Assessment Plan   
Workbook

*Subject to updates*

DOSA Learning Goals and Learning Outcomes

**Learning Goals**

*Learning goals* refer to broad, general statements about what is to be learned. They are typically abstract, intangible, long-term, and often hard to measure. They can be realized in a number of ways, and there are varied ways to master them.

As a part of the strategic planning process, DOSA identified and committed to eight learning goals. These goals are foundational to our shared work. Student learning outcomes should map to these goals.

|  |  |  |
| --- | --- | --- |
| **DOSA Learning Goal** |  | **Undergraduate Learning Goals** |
| Adaptability |  | Integrative Learning |
| Innovation |  | Critical thinking |
| Intercultural Competence |  | Intercultural Knowledge and Competence |
| Interpersonal Communication |  | Oral Communication  Written Communication |
| Problem Solving |  | Problem Solving |
| Self-Awareness |  |  |
| Teamwork |  | Teamwork |
| Well-Being |  | Ethical Reasoning |
|  |  | Quantitative Literacy |

**Learning Outcomes**

A learning outcome is a clear statement of what students should be able to do by the end of an experience, event, or learning. Below, the DOSA learning goals are listed with suggested learning outcomes for each goal. You do not need to, nor are you expected, to work towards all of these outcomes in a single experience; working towards one is perfectly reasonable. Many of the suggested outcomes draw from AAC&U’s VALUE rubric project (Association of American Colleges and Universities, 2009).

**Adaptability**

*Description:* An individual who is competent in adaptability can recognize when a change is needed and demonstrate resilience in shifting environments.

Learning Outcomes

1. *Connection to experience*. Students will be able to connect relevant experience and academic knowledge.
2. *Connections to discipline*. Students will be able to see and make connections across disciplines and perspectives.
3. *Resilience*. Students will be able to believe in oneself and overcome adversity, trying again after failure.
4. *Transfer*. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

**Innovation***Definition:* Innovation is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Learning Outcomes

1. *Reflect.* Students will be able to evaluate creative process and product using domain-appropriate criteria.
2. *Taking risks.* Students will be able to actively seek out and follow through on untested and potentially risky directions or approaches to the assignment, task, or problem.
3. *Novelty or uniqueness.* Students will be able to extend a novel or unique idea, question, format, or product to create something new or a new perspective that crosses boundaries.
4. *Connecting, synthesizing, transforming.* Students will be able to transform ideas or solutions into entirely new forms.
5. *Embracing contradictions.* Students will be able to integrate alternative, divergent, or contradictory perspectives or ideas fully.

**Intercultural competence***Definition*: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, 2008).

Learning Outcomes

1. *Cultural self-awareness*. Students will be able to articulate insights about one’s own cultural rules and biases.
2. *Cultural worldwide frameworks*. Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. *Empathy*. Students will be able to interpret intercultural experience from own and others’ worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
4. *Verbal and non-verbal communications*. Students will be able to demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.
5. *Curiosity*. Students will be able to ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
6. *Openness*. Students will be able to initiate and develop interactions with culturally different others while suspending judgment in interactions with culturally different others.

**Interpersonal communication: this reflects both written and oral communication**

**Written Communications**

*Definition*: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Learning Outcomes

1. *Context and purpose*. Students will be able to demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
2. *Content development*. Students will be able to use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. *Genre and disciplinary conventions*. Students will be able to use formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices appropriate for a specific academic field.
4. *Sources and evidence*. Students will be able to use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
5. *Control of syntax and mechanics*. Students will be able to use syntax and mechanics effectively to communicate ideas.

**Oral Communications***Definition*: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Learning Outcomes

1. *Organization*. Students will be able to group and sequence ideas and supporting material such that organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
2. *Language*. Students will be able to use appropriate, unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience
3. *Delivery*. Students will be able to use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polish / confident.
4. *Supporting material*. Students will be able to provide credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that supports the principle ideas of the presentation or establishes the presenter’s credibility on the topic.
5. *Central message*. Students will be able to articulate a precise, compelling, and memorable purpose or main point of a presentation.

**Problem-Solving**  
*Definition:*  Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Learning Outcomes

1. Define problem. Students will be able to demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
2. Identify strategies. Students will be able to identify multiple approaches for solving the problem that apply within a specific context.
3. Propose solutions/hypotheses. Students will be able to propose one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.
4. Evaluate potential solutions. Student evaluation of solutions is deep and elegant and includes, deeply and thoroughly, all of the following: considers history of the problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
5. Implement solution. Students will be able to implement the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.
6. Evaluate outcomes. Students will be able to review results relative to the problem defined with thorough, specific, considerations of need for further work

**Self-Awareness**

*Description:* An individual who is competent in self-awareness can identify personal interests, skills, values, strengths, and motivations, and can incorporate self-knowledge into decision-making.

Learning Outcomes

1. Personal interests, skills, values, strengths and motivations. Students will be able to articulate personal interests, skills, values, strengths and motivations.
2. Decision making. Students will be able to incorporate self-knowledge into decision making.

**Teamwork**  
*Definition*: Teamwork refers to the behaviors under the control of individual team members, effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

Learning Outcomes

1. *Contributes to team meetings*. Students will be able to contribute ideas, solutions, and courses of action during team meetings
2. *Engagement of team members*. Students will be able to engage other team members constructively and respectfully.
3. *Individual contributions*. Students will be able to provide meaningful contributions to the team that advance the work of the group
4. *Constructive team climate*. Students will be able to foster a constructive team climate by:
   1. Treating team members respectfully by being polite and constructive in communication.
   2. Using positive vocal or written tone facial expressions, and/or body language to convey a positive attitude about the team and its work.
   3. Motivating teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.
   4. Providing assistance and/or encouragement to team members.
5. *Conflict management*. Students will be able to manage team conflict.

**Well-being**

*Definition:* Well-Being is achieving personal growth and fulfillment by actively making positive choices, engaging in meaningful experiences, and connecting with others.

Learning Outcomes

1. *Purpose*. Students will be able to communicate the meaning of what one does and how it impacts others.
2. *Achievement*. Students will be able set and accomplish worthwhile goals by engaging in meaningful experiences.
3. *Resilience*. Students will be able to believe in oneself and overcome adversity.
4. *Relationships*. Students will be able to foster positive relationships by treating each person with respect, and engaging in constructive communication.
5. *Sense of Belonging*. Students will be able to develop/experience a sense of belonging to a greater community through engaging in social activities that are reflective of one’s values and sense of purpose.

Staggering Assessment Cycles

Prior to starting the assessment cycle for a specific learning outcome, you need to determine a timeline and be realistic about what you can assess when. An organizing framework might be useful. You may choose to assess programs that most relate to teamwork one year, then focus on well-being the next year, and intercultural competence the year after. Or, you could alternate between group programs and individual consultations every other year. Below is a way to organize your assessment cycle; this table is often called a curriculum map because it maps when learning will be measured over time.

It is important to note, that every learning outcome does not and should not be measured every year. The value of an assessment cycle is that it affords space, time, and structure to focus on a select number of outcomes each year over a set period of time.

Additionally, every unit will likely not directly contribute to every DOSA learning goal.

Unit name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DOSA Learning Goals my unit will focus on in the next 4 years (FY 2019, 2020, 2021, 2022):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DOSA  Learning Goal | Year(s) when goal will be assessed | | | |
| 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Resources to Support Assessment Work

|  |  |  |
| --- | --- | --- |
| Have used before | Will use now | Within Institution |
|  |  | Formal or informal support services provided by the office of institutional research |
|  |  | Faculty members who have expertise in research methods and statistics |
|  |  | Faculty members in social sciences, applied mathematics, or business who are willing to design and deliver seminars for student affairs professionals |
|  |  | Library resources or materials from inter-library loan |
|  |  | Graduate students who have assessment and research skills and who might be available for internships, practicum, or part-time work |

|  |  |  |
| --- | --- | --- |
| Have used before | Will use now | Neighboring institutions, businesses, and civic organizations |
|  |  | Institutional research, institutional effectiveness, or institutional technology |
|  |  | Professionals who are willing to share their time and talents either in person or electronically |
|  |  | Faculty members in social sciences, applied mathematics, or business who are willing to design and deliver seminars |
|  |  | Student affairs professionals who have developed cultures of evidence and are willing to share information and/or serve as mentors |
|  |  | Websites will examples |
|  |  | Published research, journals, and/or case studies |

|  |  |  |
| --- | --- | --- |
| Have used before | Will use now | Professional Organizations |
|  |  | Webinars on the topic related to your scope of work |
|  |  | Conferences offered by associations that focus on assessment |
|  |  | Websites, blogs, and listservs developed to cultures of evidence, assessment, and measurement |
|  |  | Electronic and print resources |
|  |  | Affinity groups within professional associations that focus on one or more topic within this |

Adapted from University of Iowa and Culp, M. M. & Dungy, J. (2012). Building a culture of evidence in student affairs: A guide for leaders and practitioners. National Association of Student Personnel Administrators. Washington, DC.

Measurement and Evidence of Learning

Now that you have your learning goal(s) and outcome(s) selected, it is time to determine how they will be measured.

1. What does this outcome look like in your program/event/service/student employee experience?
2. Given the outcome(s) being assessed, what do you want to find out? Create a question(s) that is meaningful to you or your students.
3. What occasions will you have to “see it” and assess/measure?
4. Describe several ways that you could assess/measure this outcome. What approaches could you take to collect some data about or measure it?
5. How might you use reflection to assess, measure, or record evidence of this outcome?
6. Who will be responsible for distributing the results and who will receive the results? How will distribution take place? When will the results be discussed?

Using Data

Collecting data is not the end of the process. And, simply reporting results will not lead to change. In the words of Linda Suskie, “Assessment reports that end up briefly perused and then filed without any resulting action are, to be blunt, a waste of time” (from *Assessing Student Learning: A Common Sense Guide* 2nd ed., p. 297).

The first step to engaging colleagues to take data seriously is to invite them into the process. Ensure that they understand the purpose of the work and welcome their questions. Then, align the methods of data collection to match what you want to learn.

Knowing where to begin can be overwhelming. Before you dive into your results, take a moment to identify your main intentions and the most appropriate audiences for this information. The following questions are a reflection activity to help frame contexts to consider, understand what results mean, and disseminate the findings.   
  
Reflection Questions

1. What strengths, concerns, or points of interest do you want to know about your students’ educational experiences?
2. 3. What is occupying attention within DOSA? At the institutional level? Does this data connect to the strategic plan? Are you preparing for external review? Is there a program that you want to improve or develop for a certain student population? Jot down these ideas to keep in mind as you move forward with presenting and using your data.
3. What audiences would be interested in or could benefit from a greater understanding of this data? Identify key groups from the list below and add to this list offices and individuals to consider.

* Prospective students and parents
* Departments within DOSA
* VPC
* Strategic planning committees
* Alumni
* State agencies and institutional accreditors
* Campus-wide committees
* Faculty senates and committees
* Internal and external media

1. Consider the ways your data can be used, circle ideas from the list below and add your own ideas.
   * Assessing program performance
   * Monitoring learning outcomes
   * Facilitate student retention and graduation
   * Monitor program and resource use
   * Manage resources, programs, and services
   * Guide staff and student staff development
   * Improve internal communication
   * Marketing to prospective students and prospective hires
   * Communications with alumni, stakeholders, and accreditors
2. Predict your results. Obtain a copy of the questions that you asked students without any responses. Looking at the questions, predict what you think the average response will be. What item do you think they will score the highest on? What item do you think they will score the lowest on? What items do you want to look at disaggregated by student type? What items do you want to share with others? What other data are you aware of that relates to these items?
3. What change might you need to make in response to your results?

Responding to Data and Action Plan Outline

Step 1: Address the following in narrative form

* Proposed goals now that you have data
* Timeline for completion
* Responsible parties
* Communication plan: who should know what? When?
* Implementation strategy
* Metrics to measure progress and evaluation process

Step 2: Fill in the following action plan: step two

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Key take away | Responsibility | Year 1 | Year 2 | Collaborators | Progress update |
| #1: |  |  |  |  |  |
| #2: |  |  |  |  |  |
| #3: |  |  |  |  |  |
| #4: |  |  |  |  |  |

Sharing Results

Disseminating results to relevant audiences and committees is arguably one of the most important steps in the assessment cycle. Consider the many opportunities on your campus for sharing data and results.

Create an executive summary (1-2 pages long) that includes what the program set out to do, who was involved, who participated, and how you collected data. Then discuss what you learned and propose recommendations: what should be done now, what to investigate further, what to monitor, and what to stop doing. Facilitate a conversation with key stakeholders, reach consensus, and document decision making.

**References**:

Association of American Colleges and Universities (AAC&U). (2009). VALUE rubrics. Retrieved from https://www.aacu.org/value/rubrics/

Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

Data Use section adapted from The 2013 NSSE Data User’s Guide with Worksheets, retrieved from NSSE.Indiana.edu