Assessing the 'Whole Person':
Creating Common Rubrics to Assess Learning Outcomes Across the Entire University Experience

Heather Campbell,
Associate Director, Advanced Learning and Teaching Centre,
Brescia University College

John Mitchell,
Associate Academic Dean, Brescia University College

Introduction

Why develop institutional learning outcomes?
Why develop affective or values-based learning outcomes?
How do we assess these outcomes?

Outcomes

By the end of today's session, participants will be able to:
• Articulate the value (and challenge) of developing institutional assessment methods that suit both curricular and co-curricular learning opportunities through small- and whole-group discussion.
• Discuss strategies for developing rubrics to assess affective or values-based learning outcomes by applying a model of rubric development to their own institution.

Outline

Introduction and outcomes
Case study and review of the model
Review of example rubric
Application and discussion
Lessons learned
Questions

About Brescia

Canada's only women's university
1350 FT Students
Undergraduate, liberal arts and sciences
Affiliated university college of Western University

Goal

Move to an outcomes-based educational (OBE) model.
OBE for Brescia means:
Not just saying we teach these institutional learning outcomes but actually demonstrating that we do
Phase 1 Assessment Goal: Curriculum mapping
Phase 2 Assessment Goal: Measure how these outcomes benefit learners (e.g., NSSE)
Education of ‘the whole person’
Goal

Move to OBE

To do this need
• appropriate course-level learning outcomes
• a set of institution-wide learning outcomes (ILO),

Five phases
1. Education/training
2. Recruiting a team
3. Identify outcomes
4. Build rubrics
5. Implementation

Summary of the Model

Articulate a Vision

Solicit Feedback

Development

Education & Training

Recruiting a Team

Edinboro University

Starting Point:
Mix of learning objectives and learning outcomes,
Variable in quality and consistency,
Limited knowledge of OBE

Needed training on
• Distinction between learning objectives and learning outcomes,
• Writing a LO,
• Bloom's and SOLO taxonomy,
• Value of OBE.

Once familiar with LOs and OBE, development of ILO

Education and Training

Recruiting a Team

Along with faculty, included staff from library, student life, Registrar’s Office.

What students hear from faculty and staff must be consistent, use the same language.

Curricular, co-curricular and extra-curricular programs and activities all contribute to a student's experience, all contribute to ILOs.

Identify early adopters
2 Identify early nay-sayers
3 Cross-disciplinary faculty
4 Incorporate expertise of all campus partners
5 Identify experts

Learning Outcomes Working Group (LOWG)
faculty, staff and students.

Task: draft a set of ILOs that are compatible with existing structures and regulations (e.g., the OCAV UDLEs, IQAP), but that are distinctly Brescia.
**Recruiting a Team**

LOWG met in person, collaborated online through Sakai/OWL and email,
- Teams specific tasks and target dates,
- Other volunteers reviewed the LOWG work,
- Feedback from other faculty and staff,
- Drafts available internally.

**Identify Outcomes: Mission Statement**

Began with our mission statement:

> Brescia University College is a student-centred community that educates women to think critically and to participate actively in society. A Catholic college in the Ursuline tradition, we prepare our graduates to **lead with wisdom, justice and compassion in a changing world.**

**Identify Outcomes: Mission Statement**

... lead with wisdom, justice and compassion in a changing world.

Workshop:
- What learning outcomes will students need to achieve in order to lead with wisdom, justice and compassion?
- What learning outcomes will help us assess attaining these attributes?
- What do we need to do to foster the development of these attributes among our students?

**Identify Outcomes**

Feedback from
- workshop on mission statement,
- workshop on “what is a Brescia grad?”

Materials that LOWG started with to
1. Identify draft set of outcomes
2. Solicit feedback from faculty and staff
3. Revise outcomes

**Our Outcomes: Rubrics**

LOWG-II to develop detailed, developmental rubrics
Similar process as initial development, but focus on rubrics for curriculum mapping and assessment

**Our Outcomes: the Whole Person, the Entire Experience**

Communication
Critical Thinking
Inquiry and Analysis
Problem Solving
Self Awareness and Development
Social Awareness and Engagement
Valuing
Summary of the Model
Articulate a vision
Why are we doing this?
Why should you care?
How will this change what you do?

Can We Assess the “Whole Person”? 
Yes, if:
• Your method of assessment matches your purpose (are you aligned?)
• You consider learning outside the classroom

Social Awareness and Engagement
The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Social Awareness & Engagement
Rubrics created by:
• Identifying ‘criteria’ – what does this concept entail?
• Developing more thorough definitions
• Applying taxonomy (Levels 1 through 4)
This example Competency includes:
• Intercultural awareness and cultural sensitivity
• Collaboration and working with others
• Empathy
• Institutional commitment to social change

<table>
<thead>
<tr>
<th>Social Awareness and Engagement</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Diversity and Cultural Perspect</td>
<td>Articulates basic understanding of the complexity of elements important to students of different cultures and social issues.</td>
<td>Demonstrates partial understanding of the complexity of elements important to the learning of another culture and social issues.</td>
<td>Applies the understanding of the complex elements important to members of another culture and social issues.</td>
<td>Explores the full richness of diverse local, national, and global perspectives and social institutions.</td>
</tr>
<tr>
<td>Curiosity about the Social World</td>
<td>Encourages students to ask questions about other cultures and social issues and recognizes the importance of being curious about other cultures and social issues.</td>
<td>Analyzes social issues and seeks out answers about other cultures while developing a perspective of cultural and social issues.</td>
<td>Applies complex questions about other cultures and social issues, seeks out answers about other cultures while developing a perspective of cultural and social issues.</td>
<td>Explores the full richness of diverse local, national, and global perspectives and social institutions.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Defines the meaning of empathy, seeks the perspective of others, and(C)</td>
<td>originate the importance of empathy and establishes the perspective of others (C)</td>
<td>(C)</td>
<td>(C)</td>
</tr>
<tr>
<td>Diversity and interaction</td>
<td>Reflective and self-aware of one's own cultural background and contexts.</td>
<td>Expresses openmindedness and communicates in proactive manner with others of diverse cultural backgrounds and contexts.</td>
<td>Begins to initiate and develop interactions with others of diverse cultural backgrounds and contexts.</td>
<td>Initiates, develops and maintains interactions with others of diverse cultural backgrounds and contexts.</td>
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</tbody>
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Advanced Learning and Teaching Centre
The ALT Centre
Activity Part 1

In groups of 3, discuss:

• Where is your institution with learning outcomes development and assessment?

• What are your learning outcomes assessment goals for the future?

Activity Part 2

Back in your groups of 3, consider:

• What aspects of the model do you see applying to your institution or context?

• What challenges with the model do you anticipate? How might you overcome those challenges?

Debrief

• Benefits and challenges of assessing affective or values-based learning outcomes at the institutional level?

• Pros and cons to common rubrics (for various assessment goals)

Key Lessons

Find your champions: Support by administration critical, especially in early stages, but must be taken on by those working with the students, especially faculty.

Recruit a team: Faculty and staff, let the ‘experts’ take the lead in their areas, regardless of what institutional role they play.

Education: Bloom’s taxonomy, SOLO, OBE, articulating Los, assessment and alignment

Key Lessons

Limit the fear: Provide examples and training, open and transparent, collaborative; this is an advance not a correction

Perfect, we’re done: It will never be perfect. The lesson of Alverno College; 8 abilities articulated in January 1973, implementation in 1973-74, still reviewed and revised.

Ambiguity: Measuring affective domain LOs is going to be challenging, a lot of uncertainty when starting.
The Whole Experience:
Learning is not limited to the classroom: when developing institutional rubrics balance between academic curriculum and other sources of learning (co-curricular, experiential, etc.)

Assessment must therefore include curricular, co-curricular, extra-curricular and other activities and campus programs.