Assessment of Student Learning in any academic discipline or community-engaged learning experience.

Indiana Commission for Higher Education Faculty’s Annual Conference

February 2019
HELLO!

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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.
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.
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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
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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 any human being to possess 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)
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
“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
“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.”

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

GOAL: Civic-Minded Graduate

CONSTRUCT

Civic-Mindedness

Domains

Capacity for being a civic agent
- Level or depth of community engagement
- Breadth of community engagement
- Role in addressing social issues

Orientation to social change
- Recognizes systems, power, and privilege
- Actions against systems, power, and privilege

Understanding how issues are addressed in society
- Knowledge of a social issue
- Knowledge of agencies/organizations that address social issues

Working with others
- Empathy
- Perspective-taking
- Values collaboration

Sense of civic identity
- Source(s) of responsibility or commitment to community engagement
- Reflection on values, attitudes, and/or beliefs

Valuing their role as a social trustee of knowledge
- Valuing the knowledge, skills, abilities gained through obtaining a degree
- Valuing the connections between community engagement experiences and the purpose of higher education

Characteristics
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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 POSSIBILITIES

- Students
- Faculty Learning & Development
- Community Partner Impact
- Community Impact
- Issue Impact
- 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
Laser-like focus on engaged pedagogy
(i.e., service-learning, experiential education, project-based or community-based learning)
being impactful on students’ learning & development.
Impact Students’ Learning
- Cognitive (e.g., Bloom’s Taxonomy)
- Knowledge, Skills/Abilities
- Disciplinary, Interdisciplinary, Transdisciplinary

Impact Students’ Development
- Dispositions/Attitude
- Values
- Career readiness
- Critical thinking, critical consumption, etc.
- Civic readiness
- Community readiness
- Towards Action (i.e., Behavioral)

Unpacking possible destinations: Students
Impact Students’ Satisfaction...
- With finding volunteer/service opps in/with the community
- With their service with the community partner
- With how well the service tied to 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
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.
Explore the Destination:

Faculty
Not much has been said (through published, empirical 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...
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
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.

BECAUSE OF PEOPLE LIKE YOU!
Explore the Destination:
Impact on Communities, Community Partners & Issues
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.
COMMUNITY IMPACT: What is realistic?

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

Pedagogy/Programming
- Short-term project/service

Faculty/Staff
- Longer-term, ongoing relationship/partnership
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
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