Student Learning: Outcomes & Rubrics

University of South Carolina
Residential Foundations Institute
& CEP Refresh

Jennifer R. Keup @jrkeup
Matt Lindenberg

January 5, 2016
Goals for Today

• Identify milestones of first-year students’ experience with emphasis on specific developmental research
• Demonstrate how to apply Bloom's Taxonomy to write learning and behavior outcomes
• Articulate how rubrics are utilized by residential life educators
• Understand how learning outcomes drive the development of educational strategies
Qualifications
However, let’s be sure to begin at the beginning...
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 road you take.”

Section 2: DEVELOPMENTAL MILESTONES AND SEQUENCING

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 starting, crying, quitting
- 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
“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 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?
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

- Critical thinking
- Subject knowledge
- Academic ability
- Learning skills
- Aptitude

Affective

- Values & beliefs
- Satisfaction with college
- Ethical reasoning
- Attitudes
- Interests

Psychological

- GPA
- Persistence
- Degree attainment
- Awards & honors

Behavioral

- 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

transition
[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

Challenge

Support

READINESS
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 marital status.
- 73% of freshmen report they “frequently” socialized with someone of another racial/ethnic group.
- 47% report that “improving understanding of other countries/cultures” is “very important” or “essential.”
- 34% indicate that “helping to promote racial understanding” is “very important” or “essential.”
- 30% of students report that they “frequently” discussed politics, and 26% “frequently” discussed religion in the last year.

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.
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

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>86</td>
</tr>
<tr>
<td>To learn things that interest me</td>
<td>83</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>73</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>71</td>
</tr>
<tr>
<td>To prepare for graduate/ professional school</td>
<td>60</td>
</tr>
<tr>
<td>To be a more cultured person</td>
<td>47</td>
</tr>
</tbody>
</table>
# Reasons for Attending College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a more cultured person</td>
<td>34%</td>
<td>37%</td>
<td>41%</td>
<td>47%</td>
<td>13</td>
</tr>
<tr>
<td>To prepare for graduate/professional school</td>
<td>48%</td>
<td>56%</td>
<td>57%</td>
<td>60%</td>
<td>12</td>
</tr>
<tr>
<td>To learn things that interest me</td>
<td>72%</td>
<td>73%</td>
<td>77%</td>
<td>83%</td>
<td>10</td>
</tr>
<tr>
<td>To be able to get a better job</td>
<td>76%</td>
<td>77%</td>
<td>72%</td>
<td>86%</td>
<td>10</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>65%</td>
<td>78%</td>
<td>65%</td>
<td>71%</td>
<td>6</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>68%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>5</td>
</tr>
</tbody>
</table>

*Era of Preparation*
“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*:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely or homesick</td>
<td>65</td>
</tr>
<tr>
<td>Isolated from campus life</td>
<td>50</td>
</tr>
<tr>
<td>Had difficulty getting along with roommate(s)</td>
<td>49</td>
</tr>
<tr>
<td>Worried about their health</td>
<td>46</td>
</tr>
<tr>
<td>Unsafe on campus</td>
<td>20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overwhelmed by all you had to do</td>
<td>35</td>
</tr>
<tr>
<td>Depressed</td>
<td>10</td>
</tr>
</tbody>
</table>

*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

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
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

Jennifer R. Keup
keupj@mailbox.sc.edu
www.sc.edu/fye

Matt Lindenberg
lindenbe@mailbox.sc.edu
21st 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