

Alignment of Global Outcomes with IDEA's SRI

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Assessment:

- Should be holistic
 - Many voices (faculty, staff, students, alums, etc)
 - Direct and indirect measures of outcomes
 - Integrated with global college goals
- Should answer questions of interest
- Works best when ongoing
- Needs to be supported by resources
- Leads to revision of processes

Outcomes Are Center Stage

- Every major higher education organization is now focused on learning outcomes
 - Regional Accreditors (HLC, SACS, MSCHE, etc)
 - Program Accreditors (ABET, CAEP, NLNAC, etc)
 - Higher Education Leaders (AAC&U, Lumina, etc)
- IDEA's Student Ratings of Instruction tool has focused on learning outcomes since 1975
- We measure processes (Teaching Methods) as well as outcomes, as both are important

IDEA's Role

- Our job is to make sure we are asking the right questions to lead to data you can use
- We continuously monitor clients, accreditors, and Higher Ed thought leaders for new outcomes
- We also monitor existing Teaching Methods and Learning Outcomes for continued relevance
- Our latest revision is live this semester, and results in an SRI that is better than ever

SRI Data Should:

- Provide insight for improvement of teaching
- Be generalizable to multiple assessment efforts across campus
 - Efficient in eliminating duplicative efforts
 - Helps to tie information together
- Insight into answering big assessment questions
 - Learning outcomes at all institution levels
 - Higher order cognitive skills (e.g., critical thinking)
 - Mission-driven outcomes (e.g., civic engagement)

How Does the SRI Compare?

- Selection of some major higher education initiatives should provide a good test for the relevance of the SRI Learning Outcomes data
- Lumina Foundation's Degree Qualifications Profile <https://www.luminafoundation.org/resources/dqp>
- AAC&U's LEAP Initiative www.aacu.org/leap
- HLC's Criteria for Accreditation
 - <http://policy.hlcommission.org/Policies/criteria-for-accreditation.html>
- NSSE's Engagement Themes
 - http://nsse.indiana.edu/html/engagement_indicators.cfm

Learning Outcomes unabridged

IDEA Learning Outcomes (unabridged)

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
- Gaining a broader understanding and appreciation of intellectual/ cultural activity (music, science, literature, etc.)
- Developing skill in expressing myself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply knowledge and skills to benefit others or serve the public good
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information

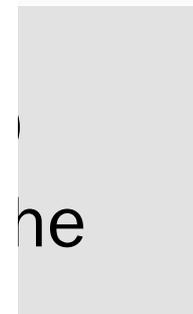
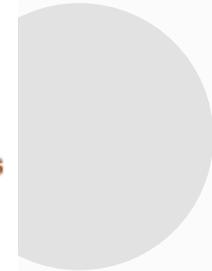
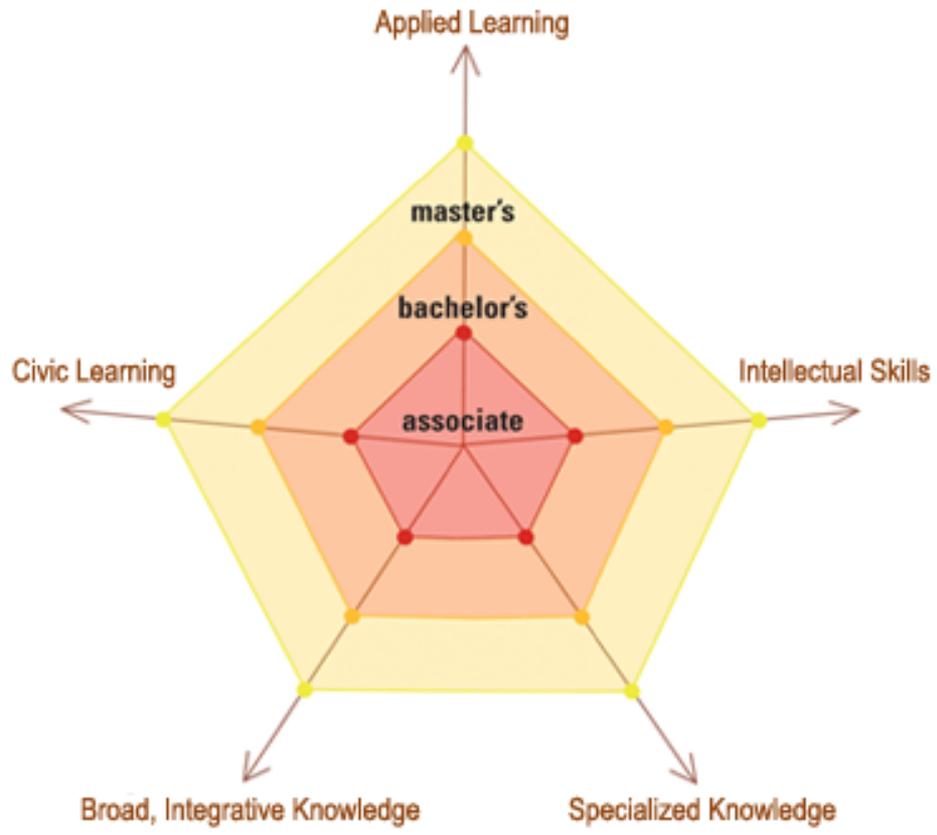
DQP Alignment

- The DQP is meant to define what college graduates should know and be able to do at each degree level

- 5 essential areas of learning

- Specialized Knowledge
- Broad, Integrative Knowledge
- Applied Learning
- Civic and Community Learning
- Intellectual Skills

- Intellectual Skills
- Applied Learning
- Civic and Community Learning
- Broad, Integrative Knowledge
- Specialized Knowledge



IDEA SRI – DQP Alignment

IDEA Learning Outcomes	DQP Proficiencies
Gaining a basic understanding of the subject	Specialized Knowledge; Broad and Integrative Knowledge
Developing understanding of diverse perspectives	Civic/Global Lrng; Intellectual Skills: Diverse Perspectives
Learning to <i>apply</i> course material	Applied and Collaborative Learning
Developing specific skills needed in the field	Specialized Knowledge
Acquiring skills in working with others	Applied and Collaborative Learning
Developing creative capacities	Specialized Knowledge; Broad and Integrative Knowledge
Gaining an appreciation of intellectual/cultural activity	Broad and Integrative Knowledge
Developing skill in expression orally or in writing	Intellectual Skills: Communicative Fluency
Learning how to find, evaluate, and use resources	Intellectual Skills: Use of Information Resources
Developing ethical reasoning	Intellectual Skills: Ethical Reasoning
Learning to analyze and critically evaluate ideas	Intellectual Skills: Analytic Inquiry
Learning to serve the public good	Civic and Global Learning
Learning methods for interpreting numerical info	Intellectual Skills: Quantitative Fluency

- IDEA’s SRI successfully covers:
 - All 5 Proficiencies
 - All 6 Intellectual Skills

LEAP VALUE Rubric Initiative

- 3 Broad Categories of Learning, with VALUE Rubrics associated with each
 - Intellectual and Practical Skills (10)
 - Inquiry and Analysis; Critical Thinking; Creative Thinking; Written Communication; Oral Communication; Reading; Quantitative Literacy; Information Literacy; Teamwork; Problem Solving
 - Personal and Social Responsibility (5)
 - Civic Engagement; Intercultural Knowledge; Ethical Reasoning; Lifelong Learning; Global Learning
 - Integrative and Applied Learning (1)
 - Integrative Learning

IDEA SRI - LEAP Alignment

AAC&U VALUE Rubrics	IDEA Learning Outcomes
Intellectual and Practical Skills:	
Inquiry and Analysis	Learning how to find, evaluate, and use resources
Critical Thinking	Learning to analyze and critically evaluate ideas
Creative Thinking	Developing creative capacities
Written Communication	Developing skill in expression orally or in writing
Oral Communication	Developing skill in expression orally or in writing
Reading	<i>Amount of Reading (note: Not a Learning Outcome)</i>
Quantitative Literacy	Learning methods for interpreting numerical info
Information Literacy	Learning how to find, evaluate, and use resources
Teamwork	Acquiring skills in working with others
Problem Solving	Learning to apply course material
Personal and Social Responsibility:	
Civic Engagement: Local and Global	Learning to serve the public good
Intercultural Knowledge and Competence	Developing understanding of diverse perspectives
Ethical Reasoning	Developing ethical reasoning
Foundations and Skills for Lifelong Learning	Learning how to find, evaluate, and use resources
Global Learning	Developing understanding of diverse perspectives
Integrative and Applied Learning:	
Integrative Learning	Learning to apply course material

All categories and each Rubric represented

HLC Alignment with IDEA's SRI

- HLC is an example of a typical regional accreditor
 - We also map to all other regional accreditors
- Five Criteria
 - Mission
 - Integrity: Ethical and Responsible Conduct
 - Teaching and Learning: Quality, Resources, and Support
 - Teaching and Learning: Evaluation and Improvement
 - Resources, Planning, and Institutional Effectiveness
- Criteria 3 and 4 are obvious, but what of the others?

HLC Alignment

- Criterion 1 – Mission
- 1.C.2 – Activities reflect attention to human diversity
 - Teaching Method: Helped students to interpret subject matter from diverse perspectives
 - Teaching Method: Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
 - Learning Outcome: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

HLC Alignment (continued)

- Criterion 2 – Integrity: Ethical and Responsible Conduct
 - 2.E.1 – Integrity of scholarly practice
 - Teaching Method: Encouraged students to use multiple resources
 - Teaching Method: Involved students in hands-on projects
 - Learning Outcome: Learning to find, evaluate and use resources
 - 2.E.2 – Student guidance in ethical use of Information resources
 - Learning Outcome: Developing ethical reasoning and/or decision making

HLC Alignment (continued)

- Criterion 3 – Teaching and Learning: Quality, Resources, and Support
 - 3.B.2 - The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework.
 - LEAP is popular here, as is DQP. Either map could plug right into this criterion

HLC Criterion 3 (continued)

HLC Standards	IDEA Learning Outcome or Teaching Method
3.B.3. Teaching and Learning	
Collecting, Analyzing, and Communicating Info	4 Learning Outcomes + 2 Teaching Methods
Mastering Modes of Inquiry or Creative Work	2 Learning Outcomes + 2 Teaching Methods
Developing Skills Adaptable to Changing Envir.	3 Learning Outcomes + 2 Teaching Methods
3.B.4. Recognizes Diversity	Developing understanding of diverse perspectives
3.B.5. Scholarship, Creative Work, and Discovery	2 Learning Outcomes + 2 Teaching Methods
3.C.5. Instructors are Accessible for Students	<i>Encouraged interaction outside of class (TM)</i>
3.D. The Institution Provides Support for Pedagogy	
3.D.5. Student Guidance for Effective Information Use	2 Learning Outcomes + 2 Teaching Methods
3.E.2. The Institution Delivers on Mission Promises	
(i.e., Research)	2 Learning Outcomes + 2 Teaching Methods
(i.e., Civic Engagement)	Learning to serve the public good

HLC Alignment (continued)

- Criterion 4 – Teaching and Learning: Evaluation and Improvement
- Just using IDEA's SRI is a commitment to evaluation and improvement
 - Outcomes based – courses must have objectives
 - Focused on development of faculty
 - Nationally normed – comparisons to national database
 - IDEA provides free research and faculty development around pedagogy, best practices

HLC Alignment (continued)

- Criterion 5 – Institutional Effectiveness
- Standard 5.C.2 – Systematic and Integrated Planning
 - Assessment of Student Learning is supported by IDEA's SRI
- Standard 5.D – The institution works systematically to improve learning
 - IDEA is literally a system meant to improve learning

NSSE Alignment

- IDEA's SRI can be used in conjunction with other student perception data to create a more holistic picture of student voice
- National Survey of Student Engagement – NSSE
 - 4 Themes: Academic Challenge; Learning With Peers; Experiences With Faculty; Campus Environment
 - 10 Engagement Indicators that summarize student perception around a related set of survey questions
- Showing relationships between SRI and NSSE can strengthen an institution's story

NSSE-SRI Alignment

NSSE Engagement Indicators	IDEA Learning Outcomes or Teaching Methods
Academic Challenge:	
Higher Order Learning	Learning to analyze and critically evaluate ideas
Reflective and Integrative Learning	Scores on multiple Teaching Methods
Learning Strategies	Scores on multiple Teaching Methods
Quantitative Reasoning	Learning methods for interpreting numerical info
Learning With Peers:	
Collaborative Learning	Acquiring skills in working with others
Discussions With Diverse Others	Developing understanding of diverse perspectives
Experiences With Faculty:	
Student-Faculty Interaction	Encouraged student-faculty interaction outside of class (TM)
Effective Teaching Practices	Overall scores on SRI; multiple TMs
Campus Environment:	
Quality of Interactions	
Supportive Environment	