



Using Student Development Theory to Design  
SLOs, Assessments, & Rubrics

# FROM THEORY TO ASSESSMENT

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# context

## The Curriculum

- Particular
- Systemic

## The Cocurriculum

- Systemic
- Particular

## Distinguish

- Objectives
- Outcomes

# timeline

- **Phase One**
  - Generate learning objectives
  - Map existing learning interventions to objectives
  - Identify and benchmark indicators
- **Phase Two**
  - Write learning outcomes for leveraged programs
  - Design assessments and rubrics
- **Phase Three**
  - Particular + Systemic = Comprehensive

# systemic: learning objectives

## Conventional

- Concept Development
- Professional Judgment
- Site Specific

## Theory-Driven

- Theoretical Models
- Research Foundation
- Places Site in a Larger Context

# types of theories

## Stage Theories

- Perry's Positions
- Helm's Racial Identity
- Development Statuses
- Kohlberg's and Gilligan's Stages
- Fowler's Stages

## Dimension Theories

- Chickering's Vectors
- Greenleaf's Wellness Wheel
- D'Augelli's Processes
- Wijeyesinghe's Factor Model

# objectives example

Leadership for  
Social Change:  
The “Seven C’s”



# formative assessment matrix

Consciousness  
 Commitment  
 Congruence  
 Common Purpose  
 Collaboration  
 Civil  
 Controversy  
 Citizenship

Program #1  
 Program #2  
 Program #3  
 Program #4  
 Program #5

			x	x		x
x		x				
	x	x			x	
	x		x			x
x			x			
<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>

Total

# formative assessment matrix

Consciousness  
Commitment  
Congruence  
Common Purpose  
Collaboration  
Civil  
Controversy  
Citizenship

Program #1

Program #2

Program #3

Program #4

Program #5

Average

			4	4		3
2		2				
	3	3			1	
	3		3			4
2			3			
2.0	3.0	2.5	3.3	4.0	1.0	3.5

# objectives assessment

- **Individual Indicators**
  - Retention and Satisfaction Numbers
  - NSSE Results
- **Group Indicators**
  - Ethnic Organization Participation
- **Community Indicators**
  - Satisfaction – Racial Harmony
  - Student Government Programming



questions so far?

# particular: learning outcomes

- **Conventional Approach**
  - SWiBAT + Outcome
  - Clear, Specific, and Measurable
  - Examples
    - SWiBAT develop a résumé
    - SWiBAT use “power words” when writing a résumé
    - SWiBAT write a résumé using at least 5 power words

# levels of theory integration

## Theory 101: Hierarchy

- SWiBAT + Hierarchical Outcome
  - Behavioral (Do)
  - Cognitive (Know)
  - Affective (Feel)
  - Spiritual (Be known)

## Theory 200: Bloom

- SWiBAT + Bloom Word + Outcome
  - Recall
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation



using Bloom words

## Comprehension Example

SWiBAT

+

Describe

Discuss

Estimate

Explain

Summarize

Tell





using Bloom words

Comprehension Example

SWiBAT + discuss +





using Bloom words

## Comprehension Example

SWiBAT + discuss + her/his internship experiences during a professional interview.





using Bloom words

## Synthesis Example

Combine

Design

Formulate

SWiBAT

Generalize

+

Group

Integrate

Invent





using Bloom words

Synthesis Example


SWiBAT + generalize +





using Bloom words

## Synthesis Example



SWiBAT + generalize + internship experiences into 3-5 themes to discuss during a professional interview.

# levels of theory

## integration

### **Theory 300:**

### **Develop-mental Instruction**

- SWiBAT + DI + Outcome
  - Structure
  - Diversity
  - Experiential Learning
  - Personalism

### **Theory 400:**

### **Develop-mental Theory**

- Theory → SWiBAT + Bloom/DI + Outcome
  - E.g. Perry's Positions

# practical assessments

## Conventional

- Questionnaires
- Focus Groups
- “Pre-test Post-Test” Designs
- Surveys

## Practical

- Newsprint
- Observations
- Self-Reported Scaling Questions
- Note Cards
- Key: Rubrics

# Perry's positions as rubrics

1. Authorities know, and if we work hard to learn the right answers, all will be well.
2. True authorities are right; others are frauds. Good authorities provide the right answers.
3. Some uncertainties and different opinions may be real temporarily, even for authorities, but they will eventually find truth.
4. If authorities do not know for sure, then everyone has a right to her or his own opinion.

# theory-informed rubrics

- **Example**

- Helm's Statuses

- |                   |            |
|-------------------|------------|
| ▪ Conformity      | Conformity |
| ▪ Dissonance      | Acceptance |
| ▪ Immersion       | Resistance |
| ▪ Emersion        | Retreat    |
| ▪ Internalization | Emergence  |
| ▪ Integrated      | Integrated |

- Try it with the documentary, *Skin Deep*




questions?



# small group application

- For which programs do you hope to develop or revise learning objectives in the coming year? What theories might you use to inform your learning objectives?
- For which learning interventions do you hope to write or revise learning outcomes in the coming year? What theories might you use to inform your learning outcomes and rubrics?



Additional information, handouts, etc. available  
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