Don’t Want no Satisfaction: Assessing Learning in Student Affairs Programs with Rubrics
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Jeremy Penn
Bunnie Johnson-Messelt
Can’t Get No Satisfaction?
“It’s 90 degrees outside and I have to wear jeans across campus for my Chem Lab. Riding the struggle bus right now.”

“Someone needs to make an app with a live feed of how long the line is at the campus café.”

“Who the heck makes a parking lot for a dorm without enough spots for the people who live there to park?”

Satisfaction is a necessary part of providing good customer service. But remember we are not here just to “satisfy” our students – our mission is student learning and development!
The Problem with Satisfaction

• Imagine I developed a program called, “Get $10”
  – Students show up, they get $10, and they leave
• What kind of satisfaction scores will I get?
• How many students will likely participate?
• How many great stories will we hear on campus over the next week about this exciting new program?
• This is not what we are about!
What challenges have you faced at your institution in getting your assessment work beyond just satisfaction?
Presentation Learning Outcomes

• Describe the importance of assessing student learning and development.
• Explain the difference between assessing satisfaction and student learning & development.
• Identify the benefits of rubrics and locate resources for rubric development for use in assessing student learning and development.
• Apply strategies to their institution’s programs and services.
Disability Services
“It’s about access.”

• DS Mission-to ensure equal access for students with disabilities to fully participate in the University environment.

• Principles of ACCESS- Accessibility; Communication; Confidentiality; Eligibility; Student Responsibilities; Support

• Million $$$$ Question-How do we measure student learning in achieving access?
DS Journey to... Student Learning Outcomes

History of Assessment (2004-2014)

- From no requirements to satisfaction, satisfaction & more satisfaction!
- 1st paper/pencil surveys & electronic surveys
  - How did you hear about DS?
  - What type of service did you receive from the front desk staff?
  - I was able to schedule an appt in an acceptable amount of time.
  - I feel confident DS staff are committee to handling my information in a confidential manner.
- RESULTS: (FALL 2006) 74 students served-70 emails sent-17 responses
  - Heard about from high school teacher and other
  - Front Desk Staff-Excellent (10); Very Good (6); Fair (1)
  - Appt Times-1-2 Days (14); Same Day (1); 3-5 Days (1); 5+ Days (1)
  - Confidence – Strongly Agree (16); Disagree (1)
• What did the surveys tell us about satisfaction of services?

• What did the surveys tell us about student learning in the areas of knowledge acquisition, practical competence, etc.?

• What did we want to know to in order to improve the service and student learning?

• What could be used as the impetus for a shift in thinking?
DS CAS Standards – HLC Self-Study

• Used as a framework for department
• Focused on Part 2: PROGRAM
  – Student learning and development outcome domains
    • Knowledge acquisition, integration, construction & application;
    • Cognitive complexity
    • Intrapersonal development
    • Interpersonal competence
    • Humanitarianism and civic engagement
    • Practical competence
University Assessment Committee

• Defined assessment as “documenting what students know or can do.”
• Encouraged depts. to identify key learning, behavioral or attitudinal outcomes for students.
• Suggested outcomes reflect individual attributes, be measureable, and have value for the unit. “What is the student expected to do as a result of the learning experience?”
• Understood need for levels of critical thinking in the affective domain.
Student Affairs Learning Agenda

• Educate students to lead.
• Educate students to serve.
• Educate students to negotiate & resolve conflict.
• Educate students to execute tasks to completion.
• Educate students to function collaboratively.
• Educate students to participate as committed citizens of the community.
StudentVoice (now Campus Labs)

- Survey development/resources/technical assistance
- Assessment Education Opportunities
- Assessment Connections & Resources
- New Assessment Strategies & Techniques
- Rubric Development
How Do We Assess Access?

- Adapt from other sources or resources
  - Core Undergraduate Learning Experiences (CULE)
    http://www.ndsu.edu/fileadmin/vpsa.ndsu.edu/Assessment/CULE_Student_Affairs_Timely_Topics_2013.pdf
  
  - Association of American Colleges and Universities VALUE Rubrics
    http://www.aacu.org/value/rubrics/index.cfm
  
  - Campus Labs Learning Outcome Assessment Workshop
Don’t Re-Invent the Rubric Wheel

- Effective Communication
- Collaboration

What level of communication is needed to “access” the University environment/learning?

What is involved in collaborating in order to “access” the University environment/learning?
Effective Communication Rubric: Scores for New Clients

- Written: Average Score
- Oral: Average Score
- Non-Verbal: Average Score
- Incorporating Perspectives: Average Score
The Future

QUESTIONS:
• What data do we need to drive what we do?
• Who is involved in the access process?
• What do we want students to learn in their interactions with DS?

ACTIONS:
• ON-GOING PROCESS-ALL STAFF NEED TO BE INVOLVED
• COLLABORATIONS
• MEASURING CAMPUS WIDE LEARNING (Faculty, Staff, Parents, Others)
• DEVELOPMENT OF RUBRICS/CHECKLISTS, SURVEYS TO MEASURE LEARNING IN OTHER DOMAINS
What you want to say.

What they're interested in.

Relevance
Should everyone be assessing learning and development?

- Parking office? Facilities? Bursar?
- Intentionality – Is your program designed (or have a mission) to promote student learning / development or give students the opportunity to apply their learning in new situations?
- Claims – Do you (or your institution) make claims that your program does these things (promote learning / development) or contributes to the enriched educational environment?

- If you say yes to the questions above, then you should be assessing learning and development!

Since our Division has a mission statement related to student learning and development, and Division-wide learning outcomes, all major activities in the unit participate be assessing learning and development!
Moving to assessing learning: Have an Assessment Model

• Makes it clear how assessment fits with program planning and development
• Should emphasize the role that learning and development play
• Should also recognize the value of satisfaction, facility usage, efficiency, etc.
Lifecycle of a program, activity, or service

Where are we?

Where do we want to be?

Should we do something?

What should we do?

Are we doing things right?

Are we doing the right things?
Lifecycle of a program, activity, or service

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Where do we want to be?

Should we do something?

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Are we doing things right?

Are we doing the right things?

Needs Assessment / Prior Assessment Cycles

Planning

Assessment of Student Learning / Development

Operational Effectiveness Assessment

Literature / conferences

Pilot projects
Are we doing things right?

Are we doing the right things?
Operational Effectiveness

- Facility usage
- Satisfaction
- Cost efficiencies
- Level of participation

Student Learning and Development

- What students are expected to know, be able to do, or dispositions as a result of the program / activity / service
Operational Effectiveness

- Institutional data (visits, participation, card swipes, etc.)
- Surveys
- Secret shopper
- Self-report
- Observer feedback
- Fidelity studies

Student Learning and Development

- Rubrics
- Minute papers
- Performance assessment
- Surveys
- Portfolios
- Reflection papers
- Interviews
How do you change the conversation from satisfaction to learning?

• Start a book club or discussion group
• Bring groups of staff / faculty to a conference
• Update the mission statement for the Division / units to include learning
• Have conversations with academic affairs regarding what learning they are attempting to achieve – how can your program contribute to that learning?
• Design a staff development series over several semesters
Resources to encourage discussion

- “Moving from Paperwork to Pedagogy” (Peggy Maki, 2002)
- Learning Reconsidered (1 or 2)
- Assessment Reconsidered
- Learning is Not a Sprint: Assessing and Documenting Student Leader Learning in Cocurricular Involvement
- Assessing Student Learning and Development (Bresciani, Zelna, Anderson)
- Accreditation Materials
How do you change the conversation from satisfaction to learning?

• Convert satisfaction outcomes to learning / development
  – Build on what major activities are already doing
  – “Students will be satisfied with the accommodations provided by DS.”

VS

– “Students will learn communication skills necessary for self-advocacy.”
How do you change the conversation from satisfaction to learning?

• Identify a champion in the Division to move things forward (does not have to be a new, full-time position)
  – Do not underestimate the importance of upper-level leadership

• Have a program lifecycle model developed for the Division that embraces learning

• Include assessing learning as a component in the annual reports or program reviews
How do you change the conversation from satisfaction to learning?

• Start a Division-wide council on assessing student learning
• Start small with 1 or 2 units, then ask them to help others
Reporting

• Important to establish why you want reports
  – Who is the audience?
  – How will reports be used?
  – What do you want to capture?

• At NDSU:
  – Reports are made publicly available, but written primarily for use within the Division / Institution
  – Pull some aspects out for translation into more friendly formats
  – As a campus interested in retention, so that was included as a component of the report
Templates

http://www.ndsu.edu/vpsa/assessment/resources_for_assessment/

Example reports:
http://www.ndsu.edu/vpsa/assessment/student_learning_and_persistence/
Final Tips

• Assessment should be fun!
• Building a systematic structure and supports in the unit will help it happen regularly
• Have a clear purpose
• Collaborate with each other
• The best place to start is where you are…the best time to start is now
Discussion

• What is your next step? What will you do with what we’ve discussed today when you get back to your institution?