

Where is the Adventure Going?

Learning Community Assessment

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8th Annual Learning Communities Institute,
Iowa State University, May 8, 2006

Overview of Assessment Efforts

- How can we help you?

- LC Assessment Subcommittee Workgroups

- Data
 - Outcomes
 - Survey
 - Rubric
 - Resources

- Where do we go from here?

- Future direction for assessment efforts

Assessment Subcommittee

- Bob Bergmann - Institutional Research
- Marissa Cope - Dean of Students
- Ann Coppernoli Farni - Business
- Doug Gruenewald - Learning Communities
- Drea Milobar - Registrar
- Carolyn Nading - Registrar
- Tom Polito - Agriculture
- Kevin Saunders - Provost Office
- Mack Shelley – Statistics, RISE, and ELPS
- Chris Verhaeghe – Registrar

Data Workgroup

- Institutional data analysis (Office of the Registrar, Office of Institutional Research)
- Non-participant database
- Profile of LC Participants

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Participant Profile

How can we use what we know about students to enhance their learning experiences?

What insight can we gain from longitudinal data?

Learning Outcomes Workgroup

- Outcomes Classification
- Creating Outstanding Outcomes
 - Goal vs. Outcome
 - Alignment with University and department goals
 - Writing measurable outcomes
 - Designing purposeful interventions

Outcomes Classification

What is the impact of Learning
Communities?

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Survey Workgroup

- Modified Undergraduate Education Survey
- Available through WebCT
- Able to customize survey to match learning outcomes

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Rubric Workgroup

- Tool for multiple uses
 - Coordinator use to gauge quality
 - External review
 - Mid-year reflection
 - End-of-year reports
 - Program development
 - Individual consultation
- Adjust to program changes and differences
 - Framework for conversations about quality

Rubric (sample)

Elements	Mature Stage	Improving Stage	Beginning Stage
Student Learning outcomes	Consistent with LC goals and can be measured. Outcomes relate to academic program outcomes. Experiences are designed to achieve learning outcomes.	Desired outcomes are present and consistent with LC goals but they are impossible to measure. Outcomes are related to academic program outcomes, but no clear design of experiences to achieve outcomes.	Stated as general goals rather than measurable outcomes, inconsistent with LC goals or nonexistent. Outcomes do not relate to academic program outcomes and no clear design of experiences to achieve outcomes.

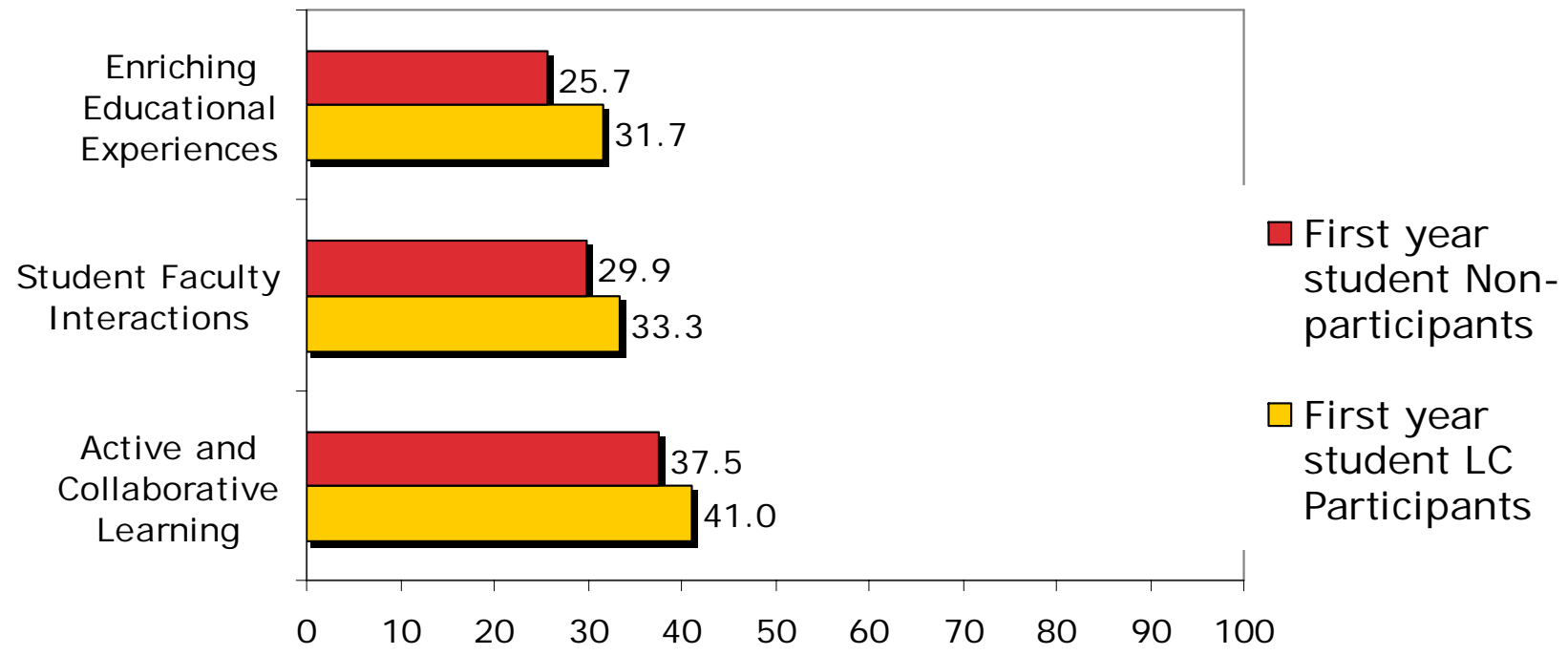
Resources Workgroup

- Enhance resources on website
- Reorganize information
- Develop ways to share best practices

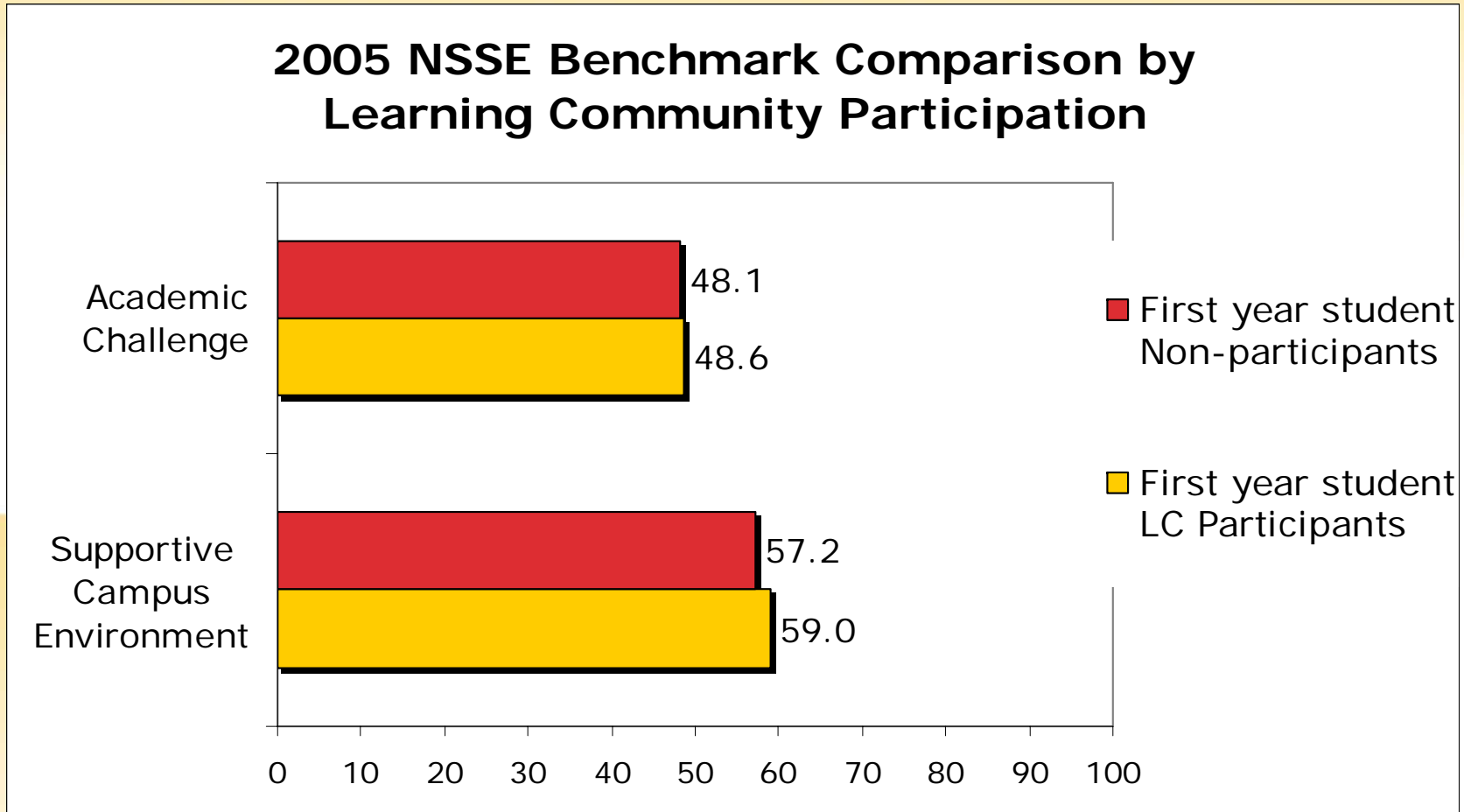
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Evidence of Success

NSSE 2005 Benchmark Comparisons by Learning Community Participation



Future Challenges



Where do we go from here?



Critical Questions

Can we recommend
specific Learning
Community
experiences to help
students learn?



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Critical Questions

What is the impact of the Learning Community experience?

How do we know?



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Critical Questions

How do learning communities influence students' later experiences?



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Critical Questions

How can we use information to guide the development of future Learning Communities?



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The Next Ten Years

- Continue efforts to develop tools
- Maximize use of existing data
- Encourage closing the feedback loop
- Individual consultation
- Ongoing development
- Dissemination of assessment strategies
- Identification of best practices that add value
- Longitudinal impact
- Student self-assessment

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