What do Enrollment, Academic and Student Support, and Student Experience Professionals have to Do with Student Learning?

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Depending on your Response...

- How is the commodity assured to be delivered?
  - How is it designed, delivered, and evaluated to achieve this?
  - What is your role in contributing to all of that?

" We can't solve problems with the same kind of thinking that created them."

– Albert Einstein

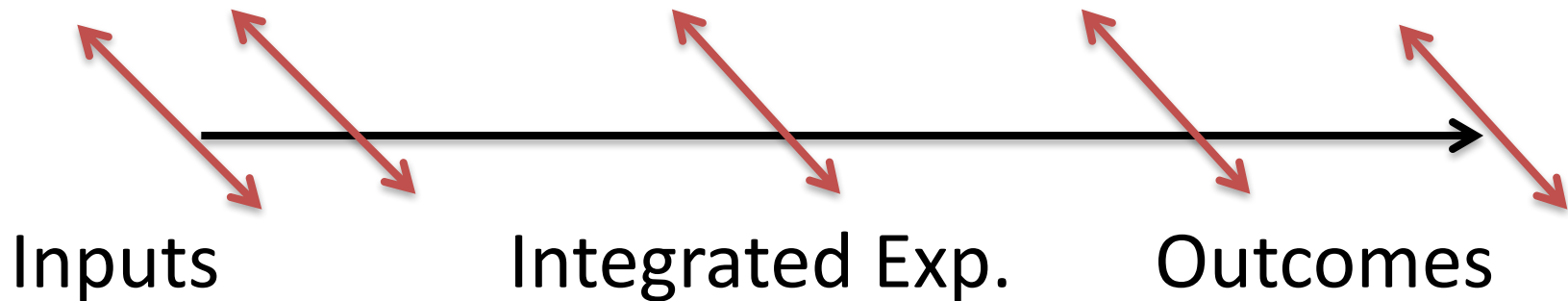# Transformational Process of Learning and Development

Human
Being

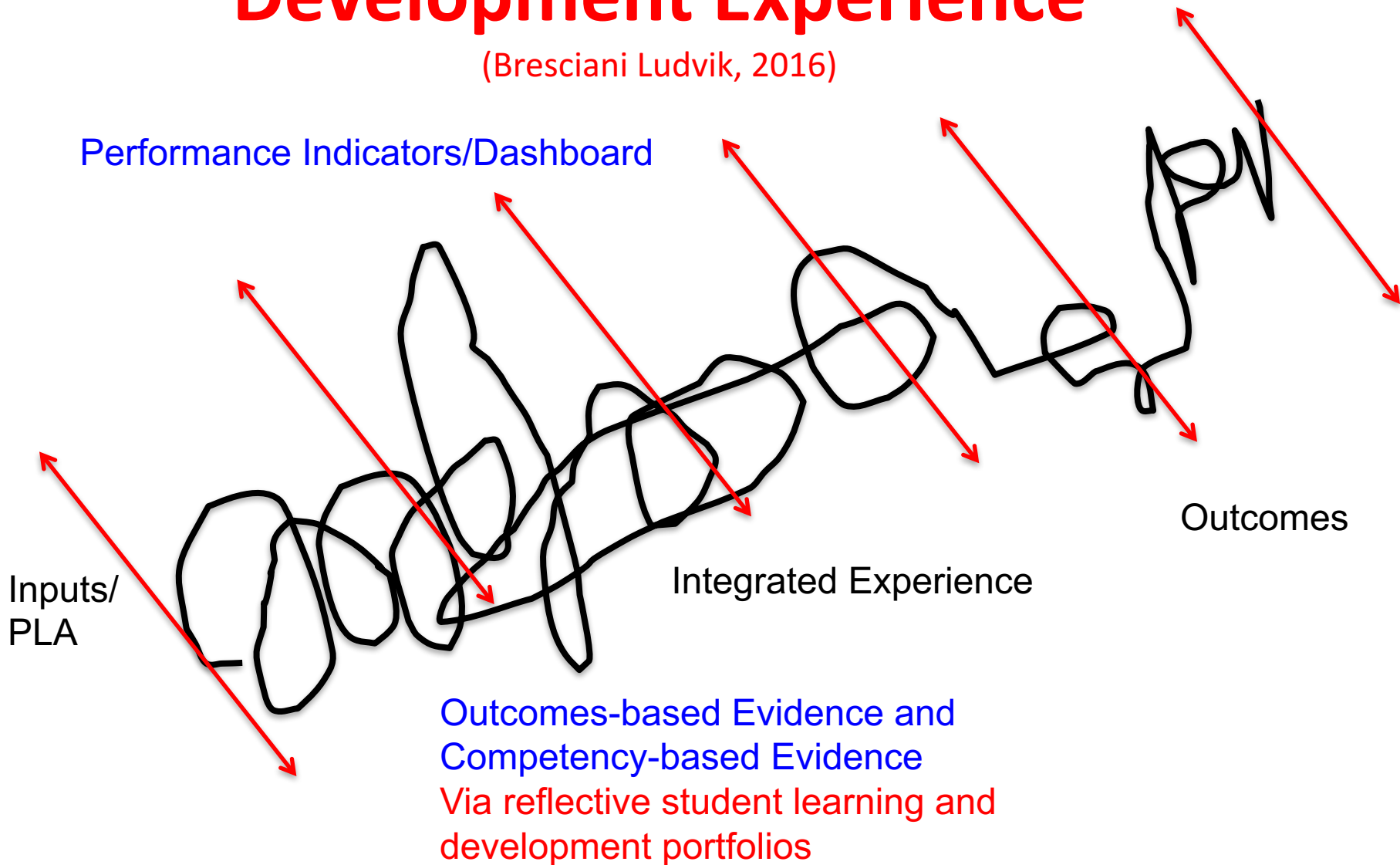# The Linear Student Learning and Development Experience

(Bresciani Ludvik, 2016)

Performance Indicators/Dashboard

Inputs   Integrated Exp.   Outcomes

Outcomes-based Evidence

Competency-based Evidence

The Non-Linear Learning and Development Experience

(Bresciani Ludvik, 2016)

Performance Indicators/Dashboard

Inputs/
PLA

Integrated Experience

Outcomes

Outcomes-based Evidence and
Competency-based Evidence
Via reflective student learning and
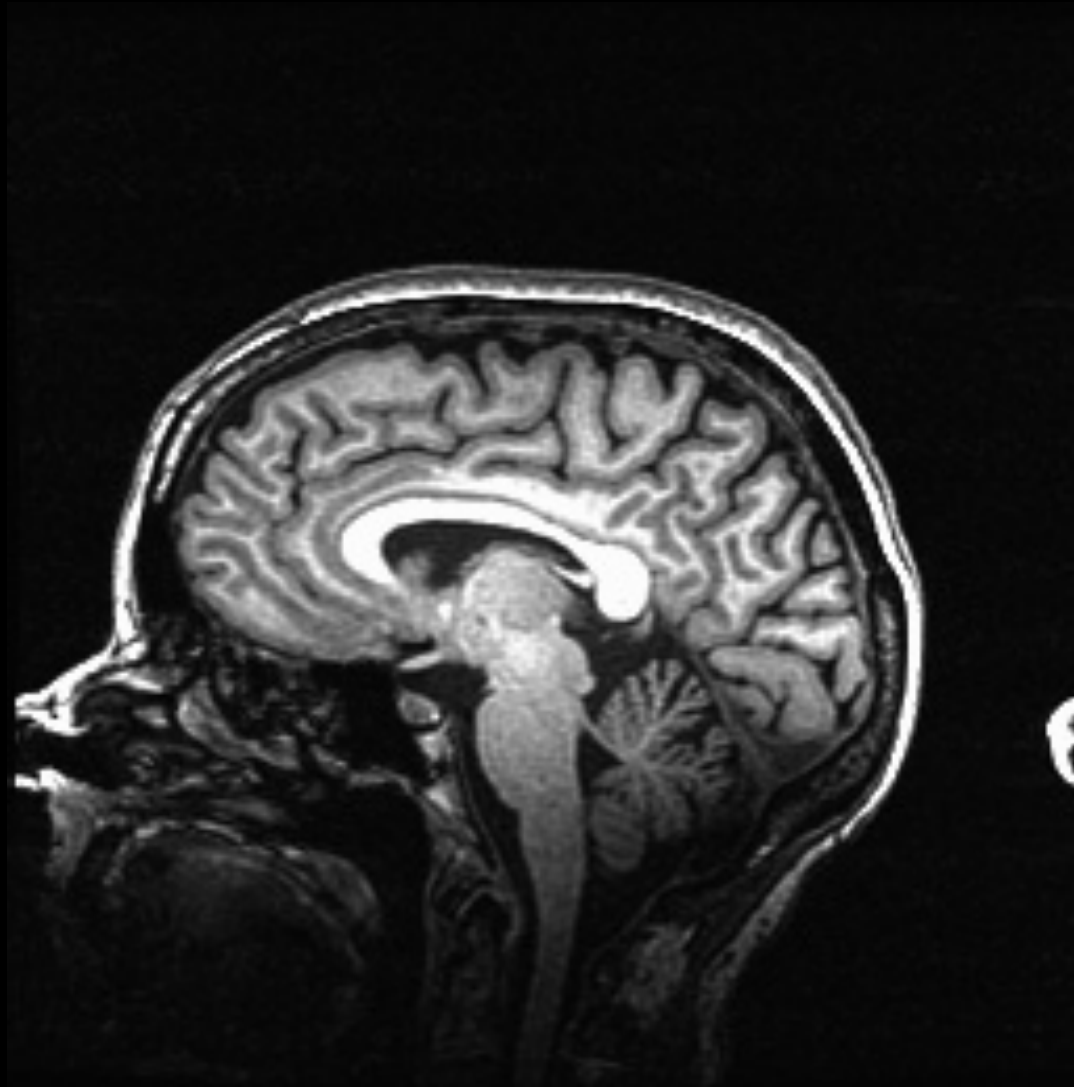development portfolios

How do we Know This?

Learning and Development are inextricably intertwined

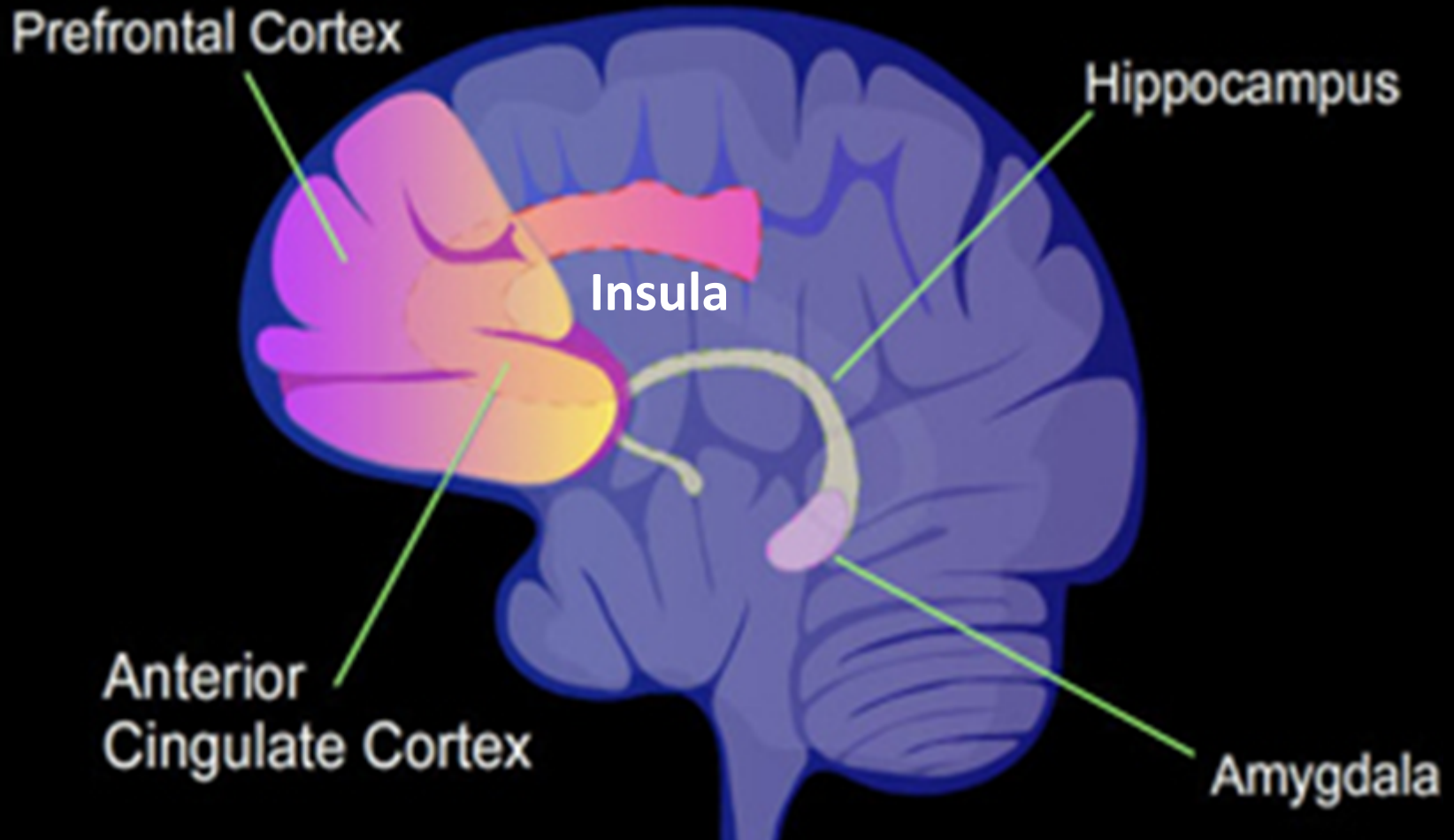## -Student Learning Imperative, 1979

NEUROPLASTICITY

"When we try to pick out anything by itself, we find it hitched to everything else in the universe."

- John Muir

NEUROPLASTICITY AND LEARNING

"There can be no knowledge without emotion. To the cognition of the brain must be added the experience of the soul."

— Arnold Bennett

WE CAN TRAIN

Attention, Emotion, and Cognitive
    Regulation

Awareness
Reflection
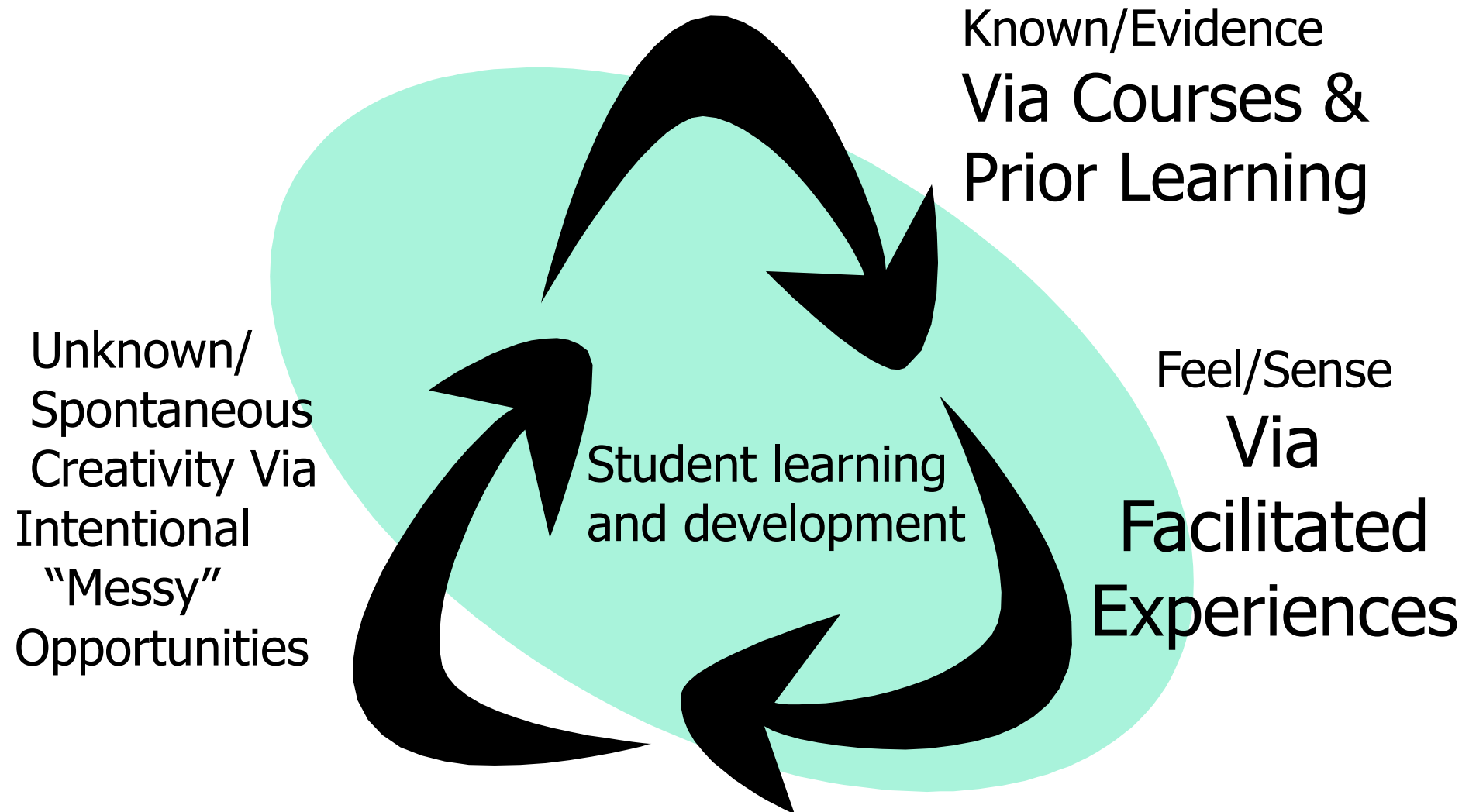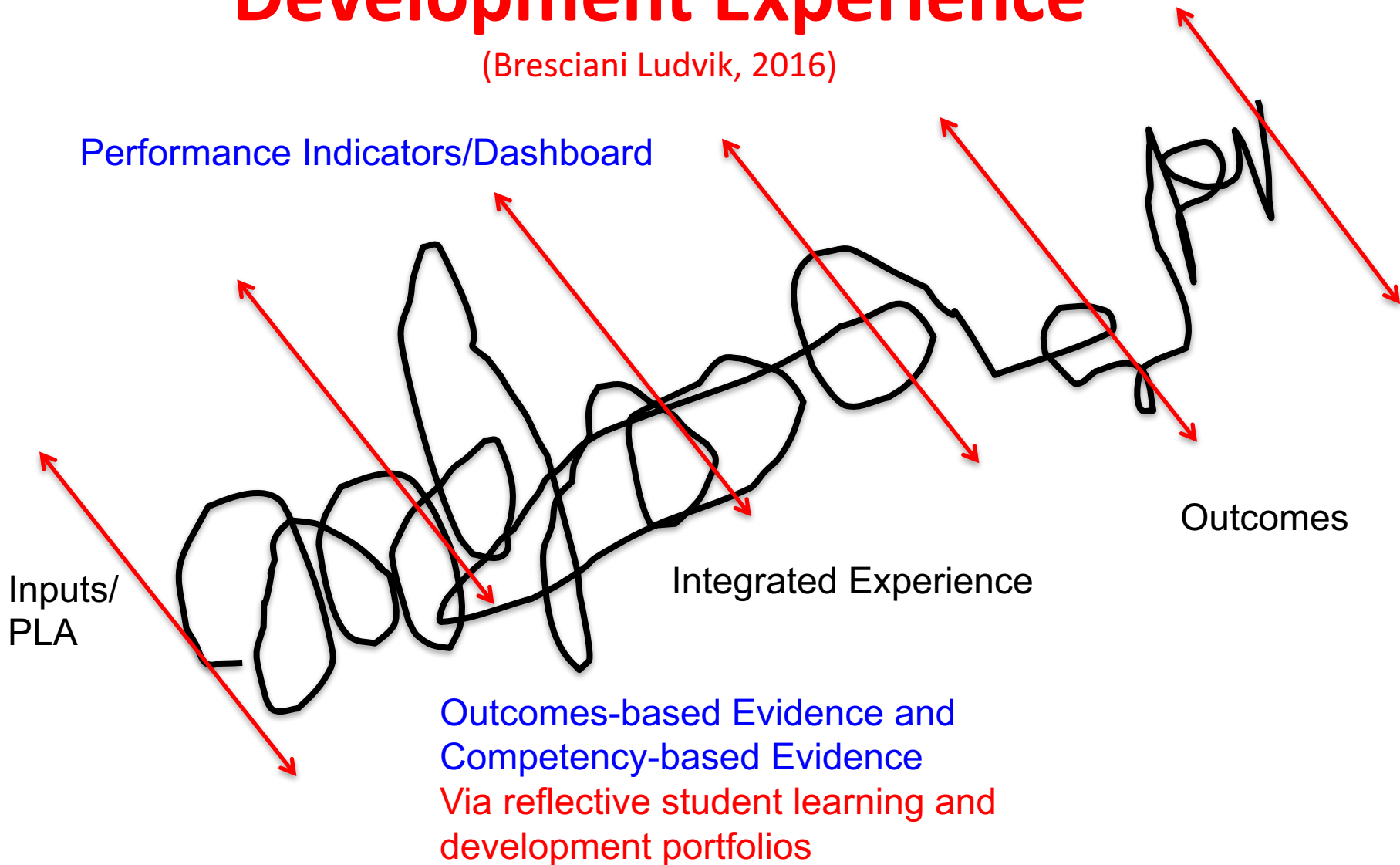
Integrative Inquiry

(Bresciani Ludvik, 2016)

Known/Evidence
Via Courses & Prior Learning

Unknown/ Spontaneous Creativity Via Intentional "Messy" Opportunities

Student learning and development

Feel/Sense
Via Facilitated Experiences

The Non-Linear Learning and Development Experience

(Bresciani Ludvik, 2016)

Performance Indicators/Dashboard

Outcomes

Inputs/
PLA

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Outcomes-based Evidence and
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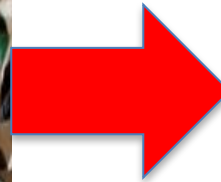development portfolios

We do not learn from experience, we learn from reflecting on experience."

— John Dewey

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

— Albert Einstein

What would it look like to consider the entirety of the learning process in the design, delivery and assessment of your programs and services?

How does what you have currently have in your assessment template (either co-curricular or functional) get you closer to assessing the <u>entirety of the</u> student learning and development process?
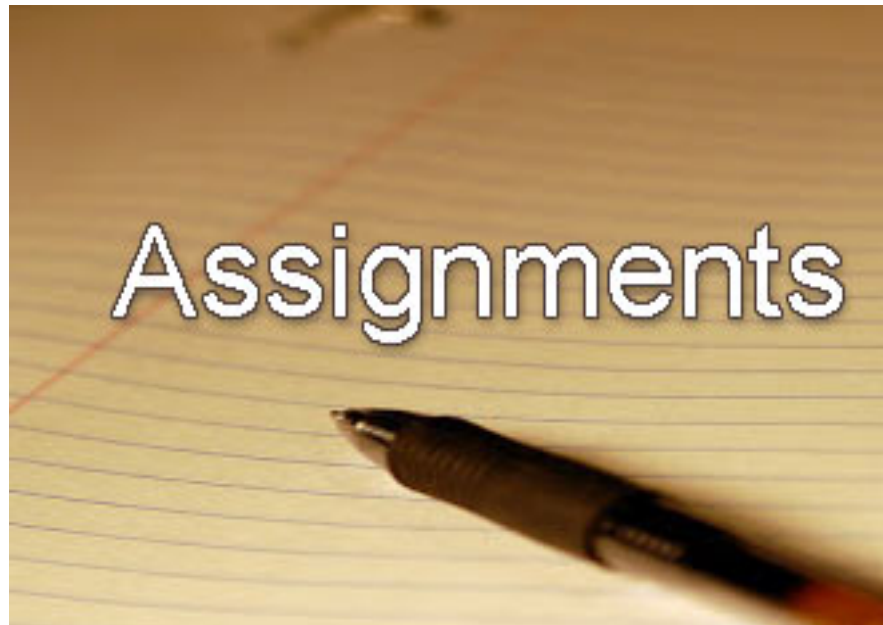
Questions and Comments?

First Assignment

Align goals, outcomes, and KPIs using Syracuse U Strategic Planning Goals

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Syracuse U Strategic Plan Goals (Just 3 of the Many)

1. Boldly instill in all undergraduate students those core competencies and values, and provide the dynamic learning experiences, that drive intellectual excellence, feed creativity, and cultivate the skills needed to excel.

2. Sustain an inclusive, accessible campus of opportunity for a richly diverse student body, including international students, students with disabilities, underrepresented students, and veterans.

3. Nourish the whole student to support academic, social, and emotional well-being.

Learning Communities Example

Goal: Support peer to peer social connections for LC students

Learning Outcome: LC students will demonstrate socially connected behaviors

KPIs: SU SG #1,2,3

Measure: LCRA Survey and end of Fall semester. (LCRAs report their observations of their LC Students)

Criteria: Summary results of LCRA survey indicate a mean score of 9.0 or above out of 11 for the following socially connected behaviors (eating together, hanging out, studying together, attending events, engaging through social media).

Learning Communities Example Refined

Goal: Support peer to peer social connections for LC students

Learning Outcome: LC students will explain how they engage in socially connected behaviors, and the accompanying motivators and barriers to doing so

KPIs: SU SG #1,2,3

 Measure: LCRA Reflection Paper at end of Fall semester. (2-minute journaling assignment each week culminates in a reflection journal assignment at end of semester)

Criteria: 100% of the students will demonstrate the level of a "reflective practitioner" as defined by the IUPUI reflection rubric

DSA Health Promotion Example

Goal: Provide primary prevention and education to all S U students regarding sexual and relationship violence.

Learning Outcome: Students will understand what it means to be an empowered bystanders with regard to sexual and relationship violence

KPIs: SU SG # 2,3

 Measure: Pre and Post "Enough is Enough" Quiz (at the end of training)

Criteria: 60% of students will feel comfortable using a suggested pro-social bystander strategy to intervene.

DSA Health Promotion Example Refined

Goal: Provide primary prevention and education to all S U students regarding sexual and relationship violence.

Learning Outcome: Students will explain what it means to be an empowered bystanders with regard to sexual and relationship violence and will describe the accompanying personal motivators for action and barriers to doing so

KPIs: SU SG # 2,3

Measure: Reflection Paper (2-minute journaling assignment each day culminates in a reflection journal assignment at the end of training)

Criteria: 100% of the students will demonstrate the level of a "reflective practitioner" as defined by the IUPUI reflection rubric

DSA Health Promotion Example

Goal: Provide primary prevention and education to all S U students regarding sexual and relationship violence.

Operational Outcome: OHP will offer programs, trainings, and campaigns to address primary prevention

KPIs: SU SG # 2,3

 Measure: Tracking programs, trainings, and campaigns being offered

Criteria: OHP will provide annual "Enough is Enough" trainings to comply with NY State Law.

DSA Health Promotion Example Refined

Goal: Provide primary prevention and education to all S U students regarding sexual and relationship violence.

Operational Outcome: OHP will provide annual "Enough is Enough" trainings to comply with NY State Law.

KPIs: SU SG # 2,3

Measure: Student Satisfaction Survey and Audit of Law Compliance

Criteria: 80% of students completing program will feel confident they know how to use a suggested pro-social bystander strategy to intervene. 100% of programs will meet or exceed the NY state Law requiring this training.
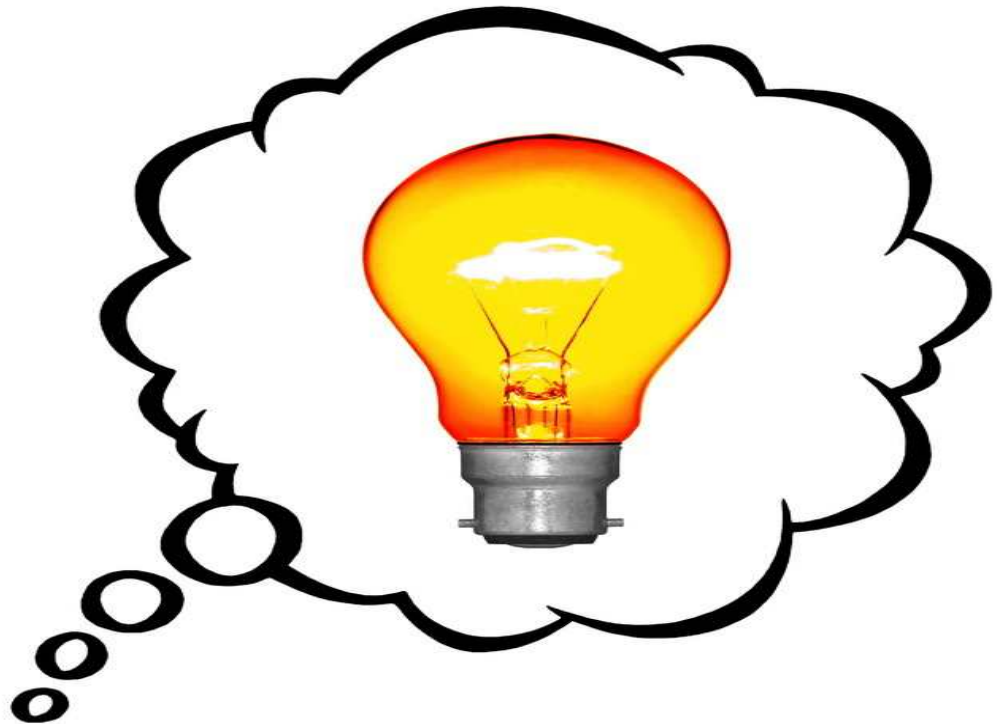
Group Work: Refine Outcomes and Alignment
with Strategic Planning Goals in Individual Departments

What did you discover in this refinement process?

What is innovative about this discovery?

What inspires you to engage in this work?

Some More Items to Consider

Alignment is Important

- Outcomes to goals (state, institutional, division, program)
- Evaluation methods/ criteria to outcomes
- Results to outcomes
- Decisions to outcomes
- Resource requests to outcomes

Outcomes	5-minute presentation in classroom	workshop	one-on-one counseling
students will be able to identify one reason to do an internship	X	X	X
define internships		X	X
explain how career services can help them obtain internships	X	X	X

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Outcomes	posters, emails, bulletin boards	one-on-one	workshop at heath fair
describe the relationship of hand hygiene to well-being	x	oral exam	
demonstrate or apply correct hand washing techniques	x	observation	observation
be able to explain the relationship of hand washing to the number of times he/she is sick		oral exam	one-minute question

Key Things to Remember

(King, 2003; Komives & Assoc., 2003; Mentkowski & Assoc, 2000, Kuh et al., 2005; Astin, 1996; Bresciani et. al., 2009)

Prioritize what is
important to you to assess

Student learning and development must be <u>intentionally designed</u>

Activities to support intentional student learning and development must be planned and made <u>systematic, if you plan to assess them</u>

Student learning and development must be <u>facilitated</u>

Student learning and development must be evaluated at the point of the facilitation (state) prior to evaluating the transferability of learning (trait)

- Evaluate the learning when and where you expect it to occur first (state); then evaluate how well it transferred to another environment (trait)

In order to systematically improve learning development, we must <u>systematically</u> design and evaluate the opportunities to improve student learning and development

Consider that you <u>may not want</u> to evaluate all learning and development opportunities that you provide; think level of decision-making

Outcomes-based assessment is not research

Things to Consider When Choosing an Instrument

What outcome(s) are you measuring?

What criteria will determine if the outcome is met?

Who is being assessed? How often and for how long do I have access to them? Do I know who they are?

What is my budget?

What is my timeline?

What type of data is most meaningful to me: direct/indirect and words/numbers

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Things to Consider When Choosing an Instrument, Cont.

Who will analyze the data and how?

Who needs to see this data/collaborators?

How easily can I fit this method into my regular responsibilities? (every day, week, semester, year)

Who needs to make decisions with this data/level of decision-making?

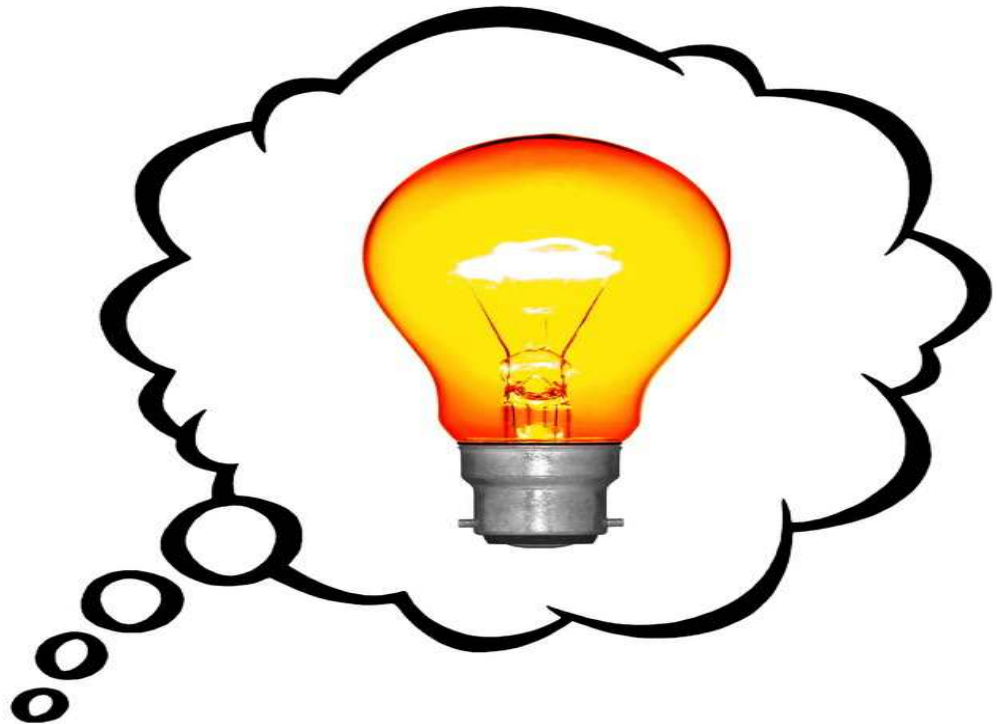How will I document the evidence and the decisions made from that evidence?

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Group Work: Work on refining measures and criteria

What did you discover in this refinement process?

What is innovative about this discovery?

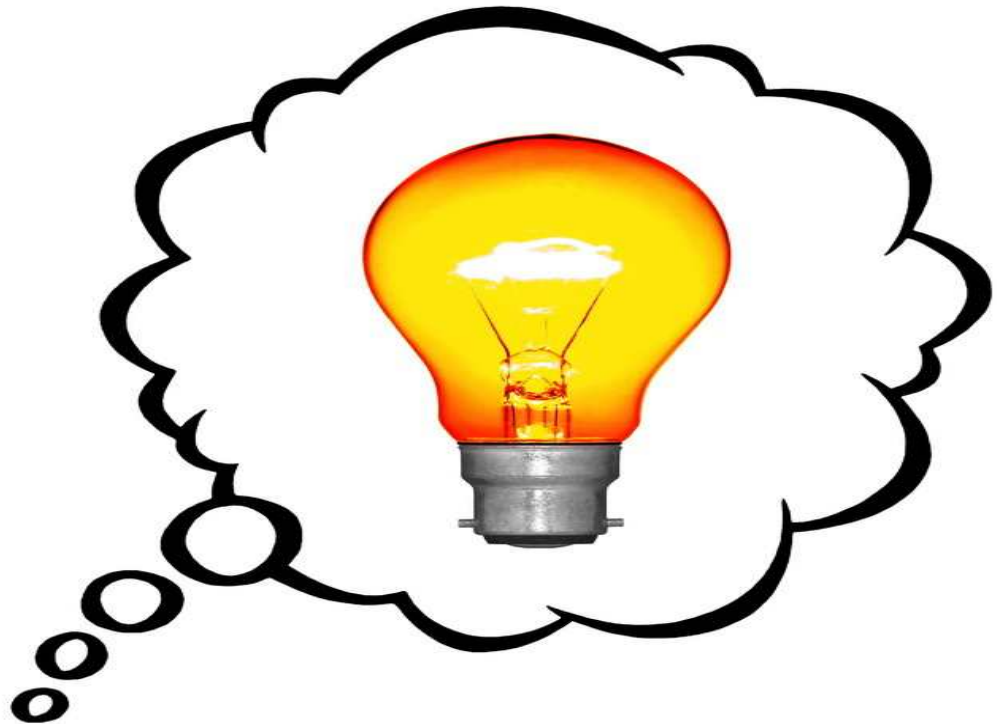What inspires you to engage in this work?

Group Work: Continue refining anything you want to refine

What did you discover in this refinement process?

What is innovative about this discovery?

What inspires you to engage in this work?

- Questions…

- Thoughts…

- Ideas…

- Next Steps…

ON-GOING REFLECTION

- How do we see learning and development occurring in our area?

- How are we using assessment to foster improvements in that?

- What is my specific role in ensuring this happens?

- What else do I think we need to make improvements happen?

Demonstrating Student Success

Student Success

A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs
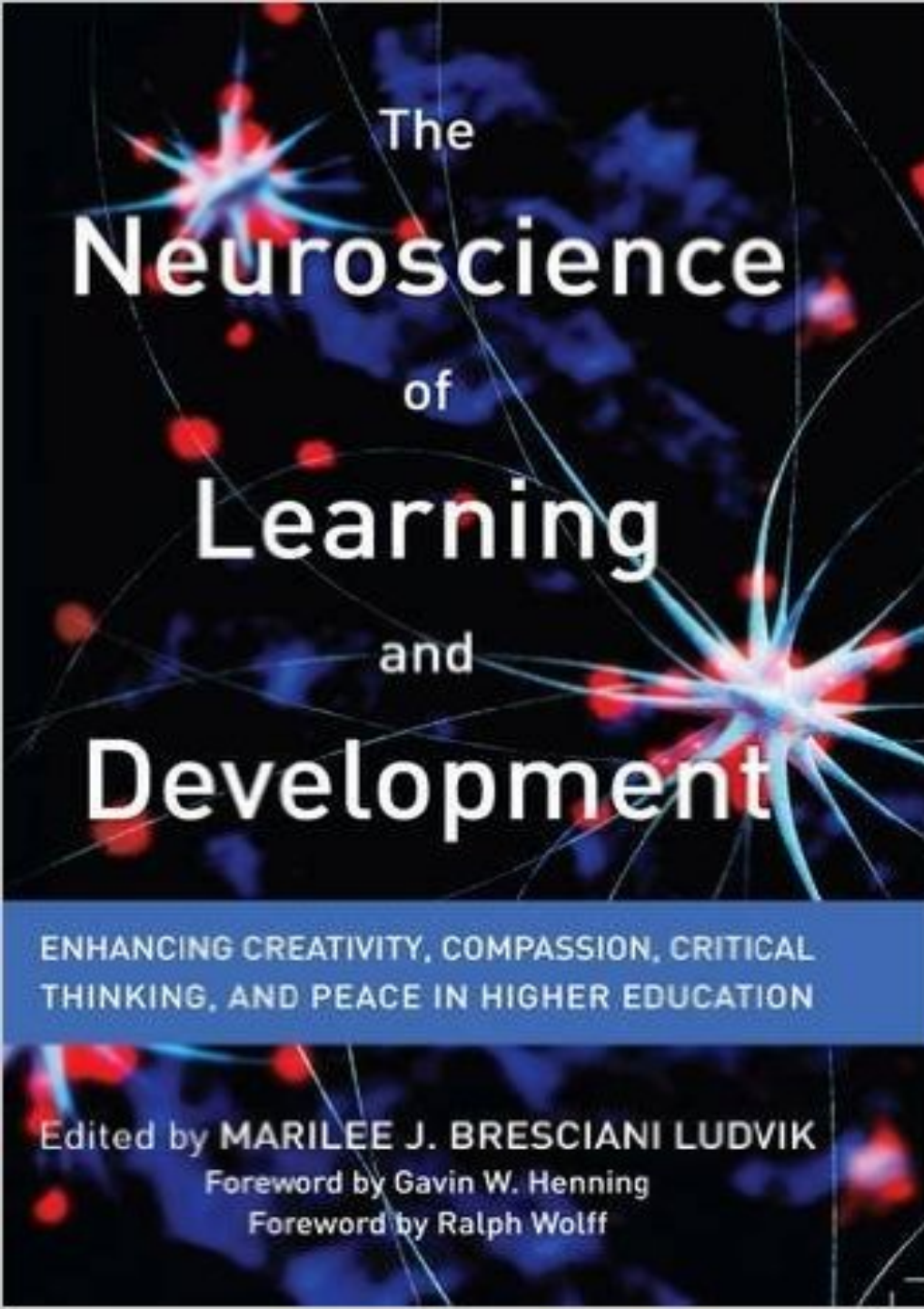
Marilee J. Bresciani, Megan Moore Gardner, and Jessica Hickmott

Outcomes-Based Academic and Co-Curricular Program Review

A COMPILATION OF INSTITUTIONAL GOOD PRACTICES

MARILEE J. BRESCIANI

FOREWORD BY RALPH A. WOLFF

Citation

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Questions?

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Advance Effective Evidenced-Based
and Innovative Decision Making