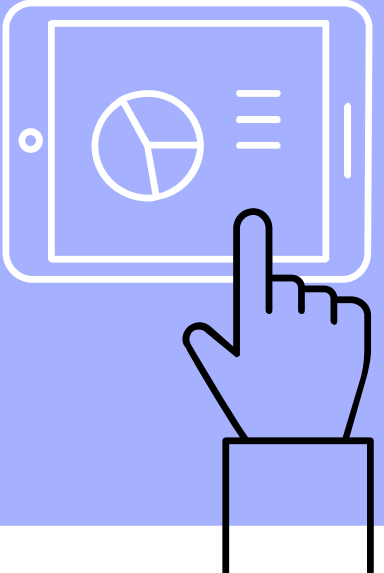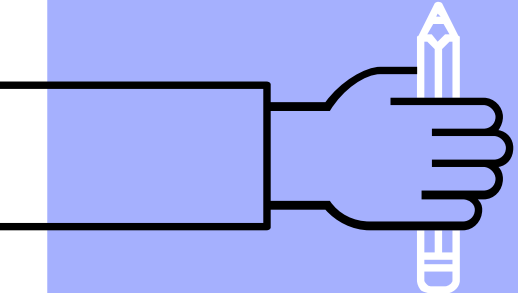# Assessment of Student Learning

in any academic discipline or community-engaged learning experience.

Indiana Commission for Higher Education
Facutly's Annual Conference
February 2019

HELLO!

I am H. Anne Weiss

Indiana Campus Compact

IUPUI Office of Community Engagement

Visiting Scholar, Tufts University

PhD Candidate, Indiana University

Data collection & stewardship, strategic measurement, decision support, planning, strategic impact, institutional research, data shepherding & stewardship, information technology & community engagement.

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LET'S TALK

- ▷ *Parsing out learning goals, objectives & outcomes*

- ▷ *Identifying indirect & direct, summative, ongoing and formative assessment practices.*

- ▷ *Aligning measures to learning outcomes and artifacts.*

- ▷ *Logic model construction for programming.*

- ▷ *Questions around: assessment, evaluation, tracking & monitoring CE in HE.*

What the heck is going on?

WHAT ARE THE AREAS OF CHANGE

to bring about within our students who engage in community-based or –engaged learning/teaching interventions.

One way: What kinds of areas of change during college, writ large?

◄ Verbal, quantitative, and subject matter competence.

◄ Cognitive and intellectual development.

◄ Psychosocial changes.

◄ Attitudes and values.

◄ Moral development

◄ Educational attainment and persistence.

◄ Career and economic impacts of college attendance.

◄ Quality of life after college.

Mayhew, Rockenbach, Bowman, Seifert, Wolniak, Pascarella, & Terenzini, 2016

Today's focus: What kinds of areas of change?

- Student as current and future **learner** within a particular course of study, major, field, etc.

- Student as **future worker** in that field, *potentially…*

- Student as **worker** in career/field.

- Student as **colleague**.

- Student as **leader**, supervisor, or other formal role (power/authority) in the workforce.

- Students that **embody ideals and values of our democracy**.

- Students as **engaged and knowledgeable citizen** of our republic and the world.

- Student as **consumer** and **entrepreneur** in our capitalistic economy.

WE WISH TO BEGET in our students…

Discipline- or subject-based competencies

Workplace competencies

Civic competencies

TEASE THESE OUT

Discipline- or Subject-based
Workforce
Civic

STUDENT in a course or program of study, field, profession, etc.

The knowledge, skills, and abilities that are **specific to and necessary for immediate application and long-term success in a particular career**, field, job, et cetera.

Discipline or subject-based competency and learning outcome statement.

EXAMPLE: NURSING

Competency: Polypharmacy

Outcome statement:

Demonstrate an understanding of age-related changes that contribute to pharmacologic complications in elderly populations through a well-constructed essay.

This is a SPECIFIC knowledge, skill or ability, attitude or attribute that, *relatively speaking*, is "only" **necessary for a particular job/career in a particular field/profession.**

Going on 40 years!

We have legitimized CBL as an instructional method that yields significant gains in students' academic or discipline-based learning (Celio, Durlak, & Dymnicki, 2011; Warren, 2012; Yorio & Ye, 2012; Conway, Amel, & Gerwien, 2009; Novak, Markey, & Allen, 2007; Eyler & Giles, 1999).

STUDENT as employee, colleague, leader, supervisor, etc.

STUDENT as employee, colleague, leader, supervisor, etc.

The knowledge, skills, and abilities that students need for **successful performance in a place of work** regardless of yet respectful to academic competencies and KSAs.

Workforce competency and learning outcome statement.

EXAMPLE: NURSING

Competency: Leadership in healthcare teams.

Outcome statement:

Demonstrate ability to effectively provide feedback to coworkers and engage in conversations with unlicensed staff in a supervisory capacity during an observation of clinical placement.

This is **a literacy, skill or ability, attitude or attribute** that is, *relatively speaking*, **necessary for success in any place of work.**

Check YOUR accreditor, the competencies for your profession, and/or the top-tier journal for your field,

Search terms: work-place competencies, service-learning, community-based learning, experiential learning, workforce.

TRANSDISCIPLINARY
or Civic Outcomes

TRANSDISCIPLINARY
or Civic Outcomes

The knowledge, skills, and abilities **necessary for engagement with others in addressing the wicked problems facing our communities**, society, democracy, and/or globe.

TRANSDISCIPLINARY or Civic Outcomes.

EXAMPLE Civically literacy

Outcome statement:

Compose a well written letter to a state-level elected representative that correctly identifies a root cause of a social issue and a local (state) community organization whose work is focused on addressing (part of) the social issue's root cause.

This is a literacy, skill or ability, attitude or attribute that is, *arguably*, **necessary for <u>any</u> human being to posses for engaging with others in the public sphere.**

Resource

Intense, 100% online learning experience hosted by Indiana Campus Compact>>

Best Practices in Assessing Community Engagement (BPACE)

Campus Compact
Indiana

To review, that was…

Discipline- or subject-based competencies

Workplace competencies

Civic competencies

Check in

Feedback? Questions? What
are you comfortable with?
…uncomfortable with?

DEEP DIVE INTO
CIVIC COMPETENCIES

CIVIC KNOWLEDGE
BEING CIVICALLY LITERATE

"Any learning that contributes to student preparation for public involvement in a diverse democratic society. The knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active participation."

Howard, 2001, p. 45

CIVIC IDENTITY
POSESSING A CIVIC IDENTITY

"Those fully engaged, fully human citizens of their communities. They see their role in life as contributing to the long-term greater good. And perhaps most importantly, they have the courage to act."

Knefelkamp, 2008, p. 3

CIVIC EFFICACY & AGENCY

HAVING CIVIC EFFICACY or BEING A CIVIC AGENT

"Emphasizes not only individual action, but also the collective capacity to act on common challenges across difference." (Boyte, 2008, p. 25)

"..interest, involvement, or engagement in attending to political information along with the sense that one has the capacity to understand [and address] a political situation…" (Torney-Purta, et al, 2015, p. 35)

DEMOCRATIC VALUES & NORMS

VALUING EQUITY, JUSTICE, DIVERSITY
NORMALIZING VOTING, CIVIL DISOBEDIENCE

"…belief in basic principles of democracy (grounded historically and in the present) and to actions… avoid[ing] a sense of apathy."

Torney-Purta, et al, 2015, p. 35

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CIVIC MINDED GRADUATE
THE ULTIMATE GOAL IN HIGHER ED
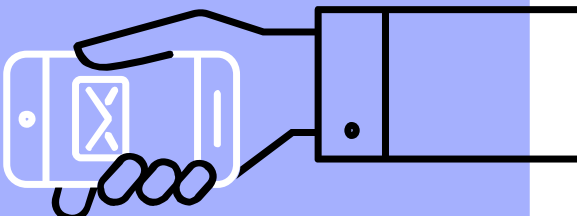
"a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community."

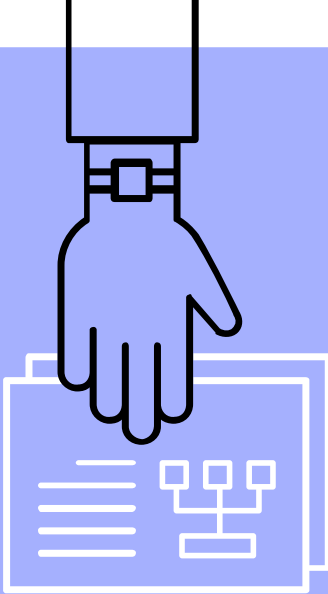Bringle & Steinberg, 2010, p. 429

CMG Rubric 2.0
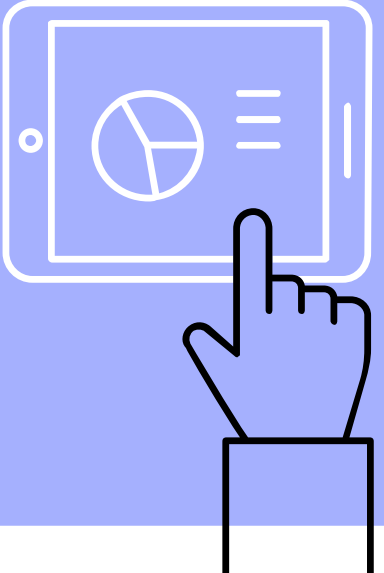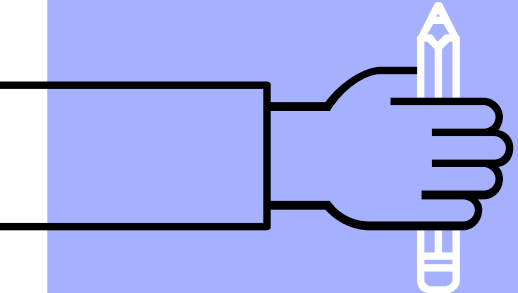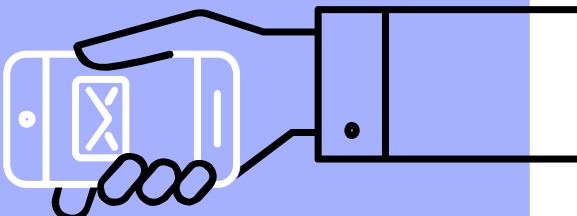
Assessment of Student Learning

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Indiana Commission for Higher Education
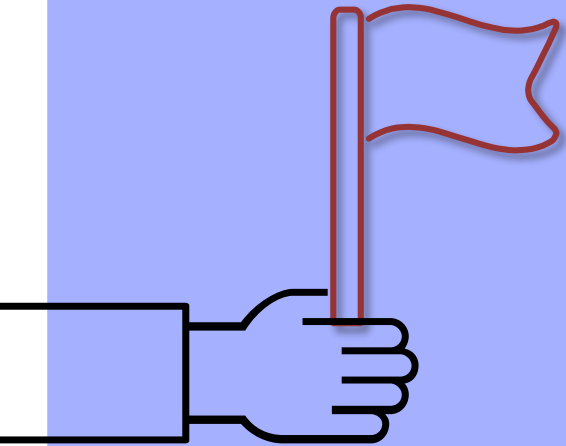Facutly's Annual Conference
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OTHER
destinations or outcomes of this work

What impact do you want/expect with your engaged teaching, service, research, or creative activities?

SEEMINGLY A WORLD OF POSSIBLITIES

Students

Community Partner Impact

Community Impact

Issue Impact

Faculty Learning & Development

Institution/Cultural, Department or Unit- Level Impact

Explore the Destination:

Impact on Students Learning & Development

Satisfaction

Success at your institution (GPA, DFW Rates, persistence, graduation, etc.)

Alumni outcomes

Going on 40

Laser-like focus on engaged pedagogy

(i.e., service-learning, experiential education, project-based or community-based learning)

being impactful on students' learning & development.

Students' Learning & Development

Impact Students' Learning

Cognitive (e.g., Bloom's Taxonomoy)

Knowledge, Skills/ Abilities

Disciplinary, Interdisciplinary, Transdisciplinary

Impact Students' Development

Dispositions/ Attitudes

Values

Career readiness

Critical thinking, critical consumption, etc.

Civic readiness

Community readiness

Towards Action (i.e., Behavioral)
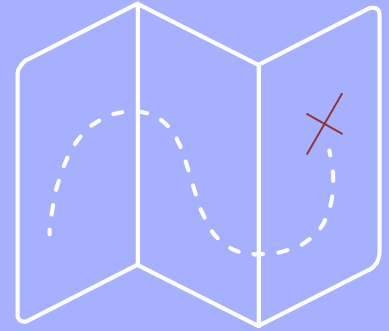
Unpacking possible destinations: *Students*

Direct Flights Daily

Impact Students' Satisfaction…

  -With finding volunteer/service opps in/with the community

  -with their service with the community partner

  -with how well the service predicts the curriculum

  -other…

Impact Students' success during college

  -DFW rate in courses that have CBL pedagogy

  -GPA in the major

  -Persistence to year #

  -Retention to graduation

  -Financial aid

Some Flights

Unpacking possible destinations: *Students*

Impact Alumni

Satisfaction with their experiences at your institution.

Continued service, volunteerism, or political engagement after college.

Relationship to participation in CBL and their current employment.

Connection to becoming a future donor/funder.

How participation in CBL relates to earning power; staying "here" (versus getting a job elsewhere- connection to community, aka, avoiding brain drain); workforce readiness; etc.
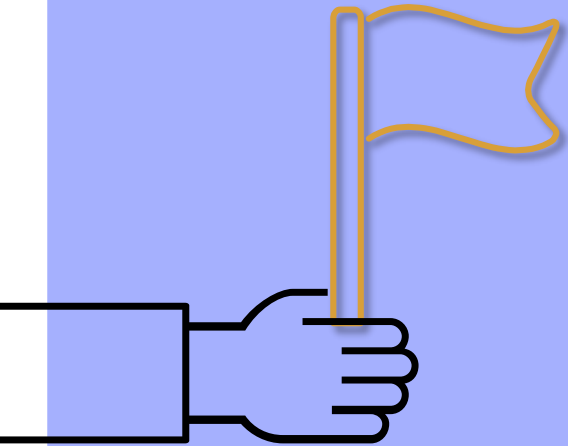
Unpacking possible destinations: *Students*
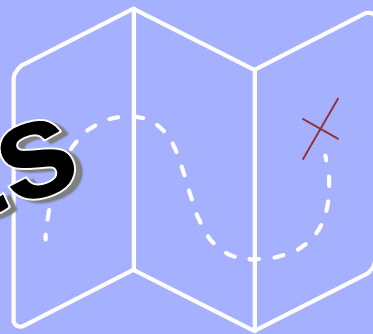
Seemingly No Flights
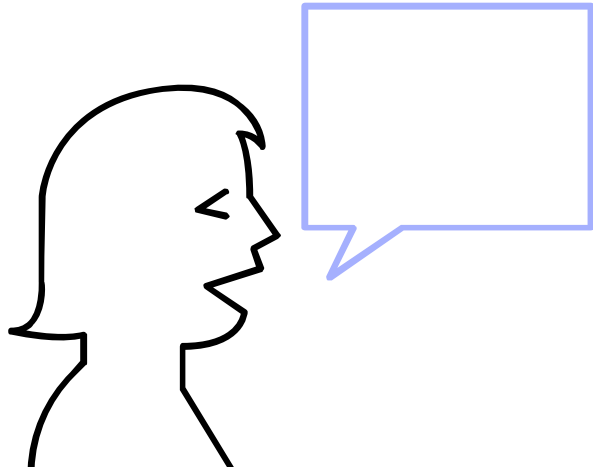
Explore the Destination:

Faculty

Faculty's Learning & Development

Not much has
been said (through published, empircal research).

Not too surprising
How many would say you are primarily doing this for your development or growth?

How do faculty **design CBL courses**?

What is the **quality or intensity of certain characteristics of CBL courses** (e.g. reflection, critical reflection, assessment, tying service to course content, connecting across difference, etc.)?

What is the **connection between course evaluations and CBL pedagogy**?

OF COURSE: How many courses offered; # & demos of students enrolled in those courses; # & demos of faculty teaching these courses; # of community partners tied to CBL courses; Type of community partner; # of hours students served through a CBL course…
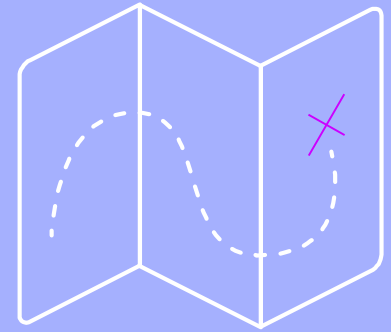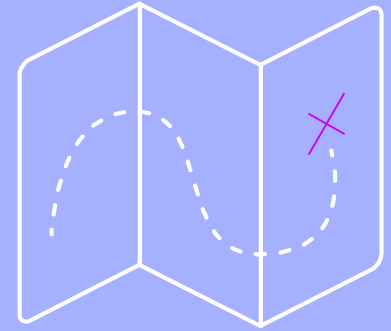
Unpacking possible destinations:
Faculty TEACHING/
COURSES

How do **faculty document (i.e., report)** the outputs of their community engaged activities?

What is the experience of earning recognition, promotion, or tenure for community-based research (its outputs and outcomes)?
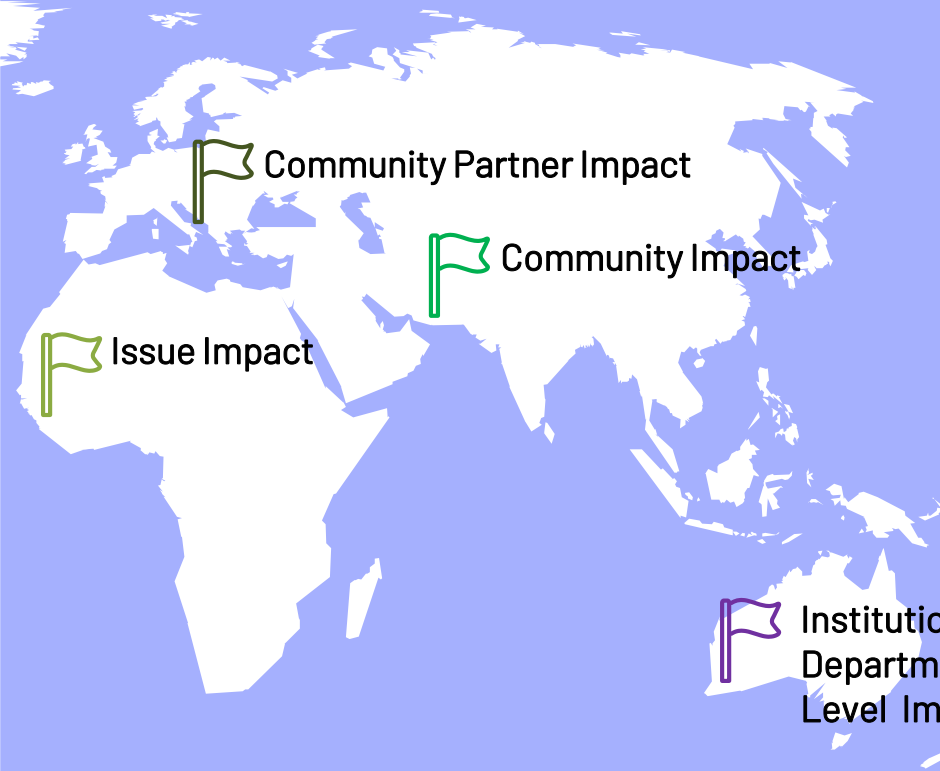
What **policies or practices** at our institution help or hinder community-based activities among faculty?

What **defining characteristics** of a community-based or participatory action research methodology are being utilized by faculty?

Unpacking possible destinations:
Faculty close cousin:
RESEARCH METHODS

FINAL DESTINATIONS
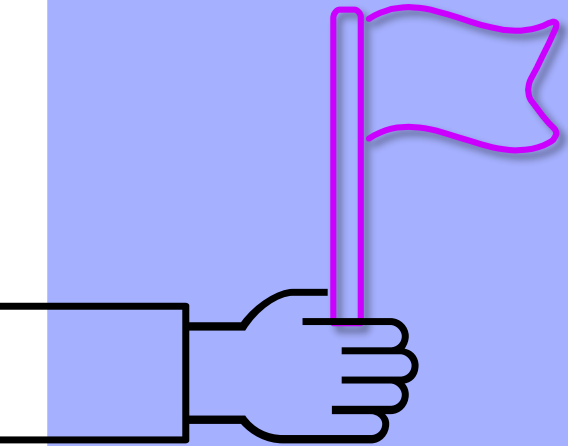
Community Partner Impact

Community Impact

Issue Impact

Institution/Cultural, Department or Unit-Level Impact

$1 Million Question

Can C-CE impact these things?

Explore the Destination:

Impact on Institutions, Culture/Climates, Departments, and/or Units

ANSWER: $1 Mill. Question

Establishing community-based or –engaged experiences as a norm within higher education is understood to be a foundational step toward shifting the culture within a department or unit, and even across an entire campus/institution.

YES
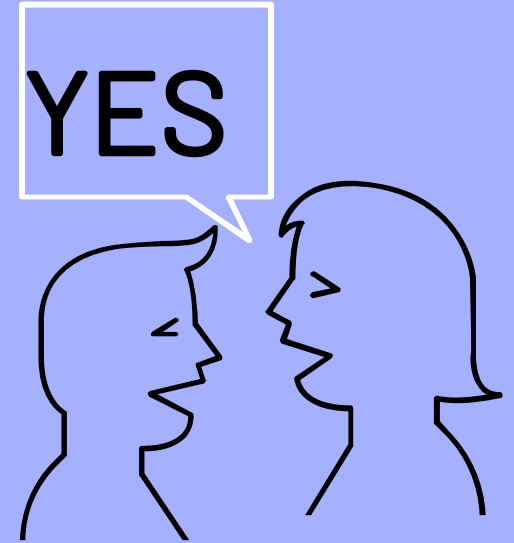
BECAUSE OF PEOPLE LIKE YOU!

Explore the Destination:

Impact on Communities,
Community Partners
& Issues

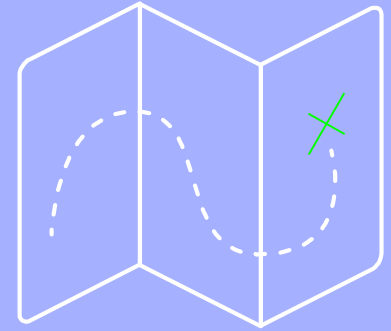Community Partner Impact

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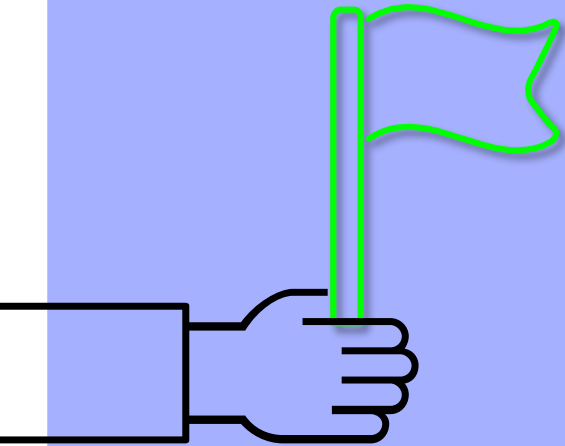
What do we even mean?

Community Impact/Outcomes. Identify some constituencies engaged in a shared experience that when they can "see each other"-- i.e., recognize their interdependency and power-- could organize to better or sustain their situation/position in our society.

Community Partner Impact: Identify a non-profit, governmental, K-12, or civic organization.

Issue-based Outcomes/Impact: Identify a particular asset, problem, current issue that the community has identified needs to be addressed.

Unpacking possible destinations: *Community Partners Issues*

COMMUNITY IMPACT:
What is realistic?

Pedagogy/Programming ◄──────────────────────► Faculty/Staff

Short-term project/service ◄──────────────────────► Longer-term, ongoing relationship/partnership

Community **partner** impact, *TYPICALLY = capacity-building*

- ▹ Volunteers
- ▹ Fundraising
- ▹ In-kind donations (sock-drive)
- ▹ Charitable, project-based

Impact on an **Issue** or with a **Community**:

- ▹ YOU: faculty or staff
- ▹ Applying your particular, research or other skills
- ▹ WITH access to unique institutional resources
- ▹ In a long-term relationship(s)
- ▹ To/in/with a community or organization that is issue-based.
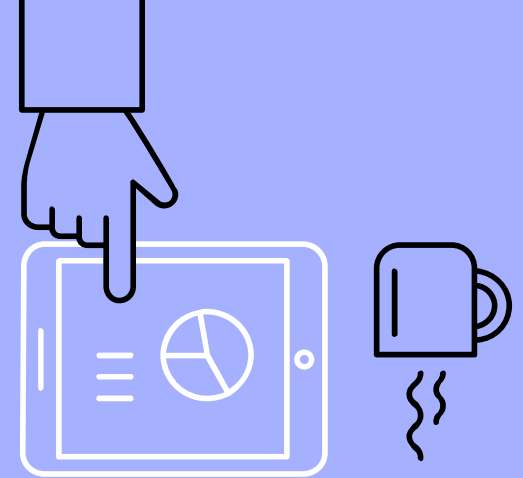
THANKS!

Any questions?

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CREDITS

Special thanks to all the people who made and released these awesome resources for free:

▷ Presentation template by SlidesCarnival

▷ Photographs by Unsplash