

CAS DRS Standards & Student Outcomes Parts I & II

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Overview

- ▶ Part I will introduce the audience to CAS Disability Resources & Services Standards and student learning & development outcomes
- ▶ Part II will introduce the audience to assessment of program and student learning outcomes using CAS and other assessment strategies

Session Learning Outcomes

- ▶ Participants will have a familiarity with the Council for the Advancement of Standards in Higher Education
- ▶ Participants will have a working knowledge and understanding of:
 - CAS Disability Resources and Services Standards
 - CAS Learning and Development Outcomes
 - Program Assessment Strategies
- ▶ Participants will become familiar with applying CAS Standards and Learning/Development Outcomes to create their own departmental standards and outcomes

CAS Standards & Guidelines

- ▶ CAS language
 - *Must* statements = Standards
 - *Should* statements = Guidelines
- ▶ Types of “standards”
 - General standards used in ALL CAS standards
 - Functional area standards, e.g. DRS
- ▶ Contextual Statement – gives history, framework for each functional area
- ▶ SAG – Self-assessment Guide
 - Accompanies standards and is template to assess only the standards, not guidelines
- ▶ Student Learning & Development Outcomes
 - Incorporated into all standards

12 Areas of All CAS Standards

- ▶ 1. Mission
- ▶ 2. Program
- ▶ 3. Organization and Leadership
- ▶ 4. Human Resources
- ▶ 5. Ethics
- ▶ 6. Law, Policy, and Governance

Standards 7–12

- ▶ 7. Diversity, Equity, and Access
- ▶ 8. Institutional and External Relations
- ▶ 9. Financial Resources
- ▶ 10. Technology
- ▶ 11. Facilities and Equipment
- ▶ 12. Assessment and Evaluation

CAS DRS **Part 1 . MISSION**

The primary mission of Disability Resources and Services (DRS) is to provide leadership and facilitate equal access to all institutional opportunities for disabled students.

- ▶ To accomplish its mission, DRS must perform three duties:
 1. provide institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship

MISSION – 2nd & 3rd Duties

2. collaborate with partners to identify and remove barriers to foster an all-inclusive campus

3. provide individual services and facilitate accommodations to students with disabilities

CAS DRS **Part 2. PROGRAM**

- ▶ The scope of DRS must include the following five program components:
 - appropriate and relevant office policies, procedures, and practices
 - individual consultation, accommodation, and service
 - proactive dissemination of information
 - institution-wide education, consultation, and advocacy
 - guidance and technical assistance to the institution on disability-related laws and regulations

CAS DRS Part 3. Organization & Leadership

- ▶ DRS must be situated within the institutional structure so that it has organizational leadership with authority to advise the institution effectively on its obligations.
- ▶ Leaders of DRS must keep abreast of best practices within the field of disability resources and services, changes in the understandings of disability, and changes in laws and regulations that pertain to disability in higher education.

Part 4 – Human Resources & Part 5 – Ethics

- ▶ Part 4 highlight – DRS support staff must be given training on the DRS mission to remove barriers within the institution through consultation, collaboration, and accommodation as well as on models of disability and concepts of universal design.
- ▶ Part 5 highlight – To maintain ethical standards within their work, DRS staff members must
 - have a current understanding of disability as put forth by disability studies scholarship and the disability community and continually explore these conceptual frameworks

Part 6 – Law, Policy & Governance

Part 7 – Diversity, Equity & Access

- ▶ 6 highlight – DRS must collaborate with the designated institutional disability compliance official to promote and support non-discriminatory practices, equal opportunities, and reasonable accommodations for those who utilize the institution's programs or services.
- ▶ 7 highlight – DRS staff members must actively foster disability as a positive and integral part of the institution's diversity.

CAS DRS Part 8. Institutional and External Relations

- ▶ Part 8 highlights
 - DRS must serve as liaison to institutional units on disability-related matters to foster the design of accessible experiences and consult on reasonable and effective accommodations.
 - In its role as institutional leader on disability-related matters, DRS must promote non-cumbersome, interactive processes for students to identify as disabled and request accommodations whether directly through DRS or to other institutional offices.

Part 9 – Financial Resources

Part 10 – Technology

- ▶ Part 9 highlight **The allocation of DRS financial resources must be adequate to support the infrastructure of service delivery, ensure that accommodations determined to be reasonable are fully funded and meet the obligations of the institution under relevant laws and regulations.**
- ▶ Part 10 highlight **DRS must be timely in securing or arranging for assistive technology necessary for a student's access to curricular materials.**

Part 11 – Facilities & Equipment

Part 12 – Assessment & Evaluation

- ▶ Part 11 – Details the features of a DRS office
- ▶ Part 12 – Assessment & Evaluation
 - Data collected should reflect the number and demographics of students who use the office, their identified disabilities, accommodations used and requested, and other pertinent data to reflect the work of DRS. Data should be collected and reported annually with comparative analysis to earlier years' data. Retention, attrition, and graduation data of students using DRS services should be compiled and compared with institutional averages. DRS assessments should measure student satisfaction with DRS services, student perceptions of the institutional climate relative to disability, and student learning outcomes specific to DRS.
 - **Shoulds** are guidelines rather than **Musts**

CAS Learning & Development Outcomes

- ▶ In 2008, CAS hosted a “think tank” involving writers of *Learning Reconsidered 2*, CAS directors, and prominent practitioners and faculty members in student affairs to make recommendations for a revised learning outcomes document.
- ▶ Upon recommendations of the think tank, CAS revised the student learning and development outcomes into six broad categories (called domains) to be embedded in all CAS standards

Six Learning Domains

- ▶ Knowledge acquisition, construction, integration and application
- ▶ Cognitive complexity
- ▶ Intrapersonal development
- ▶ Interpersonal competence
- ▶ Humanitarianism and civic engagement
- ▶ Practical competence

Knowledge acquisition, construction, integration and application

Knowledge acquisition, integration, construction, and application	Examples
Understanding knowledge from a range of disciplines	Possesses knowledge of human cultures and the physical world; possesses knowledge of [a specific] one or more subjects
Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text, observations, and databases
Constructing knowledge	Personalizes learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others
Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connection between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios

Cognitive complexity

Cognitive complexity	Examples
Critical thinking	Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions
Reflective thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives
Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem

Intrapersonal development

Intrapersonal development	Examples
Realistic self-appraisal, self-understanding, and self-respect	Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of other
Identity development	Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self
Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability
Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith

Interpersonal competence

Interpersonal development	Examples
Meaningful relationships	Exhibits healthy mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior
Interdependence	Seeks help from others when needed and offers assistance to others; shares a group or organizational goal and works with others to achieve it; learns from the contributions and involvement of others; accepts supervision and direction as needed
Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view
Effective leadership	Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others

Humanitarianism and civic engagement

Humanitarian and civic engagement	Examples
Understanding and appreciation of cultural and human differences	Interprets dynamics and offers alternatives for solving problems
Global perspective	Creates an empowering environment in which all team members contribute equitably to shared team goals
Social responsibility	Has a clear vision and detailed ideas about the outcomes
Sense of civic responsibility	Actively contributes to the welfare of the community

Practical competence

Practical competence	Examples
Pursuing goals	Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement
Communicating effectively	Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
Technological competence	Demonstrates technological literacy and skills, demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current with technological innovations
Managing personal affairs	Exhibits self-reliant behaviors; manages time effectively; develops strategies for managing finances
Managing career development	Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferable skills
Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment
Maintaining health and wellness	Engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities
Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

Part I Wrap-up

As we finish Part I do you

- Have more knowledge of the CAS standards than you had when we started?
- Feel able to identify your own program's components and how they provide "evidence" of compliance with some CAS standards?
- Have a basic understanding of student learning and development outcomes?

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CAS DRS Standards & Student Outcomes Part II

Overview of Part II

- Program Assessment
 - Using CAS Standards, Incorporating SLOs, Using AHEAD tools
- Student Learning and Development Outcomes
 - How to incorporate into DS work
 - Examples, examples, examples
 - Methods to assess SLOs

Session Learning outcome

- Become familiar with program assessment and use of student learning outcomes by DS offices

Program Assessment

- ▶ Why do Assessment? Are you fulfilling your Mission?
 - Efficient Use of Limited Resources
 - Efficacy of what you do
 - Informed Planning and Resource Allocation

Program Assessment

Implementation of Assessment **Who** is doing
What and **When**....

- Make it manageable
 - Incorporate it into your day to day activities
 - This activity will support this outcome....
- Disseminate Results
 - Lets people know what you are doing.
 - Identify resources that are needed.
 - Demonstrate you are committed to continuous improvement.

Program Assessment

Assessment Basics

- ▶ Types of Outcomes:
 - Program Outcomes – illustrate what you want your program to accomplish. (Micro-Level)
 - Student Learning & Development – depict cognitive abilities and affective dimensions your program will instill. (Macro and Micro-Level)
- Use of surveys to gather information on what you are going to assess.
- Assessment tools to collect evidence
- Writing Outcomes
- Analysis and Results
- Closing the Loop, Continuous Plan for Improvement

Program Assessment

Program outcomes & Student Learning Outcomes (SLO's) – Map to Divisional Level Outcomes

Divisional Level

– SLO's

- Disability Services
 - Program outcomes & SLO's
 - » Activities that support your SLO's
- Key Action Words: Demonstrate, articulate, illustrate, conduct, define, describe, apply, compose, integrate, convince, create, plan, compare and summarize....

Program Assessment

▶ Mission

◦ Goals/Objectives

• Activities/Strategies

- Outcomes – Program or Learning
 - Method of Assessment
 - Timeline
 - Staff Responsible
 - Additional Resources Required
 - Summary of Results and Analysis
 - Follow-up

Program Assessment

- ▶ Decide what you are going to Assess
 - Program Delivery
 - Orientation
 - One-on-One Appointments
 - Tutoring
 - Mentoring
 - AT Training
 - ??????????????

Program Assessment

Decide what you are going to Assess

- ▶ EX. Satisfaction with your Office What components?
 - Ease of obtaining an accommodation letter?
 - Interaction with Office Personnel?
 - Testing Accommodations?
 - Ease of signing up to receive supports?
 - Other activities your office does that most students engage in – –

Student Outcomes

- ▶ CAS Includes *Student Learning & Development Outcomes* in all 43 CAS functional area standards
- ▶ Locally developed outcomes enable assessments of student learning
- ▶ **6 Domains** and 28 Dimensions
 - Knowledge acquisition, construction, integration and application
 - Cognitive complexity
 - Intrapersonal development
 - Interpersonal competence
 - Humanitarianism and civic engagement
 - Practical competence

Learning & Development Outcomes

- ▶ Developed by each disability office to link program components to results, “outcomes”, evidenced by student learning
- ▶ Directly tied to a DRS mission and program
- ▶ Link consumer gain to product delivery, in a way

- ▶ Not all 12 areas of DRS standards will have defined learning & development outcomes

Using CAS Standards as an Assessment Tool

▶ Utah State CAS Self Assessment.doc

Part 1: MISSION

The primary mission of Disability Support Services (DSS) is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the institution.

To accomplish its mission, DSS must:

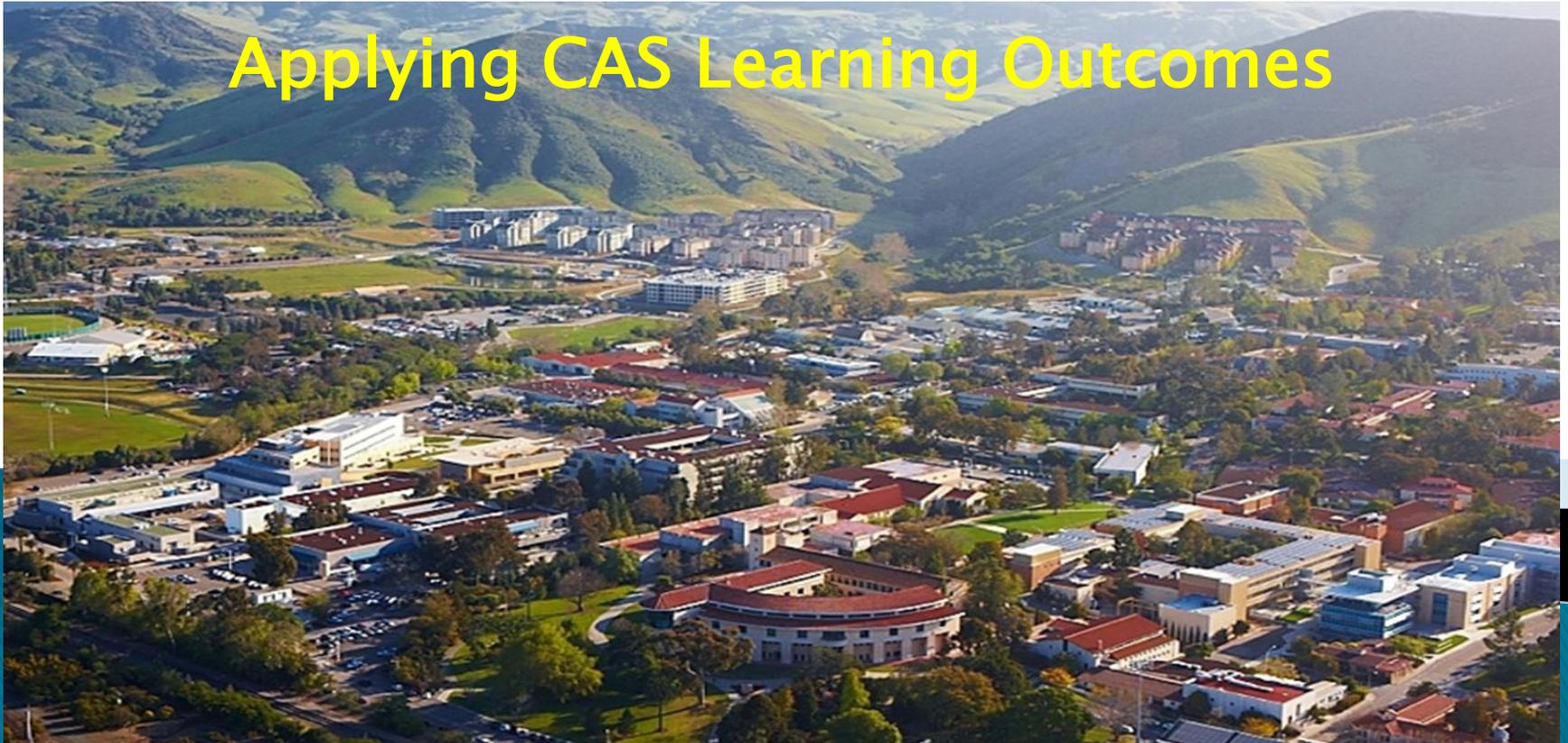
- ensure that qualified individuals with disabilities receive reasonable and appropriate accommodations so as to have equal access to all institutional programs and services regardless of the type and extent of the disability
- possess a clear set of policies and procedure
- inform the campus community about the location of disability services, the availability of equipment and technology helpful to those with disabilities, and identification of key individuals within the institution who can provide services to students with disabilities
- define and describe the procedures for obtaining services and accommodations
- provide guidance and training for institutional staff and faculty members in the understanding of disability issues
- Institutional staff and faculty members should be educated about the stereotypes surrounding people with disabilities as well as appropriate protocols and language.
- advocate for equal access, accommodations, and respect for students with disabilities within the campus community

	ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
PART 1. MISSION (Criterion Measures)						
	Rating Scale					
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND	1	2	3	4	NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND	1	2	3	4	NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND	1	2	3	4	NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND	1	2	3	4	NR
1.5 The mission provides:						
1.5a leadership to the campus community in support of DSS	ND	1	2	3	4	NR
1.5b guidance to the campus community about legal compliance issues	ND	1	2	3	4	NR
1.5c policies and procedures to ensure eligible persons accommodations	D	1	2	3	4	NR
1.6 The program advocates for students with disabilities.	ND	1	2	3	4	NR
1.7 The program ensures equal access.	ND	1	2	3	4	NR

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Applying CAS Learning Outcomes



Practical Reasons for Having Learning Outcomes (LO's)?

- ▶ Expectations of accountability for Institutions of Higher Education
- ▶ The Division of Student Affairs needs to be held accountable as is Academic Affairs *(What do students learn from affiliation with our programs?)*

Cal Poly University Learning Objectives (ULO's)

When students graduate from Cal Poly, they should be able to:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
4. Work productively as individuals and in groups
5. Use their knowledge and skills to make a positive contribution to society
6. Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
7. Engage in lifelong learning

2007/08 Disability Resource Center (DRC) Developed Learning Outcomes

Independent Living Movement

- ▶ Self-Determination
- ▶ Interdependence
- ▶ Well Balanced
- ▶ Respect
- ▶ Effective Consumer
- ▶ Rights & Responsibilities

NASPA/ACPA (National Association of
student Personnel Administrators &
American College Personnel Association)

- ▶ Personal Responsibility
- ▶ Reasoned Thinking
- ▶ Realistic Self-Appraisal
- ▶ Ethics/Integrity
- ▶ Effective
Communicator

Why are Learning Outcomes Important?

A way to assess program progress/effectiveness

A way to instill skills such as interdependence and ethics



A tangible way to demonstrate change

Another way to measure if staff are making a difference

DRC Student Learning Outcomes

Student Outcomes	Examples	DRC Method
1. Self-determination	<p>Students choose to interact with us.</p> <p>Students choose to self-disclose or not.</p> <p>Students choose to use or not use accommodations.</p>	<p>Intake process initiated by student.</p> <p>Students choose to return each quarter to request services.</p>
2. Interdependence	<p>Students collaborate with faculty and DRC.</p> <p>Students coordinate campus and community resources.</p>	<p>DRC recommends instructional accommodations.</p> <p>DRC provides referrals to campus and community resources.</p>
3. Personal responsibility	<p>Students meet deadlines, follow policies and procedures.</p> <p>Students inform DRC staff if unable to keep appointment/s.</p>	<p>DRC sets deadlines, policies, and procedures and expects students to meet/follow them.</p> <p>DRC does not (typically) follow up if students miss appointments.</p>
4. Knowledge of rights and responsibilities	<p>Students can articulate an understanding of the ADA.</p>	<p>DRC covers ADA/504 when meeting with students.</p> <p>Appeals process explained to students.</p> <p>DRC staff discusses effective self-advocacy skills with students.</p>
5. Reasoned thinking	<p>Students express rationale/reasons for needing services and accommodations.</p> <p>If denied an accommodation, appeal is well-reasoned/convincing.</p>	<p>DRC asks students to describe relationship between functional limitations and accommodation requests.</p> <p>If denied, DRC asks students to explain rationale for accommodations.</p>

<p>6. Understanding and respect for other</p>	<p>Students treat DRC staff, and others, with respect.</p>	<p>DRC expects students to treat staff respectfully.</p> <p>DRC staff discusses effective self-advocacy skills with students.</p>
<p>7. Realistic self-appraisal and self-understanding</p>	<p>Students understand their strengths and weaknesses and plan accordingly.</p>	<p>Access Specialists discuss student strengths/weaknesses and their relationship to academic/career goals.</p>
<p>8. Ethical and strong sense of integrity</p>	<p>Students abide by campus codes of conduct</p> <p>Students do not abuse accommodations.</p>	<p>DRC closely monitors accommodated exams</p> <p>DRC holds students accountable to the campus code of conduct.</p>
<p>9. Effective communicator</p>	<p>Students effectively communicate needs to DRC staff and faculty both orally and in writing.</p>	<p>DRC attempts to model strong communication skills in our oral and verbal communications.</p> <p>DRC staff discusses effective self-advocacy skills with students.</p>
<p>10. Well-balanced</p>	<p>Students demonstrate the ability to work, study, and play in a balanced way.</p>	<p>DRC staff attempt to model a balanced lifestyle.</p> <p>DRC staff discusses balance with students.</p>
<p>11. Effective consumer</p>	<p>Students understand their rights as a consumer and tactfully negotiate their accommodations with others.</p>	<p>DRC staff ensures students understand their rights and responsibilities as a person with a disability.</p>

Learning Objectives Plan

The DRC has established Student Learning Objectives, the desired knowledge, skills or attitudes that students can acquire through their interactions with our department, and which are tied to student development in college.

Phase 1

DRC Learning Objectives -- Built upon "*Learning Reconsidered: A Campus-Wide Focus on the Student Experience*", NASPA/ACPA, Richard Keeling, Editor

Phase 2

Annual Student Satisfaction Survey

Phase 3

Incoming Student Pre-Test Individualized Self Report

Phase 4

Incoming Student in-Depth Individualized Learning Objective Interview and Analysis

Phase 5

Exiting Student Post-Test Individualized Self Report

Phase 6

Exiting Student In-Depth Individualized Learning Objective Interview and Analysis

Phase 7

DRC Learning Outcomes Status Report

Assessing DRC Student Learning Outcomes

Phase 1 – Develop DRC Student Learning Outcomes

Phase 2 – Annual Student Satisfaction Survey

Survey data on learning outcomes reported the following:

- 90% I am independent in managing my disability related needs.
- 91% I am knowledgeable about my rights and responsibilities.
- 83% I successfully communicate my disability related needs to others.
- 82% I am an effective consumer of services related to my disability needs.

Phase 3 – Incoming Student Pre-Test Individualized Self Report

- ▶ Access Specialists administer the incoming student pre-test self-report before intake meetings to assess students' current understanding and abilities related to the DRC learning outcomes (N=all)

Phase 4 – Incoming Student In-Depth Individualized Learning Outcome Interview and Analysis

- ▶ Access Specialist conduct in-depth questioning (N=6-12)
- ▶ Allows for a better understanding of student's ability to apply the learning objectives
- ▶ Access Specialist compares students' self-report with student's ability to demonstrate use of the stated learning objectives.

Phase 5 – Exiting Student Post-Test Individualized Self-Report

- ▶ Students completing the pre-test upon entry (Phase 3) complete a post-test survey (same as pre-test) prior to exiting the university
- ▶ DRC analyzes changes in student's self-reporting

Phase 6 – Exiting Student In-Depth Individualized Learning Outcome Interview and Analysis

- ▶ Students completing Phase 4 (In-Depth Individualized Learning Outcome Analysis) complete the same interview upon exiting the university
- ▶ DRC analyzes changes in student's self-reporting

How To Develop and Integrate LO's into Your Program

- Understand what your University values in co-curricular student development
- Identify the important and relevant disability-related LO's
- Use/refer to the LO's created by other institutions
- Refer to the CAS Learning and Development Outcomes and "Learning Reconsidered (NASPA/ACPA)
- Plan to use LO's to assess program effectiveness and student growth

Developing Program Specific Learning Outcomes

Thoughts before you Write a Learning Outcome:

- Focus on what you want your students to learn, these are derived from your goals and objectives.
- How can you reasonably assess that outcome? Outcomes need to be measurable.
- Develop or choose an assessment tool that would be effective in assessing what you are evaluating.
- Articulate the end result of your activity that the students will engage in.

Developing Program Specific Learning Outcomes

Examples of Questions to Ask:

- Orientation – What is it you want students to know after they attend your orientation and how will you know they know it?
- Intake/Accommodation review – Student perceptions regarding ease of registering for services, obtaining letters of accommodations and accessing support services available?
- Workshops – What is the purpose of the event, what should students be able to do after attending that they could not do before? What evidence will you collect that supports your assessment?

Developing Program Specific Learning Outcomes

Assessment Tools:

Things to consider prior to choosing a tool:

- ▶ Which outcomes do you want to measure?
- ▶ What do you need to know in order to determine if the outcome is met?
- ▶ Is there a criterion measure already in place?
- ▶ Know your audience!

Examples: (Direct and Indirect Measures)

Surveys, Pre-posts, Reflection, Portfolios, Quiz, Learning Contracts, Rubrics, Interviews and Focus groups....

Developing Program Specific Learning Outcomes

Student learning outcome example:

- ▶ As the result of _____, students will utilize effective time management strategies as measured by _____
- ▶ How will you deliver this time management strategies? Workshop? Individual appointments?
- ▶ Will you do a PRE assessment? (So you know what they already know?)
- ▶ Post assessment? (to see if they learned anything)
- ▶ Quiz? Rubric? Self-report? Survey questions? Over time to see if they are USING the skills taught??

Developing Program Specific Learning Outcomes

Sample Learning Outcomes

- ▶ 75% of students surveyed who engage in regular tutoring (at least 6x per semester) will be able to **demonstrate** at least two new effective study strategies to use.
- ▶ 80% of orientation attendees will be able to **identify** at least three additional campus supports they were not aware of before they came.

Part II Wrap up

- ▶ As we finish part II do you,
 - Have an understanding of program assessment as it applies to a DS office?
 - Understand how student learning outcomes can benefit one's mission and operations?
 - Have examples of how to approach writing of learning outcomes & program goals?
 - Overall feel more informed on program assessment, strategies for assessment, developing student outcomes data related to DS work?

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