

# Mission-Based Outcomes and the Challenge of Assessment

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# Learning Outcomes

- Learn about the AAC&U's VALUE rubrics; specifically the rubric on Civic Engagement and Intercultural Competence
- Explore strategies for assessing outcomes that are complex and not easily assessable through quick artifact collection
- Analyze Augsburg's case study and draw conclusions relevant to their home institution's assessment

# Institutional Outcomes

## **As Informed Citizens, students are learning to ...**

- engage their communities and demonstrate a sense of agency to create change in ethical and informed ways
- explain diverse positions and collaborate effectively across social, cultural and geographic differences in local and global contexts

## **As Thoughtful Stewards, students are learning to ...**

- critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context
- identify the broad foundations for sustainable living and apply them in demonstrable ways

## **As Critical Thinkers, students are learning to ...**

- use appropriate methods to gather and analyze evidence, identify underlying assumptions, and evaluate competing claims
- construct coherent, polished and persuasive arguments, narratives and explications in written, oral and other formats

## **As Responsible Leaders, students are learning to ...**

- employ the fundamental principles of quantitative literacy to arrive at thoughtful judgments
- articulate and solve problems in creative, analytical, and integrative ways

# Challenge of Mission-Driven Outcomes

**“As informed citizens students are learning to *engage their communities and demonstrate a sense of agency to create change in ethical and informed ways*”**

**“As informed citizens, students are learning to *explain diverse positions and collaborate effectively across social, cultural and geographic differences in local and global contexts*”**

# Challenge of Mission-Driven Outcomes

## Key Challenges

- Complexity of outcomes
- Establishing a workable assessment cycle
- Valid assessment nodes
- Achievement goals
- Benchmarking

## What tools do we use?

- CLA+
- NSSE
- Large survey instruments?
- Institutionally targeted instrument?
- Established rubrics

# AAC&U VALUE Project

- Rubric Validation Project
- 16 Rubrics
- Multi-State Collaborative
  - 12 states, 88 public campuses
- Minnesota Collaborative
  - 10 campuses
  - Four-year public, four-year private, and two-year public

**Association of American Colleges  
and Universities**

Valid Assessment of Learning in  
Undergraduate Education

[www.aacu.org/value](http://www.aacu.org/value)

**AUGSBURG**  
UNIVERSITY

# Assessing the Outcomes

Outcome:

**“As informed citizens, students are learning to *explain diverse positions* and collaborate effectively across social, cultural and geographic differences in local and global contexts”**

Assessment Tool:

Intercultural Competence AAC&U Value Rubric

Outcome:

**“As informed citizens students are learning to *engage their communities* and demonstrate a sense of agency to create change in ethical and informed ways”**

Assessment Tool:

Civic Engagement AAC&U Value Rubric

# Assessing the Outcomes

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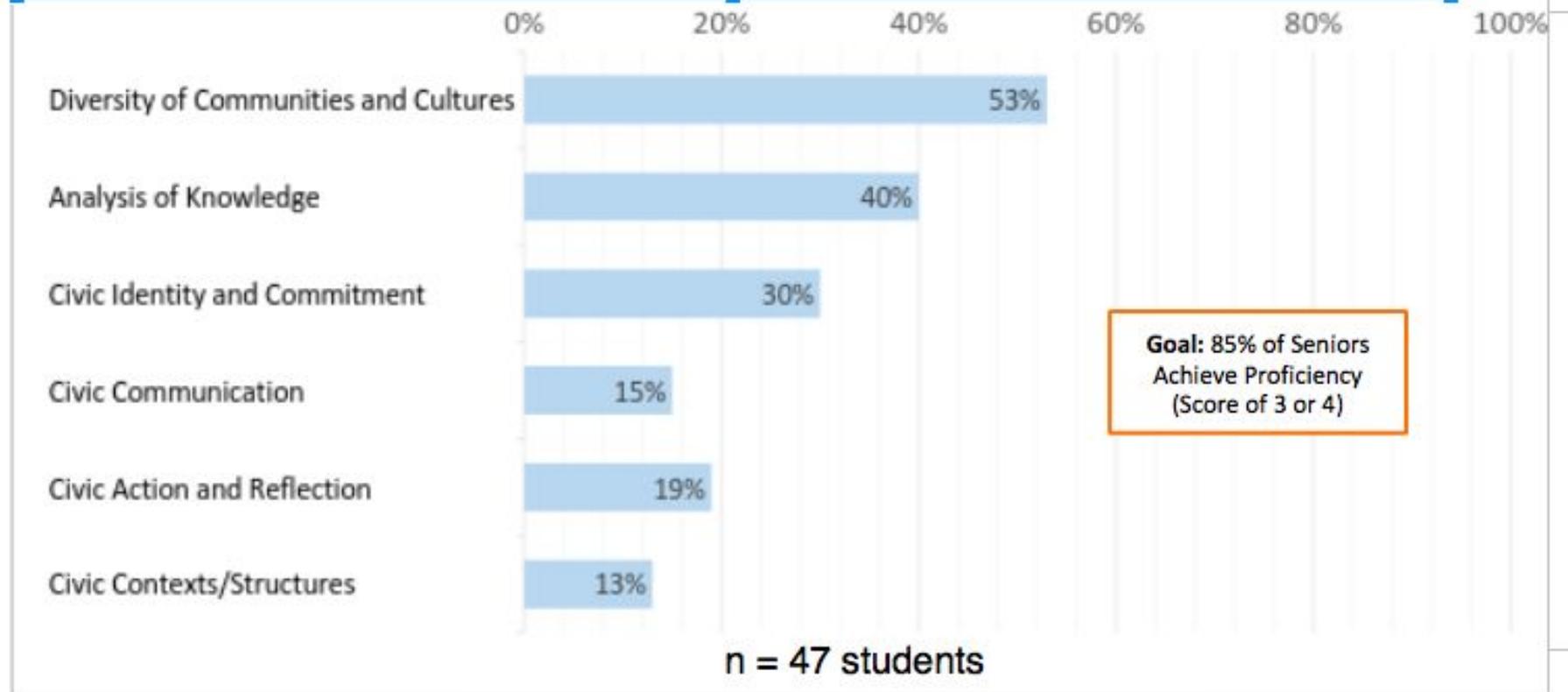
## Tool selection

- Is this the right instrument?
- How much does the rubric relate back to your stated learning outcome?
- How are you going to score it?
- How do you ensure validity?

## Artifact Selection & Collection

- How do you decide what to use the rubric on?
- What classes do you draw from?
- How do you get the artifacts?
- How applicable is the rubric?

## Percentage of Seniors Achieving Upper Milestone in Civic Engagement (2015-16)



# What Experience Taught Us...

In preparation and process:

- Be clear about the process.
- Make sure goals are realistic, not idealistic
- Keep focus on the goal

In identifying the goal:

- a complex outcome is challenging; break it down

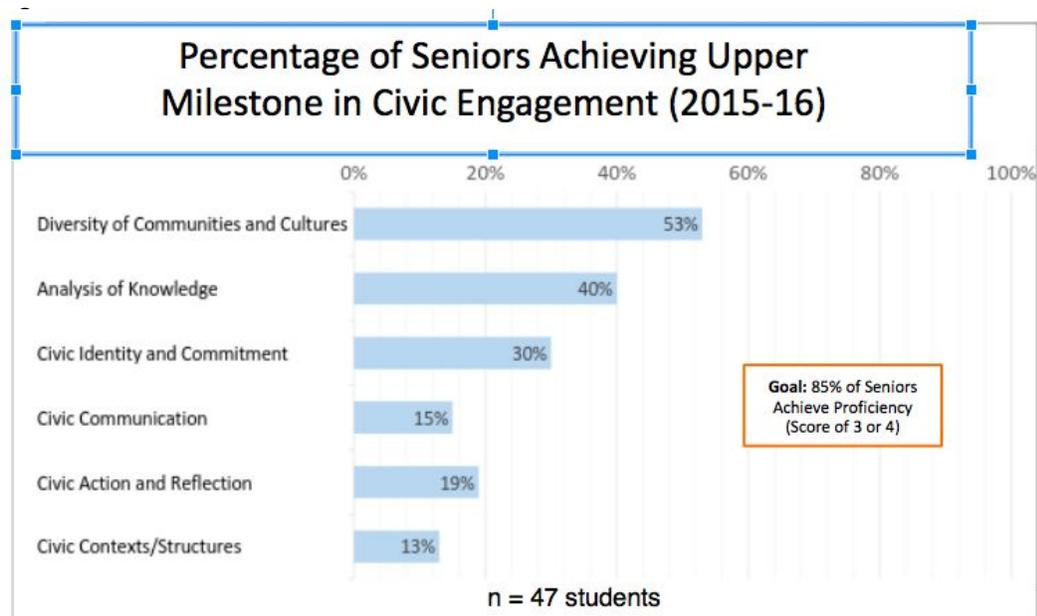
## Assessment Cycle

Identify the Goal(s)  
Articulate the Question  
Identify and Share Existing Data  
Look for Comparison Groups  
Choose Tool or Assessment Method  
Perform Assessment  
Collect Artifacts  
Analyze Data  
Share Information  
Make Recommendations

# What Experience Taught Us...

In identifying comparison groups:

- we lacked benchmark data specific to our institution



## Assessment Cycle

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# What Experience Taught Us...

In analysis:

- we realized there were ideological issues;
  - students may self-select based on our Institution or Mission
- Intercultural Rubric in particular overlaps with personality traits

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	<b>Capstone 4</b>
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

# AAC&U Intercultural Competence Rubric

# What Experience Taught Us...

In analysis:

- Artifacts did not necessarily align with rubrics, one size doesn't necessarily fit all

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# Summary of Lessons Learned...

Make sure that your instrument does not drive your assessment

- Do not conflate the outcome and instrument in communication at all
- Be intentional about your goal
  - Consider your need/desire for benchmark data
  - Engage in *meaningful* institutional goal setting

- Assessing high-level competencies takes a lot of preparation and groundwork
  - Understanding potential instruments
  - Understanding institutional culture
  - Possibly even creating or adapting assignments

# Questions?

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