SOCIALLY JUST ASSESSMENT OF STUDENT SUCCESS AND LEARNING

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ABSTRACT
This presentation is intentionally designed to dig deeper into the tenants of assessing student success and learning in the advising context. In addition to considering appreciative assessment, we will also delve into the concept of how we can work to make assessment socially just.

OUTCOMES
Understand the importance of goals, outcomes and objectives to assessment
Discover the link between appreciative advising and appreciative assessment
Discover ways to assess student learning as part of the assessment process
Consider tenants of culturally responsive assessment

THINK ABOUT SOMETHING THAT YOU WANT TO ASSESS...
WHAT IS ASSESSMENT?
Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.
- Huba and Freed, 2000

ASSESSMENT IS NOT...
- Just a survey, participation numbers or satisfaction data.
- Satisfaction or participation data, while important, does not always:
  - Give us specific information on how to improve our programs/services
  - Tell us if our programs/services are accomplishing what we intended
  - Help us understand how our programs/services impact student development and success
  - Show us what students are learning as part of the intervention

LEARNING RECONSIDERED

1. Learning is a comprehensive, holistic, transformative activity that integrates academic learning and student development.
2. To support today’s learning outcomes, the focus of education must shift from information transfer to identify development (transformation).
3. In order to achieve learning, every aspect of the student experience must be examined and outcomes created. Use the resources on campus to optimize student learning.

PURPOSE OF ASSESSMENT
- Measuring the impact on student learning
- Enhancing the student experience
- Program improvement
- Program accountability
- Program effectiveness

FOCUS ON OUTCOMES
NOT: Is the student happy? BUT: did we achieve the intended outcomes?

ASSESSMENT CYCLE
1. Identify Outcomes
   - Institutional Vision and Mission
   - Division Vision, Mission, Goals and Objectives
   - Program Vision, Mission, Goals and Objectives
2. Gather Evidence
3. Implement Change
4. Interpret Evidence
- Maki, 2002/2004
**APPRECIATIVE ASSESSMENT FRAMEWORK**

- **Disarm:** Identifying Purposes and Stakeholders
- **Discover:** Exploring History, Resources and Inputs
- **Dream:** Prioritizing Activities, Outputs, Outcomes and Impact
- **Design:** Specifying Questions, Design and Methods
- **Deliver:** Conducting Data Collection and Analysis
- **Don’t Settle:** Making Data-Based Decision


"ASSESSMENT PROCESS THAT IS NOT MINDFUL OF EQUITY CAN RISK BECOMING A TOOL THAT PROMOTES INEQUITIES, WHETHER INTENTIONAL OR NOT."

(Montenegro & Jankowski, 2020)

**CULTURALLY RESPONSIVE ASSESSMENT**

Culturally responsive assessment must:
1. Be mindful of the student population(s) being served and involve students in the process;
2. Use appropriate student-focused and cultural language in learning outcomes statements;
3. Develop and/or use assessment tools and multiple sources of evidence that are culturally responsive to current students;
4. Intentional improvements of student learning through disaggregated data-driven change.

(Montenegro & Jankowski, 2020)

**SOCIALLY JUST ASSESSMENT**

- Focuses assessment process within a framework that analyzes the interplay between culture, bias, power and oppression
- Uses the concept of deconstructed assessment to understand why students are achieving, persisting or stopping out, but also to understand the unpinning structures
- Understand how systems of power and oppression influence how students experience university, engage with learning and build knowledge
- Socially just assessment reminds practitioners to be mindful of how the ways in which data are analyzed can also privilege or oppress
- End goal = advance social justice

(Montenegro & Jankowski, 2020)

**CRITICAL ASSESSMENT**

- Disregarding the objectivity myth and accepting that assessment is inherently subjective and guided by the biases and experiences of those conducting assessment
- Varying the types of evidence to assess learning outcomes to not privilege specific ways of knowing
- Including the voices of students, especially those who belong to marginalized populations
- Using assessment to advance the pursuit of equity across previously identified institutional priorities

(Montenegro & Jankowski, 2020)

**Continuum of Socially Just Assessment**

- **Causing Harm**
- **Bias Free Assessment**
- **Culturally Responsive Assessment**
- **Socially Just Assessment**

Socially Just Assessment, ACPA conference: Anne Lundquist, July 21, 2019
“EQUITABLE ASSESSMENT CALLS FOR THOSE WHO LEAD AND PARTICIPATE IN ASSESSMENT ACTIVITIES TO PAY ATTENTION AND BE CONSCIOUS OF HOW ASSESSMENT CAN EITHER FEED INTO CYCLES THAT PERPETUATE INEQUITIES OR CAN SERVE TO BRING MORE EQUITY INTO HIGHER EDUCATION”.

MONTENEGRO & JANKOWSKI, 2020

CRAFTING OUTCOMES

OUTCOMES

LEARNING OUTCOMES
Examine what a student (or other stakeholders) is able to or should be able to do as a result of the program/course/service.

PROGRAM/OPERATIONAL OUTCOMES
Examine what a program or personal is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.

CRAFTING OUTCOMES...

HOW CAN YOU ASSESS IT?

DOES IT ALIGN WITH YOUR PURPOSE?

IS IT SOMETHING THAT IS INTENTIONALLY OCCURRING?

DEVELOPING STUDENT LEARNING OUTCOMES

Focus on learners’ behaviors that are to be changed

Serve as guidelines for content, instruction and evaluation

Derived from: Mission statement/ goals

Initial considerations: Skills are achieved at the correct time and place

STUDENT LEARNING OUTCOMES (SLO)

Definition: desired learning and developmental effects of a program, service or intervention.

SLOs reflect the knowledge, behaviors, and values students should attain or demonstrate as a result of the experience.

SLOs are categorized as:
- Cognitive (KNOW)
- Behavioral (DO)
- Affective (VALUE or APPRECIATE)
SLOS INFLUENCERS

- CAS domains
- Knowledge acquisition, construction, integration and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence
- What else?

OUTCOMES

- Look at your objective. What is it saying students will know, able to do and value?

- Consider:
  - Audience (A)
  - Behaviour (B)
  - Condition (C)
  - Degree (D)

3 TYPES OF OUTCOME STATEMENTS

- **Action outcome**: what do you want students to do as a result of the event or program
- **Knowing outcome**: what do you want students to know as a result of the event or program
- **Emotional outcome**: what do you want students to appreciate or value as a result of the event or program

WRITING OUTCOMES

BEST PRACTICES

- Ensure they are written in a way that can be understood by students and stakeholders;
- Disseminate and communicate through channels which can be easily found by students and stakeholders;
- Communicate results and be specific on how you are planning to address them

REMEMBER:

ASSESSMENT IS SOMETHING WE DO WITH STUDENTS, NOT TO THEM....
PROGRAM OUTCOMES (PO)

**Definition**: describes the desired impact of a program, a service or an intervention

Articulates the expectations regarding how the program/event is delivered and what information should be delivered during the experience

Reflects expectations about the delivery and content of the program/event for the achievement of desired student learning outcomes

Represents both the curriculum and the pedagogy

OPERATIONAL OUTCOMES

**Definition**: metrics that show how well the operational aspects of a program or an activity are functioning. Deal with functions, demand, resources and efficiencies

- Indicators of performance
- Satisfaction of service
- Wait times
- Return appointments
- No show rate
- Address regular operational or procedural tasks

OPERATIONAL OUTCOMES (OO)

ESTABLISHING METRICS AND KPIS

What is the standard for performance or success for your learning, program and operational outcomes?

Metrics are “numbers” that indicate performance or effectiveness. One can think of metrics as “taking the temperature” of a program or service.

KPIS are key performance indicators; they tell the story to your stakeholders.

TYPES OF ASSESSMENT

**Determine what to assess**

**Measurable**: how will you know if you achieved it?

- Ensure your methods will lead to evidence of whether you achieved your outcomes. Don’t just collect information.

**Meaningful**: does it connect to departmental and divisional goals?

- Decide what’s most important to assess and develop a plan that includes a schedule of assessment priorities.

**Manageable**: assess some but not all outcomes

- Resist the temptation to assess every aspect. Don’t get bogged down.
DIRECT MEASURES

Direct measures are those that directly measure whether the outcome has been attained.

Program outcome example: If the outcome is to provide funding for conference attendance, a review of the budget may measure this outcome.

INDIRECT MEASURES

• Indirect measures are those that are used as indicators of the outcome without actually measuring it directly.

QUANTITATIVE MEASURES

• Quantitative measures are what most of us think of when we think of assessment.
• Quantitative measures involve numbers
  • Basic numbers
  • Percentages
  • Proportions
  • Etc.

QUALITATIVE MEASURES

Qualitative measures are those that measure outcomes by examining quality.
Less well-defined as quantitative measures, but still useful when examining outcomes.

SUMMATIVE

Evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark

Measure

Common goal is to measure the mastery of learning standards

Evaluate

Evaluate student learning, knowledge, proficiency, or success at the conclusion of the program

FORMATIVE

Occurs as a program or activity is happening

Students might give feedback on how the front end of a program is meeting their needs and encouraging their growth

If there are areas that can be changed and improved in a relatively efficient manner, this assessment information can serve to make the outcomes of the program better suited to the student population it is serving in real time.
SELECTING APPROPRIATE ASSESSMENT METHODS AND TOOLS

- Which outcome(s) do you want to measure?
- How will you know if a student has achieved the outcome? What does achieving the outcome "look" like?
- What is it that you are actually trying to measure?
- What interventions are you putting in place?

IMPLEMENTING EQUITY-MINDED ASSESSMENT

Check
Use
Include
Increase
Ensure
Make
- biases and ask reflective questions through the assessment process
- multiple sources of evidence
- student perspectives
- transparency
- collected data can be meaningfully disaggregated
- evidence-based changes

“In equity-minded assessment, data related conversations should be interrogated to ensure that data are not weaponized to facilitate self-fulfilling prophecies.”
(Montenegro & Jankowski, 2020)

QUESTIONS?

SESSION ASSESSMENT – THE MUDDIEST POINT

What is one new thing that you learned as a result of today’s session?
What is (at least) one thing that you want to know more about/want clarified?

REFERENCES

Lundquist, A. (July 11, 2019). Socially Just Assessment, ACPA/CACUSS Assessment conference, Toronto, ON.