

Innovative Ways of Assessing Diversity Programs

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Roadmap

- What is Learning?
- Learner Model
- Levels of Learning Outcomes
- An Innovative Assessment Project (IGD)
- Wrap-up – Student Success

Learning Outcomes vs. Performance Metrics

Student Learning Outcomes	Performance Metrics
Derived from mission and purpose	Derived from description of the work of department
Measures contributions to student learning (was the experience transformative?)	Measure performance of the work (did students complete a task?)
Achievement = Effectiveness	Achievement = Productivity, Satisfaction, or Accomplishment
Require criteria to define levels of effectiveness	Require criteria to define levels of performance
Individual and collective feedback to shape department programs and services	Individual feedback to shape department systems
Assessment: how effective were we?	Assessment: how well did we perform our tasks?
Is the train headed in the right direction?	Is the train on time?
Are students learning something?	Are students satisfied with our programs and services?

Why Outcomes?

- Political Economy
- Program Improvement
- Student Feedback

Learning as an Integrated Process

- Learning is defined as “a complex, holistic, multicentric activity that occurs throughout and across the college experience (Learning Reconsidered, 2004).”
- Impossible to separate learning, development, and context (Jones & McEwen, 2000; Abes & Jones, 2004)

Learner Model

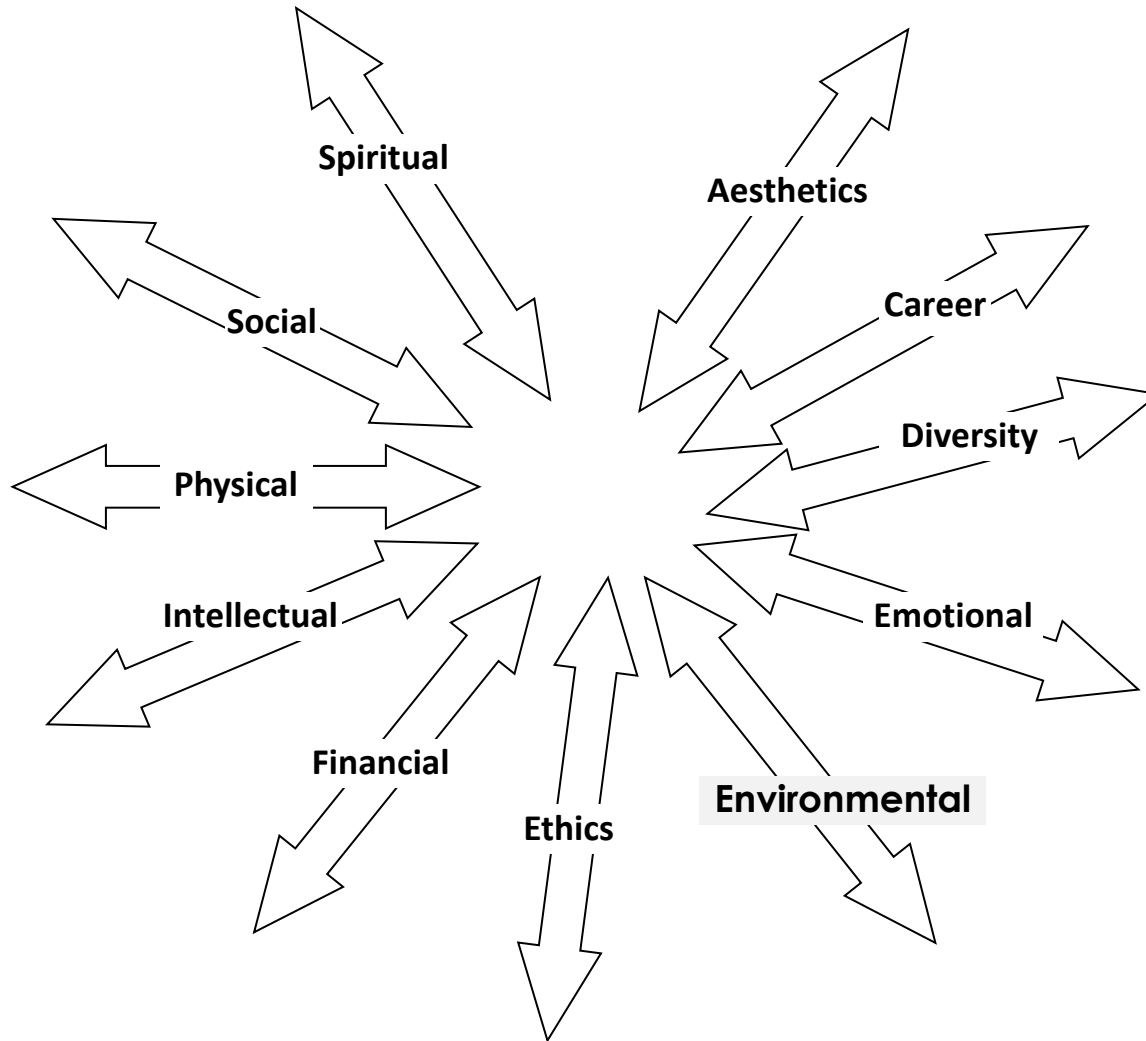
Definitions

- Challenge and Support
(e.g., Sanford, 1966; Schroeder, 1996)
- Scaffolding
(e.g., Dewey, 1938; Piaget, 1932; Vygotsky, 1978)
- Authentic Tasks / Situated Learning
(e.g., Lave and Wenger, 1991; Baxter Magolda, 1992)
- Learning Contexts
(e.g., Lave and Wenger, 1991; Baxter Magolda, 1992)
- Transferable Skills / Life Skills / 21st Century Skills

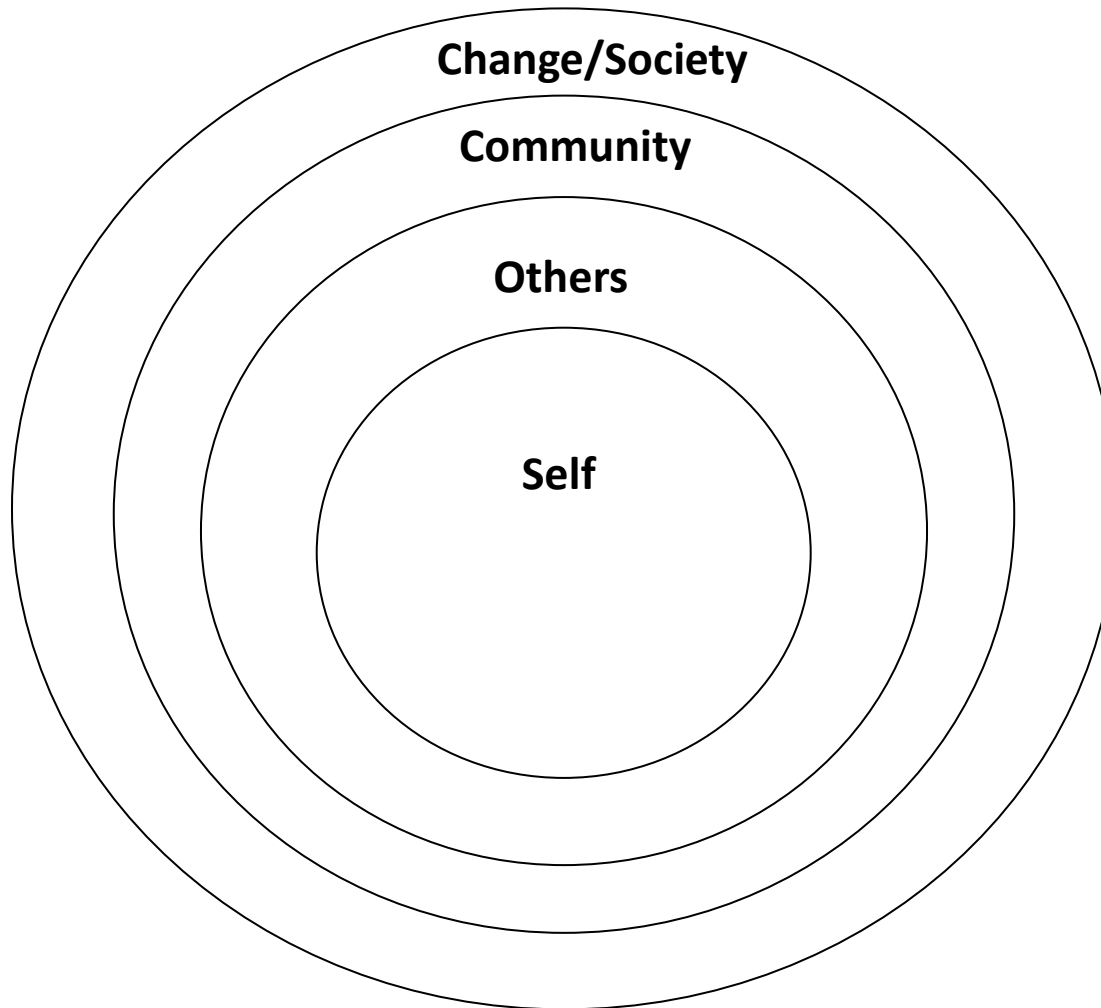
Literatures

- Vygotsky & Constructivism
(e.g., Dewey, 1938; Piaget, 1932; Vygotsky, 1978)
- Developmental Theories
(e.g., Astin & Astin, 1996)
- Authentic Tasks / Situated Learning
(e.g., Lave and Wenger, 1991; Baxter Magolda, 1992)
- Multiple Intelligences
(Gardener, 2004)

Holistic Learner -- Dimensions



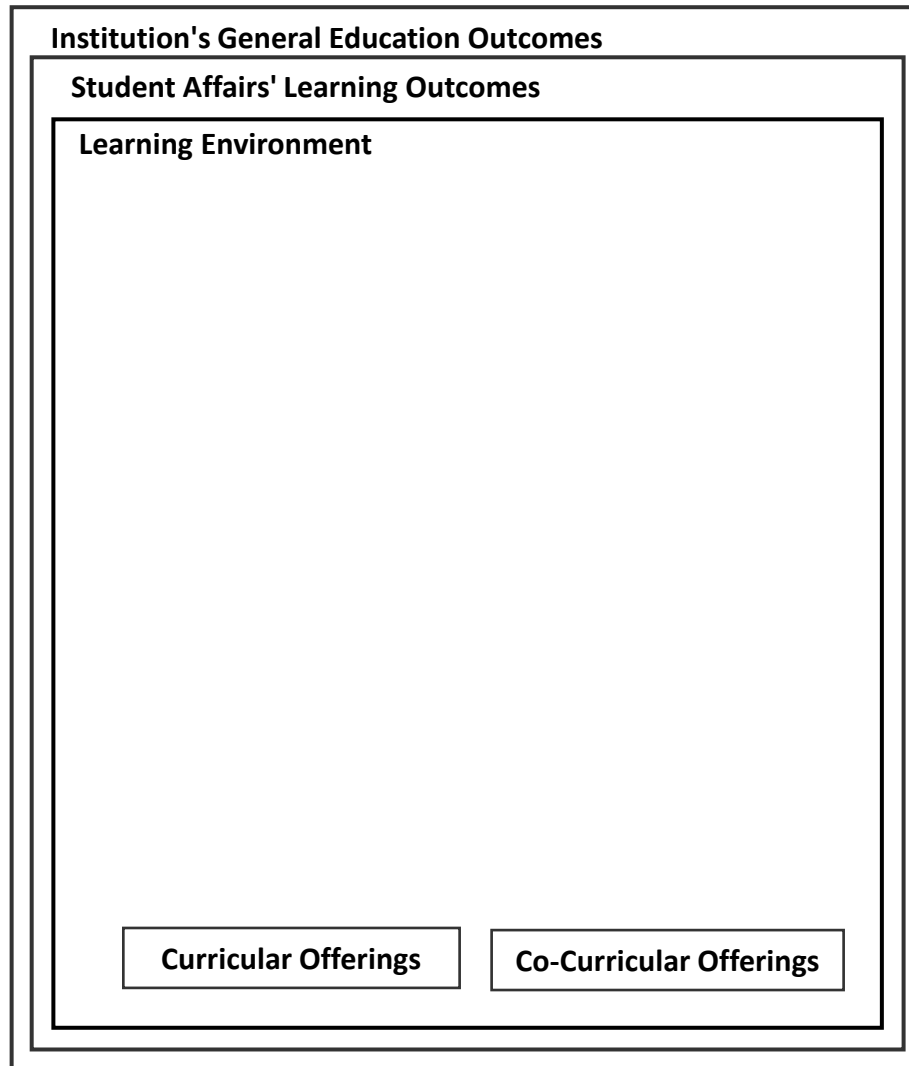
Holistic Learner -- Domains



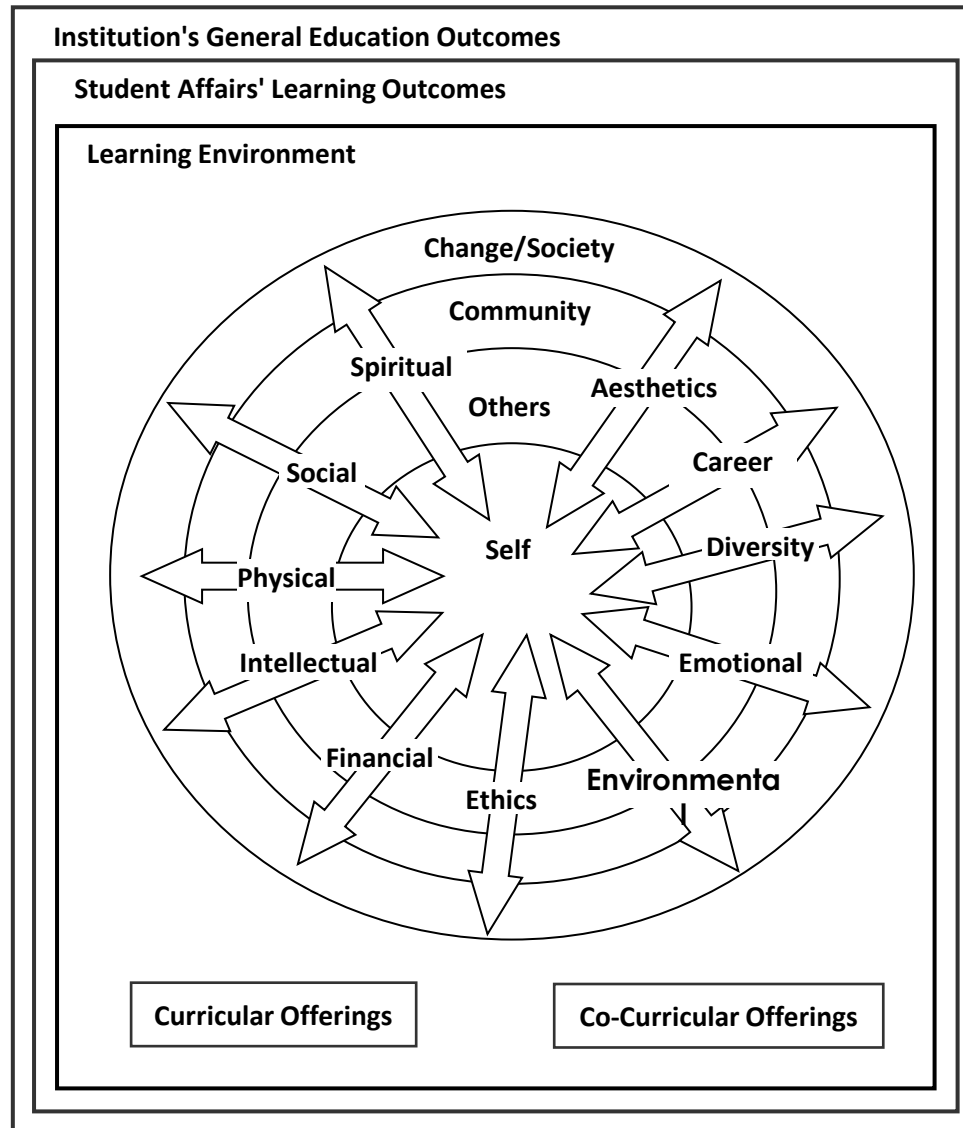
Holistic Learner -- Domains & Dimensions



Holistic Learner - Learning Context

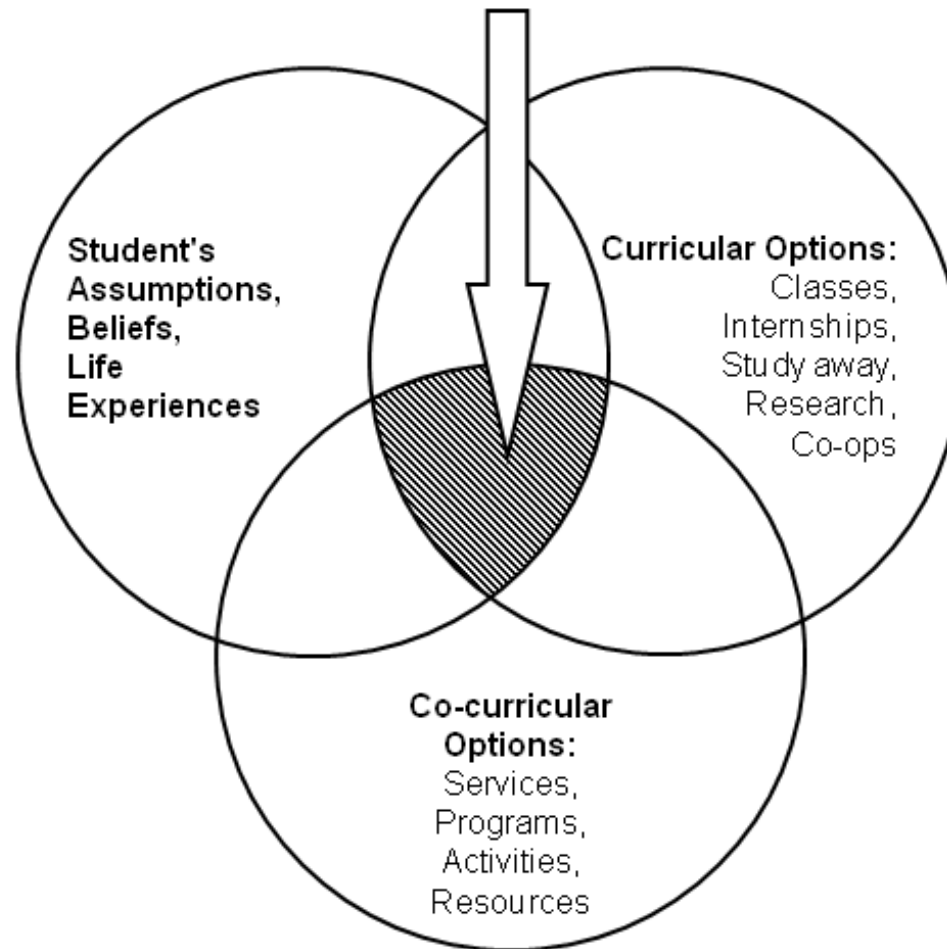


Holistic Learner

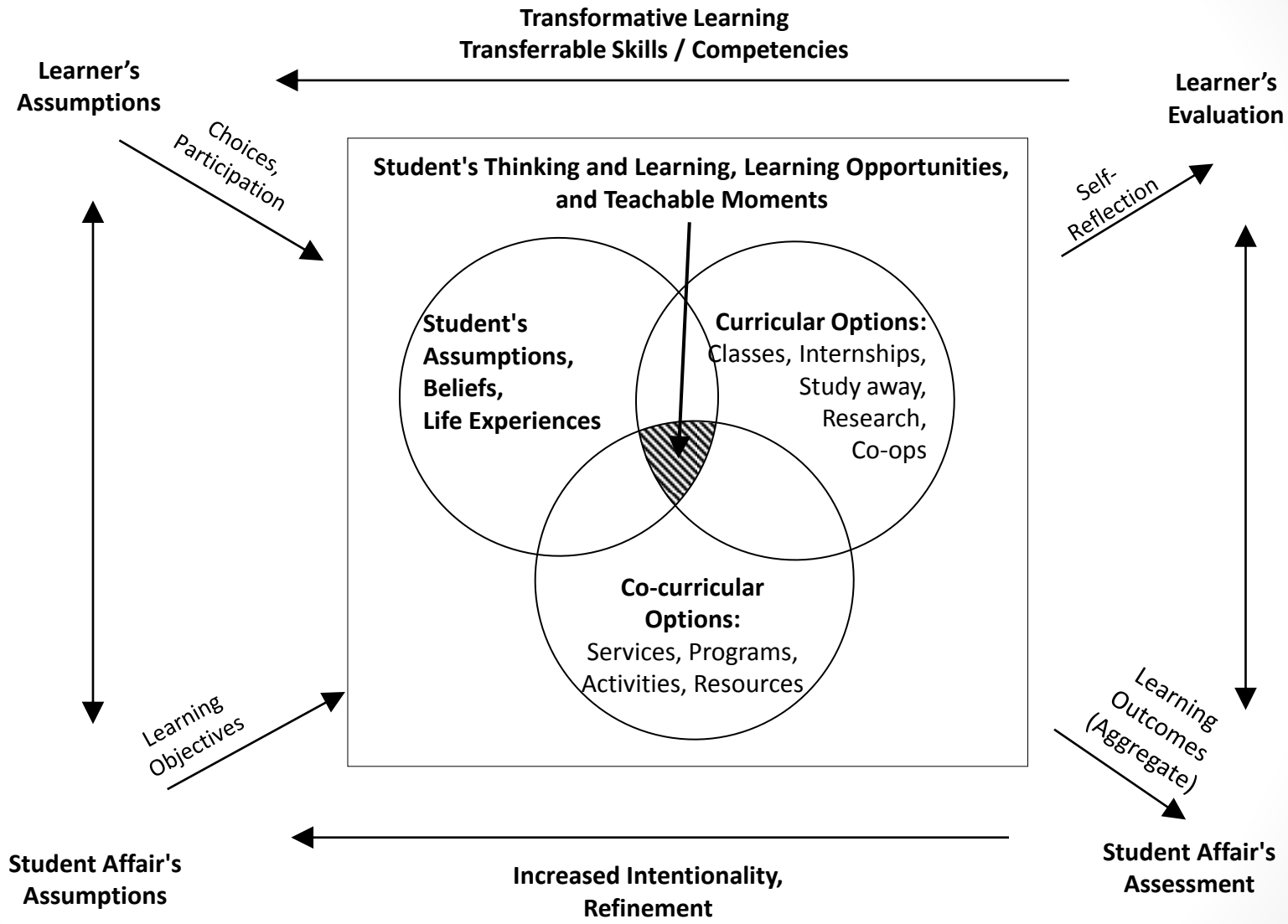


Learning System Map

Student's Thinking and Learning, Learning Opportunities, and Teachable Moments



Learning System Map



Implications of Model and Map

How can student affairs
encourage self-reflection and
foster transformation?

Levels of Learning

How Students Experience College Life

- Cumulative and collective experience over time
- Weave in and out of different programs, department involvement
- May not distinguish where one department's role begins and ends
- May not know what difference between student affairs and academic affairs as separate entities

Levels of Learning Outcomes

- **Divisional Learning Outcomes**
allows for integration, shared responsibility for student learning across departments
- **Departmental Learning Outcomes**
students can learn through multiple programs and services offered within the department
- **Programmatic Learning Outcomes**
students can achieve through participating in one or more activities or services within one program area of a department
- **Activity Based Learning Outcomes**
students can achieve through participation in a singular activity or service at one point in time

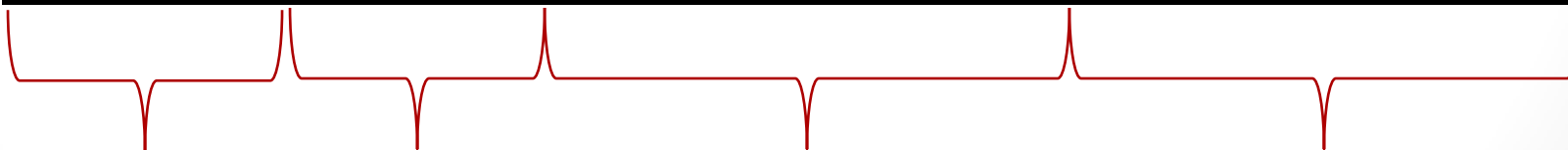
The A.B.C.D. Method

- **A** *Audience* —Who is the learner?
- **B** *Behavior* —What is the measurable behavior?
- **C** *Condition* — Under what circumstances should the learner be able to perform?
- **D** *Degree* — At what level does the behavior need to be performed?

Cognitive Domain Verbs

Adapted from: Bloom B. S. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain*. New York: David McKay Co Inc.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Definition: Ability to recall previously learned material.</p> <p><i>Sample Verbs:</i> identify label recall reproduce state</p>	<p>Definition: Ability to show a basic understanding of material.</p> <p><i>Sample Verbs:</i> define describe explain paraphrase provide example</p>	<p>Definition: Ability to apply learning in new situations.</p> <p><i>Sample Verbs:</i> apply demonstrate determine prepare use</p>	<p>Definition: Ability to logically differentiate between the content and structure of material.</p> <p><i>Sample Verbs:</i> analyze compare/contrast differentiate distinguish investigate</p>	<p>Definition: Ability to create new content and structures.</p> <p><i>Sample Verbs:</i> construct create design develop generate</p>	<p>Definition: Ability to judge the value of material for a given purpose.</p> <p><i>Sample Verbs:</i> assess critique evaluation justify support</p>



Activity

Program

Department

Division

Affective Domain Verbs

Adapted from: Krathwohl, D., Bloom, B., & Masia, B. (1956).
Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay.

Receiving	Responding	Valuing	Organizing/ Conceptualizing	Internalizing Values
Being aware of or sensitive to ideas or phenomena.	Actively responding to or showing new behaviors as a result of new ideas or phenomena.	Showing involvement or commitment.	Integrating values into one's priorities/set of values.	Acting in accordance with the new value.
<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none"> accept acknowledge attend listen observe 	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none"> clarify contribute question react respond 	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none"> demonstrate join justify participate support 	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none"> commit modify prioritize reconcile synthesize 	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none"> act display exhibit perform practice

Activity

Program

Department

Division

Levels of Learning Outcomes – Example

- Divisional Learning Outcomes

Students will learn the skills and abilities to be citizens in a global society

- Departmental Learning Outcomes

As a result of participation in MCC curricular and co-curricular programs, students will have the ability to critique and justify their own emerging beliefs around social identities and issues of social justice

- Programmatic Learning Outcomes

As a result of participating in the Intergroup Dialogue program, students will demonstrate increased empathy

- Activity Based Learning Outcomes

As a result of practicing in the listening to others exercise, student will be able to identify the five steps to effective listening.

Model in Action

IGD Learning Outcomes

Increase Intergroup Understanding

- As a result of participating in the InterGroup Dialogue course, students will display a greater understanding of structural inequality.
- As a result of participating in the InterGroup Dialogue course, students will have a better understanding of their own identity and the identities of others.

Promote Intergroup Relationships

- As a result of participating in the InterGroup Dialogue course, students will demonstrate increased empathy (listening to understand).
- As a result of participating in the InterGroup Dialogue course, students will demonstrate increased capacity to collaborate across identities.

IGD Learning Outcomes

Enhance Intergroup Collaboration

- As a result of participating in the InterGroup Dialogue course, students will gain capacity to function in a global society.
- As a result of participating in the InterGroup Dialogue course, students will show anticipated post-college involvement in promoting social justice.

IGD Assessment Timeline

Qualitative Component:

Winter Quarter 2012	Develop and pilot coding scheme
Spring Quarter 2012	Further Refinement

Quantitative Component:

Autumn Quarter 2011	Develop and pilot
Winter Quarter 2012	Refine and pilot
Spring Quarter 2012	Refine and pilot, Submit IRB

Future:

Fall Semester 2012	Pilot pre-test, Journals, Control group post-test
Dec/Jan 2012-2013	Analyze data, Revise instruments and coding schemes
Spring Semester 2013	Pre/post-tests, Journals, Control group pre/post-tests
Summer 2013	Analyze data

Student Success

Theory
+Practice
+Reinforcement
+Reflection

Success

Student Success

- **Theory:** “What do they learn in the classroom?”
- **Practice:** “How did we help them apply it in a real world setting?”
- **Reinforcement:** “What types of feedback and evaluation did we provide to them grow professionally?”
- **Reflection:** “How did we aid in the self-learning process?”

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