.56%*	55.00%	52.00%	73.08%
4. **A Culture of Evidence** - Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.	*11.27%*	10.00%	12.00%	11.54%
Total Respondents	*71*	*20*	*25*	*26*

Initiatives and Directions (Goals, programs, projects, and plans)

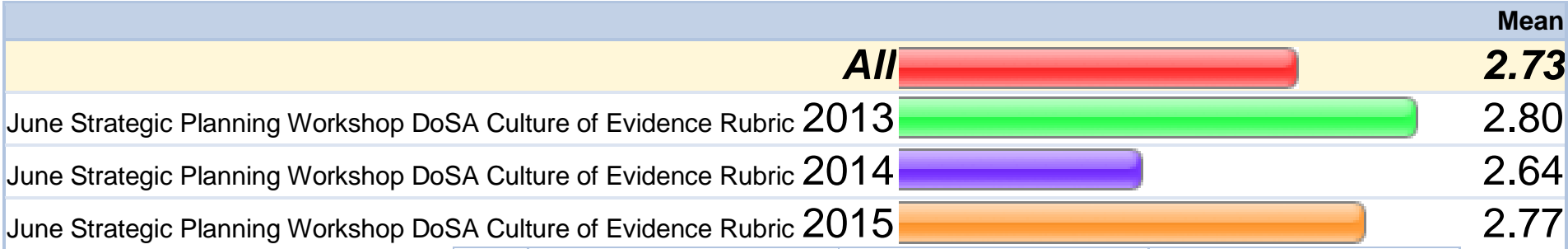|	Mean
All	**2.72**
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2013	2.50
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2014	2.72
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2015	2.88

	All	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2013**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2014**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2015**
1. **A Culture of Good Intentions** - Determined by whim, interest, opportunity.	*1.41%*	5.00%	0.00%	0.00%
2. **A Culture of Justification -** Administration initiates assessment and it is done only when asked for or required.	*38.03%*	45.00%	36.00%	34.62%
3. **A Culture of Strategy -** Directors own and initiate assessment. Data describe the current situation.	*47.89%*	45.00%	56.00%	42.31%
4. **A Culture of Evidence** - All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.	*12.68%*	5.00%	8.00%	23.08%
Total Respondents	*71*	20	25	26

Planning Processes (Strategic planning, goal setting, measuring outcomes)

	Mean
All	**2.73**
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2013	2.80
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2014	2.64
June Strategic Planning Workshop DoSA Culture of Evidence Rubric 2015	2.77

	All	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2013**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2014**	June Strategic Planning Workshop DoSA Culture of Evidence Rubric **2015**
1. **A Culture of Good Intentions** - Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	*1.41%*	0.00%	4.00%	0.00%
2. **A Culture of Justification** - Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.	*38.03%*	40.00%	32.00%	42.31%
3. **A Culture of Strategy** - Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	*46.48%*	40.00%	60.00%	38.46%
4. **A Culture of Evidence** - Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.	*14.08%*	20.00%	4.00%	19.23%
Total Respondents	*71*	*20*	*25*	*26*

Overview of Outcome Writing

PART 1 – VISION, VALUES, MISSION, GOALS, AND OBJECTIVES

Today's Learning Outcomes

As a result of attending this session, <u>attendees will be able to</u>:

❖Relate Departmental Goals with DoSA and AU Goals.

❖Apply professional standards when developing outcomes.

❖Differentiate between program and learning outcomes.

❖Apply the ABCD structure when writing outcomes.

❖Assess whether outcomes are meaningful, manageable, and measurable.

❖Apply Bloom's Taxonomy when creating outcomes.

❖Evaluate whether outcomes are SMART.

❖Identify appropriate assessment methods for outcomes.

❖Describe action steps needed to achieve outcomes.

ASSESSMENT 101

PRESENTED BY: DOSA ASSESSMENT TEAM AND
OFFICE OF ASSESSMENT & STRATEGIC PLANNING

For DoSA New Employee Orientation

AUBURN UNIVERSITY
DIVISION OF STUDENT AFFAIRS

SESSION OUTCOMES

As a result of attending this session, participants will be able to:

- Describe the role of assessment in their jobs

- Reflect upon the concepts of how they can assess, why they should assess, and when to assess

- Articulate how they might utilize the Office of Assessment and Strategic Planning (as well as the A-Team) and other assessment resources on and off-campus

- Understand the foundation for the Division of Student Affairs Strategic Plan

WHAT IS ASSESSMENT?

- A three step process which includes the systematic collection, analysis, and use of information to improve department and/or program effectiveness and/or student learning and development

  - Auburn University Division of Student Affairs Common Language

- "Assessment is any effort to *gather, analyze, and interpret evidence* which describes institutional, departmental, divisional or agency effectiveness."

  - Upcraft, M. & Schuh, J. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

WHY ASSESS?

Reasons:

- To have a formalized way to measure student learning

- To ensure emphasis of activity or material aligns with Division, College, and University strategic priorities

- To offer students a picture of what knowledge they should acquire/what is expected of them

- To have documentation for accountability/accreditation purposes

- To make continuous improvements

- "Because a strong emphasis on student learning is the primary key to retention through graduation"

- "Because learning is the primary activity and goal of the college environment – both inside and outside of the classroom"

Osters, (2013)

The Assessment Cycle

Gather Evidence

Interpret Evidence

Mission/Purpose

Goals

Objectives/Outcomes

Implement Outcomes and Methods to Gather Evidence

Make decisions to improve programs; enhance student learning/development; inform institutional decision-making, planning, budgeting, policy, public accountability

Adapted from Peggy Maki, Ph.D. by Marilee J. Bresciani, Ph.D.
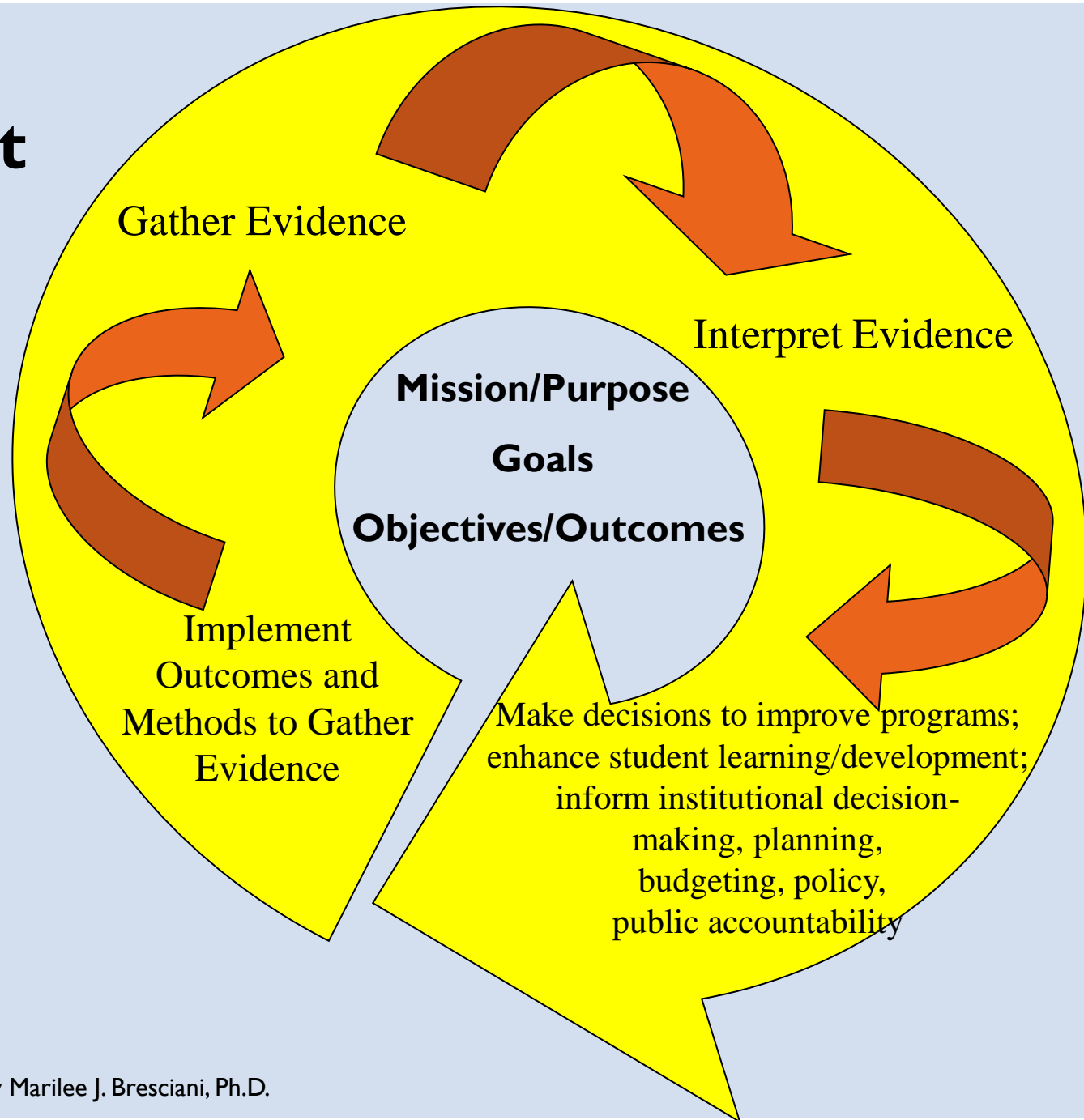
Vision
A vivid purpose statement of aspiration for the future derived from the organization's values and mission

Mission
A concise inspiring statement of purpose that defines the organization's prime functions

Values
Traits or characteristics considered intrinsic to or necessary for the optimal functioning of an institution or culture

Goals
Broad long-term aims for desired accomplishments

Objectives
Specific programs or processes implemented to achieve goals

Outcomes
Identifiable, measurable end results of a program

Action Steps
Incremental tasks necessary to achieve broader objectives

Assessment
A three–step process which includes the systematic collection, analysis, and use of information to make improvements

Division of Student Affairs'

Strategic Planning Common Language

BUZZWORDS RELATED TO ASSESSMENT

- **Benchmarking**

- **SACS**

- **Baseline Data**

- **NASPA/ACPA Professional Competencies**

- **CAS Standards**

- **ASK Standards**

Division of Student Affairs Values

Hard Work	Commitment, Responsibility, Dedication, Perseverance, Helping Students Succeed
Education	Personal and Professional Development, Continuous Improvement, Knowledge, Developing Skills, Growth
Honesty and Truthfulness	Integrity, Mutual Respect, Transparency, Morals, Openness
Sound Mind, Body, and Spirit	Balance, Self-Awareness, Health and Wellness, Holistic, Care
Obedience to Law	Respect, Equality, Rights of all, Safe Environment, Inclusion
Human Touch	Compassion, Empathy, Service, Understanding, Caring
Service	Pride, Appreciation, Freedom, Acceptance, Civic Engagement
Auburn	Community, Family, Tradition, Pride, Excellence, Connection

DoSA 2013-2018 Strategic Plan Overview

Vision
The vision of "Student Success" for the Division of Student Affairs is to empower students to be well-rounded and productive members of society who positively impact the world.

Mission
The mission of the Division of Student Affairs is to cultivate a healthy and supportive campus environment that engages students, advances learning, encourages leadership, and prepares students for future success.

Goal 1: Student Learning:
The Division will enhance learning through intentional co-curricular experiences and opportunities.

Goal 2: Student Engagement:
The Division will create meaningful opportunities for students to be actively engaged with the campus community.

Goal 3: Health, Wellness, & Safety:
The Division will promote a healthy and safe campus community.

Goal 4: Professional Readiness:
The Division will prepare students for professional success.

Objectives:

1.1 - Foster a culture of student academic success

1.2 - Prepare students to address society's most pressing challenges.

Objectives:

2.1 - Shape the campus environment to encourage and support student success.

2.2 - Create a supportive campus environment by responding to the needs of underrepresented students.

Objectives:

3.1 - Improve student health and wellness through prevention, education, and intervention initiatives.

3.2 - Emphasize the importance of personal safety.

Objectives:

4.1 - Utilize student involvement to develop professional skills or competencies.

Outcomes **Outcomes** **Outcomes** **Outcomes**

Action Steps **Action Steps** **Action Steps** **Action Steps**

6/16/2015

Maintaining an Institutional and DoSA Link

Five AU Strategic Plan Priorities

DoSA Connections to AU Plan

1. Student Success
   a. Academic Success
   b. Professional Success
   c. Personal Health
   d. Social Success
2. Faculty Excellence
3. Research and Scholarship
4. Public Engagement
5. Focus Resources on AU Mission and Priorities

Vision: Student Success
   a. Student Learning
   b. Professional Readiness
   c. Health & Wellness
   d. Student Engagement

CALENDAR

- Check the Office of Assessment & Strategic Planning website for a reporting calendar and many other helpful resources.

- www.auburn.edu/studentaffairsassessment

A-TEAM

Mission

- The Assessment Team (A-Team) serves as a central coordinating point for the assessment efforts of the Division of Student Affairs by assisting staff members as they plan and implement programs and services that align with the strategic priorities of Auburn University and the Division of Student Affairs.

- ## Goal 1
  - Culture of Evidence - The A-Team will encourage the continuous improvement of departmental and Division-wide assessment efforts.

- ## Goal 2
  - Support - The A-Team will serve as a resource for the assessment needs of the Division.

- What can the A-Team do for you?

A-TEAM MEMBERS

6.8.2016		
Department	**A-Team Member**	
Assessment & Planning	Abby	Langham
Auburn Cares	Katherine	Hettinger
Auburn Student Media Group	Billy	Ferris
Campus Recreation	Chad	Day
	Jennifer	Hazelrigs
	Shelby	Sims
Greek Life	Chris	Lucas
Health Promotion & Wellness Services	Melissa	McConaha
Medical Clinic	John	Adams
Parent & Family Programs	Tess	Gibson
Student Center	Andrea	Conti-Elkins
Student Conduct	Nick	Wiard
Student Counseling Services	Kristee	Treadwell
Student Involvement	John Michael	Roehm
Veterans Resource Center	Johnny	Green

ASSESSMENT DECISION TREE

Will you be measuring what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service?

Yes **(i.e. learning outcome)**

No, I will be measuring what my program seeks to do, achieve, or accomplish for the purposes of improvement. Thus, I will be using an indirect method. **(i.e. program outcome)**

Will the students (or other stakeholder/s) be displaying their knowledge and /or skills?

Select from the **indirect methods** listed below, the appropriate quantitative or qualitative type of assessment.

Yes, therefore I will be using a direct method.

No, therefore I will be using an indirect method.

Select from the **direct methods** listed below, the appropriate quantitative or qualitative type of assessment.

Quantitative Methods
Survey
Attendance
Usage/Tracking
Existing data
KPI's
Graduation/Retention Rates
Percentages
Faculty/Student/Staff Ratio
Enrollment data
Cost benefit analysis

Qualitative Methods
Focus group
One minute assessment
Interview
Survey (open-ended)
Photo voice
Program review

Qualitative Methods
Rubric (If descriptive)
Document analysis
Observation
Portfolio
Visual methods (pictures/collage, visual aid, graph/plot)
One minute assessment (one minute paper, quiz, or open-ended questions)
Case study
Reflective Journal
Internal/External juried review of performance

Quantitative Methods
Rubric (#'s)
Document analysis
Pre/post test
Certification
Exam/licensure exam

Provided by Auburn University Division of Student Affairs' Office of Assessment & Strategic Planning

CAMPUS LABS

- <u>Baseline</u>- Campus Labs' Baseline is the assessment software used by the Division of Student Affairs at Auburn University. Baseline provides a centralized, accessible location for Division assessment activities and data.

- <u>Compliance Assist</u>- Campus Labs' Compliance Assist is the strategic planning and accreditation software for Auburn University's Division of Student Affairs. Compliance Assist can organize planning documents and reports at the institutional, divisional, or departmental level.

- <u>Collegiate Link (AU Involve)</u>- Campus Labs' Collegiate Link or AU Involve provides the tools for managing student organizations and co-curricular activities. AU Involve connects learning and involvement by aligning involvement opportunities with institutional, divisional, or departmental learning outcomes.

ADDITIONAL RESOURCES

- IRB – Internal Assessment vs Research
- NASPA/ACPA Professional Competencies
- Office of Assessment and Strategic Planning Website
- Office of Institutional Research (Contact OASP first for coordination)
  - CAN ASSIST WITH:
    - SAMPLE SIZES
    - EMAIL ADDRESSES OF SAMPLES
    - COORDINATING DOSA STUDIES WITH AU STUDIES
    - SPECIAL ANALYSES

WHAT CAN YOU DO?

- Become an assessment champion, advocating the importance of assessment to others
- Build your own assessment capacity
- Establish departmental assessment priorities
- Make assessment a priority and meet deadlines
- Utilize Campus Labs' Baseline for surveys and rubrics
- Join in the culture of evidence, assessment into our daily work
- Share and use findings for improvement
- Utilize Office of Assessment and Strategic Planning website resources
- Share findings at Monthly Coffee with the Division
- Report results to A-Team member or Director for Monthly Updates and other avenues to highlight work with university administration and others
- Work with supervisor to clarify expectations for all in department to participate in assessment
- Contribute by being intentional, asking students the right questions, documenting results, reflecting on process and findings, making data-driven decisions to improve

QUESTIONS?

AUBURN UNIVERSITY

DIVISION OF STUDENT AFFAIRS

Thank you

+

Welcome to the DoSA

AU/ DOSA 2013-2018 Strategic Plan Linkages Update

The DoSA's 13-14 outcomes match most closely to the following goal/commitment listed under AU Strategic Priority 1: Enhance Student Success and Diversify Enrollment

- <u>AU Strategic Goal 1</u>: Emphasize student retention and achievement through timely degree completion and clear pathways to student success

- <u>AU Strategic Commitment A</u>. Enhance academic support services and student development programs
  - To prepare students to excel academically, personally, socially, and professionally through integrated approaches to student success

Strategic Planning Process

```
                                    ┌──────────────┐
                                    │   Develop    │
                              ↗     │  Objectives  │
                                    └──────┬───────┘
                                           ↓
┌──────────────┐    ┌──────────────┐  ┌──────────────┐
│   Identify   │    │   Identify   │→ │   Develop    │
│  Vision &    │ →  │  Values &    │  │   SMART      │
│  Mission     │    │  Goals       │  │  Outcomes    │
└──────────────┘    └──────────────┘  └──────┬───────┘
                              ↘                ↓
                                    ┌──────────────┐
                                    │   Develop    │
                                    │ Action Steps │
                                    └──────────────┘

                                    ┌──────────────┐
                                    │  Implement   │
                                    │  and Assess  │
                                    └──────────────┘
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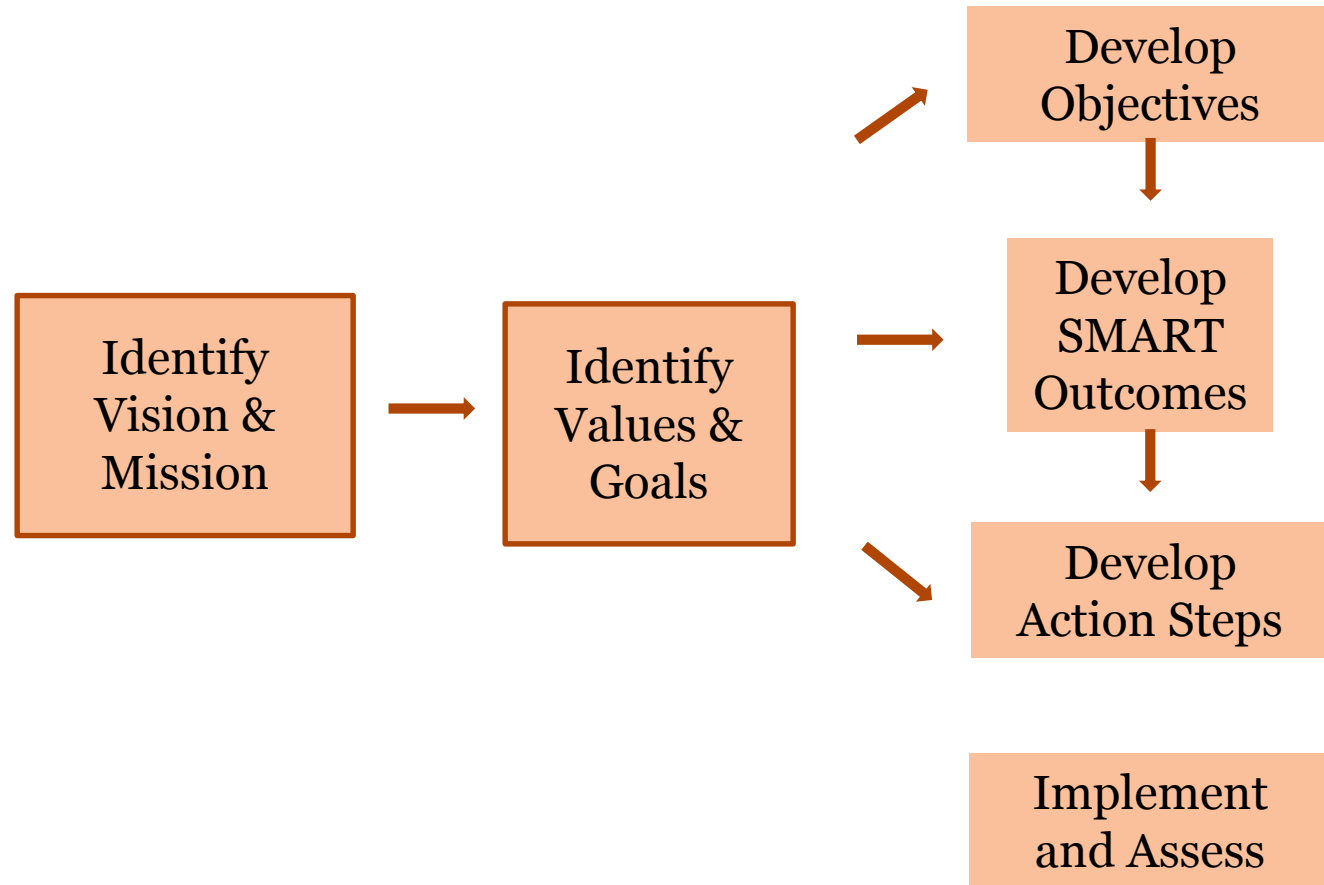
Collect Input From Stakeholders →

Questions during the Assessment Cycle:

- Mission/Purpose/Goals/Objectives/Outcomes
  - What are we trying to do?
  - What is my program supposed to accomplish?
  - What do I want students to be able to do/know as a result of my program?

- Implement Outcomes/Methods to Gather Evidence
  - How can I reach my target audience?
  - What is the best approach to collect information?

- Gather Data
  - What information is being collected?
  - How do we know how well we are doing?

- Interpret Evidence
  - How well are we doing with what we are trying to accomplish?
  - What do our findings tell us about how to proceed?

- Make Decisions for Improvement
  - How do we use the information to improve or celebrate successes?
  - Do the improvements we make contribute to our intended end result?

Putting it in Context

INSIGHTS FROM OUR VPSA

DR. BOBBY WOODARD

ASSOCIATE PROVOST & VICE PRESIDENT FOR STUDENT AFFAIRS

Department Breakout Session

Part 1 - Mission/Purpose/Goals/Objectives

What are we trying to do?

What is my program supposed to accomplish?

❑ Resources:

- o Key Functions Document *(peach handout)*
- o AU, DOSA, and Departmental Mission Statements *(gold handout)*
- o AU, DOSA, and Departmental Goals *(gold handout)*
- o Professional Standards (Ex: CAS) *(green handout)*

  ▪ <u>Tips for understanding CAS</u>:

  ◦ Each standard - 12 common criteria categories (referred to as "general standards") that have relevance for each and every functional area, no matter what its primary focus.

  ◦ All functional area standards are comprised of both specialty standards and guidelines.

  ◦ All <u>standards</u> use the auxiliary verbs <u>"must" and "shall"</u> and appear in <u>bold</u> print so that users can quickly identify them.

  ◦ <u>Guidelines</u> are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in <u>regular font</u> and use the auxiliary verbs <u>"should" and "may."</u>

Overview of Outcome Writing

PART 2 – OUTCOME DEVELOPMENT

What are some types of outcomes?

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally numbers, needs, or satisfaction driven.

◦ Assessed by student satisfaction, program evaluation, and purely process measures such as attendance.

Learning outcomes examine cognitive skills that students develop through department interactions; measurable, transferable skill development. They are statements indicating what a participant (usually students) will **know, think, or be able to do** as a result of an event, activity, program, course, etc.

◦ Assessed by what students have learned.

Structure of a Learning Outcome: The ABCDs

Audience/Who

To whom does the outcome pertain?

Behavior/What

What do you expect the audience to know/be able to do?

Condition/How

Under what conditions or circumstances will the learning occur?

Degree/How much

How much will be accomplished, how well will the behavior need to be performed, and to what level?

Program Outcome Components

Unit/Object/Who
- ◦ Who or what is the unit of measurement? (Parents, dollars, complaints, etc.)

Behavior/What
- ◦ What do you expect to happen or change?

Condition/How
- ◦ Under what conditions or circumstances will the outcome occur?

Degree/How much
- ◦ What is the success criteria? What specific numbers or direction will you see?

The 3 Ms

<u>Meaningful</u>: How does the outcome support the departmental mission or goal?

<u>Manageable</u>: What is needed to foster the achievement of the outcome? Is the outcome realistic?

<u>Measurable:</u> How will you know if the outcome is achieved? What is the assessment method?

campuslabs

Bloom's Revised Taxonomy

(adapted from Overbaugh & Schultz, Old Dominion University)

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

Initial Problems Encountered When Writing Learning Outcomes:

❖ Describe program outcomes, rather than learning outcomes

❖ People don't use ***Bloom's taxonomy verbs*** and instead use vague terms like: appreciate, become aware of/familiar with, know, learn, value…

❖ Too vast/complex, too wordy

❖ Multiple outcomes in one learning outcome statement (the word "and" is usually a clue!)

❖ Not specific enough (e.g., effective communication skills)

Common Mistakes in Writing Learning Outcomes

❖The learning outcomes don't align with department, college, or university goals

❖Outcomes include words that are hard or impossible to measure (understand, appreciate, know about, become familiar with, learn about, become aware of)

❖Outcomes include too many skills in one statement

❖Outcomes measure satisfaction or performance evaluation rather than learning of the student

❖There are too many learning outcomes

❖Only one person wrote, reviewed, edited and implemented the outcome

Osters, (2013)

What does it mean to be SMART?

S – Specific

M – Measurable

A – Attainable/Ambitious

R – Relevant/Resource-Conscious

T – Time-Sensitive/Timely

Effectiveness Reporting Requirements

Learning Outcomes

Clarity	• **Outcome is specific and is a detailed action statement** • **Outcome is congruent with the unit's mission and goals** • **Outcome is written as such and not confused with a goal, action step, etc.**
Measurable	• **Outcome is able to provide evidence of the educational benefits** • **Outcome is observable**
Useful/ Meaningful	• **Outcome is able to guide the decision making process** • **Outcome is learning centered**

Program Outcomes

Clarity	• **Outcome is specific and is a detailed action statement** • **Outcome is congruent with the unit's mission and goals** • **Outcome is written as such and not confused with a goal, action step, etc.**
Measurable	• **Outcome is able to provide evidence of the operational benefits** • **Outcome is observable**
Useful/ Meaningful	• **Outcome is able to guide the decision making process** • **Outcome is operationally centered**

Student Learning Outcome Template

As a result of students participating in

_____,

provided by the Office of

_____,

they will be able to [insert action verb]

_____.

Department Breakout Session

Part 2 - Developing Outcomes:

◦ What do I want students to be able to do/know as a result of my program?

❑ Resources:

   o Writing Learning Outcomes Worksheet (ivory handout)

   o Key Functions Document (peach handout)

   o Presentation slides

   o Effectiveness Report Rubric (blue handout)

   o Outcome Form (yellow handout)

Assessment Trivia

❖Go to **kahoot.it** on your device's web browser

❖Enter game code shown on screen

❖Enter a nickname and join game

❖Questions will be shown on projector screen, *not* on your device

❖Choose your answer by selecting one shape per question as shown on your device

❖A countdown clock will be in a purple circle to the left of each question

❖Points are given for response time and accuracy

Overview of Outcome Writing

PART 3 – METHODS AND ACTION STEPS

Direct Measures

Direct Methods - Methods of collecting information that require the students or other stakeholders to display their knowledge and skills (Palomba & Banta)

Benefits of direct measures of student learning
◦ Provides staff, faculty, and administrators more confidence in the measures and their results because it is the academic standard
◦ Helps with accreditors who are looking for student learning in the co-curricular and measures of same

Challenges
◦ Time and expertise needed to develop
◦ Assessing the "fuzzies" – attitudes and values
◦ Small "n's" and the validity of the studies

Bottom line
◦ Use multiple indirect measures to offset the lack of direct measures

Indirect Measures

Indirect Methods - Provide opportunities for students or other stakeholders to reflect on their learning and inform the reviewers on their perceptions of their learning experience (Palomba & Banta)

❖Asks students to reflect on what they have learned rather than demonstrate it

❖Allow for a wide variety of information to be collected

❖Often used to address satisfaction

❖Can reach a wide range of target groups

ASSESSMENT DECISION TREE

Will you be measuring what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service?

Yes **(i.e. learning outcome)**

No, I will be measuring what my program seeks to do, achieve, or accomplish for the purposes of improvement. Thus, I will be using an indirect method. **(i.e. program outcome)**

Will the students (or other stakeholder/s) be displaying their knowledge and /or skills?

Select from the **indirect methods** listed below, the appropriate quantitative or qualitative type of assessment.

Yes, therefore I will be using a direct method.

No, therefore I will be using an indirect method.

Select from the **direct methods** listed below, the appropriate quantitative or qualitative type of assessment.

Quantitative Methods
Survey
Attendance
Usage/Tracking
Existing data
KPI's
Graduation/Retention Rates
Percentages
Faculty/Student/Staff Ratio
Enrollment data
Cost benefit analysis

Qualitative Methods
Focus group
One minute assessment
Interview
Survey (open-ended)
Photo voice
Program review

Qualitative Methods
Rubric (If descriptive)
Document analysis
Observation
Portfolio
Visual methods (pictures/collage, visual aid, graph/plot)
One minute assessment (one minute paper, quiz, or open-ended questions)
Case study
Reflective Journal
Internal/External juried review of performance

Quantitative Methods
Rubric (#'s)
Document analysis
Pre/post test
Certification
Exam/licensure exam

Provided by Auburn University Division of Student Affairs' Office of Assessment & Strategic Planning

Developing Criteria for Choosing Methods

- Take inventory of existing efforts and determine locally or commercially developed

- Work backwards (ex: tests measure knowledge but do not help to determine skill so you may need to readjust your methodology)

- Choose a well constructed instrument (reliable and valid)

- Account for error (administration, responses, scoring, flawed instrument)

- Assure internal consistency (Do the items measure what you intend for them to measure?)

- Consider time and costs

- Choose instruments and methods that elicit cooperation/motivation to participate

- Will you be able to understand results?

- Are you being sensitive to diversity and considering a broad spectrum of perspectives?

Banta & Palomba, 2014

Implementation/ Administration

Decide on method/administration strategy (when, how, frequency)

Identify participants
- Cross-sectional – comparing different groups of students a common point of time
- Longitudinal – same set of students over time

Consider use of a sample
- Random sampling
- Stratified random sampling
- Convenience sampling
- Total population

Survey: Asking open and closed-ended questions on a questionnaire type format. A survey is a self report of anything, including opinion, actions, and observation.

Strengths:
- Include large numbers
- Relatively fast and easy to collect data
- Lots of resources available
- Requires minimal resources
- Fast to analyze
- Good for surface level or basic data

Challenges:
- Survey fatigue and response rates
- Non-responsive
- Limited in type of questions asked
- Lacks depth in data
- Skills set in both designing questions and analyzing data properly

Resources needed:
- What is the best administration method (paper, web, mobile, etc.)?
- How will be draft and review the questions?
- Do you want to offer incentives for completing the survey?
- Do you have a data analysis plan? Do you need to use comparative tools?

Rubric: A scorecard used to rate student learning either through observation or artifacts. Includes a scale, key dimensions, and descriptions of each dimension on the scale.

Strengths:
- Clearly states standards and expectations
- Can be used for a learning and assessment tool
- Provides for consistency in rating/grading
- Participant can use rubric to gauge his/her own performance
- Provides both individual and program-level feedback
- Provides both numbers and descriptive information

Challenges:
- Developing a rubric takes time
- Training of raters is needed
- Limited in use for just student learning outcomes
- Beware of inter-rater and intra-rater reliability
- Depending on technology resources, combining aggregate data can take time

Resources needed:
- How will you design and test your rubric?
- How will you train raters?
- What learning opportunities do you have to observe? Or, what collection mechanism for artifacts?

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Focus Groups or Interview: Asking face to face open-ended questions in a group or one-on-one setting. Questions are meant to be a discussion.

Strengths:

- Helps to understand perceptions, beliefs, thought processes
- Small number of participants
- Focus groups encourage group interaction and building upon ideas
- Responsive in nature
- Relatively low costs involved

Challenges:

- Getting participants (think of time/places)
- Data collection and analysis takes time
- Data is as good as the facilitator
- Beware of bias in analysis reporting
- Meant to tell story, may not help if numbers are needed
- Data is not meant to be generalizable

Resources needed:

- How will you develop questions and protocols?
- Who is the best facilitator of the interview or focus group? What level of objectivity does he/she need and what knowledge of the subject/situation?
- How will notes be taken? Do you have recording devices?
- What logistics do you need to consider as far as finding space, etc.?
- Do you need consent forms?

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Next steps: Determine who you need to attend your focus group and design your protocols.

Portfolio: A collection of artifacts or work that provide evidence of student learning or program improvement.

Strengths:
- Shows progress over time
- Reflective in nature (encourages reflective learning)
- Provides deep examples
- Multidimensional (shows learning in different ways)
- Provides both individual and program-level feedback
- Provides both numbers and descriptive information

Challenges:
- Requires planning ahead (pre-determined outcomes, criteria for meeting outcome, experiences to be included, type of reflection, rating tool)
- Takes time to implement and see progress
- Need trained evaluators
- Need system of collecting portfolios (electronic, hard copy)
- Depending on technology resources, combining aggregate data can take time

Resources needed:
- Do you have outcomes, criteria, learning experience, and reflection prompts prepared?
- Do you need to train evaluators?
- Do you have a system for collecting portfolio materials?
- Do you have time to look through portfolios and analyze evidence?

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Observation: A systematic method of collecting data through unobtrusive visual means (e.g., watching people or places) in order to collect information.

Strengths:	Challenges:
• Unobtrusive – does not require participant engagement • Requires seeing beyond nature perspective • Often effective with physical plant and watching for student trends • Useful for gathering initial data to couple with survey or focus group • Provides both numbers and descriptive information	• Requires planning ahead (e.g., protocols, charts, journals) • Non-responsive in nature • Limited in the type of data it can collect • Need trained observers • Need system of collecting information

Resources needed:

• Do you have a protocol?

• Do you need to train observers?

• What is your timeline?

Document Analysis: A form of qualitative research in which documents are used to give voice, interpretation and meaning. Any document can be used, common documents may be: application materials, student newspaper or publications, marketing materials, meeting minutes, strategic planning documents, etc.

Strengths:
- Documents are readily available
- Documents are already collected or easily collected
- Low costs
- Documents are a stable data source (they don't change)
- Can be collected on a quick timeline

Challenges:
- Non-responsive in nature
- Documents are context and language specific
- Documents are often disconnected from their creator
- All documents are written through a lens, need to be aware of lens in order to assess objectivity
- Data analysis takes time

Resources needed:
- How do you gain access to the documents?
- Do you know how to set up a coding system?

One-Minute Assessment: Very short assessments of what a participant is "taking away" from their experience. Should be targeted at a specific learning or program outcome.

Strengths:

- Provides a quick summary of take away from student perspective
- Quickly identifies areas of weakness and strengths for formative assessment
- Can track changes over time (short-term)
- Non-verbal (provides classroom feedback from all students)
- Captures student voice
- Short time commitment
- Provides immediate feedback

Challenges:

- Non-responsive
- Short (so you may lose specifics)
- Sometimes hard to interpret
- Need very specific prompts in order to get "good" data
- Plan logistics ahead of time and leave time during program/course
- May need to be collected over time

Resources needed:

- Do you have a strong prompt?

- Have you reserved time to collect data?

- Do you have a system for collecting data in a non-rushed manner?

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Case Study: A form of qualitative descriptive research, the case study looks intensely at an individual, culture, organization or event/incident.

Strengths:
- More detail and depth to data
- Multiple perspectives are gathered
- Tells a story
- Very descriptive in nature

Challenges:
- Takes significant time to gather information and analyze
- More perspectives = more time
- Narrow purpose as far as sharing data afterward
- Analysis takes time
- Resources may be needed in order to capture data
- Not meant to be generalizable but can be transferrable

Resources needed:
- How will you capture data?
- Do you have a clear understanding what you are profiling and why?
- Do you have time to gather and process information?
- Have you allocated time for member checking?

Key Performance Indicator: Helps an organization define and measure progress toward organizational goals. Usually broad-picture, quick snapshots of information.

Strengths:
- Provides information on direction of organization
- Identifies trends
- Focuses on "key" measures
- Concise in communicating (especially "upward")
- Often already available

Challenges:
- Determining measures
- Deciding how to collect information
- Lack of context
- Identifies trends but often lacks ability to be attached to specific programs, courses, or services

Resources needed:
- How will you capture data?
- Do you have a clear understanding of your measures and how they are linked with goals?

Visual Methods: Captures images as a main form of data collection, usually also includes captions or a journal to accompany images. Most often used for photo journals, video projects, and visual art projects.

Strengths:

- More detail and depth to data
- Visual aspect allows for depth in sharing results
- High levels of student investment
- Can use images captured for multiple uses
- Very descriptive in nature

Challenges:

- Beware of threats to alterations of images (especially with technology)
- Usually smaller number of perspectives
- Time for implementation and follow-through
- Analysis takes time
- Resources may be needed in order to capture images

Resources needed:

- How will your participants capture images (resources)?
- What prompt will you use to make sure participants have a clear direction?
- Do you have time to gather and process information in your timeline?
- Have you accounted for time for member checking?

Department Breakout Session

Part 3 – Methods and Action Steps:

- Implement Outcomes/Methods to Gather Evidence
  - How can I reach my target audience?
  - What is the best approach to collect information?
- Gather Data
  - What information is being collected?
  - How do we know how well we are doing?
- Interpret Evidence
  - How well are we doing with what we are trying to accomplish?
  - What do our findings tell us about how to proceed?
- Make Decisions for Improvement
  - How do we use the information to improve or celebrate successes?
  - Do the improvements we make contribute to our intended end result?

  - ❑ Resources:
    - o Selecting a Method Worksheet
    - o Decision Tree
    - o Outcome Form
    - o Effectiveness Report Rubric

Questions?

- THANK YOU FOR YOUR PARTICIPATION.
- PLEASE COMPLETE AN EVALUATION AND
- TURN IN YOUR COMPLETED OUTCOME FORMS

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