SELF-REGULATED LEARNING AND STUDENT AFFAIRS ASSESSMENT

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Learning Reconsidered Discussion Group
Achievement Goal Theory

• Tries to address the question, “Why do we engage in learning activities?”
• Mastery Goals: developing abilities; learning and understanding
• Performance Goals: demonstrating abilities; grades; doing well academically
• Either type of goal may be approach-or avoidance-oriented
Self-Regulated Learning (SRL)

- Derived from social cognitive theory
- A learning orientation characterized by self-initiation, reflection, and self-monitoring, seen as strategic
- A more active approach to learning, more constructivist and more self-responsible
- The term “metacognitive” is sometimes applied to these strategies
- Self-regulated learning is generally more intentional than other approaches to learning
Mastery-approach learning goals have been found to be more likely to be associated with self-regulation of learning, in turn associated with learning processes that lead to more effective learning (e.g., deep learning strategies, persistence, self-checks of comprehension). Such an approach is sometimes referred to as an adaptive engagement approach. A self-regulated learner is usually less affected by distractions and less deterred by setbacks.
Basics of the SRL process:

• Set appropriate goals
• Plan for learning
• Monitor progress toward goal
• Reflect on thinking/learning process
• Make adjustments based on monitoring and reflecting
Goal-setting, planning, specify learning or other outcomes sought

**Forethought Phase**
- Task Analysis
- Goal Setting
- Strategic planning
- Self-Motivation Beliefs
- Outcome expectations
- Learning goal orientation

**Self-Reflection Phase**
- Self-Judgment
  - Self-evaluation
- Self-Reaction
  - Adaptive/defensive

Review results to determine impact or effectiveness, inform practice and revise further programming efforts and assessment processes

From Zimmerman, B.A., 2002

**Performance Phase**
- Self-Control
  - Self-instruction
  - Task strategies
- Self-Observation
  - Self-recording

Implement program, collect and analyze data
Employing these elements of a mastery learning-self regulated learning framework in an organizational setting leads to a continual improvement model. Applying these elements to how we do business in higher education leads not only to a continual improvement model, but more specifically to the assessment process.
Models of the Assessment Cycle

- http://www.bridgew.edu/AssessmentGuidebook/overview.cfm
- http://uwf.edu/studentaffairs/assessment/asmt_cycle.cfm
- http://www.uaa.alaska.edu/studentaffairsassessment/assessment-cycle.cfm
- http://www.lmu.edu/about/services/academicplanning/assessment/Overview_of_Assessment.htm
The Assessment Process

• Identify an activity or program for which learning outcomes can be identified (and identify those)
• Identify an assessment process that is appropriate for the activity or program
Guidelines: “meaningful and manageable” should apply

- Meaningful: tied to department and/or Division strategic plan or mission; relevant to identified outcomes; will lead to collection of actionable information

- Manageable: Do you have the resources to conduct the assessment process; is the timing of the type of assessment a good fit; if using a survey, has it been well designed and what response rate do you need and might you expect

- “Keep It Simple” whenever possible
Implement the program

Conduct the learning assessment after an appropriate length of time has passed

- How do I determine “appropriate”?
- It is usually difficult to document real learning immediately after the program or activity ceases; allowing the passage of time to see if the experience has led to changes (affective, attitudinal, cognitive, behavioral) is often more realistic
Analysis and Planning

Disseminate the results as feasible and appropriate

Use the results for further planning, focusing on implications for

• Future programs
• Future assessment efforts
• Directions of department related to this and/or similar programs
Resources

Assessment Reconsidered (Keeling, R., Wall, A., Underhile, R., and Dungy, G., 2008)

Becoming a Self-Regulated Learner: An Overview (Zimmerman, B., Theory into Practice, volume 41, #2, 2002)

http://interwork.sdsu.edu/elp/consultation/presentations/implement_cycle.pdf

Principles of Good Practice for Assessment (AAHE, 1992)

Self-Regulated Learning (New Directions for Teaching and Learning, #126, Summer 2011)

Student Learning as Student Affairs Work: Responding to our Imperative (Elizabeth J. Whitt, editor, 1999)

The Role of Student Affairs in Student Learning Assessment (Schuh, J. and Gansemer-Topf, A., 2010; NILOA)