



THE UNIVERSITY OF TEXAS AT AUSTIN  
DIVISION OF DIVERSITY AND  
COMMUNITY ENGAGEMENT

# **‘Begin with the End in Mind’: Effective Dimensions of Assessment in Academic and Student Affairs**

**Ge Chen**

**Glen Baumgart**

**R. Joseph Rodriguez**

**February 23, 2010**





# Agenda

1. Overview
2. Leadership and Culture of Assessment
3. Institutional Effectiveness
4. Case Study and Activities
5. Department Vision and Resources



THE UNIVERSITY OF TEXAS AT AUSTIN  
DIVISION OF DIVERSITY AND  
COMMUNITY ENGAGEMENT

***The Division of Diversity and Community Engagement advances socially just learning and working environments that foster a culture of excellence through diverse people, ideas and perspectives. We engage in dynamic community-university partnerships designed to transform our lives.***





# Leadership and Culture of Assessment

- ***History of DDCE***
  - Expanded from a diversity and cross-cultural office created by the President in response to the report by the Task Force for Racial Respect and Fairness
  - One of the most comprehensive units at UT Austin with over 300 faculty and staff across both academic and student affairs
- ***Assessment Structure***
  - Assistant Vice President for Assessment reporting to VP
  - 12 Assessment plans representing key areas of DDCE
  - A team of unit directors as the driving force for institutional effectiveness within DDCE and beyond



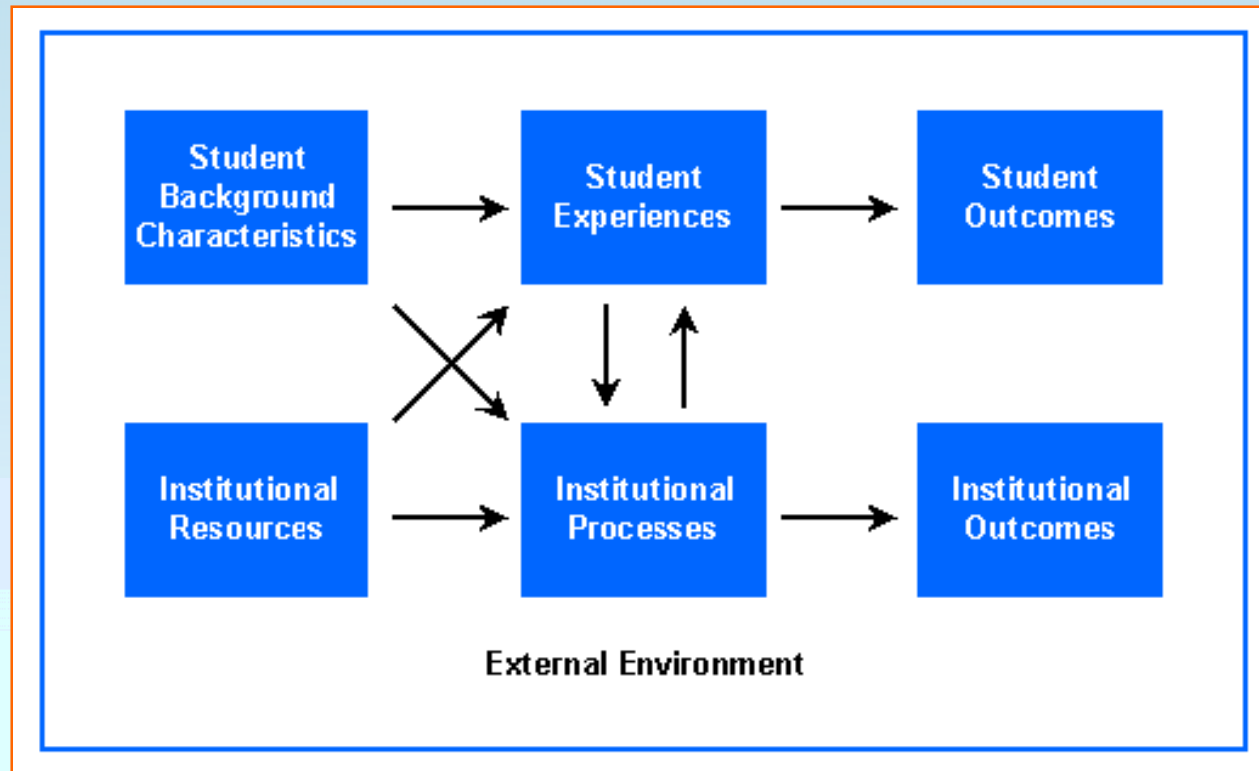
***“To begin with the end in mind means to start with a clear understanding of your destination.”***

**-Stephen R. Covey**

- ***Promote a culture of accountability and excellence***
  - Recognition of existing assessment achievement & expertise
  - Communication with shared understanding and language
  - Foster network and interdependence
  - Leadership support/recognition
- ***Develop Collaboration and Partnership***



# Institutional Effectiveness





# Case Study

Use a mixed methodological approach to assessment.

- Databases
- Quantitative methods
- Qualitative methods



# Activities

- Activity 1
  - Your Learning Style Profile
- Activity 2
  - Writing the Program Mission and Goals



THE UNIVERSITY OF TEXAS AT AUSTIN  
DIVISION OF DIVERSITY AND  
COMMUNITY ENGAGEMENT

# Department Vision and Resources

- Redesigning for Improvement
- Beginning with the End in Mind
- Creativity and Comparative Assessment



THE UNIVERSITY OF TEXAS AT AUSTIN  
DIVISION OF DIVERSITY AND  
COMMUNITY ENGAGEMENT

# Questions?

## Contacts

### **Ge Chen**

Assistant Vice President  
Division of Diversity and Community Engagement  
[gechen@austin.utexas.edu](mailto:gechen@austin.utexas.edu)  
512-471-1205

### **Glen Baumgart**

Director, Volunteer Service Learning Program  
Division of Diversity and Community Engagement  
[gbaumgart@austin.utexas.edu](mailto:gbaumgart@austin.utexas.edu)  
512-232-2930

### **R. Joseph Rodriguez**

Outcomes Assessment Specialist  
Division of Instructional Innovation and Assessment  
[joseph.rodriguez@austin.utexas.edu](mailto:joseph.rodriguez@austin.utexas.edu)  
512-232-5847



KAREN LAWSON

THE  
**Trainer's**  
HANDBOOK

Updated Edition

**Pfeiffer**  
A Wiley Imprint  
[www.pfeiffer.com](http://www.pfeiffer.com)

Copyright © 2009 by Karen Lawson.

Published by Pfeiffer

An Imprint of Wiley.

989 Market Street, San Francisco, CA 94103-1741 [www.pfeiffer.com](http://www.pfeiffer.com)

Except as specifically noted below, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the web at [www.copyright.com](http://www.copyright.com). Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, phone 201-748-6011, fax 201-748-6008, or online at <http://www.wiley.com/go/permissions>.

**Limit of Liability/Disclaimer of Warranty:** While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Readers should be aware that Internet websites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Certain pages from this book and all the materials on the accompanying website are designed for use in a group setting and may be customized and reproduced for educational/training purposes. The reproducible pages are designated by the appearance of the following copyright notice at the foot of each page:

*The Trainer's Handbook, Updated Ed.* Copyright © 2009 by Karen Lawson. Reproduced by permission of Pfeiffer, an Imprint of Wiley. [www.pfeiffer.com](http://www.pfeiffer.com)

This notice may not be changed or deleted and it must appear on all reproductions as printed.

This free permission is restricted to limited customization of the website materials for your organization and the paper reproduction of the materials for educational/training events. It does not allow for systematic or large-scale reproduction, distribution (more than 100 copies per page, per year), transmission, electronic reproduction or inclusion in any publications offered for sale or used for commercial purposes—none of which may be done without prior written permission of the Publisher.

For additional copies/bulk purchases of this book in the U.S. please contact 800-274-4434.

Pfeiffer books and products are available through most bookstores. To contact Pfeiffer directly call our Customer Care Department within the U.S. at 800-274-4434, outside the U.S. at 317-572-3985, fax 317-572-4002, or visit [www.pfeiffer.com](http://www.pfeiffer.com).

Pfeiffer also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

#### Library of Congress Cataloging-in-Publication Data

Lawson, Karen.

The trainer's handbook / Karen Lawson.—[3rd] updated ed.

p. cm.

Includes bibliographical references and index.

ISBN 978-0-470-40304-4 (pbk.)

1. Employees—Training of—Handbooks, manuals, etc.

2. Training—Handbooks, manuals, etc. I. Title.

HF5549.5.T7L344 2009

658.3'1243—dc22

2008041495

Acquiring Editor: Matthew Davis

Director of Development: Kathleen Dolan Davies

Production Editor: Mary Garrett

Printed in the United States of America

Printing 10 9 8 7 6 5 4 3 2 1

Editor: Marcy Marsh

Manufacturing Supervisor: Becky Morgan

Editorial Assistant: Lindsay Morton

## Learning Styles

Adults learn through a variety of ways. One person may learn better by listening; another may be visual or may prefer to read instructions. Someone else will need a demonstration.

Learning style refers to the way in which a learner approaches and responds to a learning experience. There are several learning style assessments available on the market including the following instruments, published in the Pfeiffer *Annuals*:

- Learning Style Inventory by Ronne Toker Jacobs and Barbara Schneider Fuhrmann (1984)
- The Learning Model Instrument by Kenneth L. Murrell (1987)
- The Dunn and Dunn Model of Learning Styles by Joanne Ingham and Rita Dunn (1993)

David Kolb's Learning Style Inventory (1991) is used widely as a basis for other models and instruments. These, among others, are all excellent tools to help you identify learning style. The self-assessment process heightens your awareness that different people learn in different ways and sensitizes people to the importance of designing training that addresses all learning styles.

### Determining Your Learning Style

To get a flavor for these style differences and to further your understanding of your preferred learning style, complete the learning style assessment in Exhibit 2.1, then score and study it.



## EXHIBIT 2.1 Learning Style Profile

*Instructions:* For each of the numbered items below, rank alternatives A through D by assigning 4 to the phrase that is most like you, 3 to the one that next describes you, 2 to the next, and finally, 1 to the ending that is least descriptive of you.

1. When solving a problem, I prefer to . . .
  - a. take a step-by-step approach
  - b. take immediate action
  - c. consider the impact on others
  - d. make sure I have all the facts
2. As a learner, I prefer to . . .
  - a. listen to a lecture
  - b. work in small groups
  - c. read articles and case studies
  - d. participate in role plays
3. When the trainer asks a question to which I know the answer, I . . .
  - a. let others answer first
  - b. offer an immediate response
  - c. consider whether my answer will be received favorably
  - d. think carefully about my answer before responding
4. In a group discussion, I . . .
  - a. encourage others to offer their opinions
  - b. question others' opinions
  - c. readily offer my opinion
  - d. listen to others before offering my opinion

**EXHIBIT 2.1. Learning Style Profile, Cont'd**

5. I learn best from activities in which I . . .
  - a. can interact with others
  - b. remain uninvolved
  - c. take a leadership role
  - d. can take my time
6. During a lecture, I listen for . . .
  - a. practical how-to's
  - b. logical points
  - c. the main idea
  - d. stories and anecdotes
7. I am impressed by a trainer's . . .
  - a. knowledge and expertise
  - b. personality and style
  - c. use of methods and activities
  - d. organization and control
8. I prefer information to be presented in the following way:
  - a. a model such as a flow chart
  - b. bullet points
  - c. detailed explanation
  - d. accompanied by examples

**EXHIBIT 2.1. Learning Style Profile, Cont'd**

9. I learn best when I . . .
  - a. see relationships among ideas, events, and situations
  - b. interact with others
  - c. receive practical tips
  - c. observe a demonstration or video
10. Before attending a training program, I ask myself: "Will I . . .?"
  - a. get practical tips to help me in my job
  - b. receive lots of information
  - c. have to participate
  - d. learn something new
11. After attending a training session, I . . .
  - a. tend to think about what I learned
  - b. am anxious to put my learning into action
  - c. reflect on the experience as a whole
  - d. tell others about my experience
12. The training method I dislike the most is . . .
  - a. participating in small groups
  - b. listening to a lecture
  - c. reading and analyzing case studies
  - d. participating in role plays

**EXHIBIT 2.1. Learning Style Profile, Cont'd****Scoring Sheet**

*Instructions:* Record your responses on the appropriate spaces below, then total the columns. The higher the number, the more you prefer that particular style. Conversely, the lower the number, the less you prefer that style.

<b>Feeler</b>	<b>Observer</b>	<b>Thinker</b>	<b>Doer</b>
1c _____	1a _____	1d _____	1b _____
2b _____	2a _____	2c _____	2d _____
3c _____	3a _____	3d _____	3b _____
4a _____	4d _____	4b _____	4c _____
5a _____	5b _____	5d _____	5c _____
6d _____	6c _____	6b _____	6a _____
7b _____	7d _____	7a _____	7c _____
8d _____	8a _____	8c _____	8b _____
9b _____	9d _____	9a _____	9c _____
10d _____	10c _____	10b _____	10a _____
11d _____	11c _____	11a _____	11b _____
12c _____	12a _____	12d _____	12b _____
Total _____	Total _____	Total _____	Total _____

**EXHIBIT 2.1. Learning Style Profile, Cont'd**

**Feelers.** Feelers are very people-oriented. They are expressive and focus on feelings and emotions. They enjoy affective learning and gravitate toward learning experiences that explore people's attitudes and emotions. Feelers thrive in an open, unstructured learning environment and appreciate the opportunity to work in groups and like activities in which they can share opinions and experiences.

**Observers.** Observers like to watch and listen. They tend to be reserved and quiet and will take their time before acting or participating in class. When they do decide to offer an opinion or answer a question, they are generally right on target. They enjoy learning experiences that allow them to consider various ideas and opinions, and they seem to thrive on learning through discovery.

**Thinkers.** Thinkers rely on logic and reason. They like the opportunity to share ideas and concepts. They prefer activities that require them to analyze and evaluate. They will question the rationale behind activities and will challenge statements that they perceive to be too general or without substance. The thinkers prefer to work independently and question the relevance of role plays and simulations.

**Doers.** Doers like to be actively involved in the learning process. They will take charge in group activities and tend to dominate discussions. They like opportunities to practice what they learned, and they are particularly interested in knowing how they are going to apply what they learn in the real world. They like information presented clearly and concisely and become impatient with drawn-out discussions.

## ACTIVITY 2 'Beginning with the End in Mind': Writing the Program Mission and Goals

### Informational Worksheet and Activity

#### Program Mission

The program mission is a concise statement of the general values and principles that guide the program and set the direction that guides the goals and objectives. The mission statement defines the purpose the program seeks to achieve, describes who it serves, and states the value and principles.

The function of the mission statement is to:

- Tell what the program is, what it does, and for whom it exists
- Describe the purpose of the program
- State how the program contributes to the education of students and overall student-based services
- Align with the division, department, college, and university mission statements

The structure of a mission statement can be identified as follows:

**The mission of [name of your program] is to [the primary purpose] by providing [your primary functions and activities] to [your users and stakeholders]. Additional statements for clarity can follow.**

Example:

**The mission of the Longhorn Leaders Program is to prepare students for leadership development by educating them in the fundamental concepts, knowledge, skills, and practices of leadership and ethics.**

The following questions can serve as a checklist for the mission statement:

1. Is the statement clear and concise for the reader and general public?
2. Does it clearly state the purpose of the program?
3. Does it indicate the primary functions and activities of the program?
4. Does it indicate who its beneficiaries, users, or stakeholders are?
5. Does it support the mission of the division, college, and university?

#### MISSION STATEMENT ACTIVITY

The mission of \_\_\_\_\_ is to \_\_\_\_\_ by  
providing \_\_\_\_\_  
to \_\_\_\_\_.

### Program Goals and Objectives

Program goals and objectives are brief, clear, specific statements of what learners will be able to perform at the conclusion of planned activities.

The purpose of **program goals and objectives** is to:

- Facilitate overall program development by encouraging goal-directed planning
- Inform others of the standards and expectations of the program
- Provide information for the development of assessments by identifying the types of evidence that students need to produce to demonstrate understanding
- Clarify the intent of the program and guide activity planning (e.g., projects, seminars, workshops, tours)
- Provide a framework for evaluating program improvements and progress
- Create a framework for evaluating overall effectiveness of an educational program
- Provide evidence of student learning to be utilized for accreditation

Goals can focus on general outcomes for the program and students as well as program-specific objectives relevant to the program. Best practices suggest that you identify at least **three goals** for your program.

Examples include:

- A. The program will increase the number of first-generation students who enroll at The University of Texas at Austin through its student recruitment and program-led outreach activities.
- B. Students will strengthen their integrated service learning by becoming responsible leaders in diverse communities in need.
- C. The program will provide selected high school teachers opportunities to improve and maintain current knowledge of content and pedagogy related to chemistry.
- D. The program will provide community and university-based resources to schools and communities in need of academic-related support.
- E. Students will be introduced to advanced writing skills to develop a college-level, rhetorical analysis essay.

**PROGRAM GOAL ACTIVITY**

- A. The program will increase the \_\_\_\_\_ who enroll at The University of Texas at Austin through \_\_\_\_\_ activities.
  
- B. Students will \_\_\_\_\_ by becoming \_\_\_\_\_ in \_\_\_\_\_.
  
- C. The program will \_\_\_\_\_ to \_\_\_\_\_ and \_\_\_\_\_ related to \_\_\_\_\_.
  
- D. The program will provide \_\_\_\_\_ to \_\_\_\_\_ in \_\_\_\_\_ of \_\_\_\_\_ support.
  
- E. Students will be \_\_\_\_\_ to \_\_\_\_\_ to develop \_\_\_\_\_.