

Alignment Matters: Connecting Outcomes, Objectives, Services, and Measures

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Foundational Information

Fit Within the Assessment Cycle

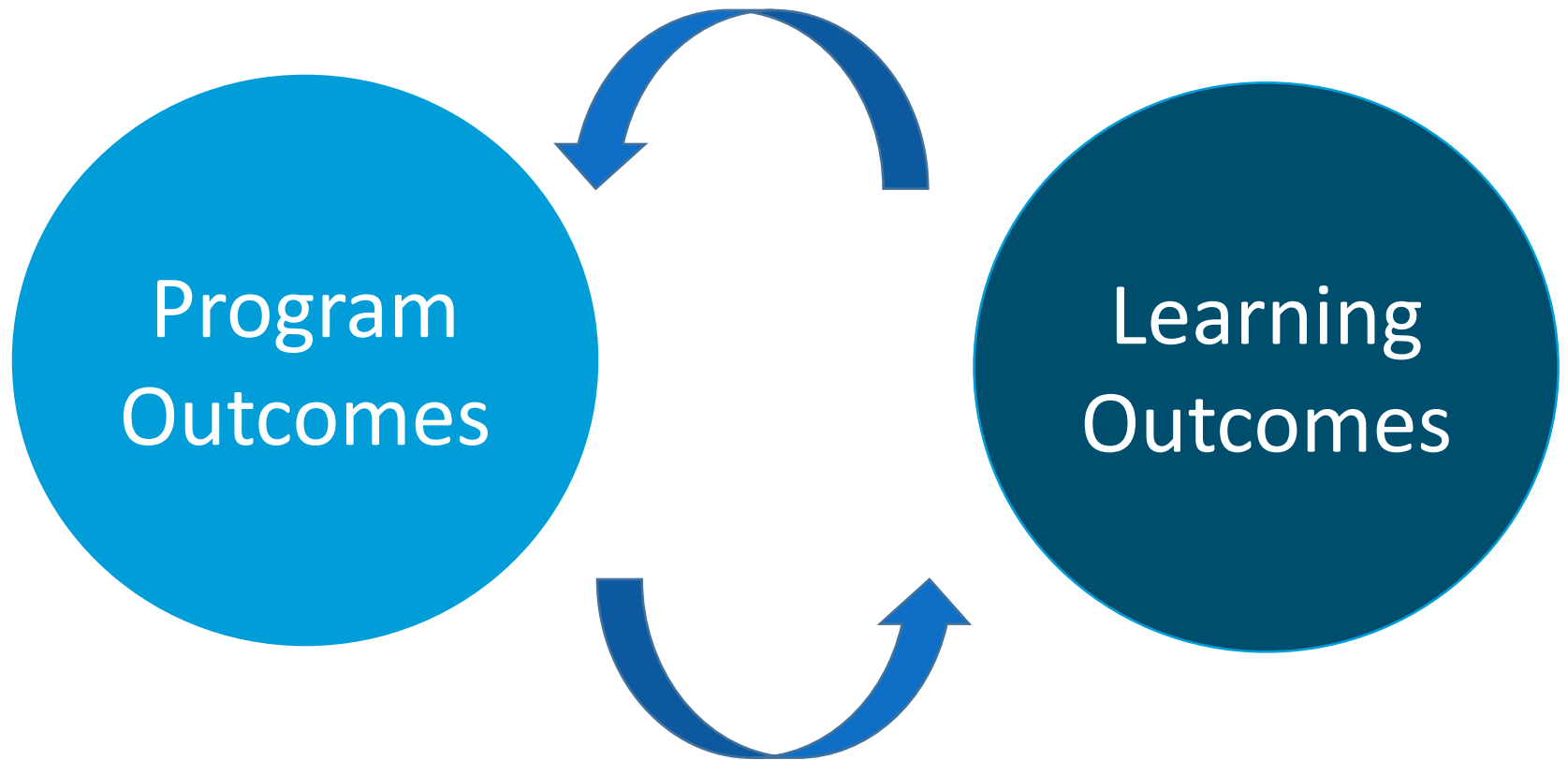


Elements of Assessment Plans

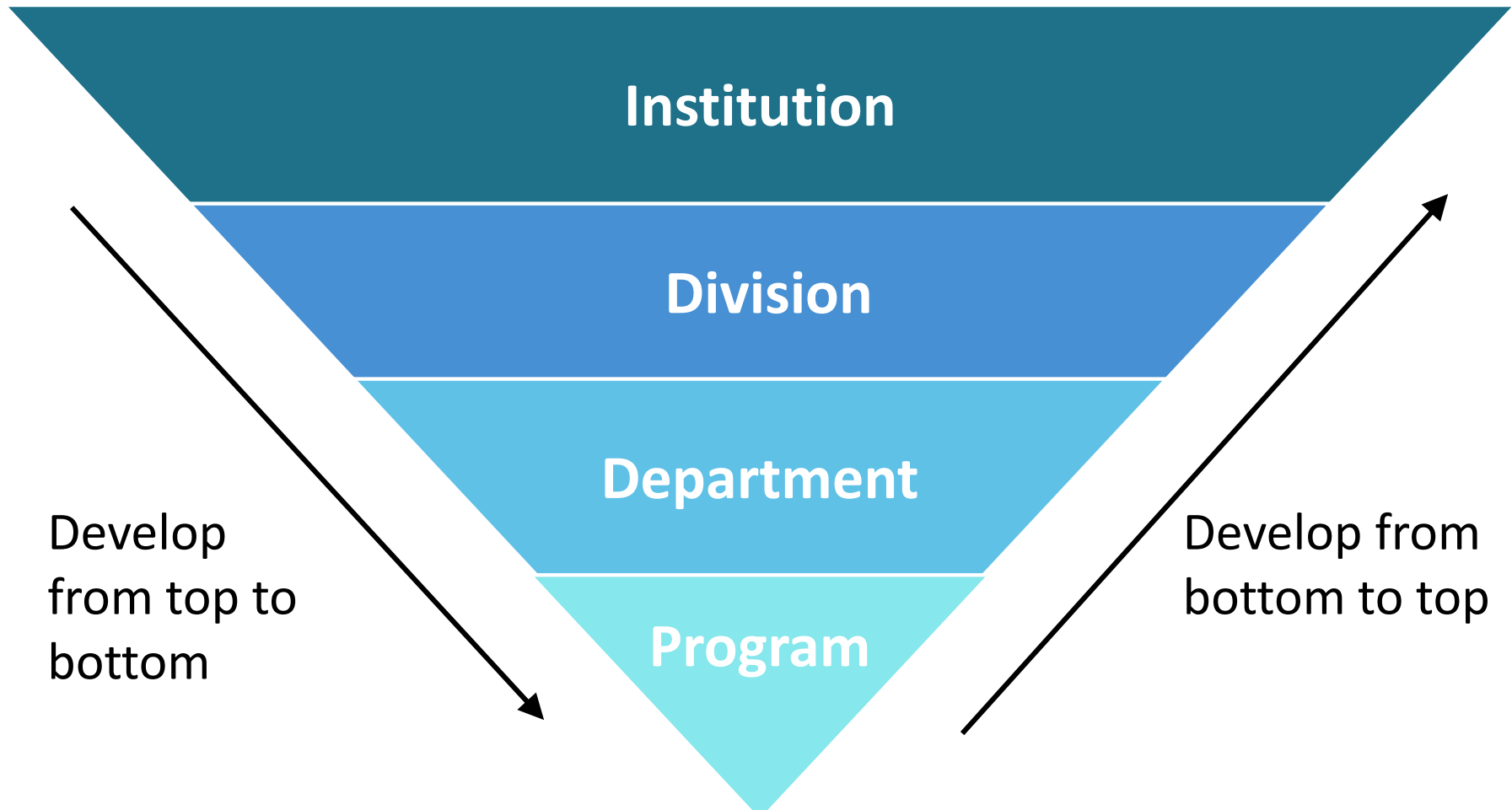
- Mission/purpose/area description (Who)
- Program outcomes (What)
- Learning outcomes (What)
- **Alignment/mapping of P/SLOs (Where)**
- Measures/methods (How)
- Administration plan (When)



Natural to Draw or Map Connections



Guiding Framework: Mission, Goals, Outcomes



Adapted from: Huba, M. E. & Freed, J. E. (2000).

Alignment and Connections

Institutional learning goals/outcomes



Divisional learning goals/outcomes



Departmental/office learning goals/outcomes



Program-level learning outcomes



Course/program learning outcomes



Class session/event learning outcomes

Example of the Connection

<u>University Level</u>	<u>Division/Dept. Level</u>	<u>Program/Course Level</u>
Learning Goal: Communication	Psychology Learning Outcome: Majors will be able to communicate effectively in a variety of formats.	Research Methods Outcomes: 1. Students will write using APA style and format rules. 2. Students will present research ideas in poster format.

Example of the Connection

<u>University Level</u>	<u>Division/Dept. Level</u>	<u>Program/Course Level</u>
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Learning Goal: Diversity	Student Affairs Learning Outcome: To Appreciate Diversity – to develop an understanding and appreciation of human differences, have a global perspective and learn to interact successfully and meaningfully with people from different backgrounds and with diverse identities.	Center for Multicultural Affairs Programming Outcome: Students attending the Ambassador Diversity presentation will be able to identify three examples of microaggressions.

Example of the Connection

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Learning Goal: Professionalism	Combination of goals/outcomes from the Career Development Office and the academic department.	Internship Learning Outcome: Students completing an internship will gain professional skills in their discipline.

Context Matters

- Clarifies area niche within university
- Provides larger connections to outcomes
- Promotes triangulation of data sets



Campus Examples

Ohio University

Large, public university in
Athens, Ohio

Current enrollment of
29,217 includes
undergrad, grad, online,
and branch campus
students



Career & Leadership Development Center (CLDC)

12 Professional Staff

10 engage in coaching students

6 Graduate Assistants

25 Undergraduate Student Staff

12 Student Ambassadors engaging in peer development

8 front desk student staff

5 PACE, intern, and grant-funded positions



Ohio University Mission

Ohio University holds as its central purpose the **intellectual and personal development** of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its **outstanding faculty** of accomplished teachers whose **research and creative activity advance knowledge** across many disciplines.

Division of Student Affairs Mission

The Division of Student Affairs at Ohio University prepares students to be **responsible and contributing members of a diverse, global society** by providing **learning-centered environments**, **meaningful out-of-class opportunities**, and **professional support services** that help them learn through their experience and achieve academic success.

CLDC Mission

The Career & Leadership Development Center is committed to **holistic preparation** of all Ohio University students and alumni for **active development and implementation of career and leadership skills** necessary in our **global community**.

We accomplish this by:

Facilitating a **process of self-awareness** that encourages all students and alumni to engage in career exploration and holistic leadership skill development

Helping students and alumni **recognize, synthesize, and communicate** their experiences

Fostering **collaborative relationships** with faculty, staff and employers to connect students with innovative resources, services and employment opportunities

Empower students to be **lifelong learners** by providing learning opportunities to construct the following **leadership skills**: self-awareness, interpersonal development, team development, organizational development and innovation

Alignment

Ohio University	Division of Student Affairs	Career & Leadership Development Center (CLDC)	CLDC Services
<p>Holds as its central purpose the intellectual and personal development of its students.</p>	<p>Prepares students to be responsible and contributing members of a diverse, global society by providing learning-centered environments, meaningful out-of-class opportunities, and professional support services that help them learn through their experience...</p>	<p>Committed to holistic preparation of all students/alumni...for active development and implementation of career and leadership skills necessary in our global community.</p> <p>Help students/alumni recognize, synthesize, and communicate their experiences</p> <p>Empower students to...learn/construct the following leadership skills: self awareness, interpersonal development, team development, organizational development, and innovation.</p>	<p>Career Courses Career Coaching Leadership Coaching Mock Interviews Leadership Workshops Leadership Certificates Career & Internship Fair Graduate School Fair</p>

Career & Leadership Development Center

Services offered for the [holistic career and leadership development](#) of students:

Career Courses

Professional Leadership Certificate

- Career Coaching (30-minute one-on-one session)

- Mock Interview (30-minute one-on-one session)

- 3 Leadership Workshops:

 - Who Are you and Why Should I Care? (Keys to Networking Success)

 - Bragging Rights (Creating the Perfect Resume and Cover Letter)

 - Hunting and Gathering (Job Search and Interviewing)

21st Century Leadership Certificate

- Leadership Coaching (three 30-minute one-on-one sessions)

- 3 Leadership Workshops:

 - I Am Right. You Are Wrong. (Understanding Ethics and Values)

 - Building an Awesome Team (Understanding Team Development)

 - Get It Together (Understanding Emotional Intelligence)

Career Courses - Purpose

The purpose of this class is to **provide an opportunity for students to learn about and develop the necessary skills to help themselves in all areas of career planning.** Career development involves more than just choosing a major or occupation; it consists of:

- assessing interests, skills, values, and motivations,
- understanding the necessary employability skills needed to succeed in the world of work,
- learning the steps of an effective internship/job search, and
- gaining an awareness of the steps in the career decision making process.

Strategic Priorities 2014-17

Outreach

Leadership

Employer Relations

Strategic Priorities 2014-17

	2014-15 Focus	2015-16 Focus
Outreach	Definitions created and target populations defined; liaisons assigned to each population	Revise list of target populations; more concerted effort to tell our story to departments internal to OU
Leadership	Six leadership skills defined	Promotion of Leadership Certificates
Employer Relations	Incorporate Leadership into Employer Relations	Enhance engagement by integrating employers into CLDC taught courses

University of Phoenix

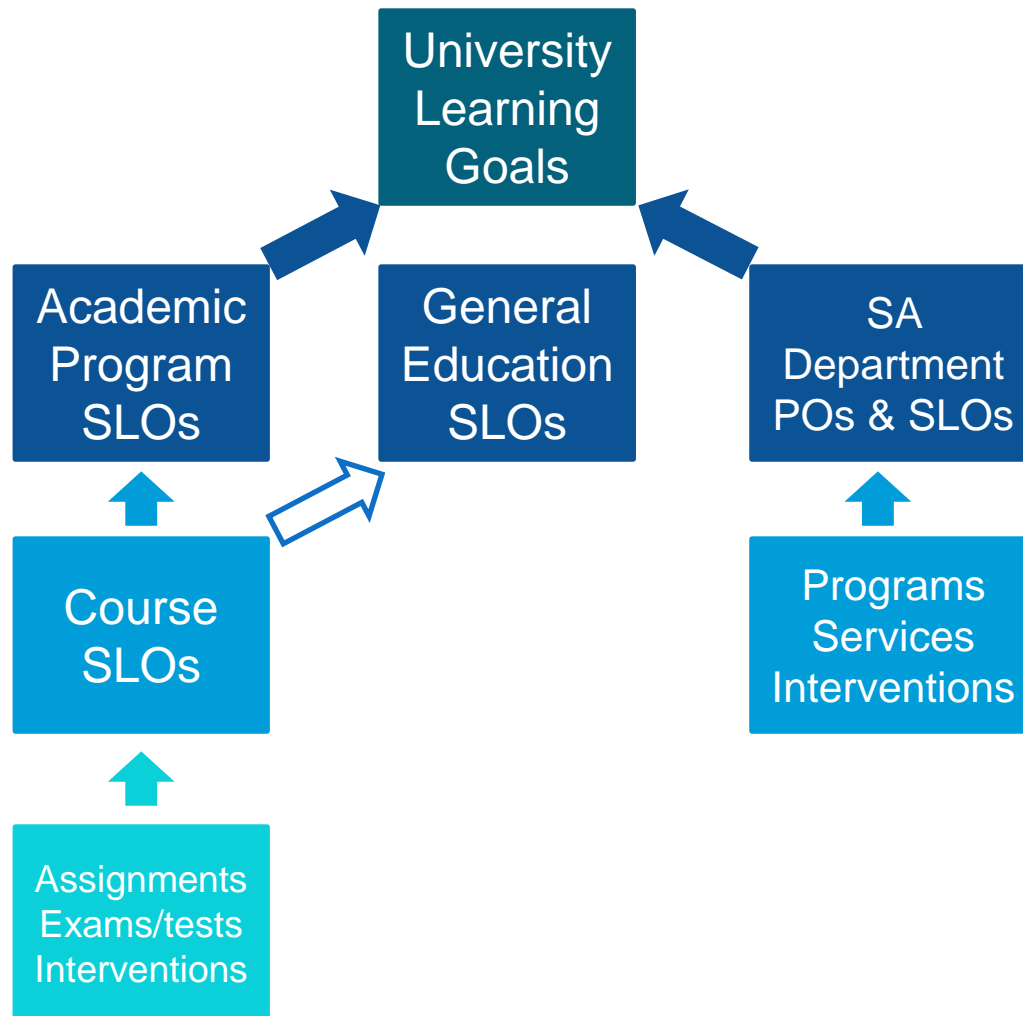
(Very) Large, private/for-profit

Majority of students online, but have 30 campuses and 60+ locations

Aim to serve working adults




UOPX SLO Alignment



Incorporated in Assessment Plans

Department Student Learning Outcomes (DSLOs)


Learning outcomes are end/outcome-oriented; these are what students will know, think, or be able to do as a result of your services. Recommended 4-6 outcomes. Where applicable and appropriate, note parenthetically any connection or mapping of DSLOs to University Learning Goals (Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Information Utilization, Collaboration). Related to CAS General Standards 2 and 3.



DSLO #1:
DSLO #2:
DSLO #3:
DSLO #4:
DSLO #5:
DSLO #6:

Service(s)/Intervention(s)


Please list each service/learning intervention and how they relate to DPOs and DSLOs.



Service(s)/Intervention(s)	Connection to DPOs/DSLOs (e.g., DPO 1, DPO 2, DSLO 1, DSLO 3)	Location: Campus-specific (name), Ground (at all campuses), or Online

Annual Assessment Plan

List each measure/method utilized to assess respective DPOs and/or DSLOs. Indicate timeline information for each measure – accounting for planning, launch, data collection, analysis, and reporting results – and frequency of occurrence throughout the year.



Service/Intervention	Measure/Method	DPOs/DSLOs Measured	Activity Timeline	Success Criteria / Learning Target

Quantifying Connections

Area	DSLO #	ULG	DSLO Text
Student Services - Advising	1	Critical Think	As a result of speaking with Student Services, stu
Student Services - Advising		Information	As a result of speaking with Student Services, stud
Student Services - Advising	2	Critical Think	Based upon conversation with Student Services, t
Student Services - Advising	3	Information	After walking through resources with Student Ser
Student Services - Advising		Critical Think	After walking through resources with Student Serv
Student Services - Advising	4	Information	As a result of speaking with Student Services, stu
Student Services - Advising	5		As a result of speaking with Student Services, stu
Admissions	1	Information	Student will apply understanding of the admission
Admissions	2	Information	Student will distinguish how their previous educa
Admissions	3	Information	Student will recognize applicable opportunities fo
Financial Services Advisement	1	Information	After a contact from a finance advisor, student wi
Financial Services Advisement	2		After receiving a notification from the finance ad
Financial Services Advisement	3	Information	Students who receive a call from the repayment n
Financial Services Advisement	4	Information	Students who speak with a finance advisor will ex
Military Operations	1	Information	As a result of engaging with UOPX military-certifi
Military Operations	2	Critical Think	As a result of engaging with UOPX military-certifi
Military Operations	3		As a result of engaging with UOPX military-certifi
Military Operations	4	Professional	After reviewing the Veterans Shared Responsibili
Registrar	1	Information	As a result of reviewing official program and polic
Registrar	2	Information	As a result of reviewing program information prov
Registrar	3	Information	As a result of contacting Registrar's Office staff, st
Technical Assistance	1	Information	As a result of utilizing the system diagnostic resou
Technical Assistance	2		After consultation with the Technical Assistance C
Technical Assistance	3	Information	After consultation with the Technical Assistance C
Technical Assistance		Critical Think	After consultation with the Technical Assistance Ce

Areas	# of DSLOs	Count of ULG Connection
Admissions	3	3
Financial Services Advisement	4	3
Military Operations	4	3
Registrar	3	3
Technical Assistance	4	5
Enrollment	7	7
Student Services - Advising	5	6
Repayment Management - Financial Education Initiatives	8	8
Office of Dispute Management	5	8
Recognized Student Organizations	3	1
Student Services - Life Resource Center	2	1
Disability Services	4	3
Student Resource Centers	7	8
Academic and Instructional Support Services	6	5
Grand Total	65	64

Row Labels	Count of ULG Connection
Communication	3
Critical Thinking and Problem Solving	19
Information Utilization	37
Professional Competence and Values	4
Collaboration	1
Grand Total	64

Testing Connections

Strength/Progression of Connection

Connections may indicate strength or progression

- Primary, Secondary
- Introduced, Reinforced, Accomplished, Advanced

Connections may need tested

- Ensure validity
- Limit subjectivity

Two-Part Mapping Test

- 1. Determine if higher piece is demonstrated at your lower level.**
 - Is a university learning goal present in your department learning outcome?

- 2. Determine whether your intervention/condition associated with the lower level intentionally promotes or reinforces higher level.**
 - Does your service/outcome reinforce the learning or acquisition of ULG?

Often, #1 will be evident, but the **key is having both #1 and #2** present to confirm mapping across levels of goals or outcomes.

Mapping Test Example #1

A math faculty member believes university learning goal of ***Communication*** maps to SLOs associated with calculus exams.

#1: Is Communication present in SLO demonstration via exams of calculus class? Y/N

Yes. Students utilize written communication to answer questions on tests.

Mapping Test Example #1

A math faculty member believes university learning goal of ***Communication*** maps to SLOs associated with calculus exams.

#2: Does content leading up to or covered in the exams intentionally promote or reinforce Communication? Y/N

No. While written communication is required to answer some questions on exams, there's not intentional learning or promotion of communication in the course. Learning for students is centered around calculus terminology, equations, and problem-solving skills.

Mapping Test Example #2

An academic advisor believes university learning goal of ***Communication*** maps to SLO associated with overview of resources with advisees.

#1: Is Communication present in SLO demonstration related to resource overview? Y/N

Yes. Students verbally communicate to list a resource relevant to their needs.

Mapping Test Example #2

An academic advisor believes university learning goal of ***Communication*** maps to SLO associated with overview of resources with advisees.

#2: Does content leading up to or covered in the advisor overview promote or reinforce Communication? Y/N

No. While verbal communication may manifest with the student's response to relevant resources, there's not intentional learning or promotion of communication in the advisor's overview; learning for students is centered around what the resources are, where they are, and why they are important.

Mapping Test Example #3

An academic advisor believes university learning goal of ***Information Utilization*** maps to SLO associated with overview of resources with advisees.

#1: Is Information Utilization present in SLO demonstration related to resource overview? Y/N

Yes. Students must utilize shared information in order to determine a resource relevant to their needs.

Mapping Test Example #3

An academic advisor believes university learning goal of ***Information Utilization*** maps to SLO associated with overview of resources with advisees.

#2: Does content leading up to or covered in the advisor overview promote or reinforce Information Utilization? Y/N

Yes. The advisor's overview focuses on encouraging the student to consider resource information in relation to personal, professional, or academic needs, promoting the student to sift through information being provided to them.



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Division of Student Development

Strategic Priorities

Global Citizenship	Healthy Mind, Body, and Spirit
SLU students will understand the interconnectedness of multiple perspectives and cultural identities as part of a broader humanity, and express compassion for others, act in service to others, and enact social change with others.	SLU students will understand the importance of a healthy lifestyle, and balance physical wellness, mental wellness, and spiritual development .
Student Success	Integrative Learning
SLU students will understand the resources available to assist them in achieving their goals, activate their potential , and engage in strategies to strive toward their purpose after graduation.	SLU students will understand that learning is a lifelong endeavor and will discover, reflect on, and apply knowledge acquired in classroom and out-of-class experiences to create meaning .

University Strategic Planning

Eight Visions for SLU's Future: SLU as a/an...

1. Leader in Student Access and Success
2. Source of Values-Based Learning
3. Entrepreneur for Social Justice
4. Developer and Disseminator of New Knowledge
5. Advocate for St. Louis
6. Health Promoter and Provider
7. Global Citizen
8. Discerning Steward of Resources

Division Leadership Workshop

Work: Alignment of University Visions to our Strategic Priorities

Purpose:

1. Help everyone see the connections between the university plan and our strategic priorities.
2. Discuss if our priorities are what they should be given this new university-level guiding framework.

Process:

1. Individually spent time indicating alignment between the visions and priorities using the provided map.
2. On the white board, indicated where they thought alignment existed by marking a “D” or “I” in the corresponding column.
3. As a group, we reviewed what was posted, looking for consensus and outliers.
4. We had group discussion regarding the extent to which our four strategic priorities are sufficient.

To what extent do our Division's Strategic Priorities align with the new University Strategic Plan's Visions?

Consider two levels of alignment: direct and indirect.

A **direct connection** would imply that the connection is **readily apparent**.

An **indirect connection** would imply that there is likely a connection, but it **requires explanation**.

Mark each box with a “**D**” or an “**I**” as appropriate, or leave blank.

Feel free to also include notes as to why you think there is that level of connection.

Map: Strategic Priorities x Visions

	Student Development Strategic Priorities			
SLU Strategic Plan Visions SLU as a/an...	Global Citizenship	Healthy Mind, Body, and Spirit	Student Success	Integrative Learning
I. Leader in Student Access and Success			D	
I. Source of Values-Based Learning		I	D	D
I. Entrepreneur for Social Justice	D			D
I. Developer and Disseminator of New Knowledge			D	I
I. Advocate for St. Louis	D			
I. Health Promoter and Provider		D		
I. Global Citizen	D		I	
I. Discerning Steward of Resources			I	

Results of the Alignment Activity

Student Development Strategic Priorities				
SLU Strategic Plan Visions SLU as a/an...	Global Citizenship	Healthy Mind, Body, and Spirit	Student Success	Integrative Learning
I. Leader in Student Access and Success	6 9	8 8	20 0	11 6
I. Source of Values-Based Learning	8 7	7 9	14 4	20 0
I. Entrepreneur for Social Justice	16 3	4 5	2 6	10 3
I. Developer and Disseminator of New Knowledge	4 5	3 3	15 0	15 3
I. Advocate for St. Louis	17 2	1 7	1 9	8 10
I. Health Promoter and Provider	3 5	15 4	6 6	3 6
I. Global Citizen	20 0	5 3	0 11	6 9
I. Discerning Steward of Resources	3 6	5 7	0 10	2 8

First number is number of people who said direct link, second is number of people who said indirect link.

Post-Activity Discussion Questions

- What are your general thoughts on the extent to which our priorities align with the visions?
- Do all of our strategic priorities contribute in some way to one or more of the university's visions?
- How comfortable are we with the extent to which we think our Divisional priorities align with the visions?
- In what ways, if any, might we need to revise our priorities?

University of the Pacific

4-year, private, not for profit

Current enrollment = 6,281

Undergraduate, graduate,
and first professional
degree programs

Diverse

Residential





University Mission: to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.

Accreditation Core Competencies (WASC 5+)

+ Student Affairs Division's Mission and Values

- Departmental Mission, Program Plans, and Objectives
 - Departmental Student Learning Outcomes
 - Program/Service Level Outcome

Western Association of Schools and Colleges: Standards or Criteria for Review (CFRs)

CFR 2.2a states that undergraduate programs must: “ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking.”

The institutional review process calls upon institutions to describe how the curriculum addresses each of the five core competencies, explain their learning outcomes in relation to those core competencies, and demonstrate, through evidence of student performance, the extent to which those outcomes are achieved.

If they wish, institutions may create their own limited list of essential higher-order competencies beyond the five listed...The institution analyzes the evidence according to its own judgment, reports on student achievement of its learning outcomes in a way that makes sense for the institution (e.g., as a single score, or within ranges or qualitative categories), contextualizes the findings according to the mission and priorities of the institution, and formulates its own plans for improvement, if needed. (from <https://www.wascsenior.org/>)

Sample University-Wide Core Standard Assessment Plan

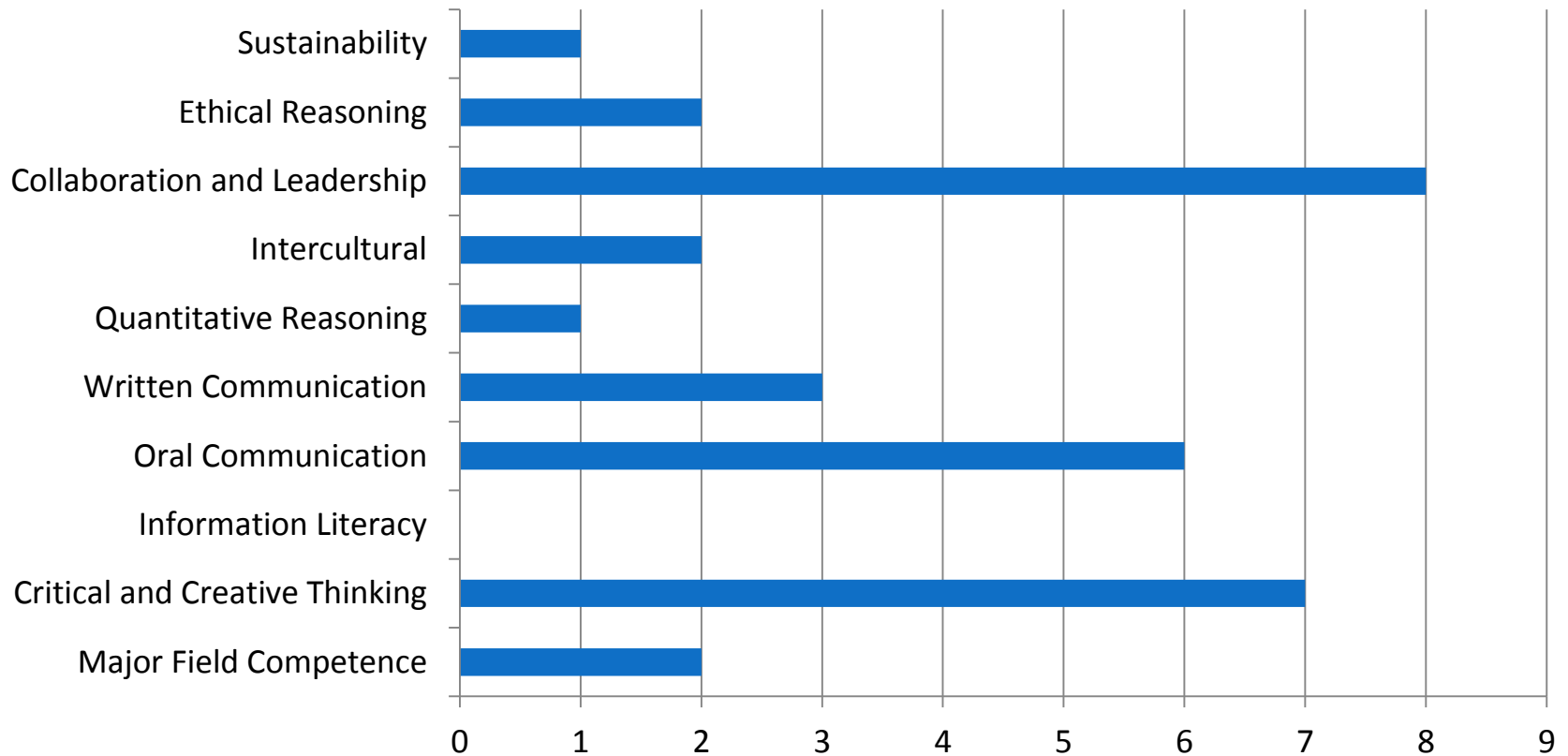
Core Competency	Definition	What instrument or method will be used to collect data?	When will data be collected?	When will data be analyzed?	When will reports be written?	When will results be disseminated? Who will disseminate results?	To whom will results be disseminated?	What documentation will ensure that results will influence instruction?	When will competencies be re-assessed?	Revise Plan
Written Communication	A meaning-making, recursive cognitive process performed by a writer to develop and express ideas to an audience.	Written Communication Rubric	Spring '16	Summer 2016	Summer 2016	Fall 16; UAC/AD	Unit meetings; Target Programs doing Program Review	Programs report on how results are used.	2018	Fall 2018
		NSSE/CIRP	NSSE '16 CIRP '15						NSSE '20 CIRP '18	
		GE and Student Life Assessment	'13-'14 '14-'15 '15-'16						'17-'18 '18-'19 '19-'20	
		PURCC	'16						2018	

Sample University-Wide Core Standard Assessment Plan

Core Competency	Written Communication
Definition	A meaning-making, recursive cognitive process performed by a writer to develop and express ideas to an audience.
What instrument or method will be used to collect data? When will data be collected?	Written Communication Rubric – Spring 2016 NSSE – 2016 CIRP – 2015 General Education and Student Life Assessment – 2013-16 PURCC - 2016
When will data be analyzed?	Summer 2016
When will reports be written?	Summer 2016
When will results be disseminated? Who will disseminate results?	Fall 2016 - UAC/AD
To whom will results be disseminated?	Unit meetings; Target Programs doing Program Review
What documentation will ensure that results will influence instruction?	Programs report on how results are used.
When will competencies be re-assessed?	Written Communication Rubric – 2018 NSSE – 2020 CIRP – 2018 General Education and Student Life Assessment – 2017-20 PURCC - 2018
Revise Plan	Fall 2018

Student Life Program Alignment

Aligning Student Life Outcomes with WASC Competencies +



Example of Single Program Alignment with WASC Standards/Competencies

- Student Learning Outcome (SLO) for the Multifaith Chaplain's office: As a result of participating in Interfaith Council meetings and events, students will be able to dialogue on issues related to faith, religion, and justice.
- Method: Qualitative
- Data gathering: (1) Observation by program organizers; (2) Reflection
- Data analysis: Using a program-focused rubric on skill in communicating interpersonally.
- Results
- Recommendations
- Implications of proposed changes
- Operational Plan based on recommendations
- Links to University Mission and WASC Competencies: Critical Thinking, Oral Communication



Activity

Application: Map Creation

1. Pick a starting point:

Program outcome, Student learning outcome, Service, Measure

2. Draw connections to show alignment between:

Program outcomes (if applicable)

Student learning outcomes (if applicable)

Services

Measures

Higher-level elements (strategic priority, ULG, etc.)



Level 1

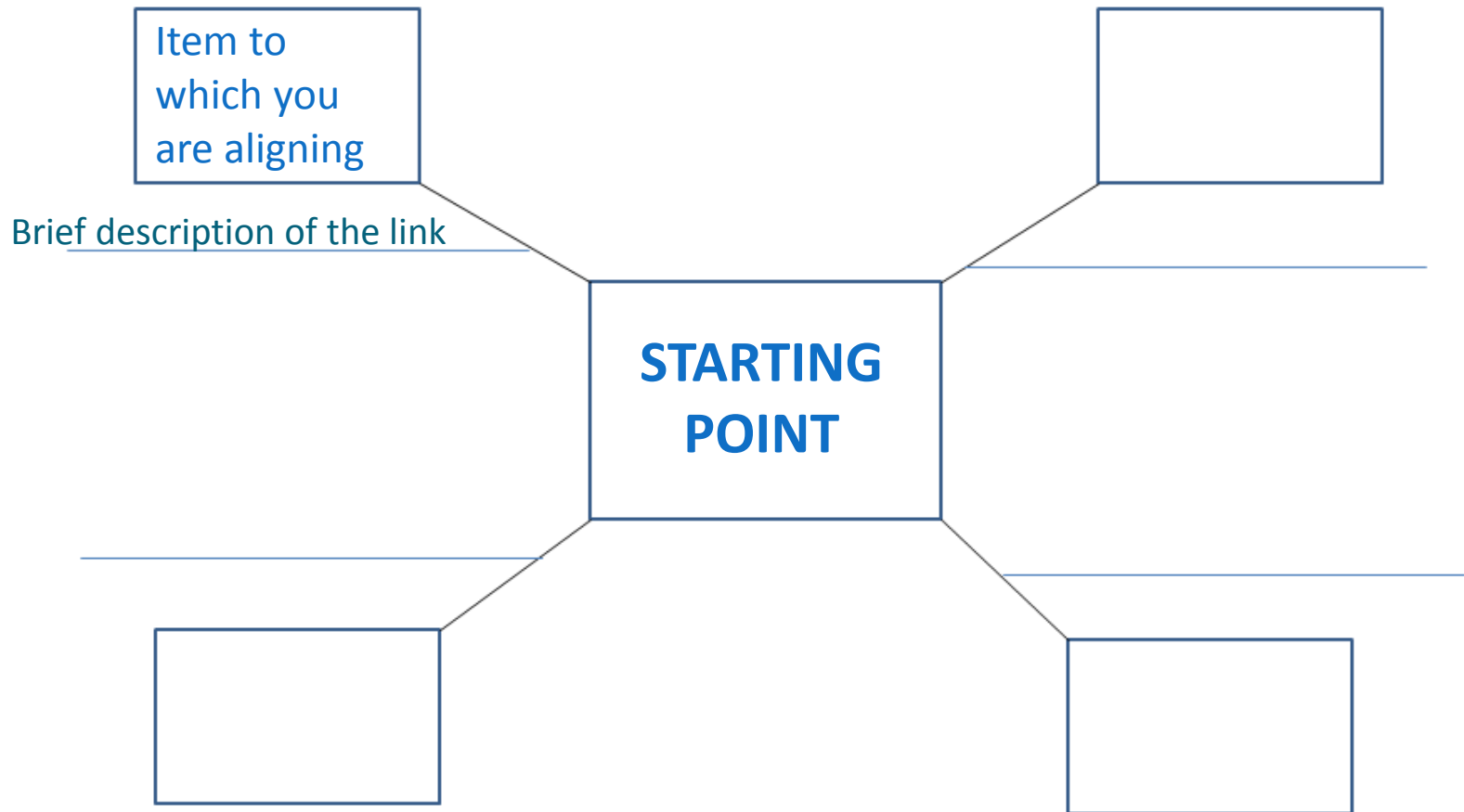
Level 2

Level 3

Level 4

<u>University Level</u>	<u>Division Level</u>	<u>Department Level</u>	<u>Program or Services Level</u>

	Event/Program 1	Event/Program 2	Event/Program 3
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			



Panel Q&A

Lessons Learned

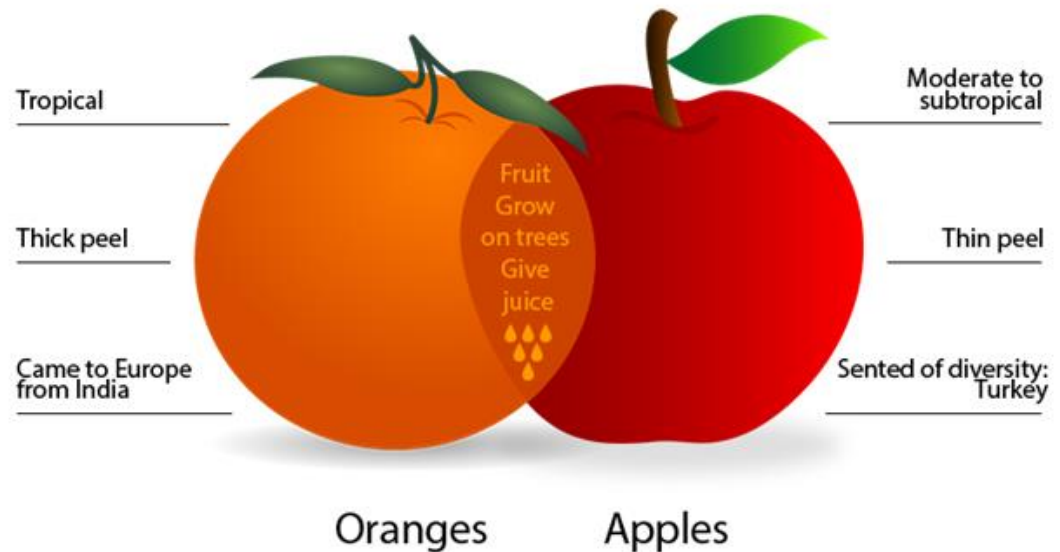
Connect with Purpose



Move Mission Forward



Increase Transparency & Visibility



Alignment : Vacation



Thank you!

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