

Developing & Assessing Learning Outcomes for College Alcohol Education Programs

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Introductions

- Who You Are
- What You Do
- Why Are You Here
- What Are You Hoping to Get Out of Today

Introduction to Assessment

Group Activity/Discussion

What is Assessment?

What is Evaluation?

What is Research?

Assessment Defined

Assessment is:

“any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness”

(Upcraft & Schuh, 1996, p.18)

Additional Assessment Definitions

- A process of collecting information (data) to document what is, or what happened. Assessment is an organic part of the work of each department or unit. Its how we gather essential feedback about the effectiveness of programs, services, and activities



What Assessment Is Not

- Evaluation
 - Evaluation is “any effort to use assessment evidence to improve departmental, institutional, departmental, divisional, or agency effectiveness (Upcraft & Schuh, 1996, p.19)
- Assessment is not research
 - Research “guides theory and conceptual foundations, and typically has broader implications for student affairs and higher education (Upcraft & Schuh, 1996, p.21)



Do You Use Outcome-Based Assessment Every Day?

- What decision did you make about what you are wearing yesterday?
- What data or evidence about times when you previously wore these clothes were a factor in making your decision?
- What data or evidence about the events scheduled today were a factor in making your decision?
- What was it that you were trying to influence when you made the final decision regarding what you would wear?
- What were the results



Points to Ponder

- Did you use your curiosity and intellect to determine what works for you and what does not work?
- Did you articulate your outcomes ahead of time to others?
- Did you document your decisions based on the results?
- Did you follow-up later to see if your clothing decisions made the intended improvement?



Assessment is putting into place a systematic process that will answer the following questions on a continuous basis:

- What are we trying to do and why?
- What are we trying to accomplish?
- How well are we doing it?
- How do we use the information to improve or celebrate success?
- Do the improvements we make work?

North Carolina State University – Committee on Undergraduate Program Review Guidelines (2001)

Why Assessment Is Becoming So Important



Group Activity/Discussion
 What factors are leading to increased assessment in your realm of higher education?

Factors leading to increased assessment in higher education

- **Accountability Emphasis**
 - Commission of the Secretary of Education , “student learning outcomes needs top be central in the process of accountability.” (US. Dept of Ed, 2006)
- **Focus on Student Learning**
 - An American Imperative: Higher Expectations for Higher Education (Wingspread Group on Higher Education, 1993)
 - The Student Learning Imperative (ACPA, 1996)
 - Liberal Education and America’s Promise: Excellence for Everyone as a Nation Goes to College (LEAP) program (Association of American Colleges and Universities, 2002, 2004, 2005, 2008)
 - Learning Reconsidered (Keeling, 2004)

Factors leading to increased assessment in higher education

- **Retention**
- **Political Pressure**
 - Higher Education Re-Authorization Act Testimonies in 2002 & 2006
 - No Child Left Behind Legislation
 - Costs of attending higher education scrutinized
 - Concern regarding public accountability/stewardship
- **Accreditation**
 - Regional accreditors are stressing that institutions provide solid, empirical data on what students are learning both in and outside of the classroom

Group Activity/Discussion
 How would you explain the purpose of or reasoning behind assessing your alcohol program to others?

How would you explain the purpose of, assessing your alcohol program to others? (Bresciani, 2002)

- Assessment reinforces the mission of your unit
- Improves programs and or performance
- Compares program's quality or value to the program's previously defined principles
- Informs planning
- Informs decision making
- Evaluates programs NOT personnel

How would you explain the purpose, assessing your alcohol program to others? (Bresciani, 2002)

- Assists funding justification
- Assists and supports resource allocation
- Helps meet accreditation requirements
- Allows the celebration of success
- Helps manage expectations
- Provides reflection on how we do our work
- Creates a culture of learning, accountability and improvement.

Assessment does not Exist for the Sake of Assessment

- Assessment should be an organic part of on-going processes and activities
- Assessment is taking what many of us already do, and making it formalized and systematic

Ultimately, the purpose of assessment is to REFLECT on the end outcomes (Bresciani, 2006)

- What are we doing and why?
- What are we supposed to be accomplishing?
- What do I want my students to be able to do and or know as a result of this health promotion program?
- Are we being successful in accomplishing what we say we will accomplish?
- How do we honestly know?
- How is this information then used to improve or celebrate successes?
- Do our improvements lead to greater success?

Outcome-Based Assessment & Your Alcohol Program

- What decision did you make about your alcohol program within the last year?
- What decisions are you considering to make?
- What data or evidence did you use in making your decision?
- What was it that you were trying to alter or change about your program?
- What were the results

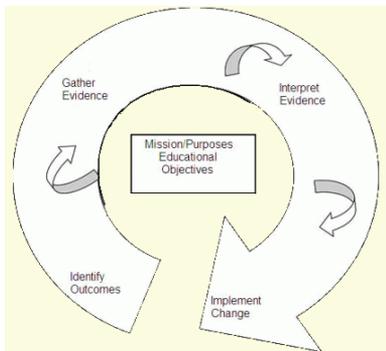
Points to Ponder

- Did you use your curiosity and intellect to determine what works for you and what does not work?
- Did you articulate your outcomes ahead of time to others?
- Did you document your decisions based on the results?
- Did you follow-up later to see if your decisions made the intended improvement?

Additional Factors to Consider Regarding Assessment (Bresciani, 2006)

- Assessment should
 - be easily understood by faculty, staff, and students
 - be open and inclusive – more involved the better
 - be meaningful – should have intentionality
 - be manageable – not requiring overwhelming resources
 - be flexible – takes into account assessors current assessment level and learning curves

The Assessment Cycle



Student Learning Assessment Plan Components



It's about who is doing what, when!

- Selection of goals
- Selection of outcomes
- Writing and refinement of outcomes
- Which assessment methods will be used
- What assessment tools will be used
- How will results be documented
- How will results be used
- How will changes be made based on results
- Who is responsible for separate action steps



Assessment Plan Components/Questions

- Who is being assessed? Which students? How many?
- Where will assessment take place
- When will the assessment take place
- What technology will be needed
- What additional resources will be needed
- What learning outcomes will be assessed?
- How will achievement of the learning outcomes be assessed?



Assessment Plan Components/Questions

- How will results/data be recorded?
- How will results be verified?
- What criteria will be used to determine achievement?
- How will results be reported?
- What review process will be utilized?
- How will the “loop” be closed?



Actual Assessment Plan

(Oregon State University, 2006)

- Date Plan/Report Covers
- Date Plan/Report Written
- Department/Program
- Assessment Contact
- Mission Statement of Department/Unit
- Objectives
- Statement of Goals (Action/Impact Outcomes)
- Statement of Learning Outcomes
- Assessment Methods/Implementation
- Assessment Results and Findings
- Decisions and Recommendations



Assessment Report

(Oregon State University, 2006)

- Builds on Assessment Plan
- Assessment Methods used
- Implementation of Assessment Plan
- Results of Assessment Plan
- Decisions and Recommendations of Assessment Plan

The Difference Between What We Do and What Our Target Populations Do

Group Activity/Discussion

You are planning to implement an alcohol program and are asked to assess it -

What data do you collect?

Traditional Performance Indicators Vs. Outcome Indicators

Traditional Performance Indicators Vs. Outcome Indicators

- Performance Indicators (Typically what we do)
 - Metric & Process Indicators
 - Number of Participants/Heads
 - Demographic data of participants
 - Number of Sessions We Delivered
 - Number of Sessions attended
 - Content delivered vs. Content Planned
 - Satisfaction with program
 - Staffing to participant ratio
 - Cost of program

Traditional Performance Indicators Vs. Outcome Indicators

- Outcome Indicators
 - Knowledge
 - Attitudes
 - Behaviors
 - Perceptions
 - Skills

Outcomes Vs. Process Indicators (Keeling 2009)

Student Learning Outcomes	Performance/Process Indicators
Originate from institutional, divisional, departmental/unit mission statement and purpose	Originate from the description and type of work/program/activities provided
Measure transformation students experience – learning that was acquired	Measure performance of a task that is completed
Achievement = Effectiveness in learning; students are different	Achievement = Productivity, Satisfaction or Accomplishment – Did we do what we said we were going to do
Requires criteria to define effectiveness	Requires criteria to define performance

Outcomes Vs. Process Indicators (Keeling 2009)

Student Learning Outcomes	Performance/Process Indicators
Ind & collective feedback to shape dept./unit programs and divisional activities and priorities	Individual feedback to shape dept/unit systems
Assessment: How effective were we in creating change in our students	Assessment: How well did we perform our tasks
Are students learning something	Are students happy and satisfied with our programs and services



Both Outcomes and Process Indicators Need to Be Assessed?

- Riding the Amtrak to New Orleans for a Conference?
- What factors will determine if I take the train again or fly to NOLA?
- Which factors are outcome driven?
- Which factors are process driven



Outcome Based Logic Modeling & Program Planning



“If you don’t know where you are going, how are you gonna know when you get there?”

-Yogi Berra

- *Where are you going?*
- *How will you get there?*
- *What will tell you that you’ve arrived?*
- **Most importantly, how will your Trustees, Senior Level Administration, students, & other constituents know when you get there?**



Accountability

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't reward success, you're probably rewarding failure
- If you can't see success, you can't learn from it
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

Re-inventing government, Osborne and Gaebler, 1992



A logic model

- is a picture indicating what your program or intervention will accomplish, and how your will do it!
- shows if-then relationships, that when implemented as indicated, should lead to the desired outcomes
- provides a map for planning AND evaluation



Group Activity/Discussion

A problem occurs on campus and a need to address it is ordered by the senior administration - how do you generally go about developing the program?

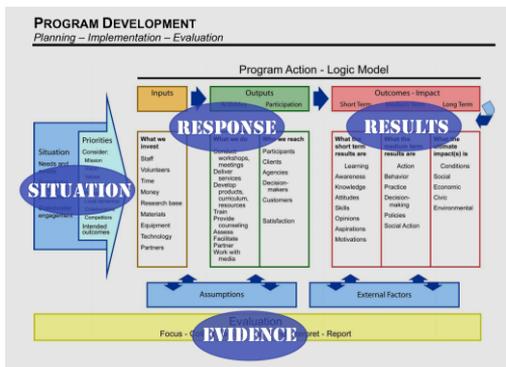
How we often create programs and interventions

- A problem develops/need is seen
- Knee jerk reaction – develop programming
- Implement programming
- Oh, we need to evaluate it now?
- Evaluation
- If we're lucky, evaluation shows program works.

Stephen R. Covey Advice

Habit 2: Begin with the End in Mind

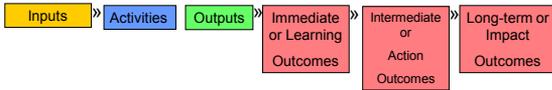
Logic model and reporting



How we should create programs and interventions

- A problem develops/need is seen
- Determine ultimate vision and impact
- Determine what actions/behaviors will get target population to ultimate vision
- Determine what learning needs to occur in the target population
- Review literature, best practices and theories
- Develop program interventions that connect to outcomes
- Determine what is needed to carry out program interventions
- Evaluation occurs from end to beginning, and then beginning to end

Generic logic model



A graphic depiction of relationships between activities and results

Why we should use logic models:

- Provides a common language
- Helps us differentiate between “what we do” and “results” --- **outcomes**
- Increases understanding about program
- Guides and helps focus work
- Leads to improved planning and management
- Increases intentionality and purpose
- Provides coherence across complex tasks, diverse environments



Logic Models Help with Assessment & Evaluation

- Helps focus on the important matters
- Helps identify what should be measured, both in terms of outcomes and processes
- Helps match evaluation processes to program
- Helps match program content/curriculum to what is being evaluated and what matters



Why measure outcomes

- We want to make sure that we make a difference in our students lives
- We want to improve our campuses, and the programs and services we offer
- To meet standards of accountability and accreditation
- Justify budget allocations and requests



Terms Commonly Used When Developing Logic Models

- Outcomes
 - Long-term, intermediate-term, short-term
 - Impact, activity, learning
- Outcome Indicators
- Outputs (Process Indicators)
 - Quantity
 - Quality
- Activities
- Inputs



Intermediate or Action Outcomes

- Changes that typically occur in:
 - One's behavior
 - One's practices
 - Procedures
 - Policies
- These typically occur after immediate changed are achieved, may take several months to several years



Immediate or Learning Outcomes

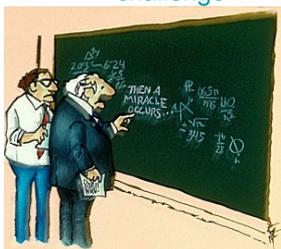
- Changes in
 - Knowledge
 - Attitudes
 - Beliefs
 - Skills
 - Behaviors



Outcome Indicators

- How each outcome will be assessed
 - Pre-test/post-test
 - Knowledge test
 - Institutional survey trends
 - Rubric
 - Archival data (judicial reports)
 - Reflection Paper
 - Observation
 - Portfolio

Connecting outputs to outcomes is a challenge



"I think you should be more explicit here in Step Two."

Outputs

- The products of a program
- Usually results of our processes that indicate quantity and quality
 - Quantity
 - # of programs
 - # of participants
 - # of brochures distributed
 - Quality
 - Satisfaction survey ratings/results
 - Reduction of wait time

Activities - What We Do

- Actual programs and services provided
 - Providing one-on-ones
 - Delivering a social marketing campaign
 - Information tabling
 - Educational Presentations and Programs

Inputs - What We Invest

- Resources used to support and carry out activities
 - Personnel
 - Budget
 - Facilities and equipment
 - Community/Institutional Assets
 - Collaborative relationships
 - Allies
 - Barriers
 - Local and institutional norms

Outcomes vs. Outputs

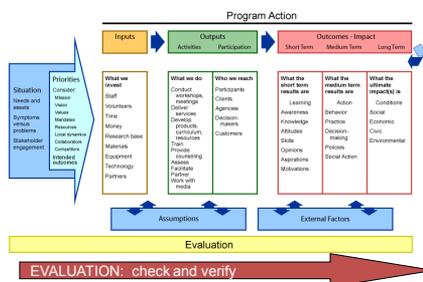
Outcomes

- Increase in knowledge, attitudes and skills
- Reduction in negative behaviors
- Increased % of students who

Outputs

- # of participants who attended
- # of sessions delivered
- Reasons for attending
- Demographic breakdowns
- Compared content planned vs. content actually delivered

← PLANNING: start with the end in mind



What is Learning?
How do you define Learning?
What does learning look like?
Where does learning take place?

What is Learning?

- “College should be about learning – and learning may, but may not, correlate with grades, academic persistence, and graduation. Staying in school does not, in and of itself, signify learning” (Keeling, 2009, p.1).
- Dimensions of learning that specify learning outcomes – cognitive competence, intrapersonal competence, interpersonal competence, and practical competence (Baxter-Magolda, 1999)

What is Learning - Eric’s Favorite Definition

“Learning is an integrated, holistic, transformative activity that incorporates and intertwines academic learning and student development; there are both academic and developmental foundations for learning, but learning and development can not be separated”

Richard Keeling & Associates (2009)



What then are Learning Outcomes?

- Something that happens to an individual student (hopefully for the better) as a result of his or her attendance at a higher education institution and/or participation in a particular course of study (Council for Higher Education, 2001, p.5).
- “Skills, knowledge, attitudes and higher order thinking (for example, comprehension, application, analysis, synthesis and evaluation” (Love and Estanek,2004) .



What then are Learning Outcomes?

- cognitive and affective abilities which provide an indication of how one’s college experiences have supported their individual development (Frye, 1999).
- the actual learning, including thinking skills, that occur as a result of a program (Bresciani, 2001).



Outcomes at Various Levels

- Higher level outcomes tend to be more
 - Broad
 - Ambiguous
 - Vague
 - Much more difficult to actually assess
- Lower level outcomes
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time Oriented



5 Levels of Learning Outcomes

- **University/Institutional**
 - These are the driving forces for all other outcomes at the institution
 - Tend to be considered the Essential Student Learning Outcomes
 - These outcomes relate to institutional context
 - Mission
 - Purpose
 - History
 - Goals
 - Student and professional population
 - Location/geography



5 Levels of Learning Outcomes

- **Divisional**
 - These respond to the university outcomes and drive departmental, program and activity driven outcomes
 - Tend to be considered the Essential Student Learning Outcomes
 - These outcomes relate to institutional context
 - Mission
 - Purpose
 - History
 - Goals
 - Student and professional population
 - Location/geography



5 Levels of Learning Outcomes

- **Departmental, Program & Activity**
 - Tend to focus more on departmental, program and activity mission
 - Tends to focus more on individual learning specific to particular activities

What then are Essential Student Learning Outcomes?

- Actual learning, growth and development behaviors and skills that employers, policy makers, parents and higher education officials consider students to have developed competency in prior to graduation.

Common Essential Student Learning Outcomes

	Citizenship	Quantitative Competence	Communications	Critical Thinking	Diversity	Ethics	Global/International Competence	Health/Wellness	Interpersonal Competence	Intrapersonal Competence	Knowledge Application	Leadership	Lifelong Learning	Problem Solving	Self-Awareness	Social Responsibility	Teamwork
AAACU (2005)	X		X	X	X	X					X	X	X	X	X	X	X
AAACU (2008)	X		X	X	X	X					X	X	X	X	X	X	X
Astin (2000)			X		X		X							X		X	X
Baxter Magolda & King (1999)		X							X	X							X
Hong (2003)	X	X	X	X					X	X	X			X	X	X	X
Keeling (2004)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
King & Baxter-Magolda (1996)		X							X								
King et al.	X		X	X	X			X	X			X	X				
Mart & Kenzig (2008)	X	X	X	X	X			X	X	X							X
Peter D. Hart Research Associates, Inc. (2006)	X		X	X		X	X							X			X
Sargent & Dean (2007)			X		X			X	X			X	X	X	X	X	X
Schuh & Upcraft (2001)	X	X	X	X					X			X	X	X	X	X	X
Silverman, Underhale & Keeling (2008)	X	X	X	X							X	X	X	X	X	X	X
Strayhorn (2006)			X		X			X	X			X	X	X	X	X	X

Mission and Vision of EIU

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education.

Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service.

The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

Division of Student Affairs Vision and Mission

The Division of Student Affairs is committed to the development and growth of the whole student through a comprehensive network of high quality professional services and programs which facilitate formal, informal, and collaborative learning.

We strive to create a healthy and responsive community in which students learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences.

Students are encouraged to balance their freedom with their responsibilities as they cultivate values of diversity, leadership and citizenship.

Health Service & HERC Mission

Health Service

it is our mission to provide medical services and health education programs which enhance the ability of students to participate fully in intellectual and personal growth opportunities afforded by the University.

HERC

To prevent and reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities

• What do you think EIU's Learning Outcomes Activity

- Institutional Learning Outcomes?
- Student Affairs Divisional Learning Outcomes?
- Health Service/HERC Learning Outcomes?

EIU Student Learning Outcomes - Undergraduate

- EIU graduates will demonstrate the ability to write effectively.
- EIU graduates will demonstrate the ability to speak effectively.
- EIU graduates will demonstrate the ability to think critically.
- EIU graduates will demonstrate the ability to function as responsible global citizens.

EIU Graduate Student Learning Outcomes

- A depth of content knowledge including effective technology skills and ethical behaviors
- Critical thinking and problem solving skills
- Effective oral and written communication skills
- Evidence of advanced scholarship through research and/or creative activity

EIU Student Development Outcomes for Students

- Responsibility and Accountability
- Establishment of Academic and Personal Goals
- Awareness of Self
- Appreciation of Differences
- Tolerance of Ambiguity



Connecting to Broader Goals

- Not as clear cut, and that is okay
- Healthy and responsive community – all we do
- Welfare for others – bystander programs, alcohol poisoning programs, helping friends
- Balance freedom with responsibilities – almost everything alcohol related – decision making, abstaining, responsible drinking, sex and alcohol
- Leadership & Citizenship – good decision making



Writing Student Learning Outcomes



Looking at your logic model - pick 3-4 learning outcomes that you would wish to assess?



Tips on Writing Outcomes

- Consider what is important and meaningful
- What may be easy to measure may not be meaningful and important
- Keep in mind that outcomes are products of the activity, not the activity itself
- Outcomes are the changes in students, not what we have done
- Keep in mind the resources you have available to manage the assessment activity



Tips on Writing Outcomes

- Consider starting with a small amount of outcomes that you wish to assess – it will be easier on both your staff and your students
- Make sure you differentiate student learning outcomes (measures of achievement) from satisfaction and other process measures



Some Key Thoughts on Learning Outcomes

- Learning outcomes should originate from intermediate/action outcomes, long-term or impact outcomes, and departmental, divisional and institutional mission
- Consider use of mastery and action words when developing learning outcomes

Blooms Taxonomy

- Knowledge
 - List, define, name, recognize, outline, describe,
- Comprehension
 - Explain, describe, discuss, summarize, paraphrase
- Application
 - Develop, construct, demonstrate, implement, produce
- Analysis
 - Differentiate, examine, compare, contrast
- Synthesis
 - Integrate, Reorganize, Develop, Individualize
- Evaluation
 - Critique, argue, evaluate, judge, interpret, justify

Easy vs. Hard to Assess Outcomes

- The more precise, specific, focused and clearly articulated an outcome is written, the easier it will be to assess.
- The less precise, more vague, more generalized an outcome is written, the more difficult it will be to assess.

Using these examples - what is good, bad, and/or ugly?



- Students will be able to have more confidence in their drinking behaviors
- Students will demonstrate critical thinking skills, such as problem analysis, judgment, and decision making when they drink
- Students will be able to demonstrate the ability to refuse a drink offered to them.



- Participants will value harm reduction as a protective tool
- Participants will be able to explain the benefits of using protective behaviors when they choose to drink



- Participants will develop bystander and conflict resolution skills
- Participants will be able to list signs and symptoms of potentially hazardous and risky alcohol situations
- Participants will be able to demonstrate techniques for intervening and confronting peers who are at risk for negative alcohol-related consequences

Types of Outcomes to Avoid (Keeling & Associates, 2009)

- Outcomes that are too hard to evaluate because they are too broad and general
 - ...will be able to connect to the university community
 - ...will be able to use effective coping skills
 - ...will learn about ethical behaviors expected during a job search process (resume development, interviewing, accepting job offers)
 - ...will develop an appreciation for diversity

Student Learning Outcome Components

Who Will Participants Be?

- First year freshmen
- Sophomores living in ABC residence hall
- First time on-campus alcohol policy violators
- Parents of incoming first-year students
- Off-campus students who reside within 2 blocks of campus



What will students be doing?

- Participate in
- Complete
- Meet with
- Undergo



What Program, Service, or Intervention Will Provide Learning

- “#” of brief assessment sessions
- “#” of counseling sessions
- Workshop on using alcohol risk reduction
- Appointment with a graduate assistant
- Exposed to the university social marketing campaign
- Service/volunteer activity



New Learning, Abilities or Capacities Are Being Sought

- Ability to intervene with peers who are intoxicated
- Ability to increase their control in regard to choosing how much and when they drink
- Ability to consider how one’s drinking behaviors impact significant or referent others
- Ability to explain one’s use of protective factors to a friend
- Ability to discuss refusal skills

How will Achievement Be Demonstrated

- HINT – BLOOMS TAXONOMY
- Identify characteristics of a healthy and unhealthy drinker
- List steps one can take to reduce negative consequences
- Demonstrate how to place an intoxicated and unconscious person to minimize risk of alcohol poisoning
- Explain how future irresponsible drinking may impact future career choices

What will demonstrate learning/capacity?

- Presentation
- Reflection paper
- Interview
- Question and Answer Session
- Drinking Log
- Role-Play
- Observation
- Journal
- Port-Folio
- Post Test
- Demonstration/Performance

What level of achievement satisfies desired outcome

- Complete with XX% accuracy
- At least X of Y steps
- All
- 4 out of 5
- Fewer than X incorrect
- More than X correct

Learning Outcome Examples



Example 1

First Year Students who complete 2 BASICS Sessions will be able to list at least 5 ways that they can moderate their drinking behaviors as demonstrated by a telephone interview



Example 2

Students completing the Rubber Lover Condom Skills training will be able to demonstrate the proper sequence of condom use steps as demonstrated through observation and rubric



Example Three

First-year students who undergo a nutritional analysis will be able to discuss their action plan for increasing fruit and vegetable intake as evidenced through a reflection paper



Example four

Students who undergo one-on-one smoking cessation will be able to demonstrate strategies for refusing cigarettes as evidenced by observed behavior/roleplay



Example Five

Students undergoing a motivational interview will be able to identify at least 4 pros and cons of their health behaviors (e.g., drinking, eating, sex, etc.) as demonstrated open-ended post-program survey



Example Six

Students of age, participating in a peer delivered alcohol program can demonstrate with at least 90% accuracy how to pour standard drink servings as demonstrated by performance



Lets Practice!!!!!!!!!!



Refining Outcomes



Refining Outcomes 1

Advertise availability of Alcohol Education Program services for faculty



Refining Outcome #2

Students will gain a greater level of understanding of how gender impacts BAC levels



Refining Outcome #3

Off-campus students living along 7th Street will interact positively with their long-term residential neighbors



Refined Outcome 1

Faculty who receive alcohol program service materials will be able to list no fewer than 3 services and or programs they may utilize as demonstrated by post-marketing surveys and interview



Refined Outcome #2

First year sorority members completing new member education will be able to explain at least 3 ways that alcohol effects them differently than males as demonstrated in new member review/interview



Refined Outcome #3

Off-campus students living along 7th Street will be able to demonstrate steps in initiating a relationship with their long-term resident neighbors as demonstrated by interviews and focus groups with long-term residents.



Questions to Ask When Refining (Bresciani, 2008)

- Is the outcome measurable?
- Is the outcome identifiable?
- Is the outcome manageable?
- Have I identified the target audience?
- Who would know if my outcome has been met?
- How will I know if my outcome has been met?
- Will the assessment findings provide me with evidence that I can use to help improve the program?



Lets Practice Refining Your Outcomes



Choosing an Assessment Method

Factors to Consider Before You Choose

- What does your outcome really look like?
- What active verbs have you used in developing your outcome – criteria determining if outcome has been met should come from these?
- How is your program helping deliver the outcomes?
- How realistic is the intended outcome?
- Are we expecting too much or too little from the outcome?
- Are there any program delivery methods that could also be used for assessment?

Factors to Consider Before You Choose

- Will data collection from multiple sources strengthen my decision making?
- What data would actually be useful in answering the questions that have been raised
- Who are the individuals/groups I plan to influence with the data I collect?

Measurement Methodologies (Palomba & Banta, 1999; Maki)

- Direct – requires students to display or demonstrate knowledge and skills
 - Also referred to as authentic assessment
 - Work samples
 - Portfolios
 - Capstone projects
 - Observations
 - Document Analysis
 - Juried review of work
 - Tests

Measurement Methodologies (Palomba & Banta, 1999, Maki)

- Indirect – requires students or someone else to reflect on learning acquired
 - Alumni, employer student surveys
 - Exit interviews

Measurement Methodologies

- Naturally Occurring Techniques
 - Project-embedded methods (essays, observations, debates, presentations)
- Unnaturally Designed Techniques
 - Surveys
 - Focus Groups

Choosing a Tool

- Choose based what you are assessing, not what is appealing to you
- What will influence those you are trying to influence the most
- What will help you make the best decisions
- Consider budget, timeline, available resources
- Who will do the collection, analysis and reporting?



Possible Assessment Outcomes

- Interview
- Observed Behavior
- Journaling
- Case Study
- Evaluation with Rubric
- Blog
- Portfolio



Closing The Loop



Closing the Loop

- It is imperative that you do not put results in a 3-ring binder and let them sit on a shelf
- It is imperative to report what learning outcomes have and not have been met
- It is important to document recommendations, suggestions and decisions given to improve the program
- It is important to connect these recommendations, suggestions and decisions to how the program and performance indicators will be strengthened



Closing the Loop

- ID resources needed to address recommendations, and where they may come from
- ID priorities for improvement
