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

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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

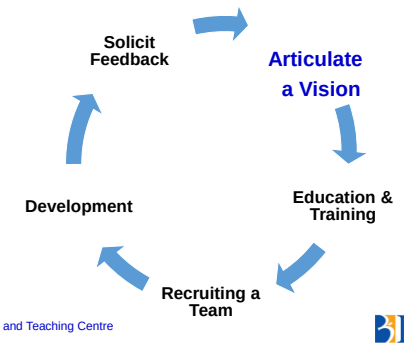
To do this need

- **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



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Education and Training

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

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Recruiting a Team

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

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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.

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Recruiting a Team

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.**

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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..

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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*.

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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?

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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

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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

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Our Outcomes: Rubrics

LOWG-II to develop detailed, developmental rubrics

Similar process as initial development, but focus on rubrics for curriculum mapping and assessment

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Summary of the Model

Articulate a vision

Why are we doing this?
Why should you care?
How will this change what you do?

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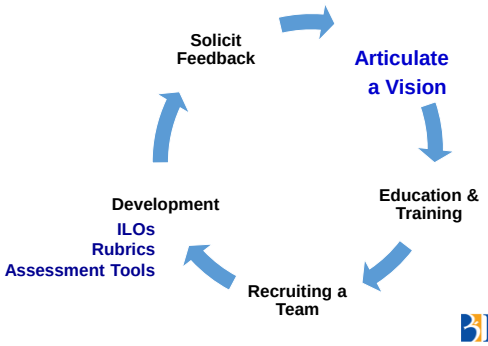
Summary of the Model



Can We Assess the "Whole Person"?

Yes, if:

- **Your method of assessment matches your purpose (are you aligned?)**
- **You consider learning outside the classroom**

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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.

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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**

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Social Awareness and Engagement

	Level 1	Level 2	Level 3	Level 4
Knowledge of Diversity and Cultural Perspective	Articulates basic understanding of the complexity of elements important to members of another culture	Demonstrates partial understanding of the complexity of elements important to the members of another group or culture	Applies their understanding of the complex elements culturally important to members of another culture	Explains the full richness of diverse local, national, and global perspectives and cultural elements
Curiosity about the Social World	Demonstrates some interest in learning more about other culture and social issues	Asks basic questions about other cultures and social issues recognizing the importance of being curious about other cultures and groups	Analyzes social issues and seeks out answers about other cultures while developing a rich appreciation of cultural diversity	Asks complex questions about other cultures and social issues, seeks out and hypothesizes answers to these questions reflecting on intercultural perspective
Empathy	Defines the meaning of empathy, views the experience of others through one's own perspective	Describes the importance of empathy and identifies components of other perspectives but continues to respond with their own perspective	Recognizes intellectual and emotional dimensions of more than one perspective and can apply this in interactions with others	Demonstrates empathy and the capacity to take the perspective of others as well as acts in a manner consistent with the understanding
Diversity and Interaction	Receptive to interacting with diverse groups and within intercultural contexts	Expresses openness to interactions with diverse groups and within intercultural contexts	Begins to initiate and develop interactions with diverse groups and within intercultural contexts	Initiates, develops and maintains interactions with diverse groups and within a variety of intercultural contexts

	Level 1	Level 2	Level 3	Level 4
Personal Reflection and Social Change Orientation	Identifies social engagement and its effects	Begins to reflect on how their actions may benefit individuals or communities	Demonstrates reflective insights and analysis about the aims and accomplishments of one's actions	Consistently demonstrates reflective insight or analysis about the aims and accomplishments of one's actions and demonstrates commitment to creating social change
Promoting Social Justice	Begins to identify knowledge (facts, theories, concepts, etc.) that are relevant to social justice	Begins to apply knowledge (facts, theories, concepts, etc.) to support social justice	Demonstrates an understanding of the complexities of social justice by analyzing knowledge (facts, theories, concepts, etc.) to further social justice by engaging others	Connects and extends knowledge (facts, theories, concepts, etc.) to further social justice in order to promote the well-being of others

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?**

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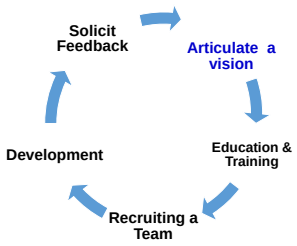
Activity Part 2

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?**



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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)**

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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**

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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.**

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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.

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Brescia
Choose to Lead