ASSESSMENT: SHARED RESPONSIBILITY

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  Hutchinson Community College,
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What have we learned and where are we going?
What we learned!

- Assessment process is confusing, fragmented, not well communicated or implemented, and it is unclear how assessment will be used!
What did we do?

• Developed an assessment handbook

• Developed a workshop to communicate about assessment

• Will introduce assessment strategies for curricular and co-curricular based on Stark State College GE outcomes
ASSESSING CO-CURRICULAR LEARNING
The whole campus is a learning community.
Learning Reconsidered (2004)

- Text used as invitation from student affairs educators to their colleagues in other sectors of their institutions to engage in dialogue and planning for institution-wide student learning outcomes.

- Co-curricular programming can allow students to learn through action, contemplation, reflection, and emotional engagement as well as information acquisition (p. 12).
After *Learning Reconsidered*

- “Learning” is not exclusively classroom-based
- Many valued outcomes are not taught in the classroom
- Many valued outcomes are the result of processes outside the classroom
- “Learning” is a process based on three interdependent student experiences:
  - Understanding academic content and processes
  - Student development
  - Identity formation
After *Learning Reconsidered*

- Responsibility for “learning” exists outside the classroom
- Responsibility for “learning” doesn’t always take the same form
- Responsibility for assessing learning exists outside the classroom as well
Core Areas: Non-Classroom Learning

• Communication Skills
• Computational Skills
• Computer Literacy Skills
• Critical Thinking Skills
• Interpersonal Skills
LR Examples of Learning

• Civic Responsibility
  – Service Learning
  – Student government, voter registration, student judicial board

Respect for Other Cultures
- Language Courses, Anthropology, Sociology
- International experiences, culture/diversity days, residence halls
Group Activity:
Determine 1-2 Nonclassroom Outcomes for Each Goal

• Communication Skills
• Computational Skills
• Computer Literacy Skills
• Critical Thinking Skills
• Interpersonal Skills
Assessing Co-Curricular—Part II

• Student affairs educators should adopt a practice of identifying desired results (student outcomes), determining acceptable evidence (assessment planning), and designing appropriate learning experiences and instruction to support the achievement of those outcomes.
Assessing Co-Curricular

- Two approaches exist as to the development of such outcomes: 1) new programs can be developed in response to identified learning outcomes, or 2) existing programs can be examined to determine the extent to which they fulfill a specific outcome.
Some Co-Curricular Strategies

- Classroom work
- Group projects
- Learning communities (living communities)
- Service Learning
- Student government
- Community Service
- Student employment
- Peer Tutoring
- Lecture series
Assessing Co-curricular

• Metrics must be developed to track progress and determine areas of needed improvement.

• Assessment strategies can include: interviews, standardized instruments (CCSSE/Noel-Levitz), longitudinal attitude surveys, formative/summative

• Use of pilot programs is encouraged and serves as the initial step toward the formation of collaborative learning environments while providing early opportunities for success
The Rubric: Chief Assessment Tool

- Holistic
- Item-based
- Competency-based
- Descriptive
Writing a Descriptive Rubric

• Determine primary outcome
• Determine measures that indicate achievement of outcome
• Determine/describe degrees of success of achievement of measures
## Learning Outcomes Assessment Summary

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Learning Outcomes—Student Outcomes</th>
<th>Management Goal</th>
<th>General Education Outcomes</th>
<th>Change or Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Have an active role in the community and work collaboratively to reach community goals</td>
<td>Enhance survey information literacy.</td>
<td>Collaborative team offering and service learning opportunities.</td>
<td></td>
</tr>
<tr>
<td>ACHIEVE2020</td>
<td>Develop understanding and appreciation of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td>Be able to demonstrate ethical behavior, personal responsibility, and leadership.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Career Center</td>
<td>Be able to utilize a technical solution in a small business and beyond</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>Develop knowledge and skills to support the growth of the region’s economy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Be able to use technology to support the growth of the region’s economy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Be able to identify a problem, design a plan, and evaluate the results of that plan.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Disability Resources</td>
<td>Develop survey and focus groups to enhance accessibility and inclusion.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>ITIS</td>
<td>Be able to use technology to support the growth of the region’s economy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Learning Support</td>
<td>Be able to identify and apply learning strategies.</td>
<td>Enhance survey information literacy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>Be able to deliver technical information through media.</td>
<td>Enhance survey information literacy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>Serve the community by connecting new and existing learning opportunities to the region’s history, culture, and heritage.</td>
<td>Enhance survey information literacy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
<tr>
<td>Student Life</td>
<td>Be able to identify and assess personal strengths, weaknesses, and skills with a specific emphasis on leadership and teamwork.</td>
<td>Enhance survey information literacy.</td>
<td>Enhance student’s understanding of the region’s history, culture, and heritage.</td>
<td></td>
</tr>
</tbody>
</table>
# Rubric Template

<table>
<thead>
<tr>
<th>Score</th>
<th>Stated Objective or Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>3</td>
<td>Accomplished</td>
</tr>
<tr>
<td>4</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

- **Beginning (1)**: Reflecting a beginning level of performance.
- **Developing (2)**: Reflecting development and movement toward mastery of performance.
- **Accomplished (3)**: Reflecting characteristics reflecting mastery of performance.
- **Exemplary (4)**: Reflecting characteristics reflecting the highest level of performance.
<table>
<thead>
<tr>
<th>Athletics</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolve conflict with others</td>
<td>Argues to promote opinion; doesn’t listen to others’ opinions</td>
<td>Sometimes withdraws from conflict or only interacts with those showing agreement</td>
<td>At times shows progress toward constructive conflict resolution.</td>
<td>Resolves conflicts constructively.</td>
<td>(3.5)</td>
</tr>
<tr>
<td>Communicate Effectively</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rubric Template**

**Interpersonal Skills**
COMMUNICATING STUDENT LEARNING RESULTS ACROSS THE COLLEGE AND INTO THE COMMUNITY
THREE FUNDAMENTAL QUESTIONS

• In what ways do you analyze and use evidence of student learning?
• How do you ensure shared responsibility for assessment of student learning?
• In what ways do you inform the public about what students learn—and how well they learn it?
Intention of Assessment

• Reporting Institutional Data
  • Input/output emphasis
  • Some emphasis on effectiveness, but little on learning
  • Primary emphasis on efficiency
Intention of Assessment

• Improving Instructional Effectiveness
  • Emphasis on the teaching/learning process
  • CATs and other techniques to indicate effectiveness of teaching
  • Atomistic approach: focus on individual sections
  • Essentially “private”
Intention of Assessment

• Communicating degrees of success to stakeholders, internal and external
  • Focus on learning
  • Merges reporting and teaching/learning emphases
  • Outcomes replace efficiency and teaching effectiveness as measures of success
  • Focus on continuous improvement, thus
  • Focus on open communication
Who Are the Stakeholders?

• External:
  • State and Federal agencies
  • Other funders
  • Employers
  • Public
  • The U.S.News rating systems
Who Are the Stakeholders?

• **Internal:**
  - Faculty
  - The Learning Community
  - Students
  - Parents
  - Advisory Committee members
What Communication Exists Now?

- Who gets assessment information?
  - Individual faculty generate and keep
  - Department review--perhaps
  - Dean/college review--perhaps
  - Institutional review--perhaps
  - Student involvement--?
  - Employer involvement--?
  - Public and agency involvement--?
Should These Groups Receive Information on Learning?

• Individual faculty
• Department colleagues and chairs
• Deans/provosts/presidents/boards
• Students
• Employers
• Public
A Visit to Brinymeade

• Read the Provost’s memo on assessment
• What is the memo’s primary audience?
• What secondary audiences might be inferred from the memo?
• What secondary audiences don’t seem to be considered?
Which Ends?

• What is the primary purpose of the memo?
• Which of the three intentions of assessment are being addressed by the memo? How?
• Which of the ends are being addressed by the departmental recommendations?
Understanding the Audience

• Considerations:
  • What should the audience know?
  • What does it want to know?
  • How to accommodate its needs and wants without violating trust?
Determining Expectations

• What kinds of things might the following stakeholders want to know?
  – Parents
  – Students
  – Deans
  – Employers
  – External funders
  – Accrediting bodies
<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>EXPECTATION</th>
<th>EVIDENCE</th>
<th>PROVOST'S MEMO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deans</td>
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<td></td>
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<tr>
<td>Accrediting Bodies</td>
<td></td>
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</tr>
</tbody>
</table>
Internal Stakeholders

• Which internal stakeholders are being addressed in the memo?

• What approach might the Provost use to address the unaddressed stakeholders?
  • What would he mention?
  • What would he NOT mention?
  • What would he emphasize?
External Stakeholders

- What choice has the Provost made about external stakeholders?
- How might the Provost address external stakeholders?
  - What would he mention?
  - What would he NOT mention?
  - What would he emphasize?
  - How would the message change for different external audiences?
  - What other evidence might he use?
Opening Things Up

• Assessment data need to be available to all interested parties
• Assessment communication needs to be transparent to all interested parties
• Collection and reporting of evidence have a public function
• Assessment data should be the basis for internal and external public discourse
What This All Means:

• Collect evidence that *matters* to both internal and external stakeholders

• Focus on the *real* needs of all stakeholders instead of the *perceived* needs of imagined bureaucrats
Where are we going?

• Gather evidence/data about curricular and co-curricular learning
• Analyze and organize results
• Plan for improvement
• Link program review and assessment/learning reports
  – Linked to college strategic plan
  – Support of mission
Resources

• Robert Mundhenk, Assessment Consultant
• HLC Assessment Academy Resources and Information, 2008
• Paradise Valley Community College, Phoenix, AZ
• Sue Darby, Ed.D, Dean of Instruction, Hutchinson Community College, Hutchinson, KS
• darbys@hutchcc.edu