Student Affairs Assessment: Using Student Development Theory to Assess Transformative Learning

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Planning & Institutional Effectiveness

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Presentation Goals

- Provide participants with a planning framework for aligning outcomes to mission and goals.

- Introduce developmental theories and taxonomies for developing program and student learning outcomes.

- Provide participants with the basic tools for assessing programmatic and learning outcomes.

- Provide participants with the basic tools for measuring programmatic and learning outcomes.
Participants will:

- have an enhanced understanding about institutional effectiveness and program assessment
- articulate characteristics of transformative learning and programming
- recognize the uses of student development in assessment
- apply student development and learning theory in program design, implementation, and outcomes and measures
What is Institutional Effectiveness?

“The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.” (SACS Core Requirement 2.5)
What is Assessment?

Assessment is the process by which …

“the institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results” (SACS Comprehensive Standard 3.3.1).
Planning for Learning: Student Affairs Assessment
Planning for Learning

Questions to consider:

- What is the mission of the campus?
- In what ways does the **Program/Unit** mission and goals complement the Campus/Division’s /College’s mission, goals and learning outcomes?
- Is the **program/unit and learning** outcomes aligned with program mission and goals?
Campus Mission

Jefferson-Smith University: offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of its service area, address national and international issues in key areas, establish Jefferson Smith University as a major presence, and contribute to the global community.
JSU Student Affairs Division in collaboration with university and community partners, empowers students to succeed by providing opportunities and support to develop integrity, scholarship, community, creativity, and excellence.
Mission Statement Structure:

“The mission of (your office name) is to (your primary purpose) by providing (your primary functions or activities) to (your customers).”

(You may add additional clarifying statements.)

*NOTE: the order of the pieces of the mission statement may vary from the above structure.
Office Mission Statement

**Orientation Services**, through university-wide collaboration, is dedicated **to providing a seamless transition into JSU** for new students, both freshman and transfer, and their families.

Orientation Services provides involvement opportunities such as **Orientation Team and the Strategies for Learning Success (SLS) course**, exemplifying our commitment to the growth, development, and retention of undergraduate students.

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Mission Alignments

**Student Affairs Division**

In collaboration with university and community partners, empowers students to succeed by providing opportunities and support to develop integrity, scholarship, community, creativity, and excellence to the global community.

**Orientation Services**

Through university-wide collaboration, is dedicated to providing a seamless transition into JSU for new students, both freshman and transfer, and their families.

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Defining a Program Mission

Questions to consider:

- What is (are) the purpose/objective(s)?
- Whom does it serve?
- Will it meet participant needs/goals?
- Does it align to Unit/Office Mission?
Programming Alignment

Orientation Services

Through university-wide collaboration, is dedicated to providing a seamless transition into JSU for new students, both freshman and transfer, and their families. Orientation Services provides...Strategies for Learning Success (SLS) course, exemplifying our commitment to the growth, development, and retention of undergraduate students.

• Goal 1: Help new undergraduate students transition to University life.

Strategies for Learning Success (SLS) Course

The course will help new undergraduate students transition to University life, build a strong foundation for academic success, and embrace opportunities that promote intellectual and personal growth.

Goals:
• Practical Competence
• Citizenship
• Cognitive Complexity
• Persistence & Academic Achievement
Developing Transformative Learning Programs
Developing Transformative Learning Programs

Transformative Learning is:

- Holistic
- Intentional
- ‘learner-centered’
Developing Transformative Learning

Cognitive

Affective

Skill or Psychomotor

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Learning Domains for Transformative Learning

**Cognitive Learning: Developmental Process**

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

**Cognitive Learning Experiences:**

- study abroad, problem based learning, diversity programs, action research, group work in diverse teams, classroom teaching, readings and discussions, campus speakers

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Learning Domains for Transformative Learning

Affective: Emotional Growth

- Accepting
- Responding
- Valuing
- Organization
- Characterization by Value

Affective Learning Experiences:
- inter-group dialogue programs, cultural festivals, academic/life planning, community-based learning, service learning, identity group programming, programs on world religions, interdisciplinary courses

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Learning Domains for Transformative Learning

Psychomotor /Skills: Movement patterns and behaviors
- Perception
- Set
- Guided responses
- Mechanism
- Complex Overt Response
- Adaptation
- Origination

Psychomotor Learning Experiences:
- Learning skills; bridge programs, academic/personal advising; portfolios; senior capstone course; campus recreation programs, club sports and drug and alcohol programs, web-based information search skills, drama, arts, and music groups
Developing Transformative Learning Programs

“Theories of student development provide relevant frameworks for student affair educators to provide effective organizational structures and services that build transformative learning programs.

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## Developing Transformative Learning Programs

### Identity and Psychosocial Development
- Chickering (General Identity Development)
- James Marcia (multicultural identity models)
- Josselson (women’s identity development)

### Cognitive-Structural
- Perry - Intellectual Development
- Kohlberg – Moral Development

### Typological—(Gardner, Jung & Myers, Holland)

### Person-environment Interaction
- Sanford – Challenge and Support
- Schlossberg—marginality and mattering
- Astin—Inputs Environment, Outputs
Developing Outcomes
S.M.A.R.T.
Outcomes: S.M.A.R.T.

“Tell me, and I forget
Teach me, and I may remember
Involve me, and I learn.”

Benjamin Franklin
Outcomes: S.M.A.R.T.

- **Program assessment**: activities that monitor program/discipline effectiveness in achieving its mission, vision, and goals to ensure quality.

- **Outcome**: a specific, measurable statement that describes desired performance.
  
  - **Program outcome**: an outcome that deals with functions, demand, resources, and efficiencies.
  
  - **Student learning outcome**: an outcome that describes the intended learning students are expected to meet as a result of being a participant in the program.
Examples of Program Outcomes

- retention/ rates
- participation rates
- graduation rates
- percent of graduates continuing to
  - baccalaureate programs (2-year colleges)
  - graduate school (baccalaureate programs)
- service satisfaction
Outcomes: Think SMART

**S**pecific
– Clear and definite terms describing expectations

**M**easurable
– It is feasible to get the data;
– It can be assessed in more than one way

**A**ggressive but **A**ttainable
– Consider stretch targets to improve the program

**R**esults-oriented
– Describe what standards are expected of students

**T**ime-bound
– Describe where you would like to be within a specified time period
Student Learning Outcomes (SLOs)

Questions to consider:

- Do the outcomes assess meaningful student learning that our program can promote or enhance? Do they describe what the program intends for students to **know** (cognitive), **value** (affective, attitudinal), or **do** (behavioral, performance)?

- Can they be measured in more than one way? Can you create an activity to enable students to learn the desired outcome?
Student Learning Outcomes (SLOs)

Questions to consider:

- Are the outcomes within our control?

- Is there a clear relationship between the outcomes and improving what we do to promote student learning? Do the outcomes support Student Development Theory?
Examples: Program & Student Learning Outcomes

SLS Outcome: Scholarship

LR2: Cognitive Complexity & Persistence and academic achievement
  - **Program Outcome**: 100% of the participants will be on target to graduate and reflect 2.0 or higher GPAs.

LR2: Interpersonal & intrapersonal competence

  - **Student Learning Outcome**: Self Esteem and Self Concepts– SLS students will demonstrate an increase in their self esteem as a result of being in the Program.
Developing Program & Student Learning Assessments

M.A.T.U.R.E

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MATURE: Assessment Methods

Questions to consider:

– How will I know if this outcome is being accomplished?

– What methods are currently available?
MATURE: Assessment Methods

- **Direct measures**: direct examination or observation of student knowledge, skills, attitudes or behaviors to evaluate the competence of students in the program
  - What does the student know?
  - What can the student do?

- **Indirect measures**: concerned with student’s experiences, opinions, or perceptions
  - What does the student report that he/she knows?
  - What does the student report he/she can do?
MATURE: Assessing Outcomes

M - Matches
   - directly related to the outcome it is trying to measure

A - Appropriate methods
   - uses appropriate direct and indirect measures

T - Targets
   - indicates desired level of performance

U - Useful
   - measures help identify what to improve

R - Reliable
   - based on tested, known methods

E - Effective and Efficient
   - characterize the outcome concisely
Assessment Methods

Direct methods
- Student records
- locally developed exams
- embedded questions
- external judge
- oral exams
- minute papers
- portfolios (with rubrics)
- behavioral observations
- simulations
- project evaluations
- performance appraisals
- minute papers

Indirect methods
- written surveys and questionnaires:
  - student perception
  - alumni perception
  - employer perception of program
- exit and other interviews
- focus groups
- student records

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Exercise: Crafting Program & Student Learning Outcomes

LR2: Cognitive Complexity /Intellectual Development
– Student Learning Outcome

LR2: Interpersonal & intrapersonal competence
– Program Outcome:

Question to consider: Is the Outcome S.M.A.R.T.?
**Domain/Goal:** Self-Esteem Enhancement

**Outcome:** Self Esteem and Self Concepts—students will show an increase in their self esteem as a result of being in the Program.

**Theories:** Psychosocial Identity development, dimensions of multiple identities mod; cognitive structuralist—Perry’s Theory of Intellectual Development, Marcia

**Assessment Method:** Through the analysis of data collected by pre and post tests of the Rosenberg Self Esteem Scale (RSES), Helms Cross, and Wang at end of the semester evaluation administered in fall 2010 and spring 2010. Participants will reflect an increased degree of self esteem, self-concepts and cultural awareness.
Examples: Measuring Student Learning & Program Outcomes

**Domain/Goal**: Intellectual Development

**Outcome**: 100% of the participants will be on target to graduate and reflect 2.0 or higher GPAs.

**Theory**: Chickering—Competence (Academic)

**Assessment Method**: SLS Coordinator will review student participant grades at the end of each semester. Expect to see continued academic success. Students who are not performing will be advised accordingly.
Crafting Measures

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**Theory**: Chickering—Competence (Academic)

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Exercise: Crafting Measures

LR2: Cognitive Complexity / Intellectual Development

- **Student Learning Outcome**
  - Direct Measure

LR2: Interpersonal & intrapersonal competence

- **Program Outcome:**
  - Direct Measure
  - Indirect Measure

Question to consider: Is the Measure M.A.T.U.R.E.?
Theories of student development provide relevant frameworks for student affair educators to provide effective organizational structures and services that build transformative learning programs.

Program assessment supports institutional effectiveness efforts. It is a process to monitor program/discipline effectiveness and quality assurance.
Presentation Learning Outcomes

Participants will:

- have an enhanced understanding about institutional effectiveness and program assessment
- articulate characteristics of transformative learning and programming
- recognize the uses of student development in assessment
- apply student development and learning theory in program design, implementation, and outcomes and measures
References


Conclusions & Questions

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Thank You