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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION  
UNIVERSITY OF SOUTH CAROLINA

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for all Postsecondary Student Transitions

# **Student Learning: Outcomes & Rubrics**

## **University of South Carolina Residential Foundations Institute & CEP Refresh**

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January 5, 2016



Columbia, SC

[www.sc.edu/fye](http://www.sc.edu/fye)

## Goals for Today

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- Understand  
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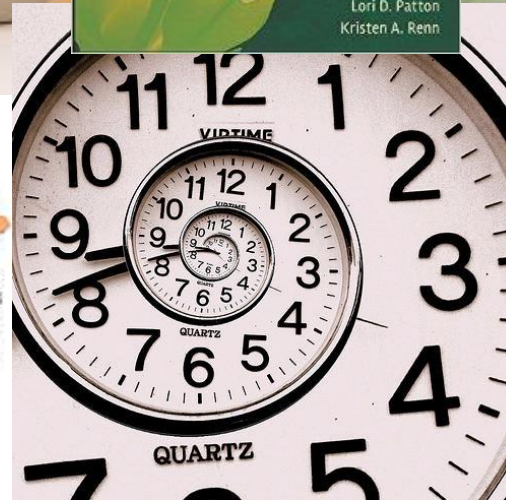
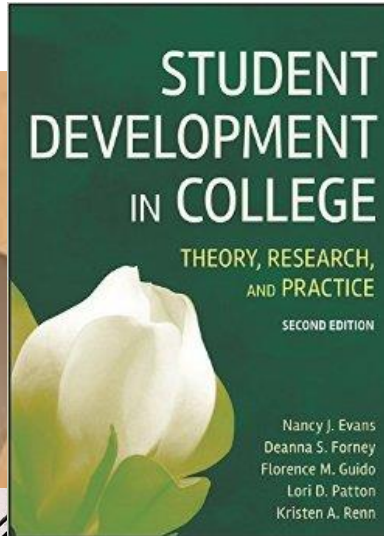
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# Qualifications



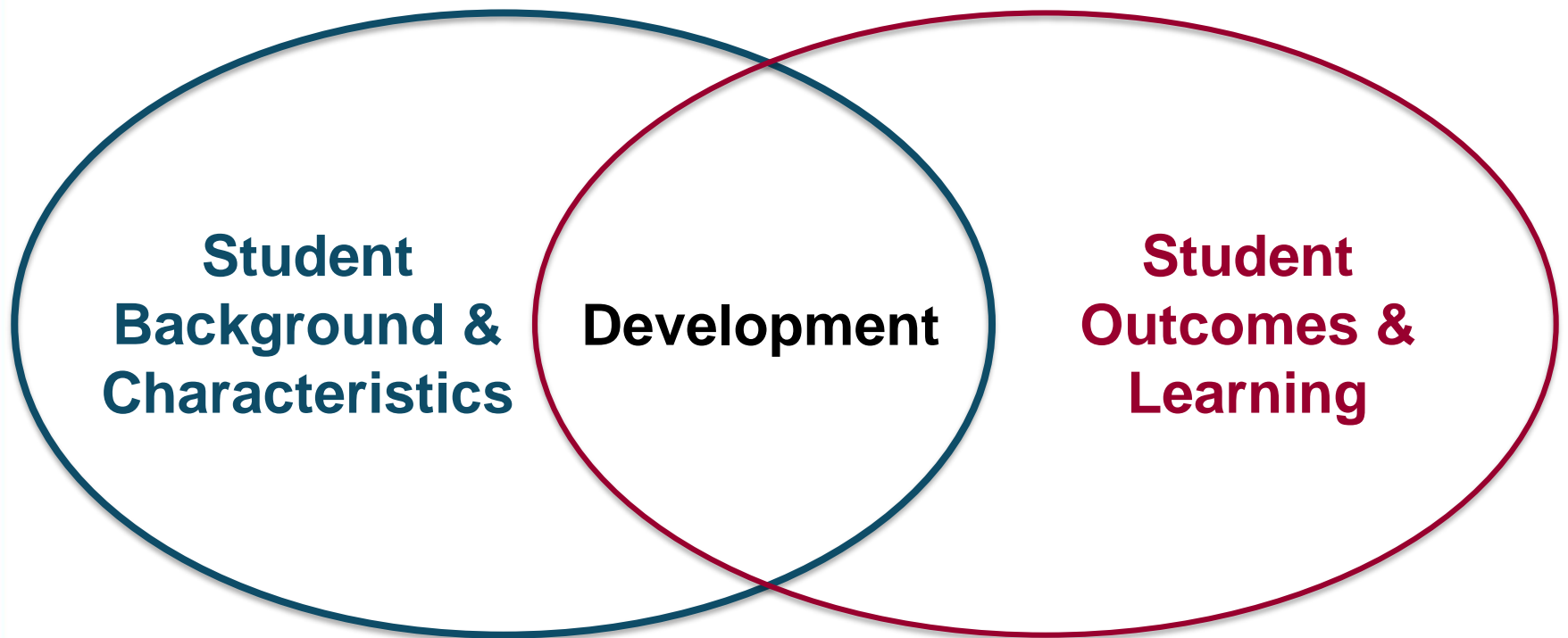


# However, let's be sure to begin at the beginning...



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**Rubrics document this development**

# Outline

## Section 1: OUTCOMES



"Excuse me," said Alice, "how do I get out of here?"  
"That depends a great deal on where you want to end up," said the cat.  
"I don't care where I end up," said Alice, "I just want out!"  
"Well," said the cat, "if it doesn't matter where you end up, it doesn't matter which way you go."

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## Section 2: DEVELOPMENTAL MILESTONES AND SEQUENCING



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## Section 3: RUBRICS

*By one month, your baby...should be able to:*

- ◆ lift head briefly when on stomach on a flat surface
- ◆ focus on a face

*...will probably be able to:*

- ◆ respond to a bell in some way, such as startling, crying, quieting

*...may possibly be able to:*

- ◆ lift head 45 degrees when on stomach
- ◆ vocalize in ways other than crying (e.g. cooing)
- ◆ smile in response to your smile

*...may even be able to:*

- ◆ lift head 90 degrees when on stomach
- ◆ hold head steady when upright
- ◆ bring both hands together
- ◆ smile spontaneously
- ◆ do long division

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# Section 1: OUTCOMES



“Excuse me,” said Alice, “how do I get out of here?”

“That depends a great deal on where you want to end up” said the cat.

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“Well,” said the cat, “if it doesn’t matter where you end up, it doesn’t matter which road you take.”

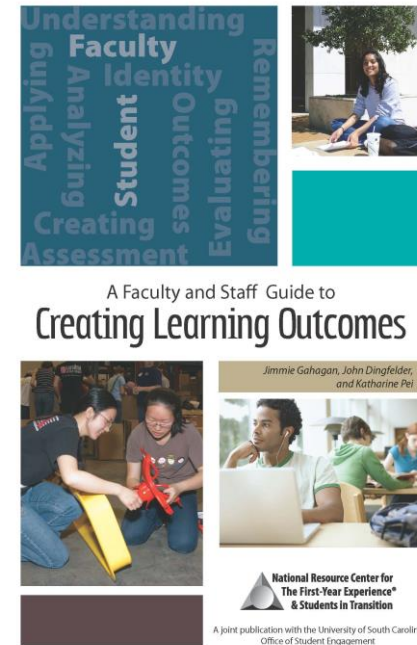
*Carroll, 1865*





# Characteristics of Outcomes

- Focuses on product rather than process
- Must be MEASURABLE
- Detailed and specific
- Include action verbs
- Appropriate
- Manageable
- Meaningful
- Balance achievable with aspirational



# What are Some Outcomes?

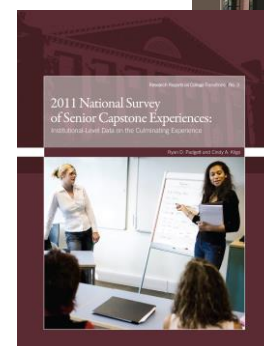
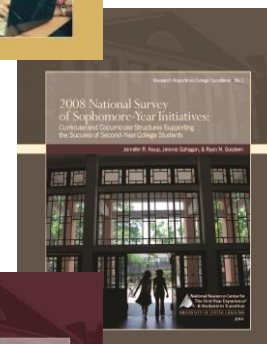
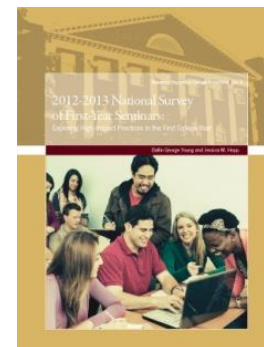


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# What are Some Outcomes?

- Persistence/graduation rates
- Analytical & critical thinking skills
- Knowledge of university requirements
- Intrapersonal skills
- Sense of community/social connections
- Identity exploration and development
- Declare a major
- Career exploration
- Development of educational and professional goals



# What are Some Outcomes?

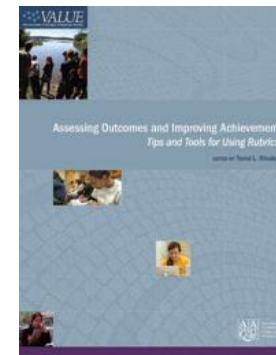
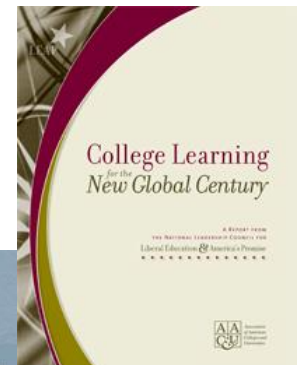
- Multicultural competence
- Civic engagement/development as citizens
- Ability to identify, seek, and utilize organizational resources and student programs
- Leadership skills
- Moral and ethical development
- Project management
- Information literacy
- Quantitative literacy





# What are Some Outcomes?

- Lifelong learning skills
- Teamwork and competency with group dynamics
- Problem solving
- Knowledge acquisition and competency in an area
- Written and oral communication skills
- General life skills & personal management
- Mental and emotional well-being
- Physical health and wellness
- Financial literacy



# Domains for FYE Outcomes

- Retention
- Academic skills/experiences
- Campus connection
- Interpersonal skills
- Personal development
- Employability
- Civic engagement/democratic citizenship



# Examples of FYE Outcomes

- Retention
  - Persistence to the second year
  - Graduation rates
- Academic skills/experiences
  - Analytical & critical thinking skills
  - Development of educational career goals
  - Declaring a major
  - Knowledge integration & application
  - Academic engagement
  - Academic achievement
  - Cognitive complexity
  - Study skills
  - Introduction to a discipline
- Campus connection
  - Knowledge of university requirements
  - Ability to identify, seek, & use organizational resources
  - Connection to campus community
  - Understanding history & traditions
  - Involvement in cocurricular activities
  - Satisfaction w/student experience
- Interpersonal skills
  - Conflict resolution
  - Written & oral communication skills
  - Develop social support network
  - Multicultural competence



# Examples of FYE Outcomes

- Personal development
  - Time management
  - Identity exploration & development
  - Values clarification
  - Practical competence
  - Life management skills
  - Physical health
  - Emotional wellness
  - Moral and ethical development
  - Leadership skills
- Civic engagement/democratic citizenship
  - Participation in service
  - Engagement in philanthropy
  - Political awareness/engagement
  - Political activism/social advocacy
  - Community involvement
- Employability
  - Analyzing a problem
  - Creation of new knowledge
  - Providing direction through interpersonal persuasion
  - Integration of ideas & information
  - Applying knowledge to a real-world setting
  - Ability to coach and mentor others
  - Project planning and management
  - Engage in continuous learning
  - Desirability as a candidate
  - Initiative
  - Ethical decision-making
  - Professionalism
  - Ability to build a team





# Taxonomy of Outcomes

	Cognitive	Affective
Psychological	Critical thinking Subject knowledge Academic ability Learning skills Aptitude	Values & beliefs Satisfaction with college Ethical reasoning Attitudes Interests
Behavioral	GPA Persistence Degree attainment Awards & honors	Leadership Citizenship Wellness Level of engagement Interpersonal relations



# Writing Outcomes

- Be clear about what you are assessing
  - Program outcome
  - Student learning outcome
- Make sure that your outcome is meaningful
- Clearly state what you want students to know and be able to do
  - Incremental steps, stages, points of progress
  - Indicate the point that represents fulfillment/success
  - Rubrics
- Settle upon a reasonable number

# Outcomes Exercise

- Developing a learning outcome
  - ABCD Model
    - A: Audience (who)
    - B: Behavior (what)
    - C: Condition (context)
    - D: Degree (minimum skill set obtained)
- Take few minutes to create a learning outcome:
  - Grads: Awareness Discussion Series Event
  - Pro Staff: Health and Wellness Series Event

# Section 2: DEVELOPMENTAL MILESTONES AND SEQUENCING

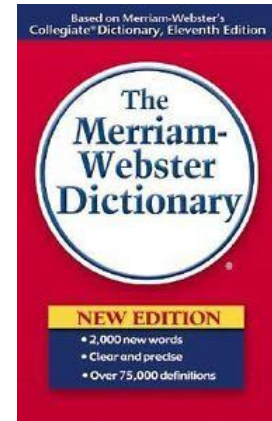




# Definition of Transition

**tran·si·tion**

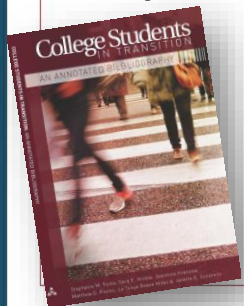
[tran-zish-uhn, -sish-] *Noun*



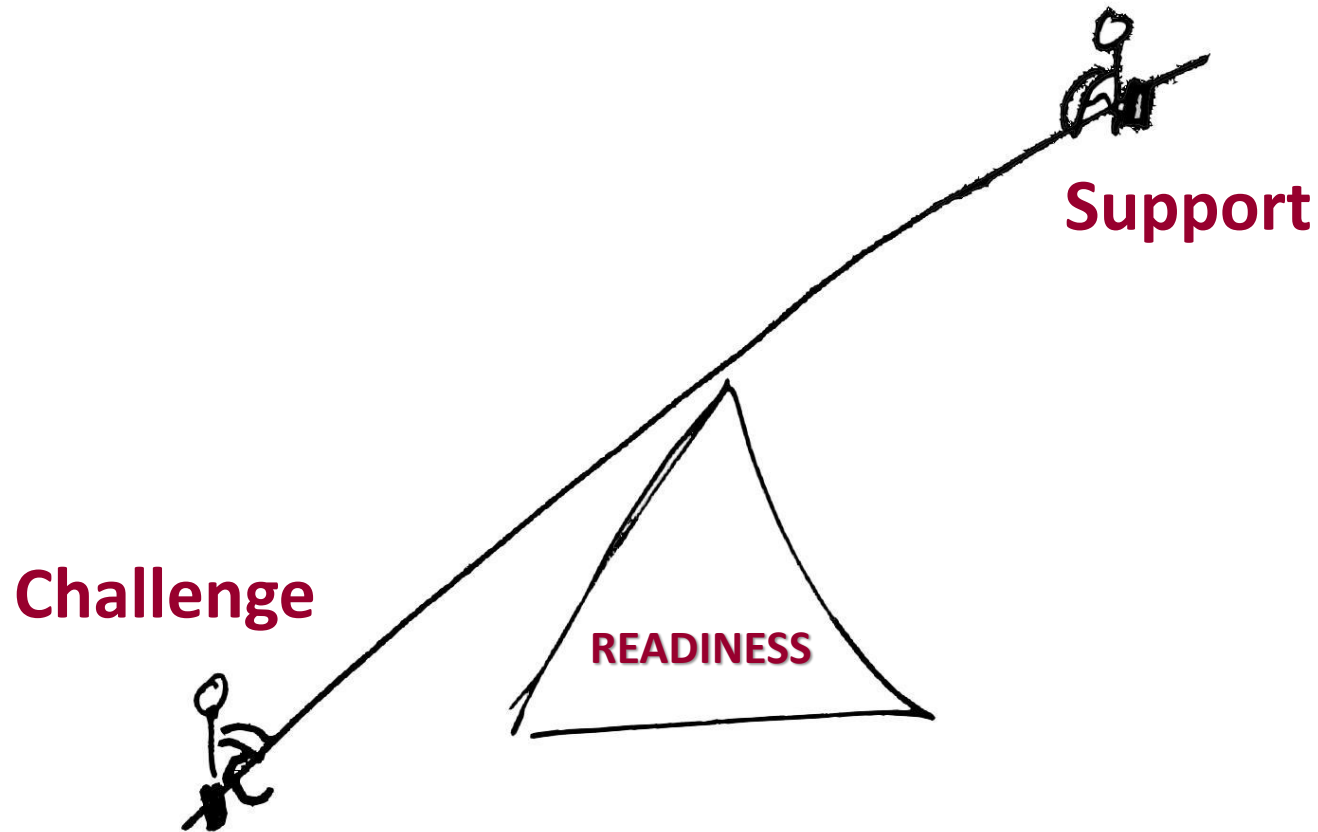
movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change: the transition from adolescence to adulthood.

# Definition of Transition

- A transition is “a point or period in which a student encounters an event or non-event that may impact his or her progression toward educational and personal goals.” (*Goodman, Schlossberg, & Anderson, 2006*)
- A student in transition (or students in transition) refers to any student involved in a transition that impacts his or her progression toward educational or personal goals.



# Nevitt Sanford



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# Identity and Multiculturalism

- Shifts toward **women** in enrollment, persistence, educational aspirations, & disciplines
- 45% of U.S. public HS grads will be **students of color** by 2019-2020
- 7% of undergraduates are **not US citizens** and ~10% families with at least 1 **parent born outside the U.S.**
- K-12 students who **speak language other than English** at home has increased 10+ %-points in 25 years
- Projections show that **multiracial individuals** will comprise 21% of the population by 2050





# Diverse Interactions

- 82% of freshmen agree that **same sex couples** should have the right to legal marriage
- 73% of freshmen socialized with **86% of students highly rate their ability to work cooperatively with diverse people; 63% have high ratings for their openness to having their views challenged**
- 47% of freshmen from **other countries**
- 34% of freshmen **understanding** of **potential**
- 30% of students reported that they **“frequently” discussed politics** and 26% **“frequently” discussed religion** in the last year



# Economic Realities

- 40% of all U.S. undergraduates are from **low-income** families, especially women and students of color
- National spending on **Pell Grants** has increased but not kept up with the increase in college costs
- Rate of **parents' unemployment** increased from 2004-2014 by 5.1% for fathers & 15.5% for mothers
- 23% of FT students at 4-year colleges **work** 20+ HPW
- Over 50% of FY students report that their **job responsibilities “interfered with schoolwork”** at least occasionally



# Reasons for Attending College

	%
To be able to get a better job	86
To learn things that interest me	83
To be able to make more money	73
To gain a general education and appreciation of ideas	71
To prepare for graduate/ professional school	60
To be a more cultured person	47

# Reasons for Attending College

Reasons	1984	1994	2004	2014	Diff
To be a more cultured person	34%	37%	41%	47%	13
To prepare for graduate/ professional school	48%	56%	57%	60%	12
To learn things that interest me	72%	73%	77%	83%	10
To be able to get a better job	76%	77%	72%	86%	10
To gain a general education and appreciation of ideas	65%	70%	65%	71%	6
To be able to make more money	68%	73%	73%	73%	5

Era of Preparation



# Learning & Critical Thinking

**“No Child Left Behind went into effect for the 2002-03 academic year, which means that America’s public schools have been operating under the pressures and constrictions imposed by that law for a decade. Since the testing requirements were imposed beginning in third grade, the students arriving in your institution have been subject to the full extent of the law’s requirements.”**



# Learning & Critical Thinking

- Students arrive to HS with **little instruction in subjects** that aren't tested
- “Most tests being used consist primarily or solely of **multiple choice** items.” Thus students arriving in HS **lack “experience and knowledge about how to do the kinds of writing** that are expected at higher levels of education.”
- Grading rubrics are often concerned with **content and not argument**, which “works against development of the kinds of writing that would be expected in a true college-level course.”





# Challenges During the First-Year

*% of students reporting that they “frequently” or “occasionally” felt\*:*

Lonely or homesick	65
Isolated from campus life	50
Had difficulty getting along with roommate(s)	49
Worried about their health	46
Unsafe on campus	20

*% of students reporting that they “frequently” felt\*:*

Overwhelmed by all you had to do	35
Depressed	10

**\*2009 YFCY**

# Curriculum Sequencing

- Highlighting the importance of student development theory and student demographics
- Which students in your communities suffer from these challenges?
- Better understand why we chose to sequence the way we do
- The better we can understand our students the better we can serve them.
- Utilizing your demographic reports.

# Section 3: RUBRICS

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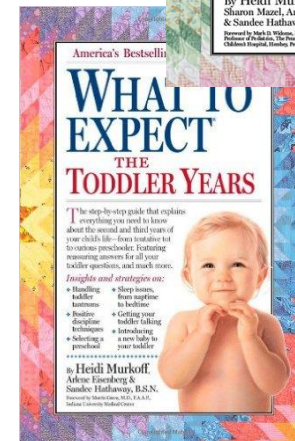
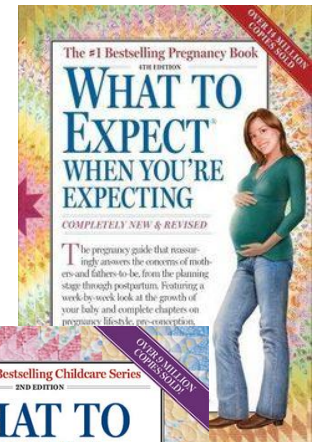
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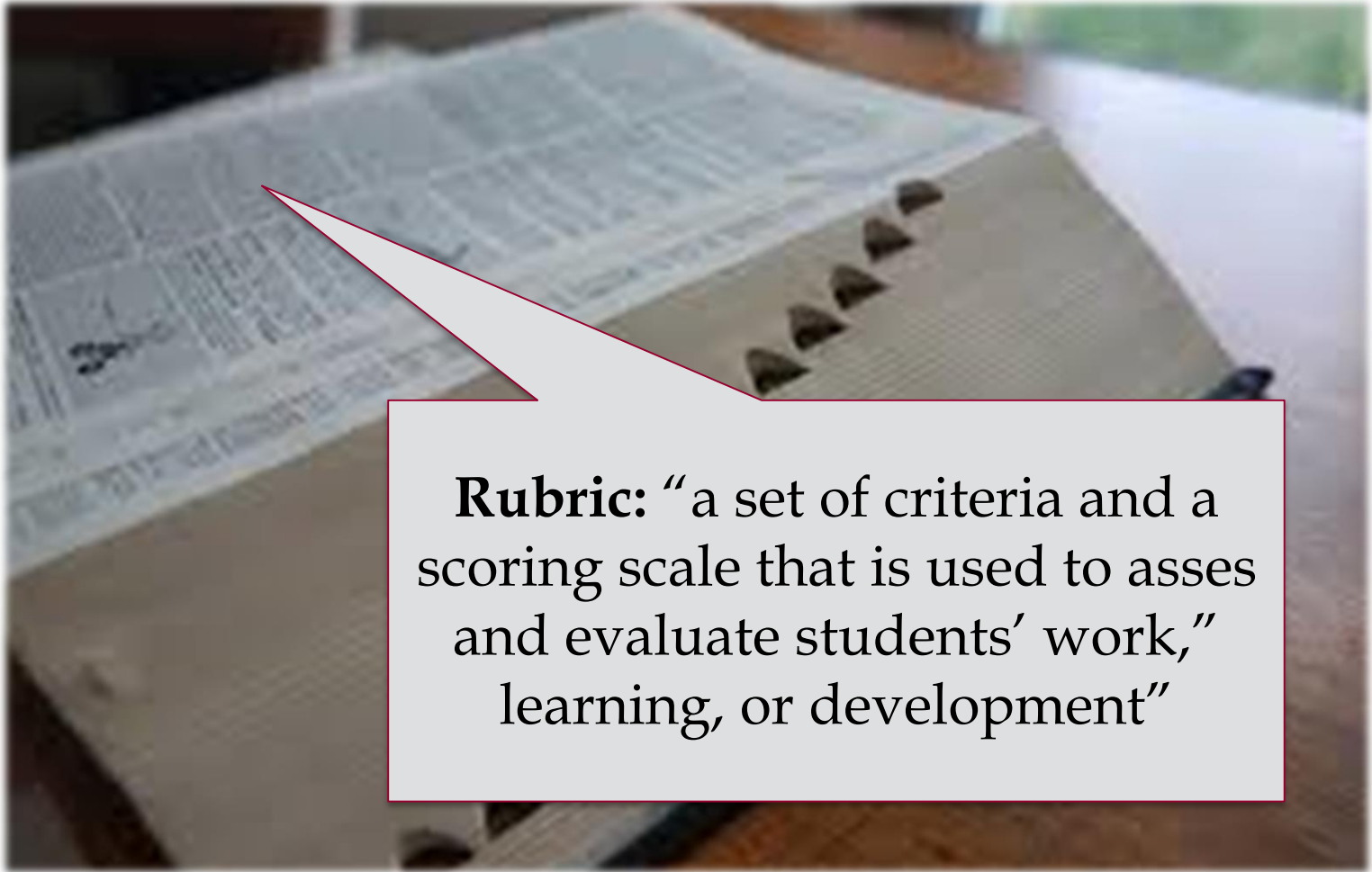
- ◆ lift head 90 degrees when on stomach
- ◆ hold head steady when upright
- ◆ bring both hands together
- ◆ smile spontaneously



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# Definitions



**Rubric:** “a set of criteria and a scoring scale that is used to assess and evaluate students’ work,” learning, or development”



# Rubrics

- Criterion-referenced assessment strategy
- Helps measure progress toward an outcome
- Examples
  - Diet and fitness milestones
  - *What to Expect....* Books
  - Grading scales
  - Conference review
  - Self-study processes (CAS or FOE)
- Important to note who provides the criteria

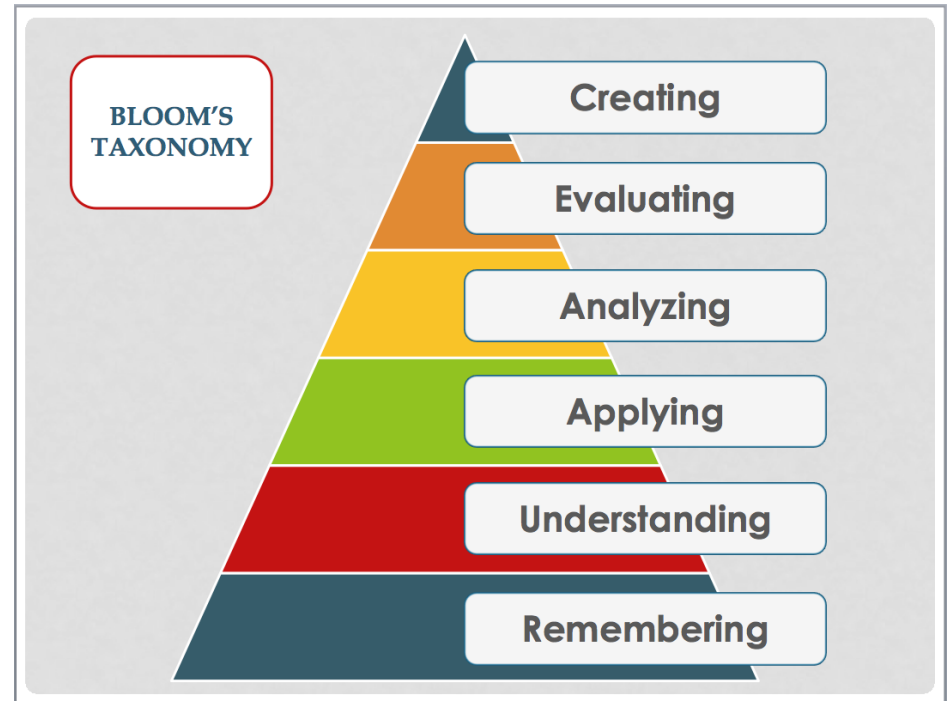
# Why Use a Rubric?

- Efficiency-Need to know what the “it” is
- Transparency
- Define more complex outcomes
- Create a common vocabulary
- Provide multiple opportunities for connection to mission, culture, & context
- Fits a value-added assessment approach but flexible with other lenses



# How do I know when a rubric is a good idea?

- Outcomes that are
  - Progressive
  - Skill-based
  - Developmental
- Power of language:
  - Demonstrate
  - Competency
  - Proficiency
  - Ability



# Examples of Rubrics

- AAC&U VALUE Rubrics
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Civic knowledge and engagement—local and global
  - Ethical reasoning and action



# Examples of Rubrics

- Diversity
  - King & Baxter Magolda (2005) A 3 Dimensional Trajectory of Intercultural Maturity
- ACRL/ALA
  - Information literacy
- Alverno College's "Ability Based Curriculum" build around 8 competencies

# Application to the Curriculum

- Think, Pair, Share
  - What are some opportunities within our communities where we can utilize a rubric?
- Connection to Rubric Activity
  - Think conceptually
  - Don't focus on minor details (wording)

# Questions & Comments

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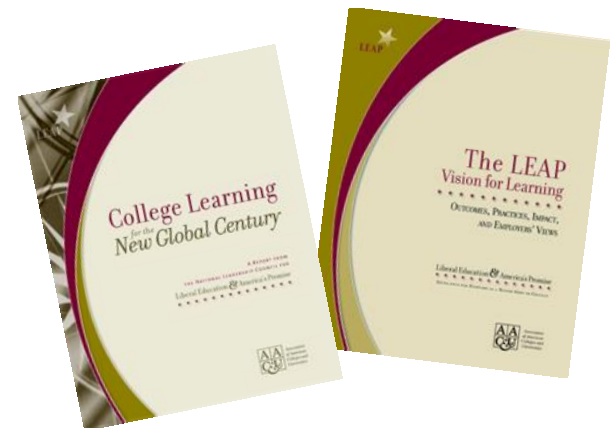
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# 21<sup>st</sup> Century Learning Outcomes

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning



# Metacompetencies for Employability

- Build & sustain working professional relationships
- Analyze, evaluate, and interpret data from various sources
- Engage in continuous learning
- Oral communication and persuasion
- Project planning and management
- Ability to create new knowledge
- Understand the impact of company practices in a global setting
- Build a successful team
- Coach, mentor, & develop others
- Initiative

*P. Gardner, 2009, 2010*

