Student Area Outcomes
Assessment & Mapping Journey

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Workshop Outcomes
What You Will be Able to DO “Out There”

- Articulate clearly where you are on your outcomes assessment journey
- Identify your assessment team and the tools and resources necessary to complete the assessment process
- Use metaphor as a bridge to move from an old mechanistic paradigm to a modern, organic living systems design that is holistic, interconnected, and sometimes messy, but always transformational
- Complete some aspect or product of your assessment journey (Student Area Outcomes, Map)
- Enjoy the day and be renewed by this creative, energizing, and relational work
The Power of the River as Metaphor for Assessment

• Creates fresh Language and creative energy and imagery
• Lends itself to deeper discoveries of this work
• Grounded in a sense of place and concept of sustainability
• Creates cohesive teams (“rafts”)
• As a dynamic living system, it can be transformative for individuals, services, programs and the district as a whole
• Reminds us that rapids are necessary & to be expected
• Joy & beauty are always present in the work from Put-in to Take-out
Gathering the Tools & Strategies for Success

Put In Talk - Interactive Exercise

- **Know where you’re going**
  - Journey
- **Know what you’ll need to get there**
  - Tools
- **Know who you’re going with**
  - Rafting team
- **Mapping your journey for today’s experience**
  - Interactive Exercise for today
Where Are You on Your Assessment Journey?

• LEVEL I Rapid
  • Identify and align all Outcomes including:
    • Institutional level outcomes (GELO’s, ELO’s, etc.)
    • Program level student learning outcomes (SLO’s)
    • Course level SLO’s

• LEVEL II Rapid
  – Visually representing or *Mapping* all levels of outcomes and key assessment points, in order to see, discuss, and adjust relationships of components: SLO’s, Roles, Service/Course/Programs, Assessment points/tasks, arrow connectors, & Entry requirements

• LEVEL III Rapid
  – Design of a comprehensive assessment plan that is adaptable, creates meaning, is pattern dependent, tied to funding allocation

• LEVEL IV Rapid
  – The ongoing discovery and evolving nature of the assessment journey
Gathering the Tools & Strategies for Success

Balancing Your Raft

As a service, department, or college, where are your strengths in assessment?

What needs more development to balance your raft?
Creating a Rafting Team:

- Service, College, Program, & Classroom assessment all have a place on the raft.
- But it’s in the understanding of its interdependent, systemic nature that provides the balance for the raft as well as the energy and perspective to move forward.

The river is a dynamic, living system like the river assessment is alive and ever changing requiring adaptive skills of observation, focus and teamwork.
Intended Roles:

- PREPARE:
  - Assessment (measurement)
  - COLLEGE DEPARTMENTS OR SERVICES
  - District Departments or Services

- COLLEGE DEPARTMENTS OR SERVICES

- YOUR SERVICES GO HERE

- Assessment (measurement)

- Intended Roles:

- Student Area Outcomes
  - Your Student Area Outcomes go here

Department/Program: Your UNIT Name Here

College/District: San California College

Your Name and Date Here
Gathering the Tools & Strategies for Success

Survival, Safety and Paddling Forward Together

Wear Life Jackets at all Times

• Assessment work can take us into uncharted waters of student learning where complex questions and challenges must be faced
• Trust, respect and courage are required if the team is to survive the rapids.

Practice simple strokes, paddle together, & follow your lead paddlers

• Assessment work requires regular and ongoing observation of patterns emerging from the examination of student work at each level of assessment
• We must be able to make meaning from such a complex and inter-related system.
Gathering the Tools & Strategies for Success

Philosophy of Successful River Rafters

• Assessment is both a process and product
• Enjoy being in the moment because the journey on the river is a long one
• Stay focused on the river not on each other
• Prepare for rapids
• Reflect on the experience of learning
• Make necessary changes
• Celebrate small victories
Necessary Resources

• Important role of river guide – an adaptive leader who is comfortable at the back of the boat, able to read the ever-changing currents, find the flow of the river and follow the “v” as well as be a cheerleader, jokester, and team builder.

• Important role of the rafting team - a group of people who are willing to commit to journeying together for the entire length of the river; willing to learn, grow, laugh, fall out of the boat, and get back in so as to learn more about the noble task of assessing our students’ learning.
DESIGNING OUTCOMES

• What do students need to be able to do outside your unit that you are responsible for providing inside your unit?

• How does your unit assist students on their journey through the institution?

• How can your unit measure the impact it has on student success?

• What is your unit’s relationship to other units and institutional outcomes?
REMEMBER...

- The classroom is not the only arena for Learning
- Learning occurs all across and throughout the campus so...
- Create a student-first climate at the college.
- Map out the Learning Environment !!!
In Other Words...

• How do we make a difference in student learning outcomes?
• Indirectly by providing services
What is Indirect Support?

- Administrative Services practitioners, ” support student learning by delivering services that smooth the student’s path on campus and keep obstacles out of the way of learning. Part of your role is to provide effective services so that students do not focus on service problems.”

From the context of Learning Reconsidered 2
“A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience”
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Administrative Services

- President’s Office
- Office of Instruction
- Office of the Vice President of Student Services
OUTCOMES FOR THE PRESIDENT’S OFFICE

- Create a student-first climate at the college.
- Establish community partnerships.
- Engage in resource development.
OUTCOMES FOR OFFICE OF INSTRUCTION

1. Design a two-year schedule that will facilitate student educational plans (SEPs)? Facilitate achievement of students’ educational goals?

2. Create an addendum that updates the two-year catalog.

3. Expand communication among instructional units. Office of Instruction newsletter.
OUTCOMES FOR THE OFFICE OF VICE PRESIDENT OF STUDENT SERVICES

- Facilitate student success
- Provide personnel, fiscal, and service center resources that assist students in reaching their goals
- Collaborate and communicate with all areas of the college/campus to continue to build relationships, inform each other’s practice, and improve services and learning opportunities to and for students
- Other outcomes?
3 Types of Assessment

- Assess to Assist
- Assess to Adjust
- Assess to Advance
ASSESS TO ASSIST

- Surveys that measure student engagement, campus climate, etc.
- Retention rates
- Persistence rates
- Student’s willingness to remain on campus longer than their classroom attendance time
Questions?

“We don't learn from experience; we learn from reflecting on that experience”

-- John Dewey