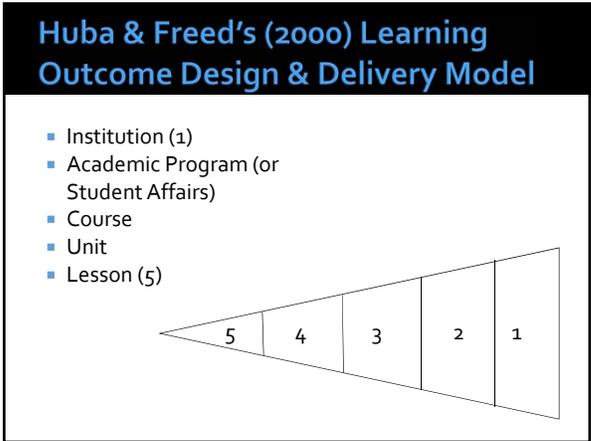


Co-Curricular Outcomes: More than Words

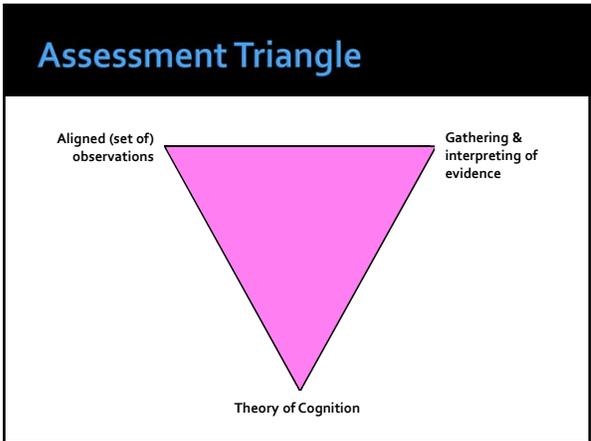
Erin E. P. Thomas
Illinois State University

- ## Learning Outcomes
- Articulate the appropriate level for outcomes, as defined by Huba & Freed (2000), for office and/or programs.
 - Describe the benefits of using logic models.
 - Recognize the need to consider theories of cognition, observation methods, and interpretation of data when creating assessment plans.

- ## Learning Focused Assessment Planning Model
- Learning Outcome Design & Delivery
 - Assessment Triangle
 - Logic Models
 - Assessment of/for/as learning
- 



- Application
- Determine where your department/program fits within the model
 - Identify and define your context, culture, scope, and level of learning outcomes based on your location in the model



Application

- What theory of cognition is prevalent in your department/program?
- Based on your theory of cognition, how should you approach observation and interpretation of data?

Logic Model

Outcomes: Describe what knowledge, skills or dispositions will be gained.

Outputs: Direct result of the program

Activities/Programs: Activities/interventions designed to accomplish outcomes

Input: Resources, financial and human

All of these pieces tied together help to create the theory of change

Application

- Determine if you should begin with program or department based logic models.
 - Program to department: confident in programs and want to see what you ARE doing
 - Department to program: strong mission &/or need to adhere to divisional outcomes and want to check programs against standards

Assessment of/for/as Learning

<p>ASSESSMENT OF LEARNING</p> <ul style="list-style-type: none"> Teachers test and students are tested. Results of tests are used to make judgments or evaluations about students and their learning. 	<p>ASSESSMENT FOR LEARNING</p> <ul style="list-style-type: none"> Students and teachers share judgments about learning. Students and teachers take joint responsibility for maintaining assessment evidence. Assumes that learning is supported by a meta-cognition and feedback cycle. In education, the teacher and students share responsibility for the feedback cycle.
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Assessment of/for/as Learning (cont.)

ASSESSMENT AS LEARNING

- "a multi-dimensional process of judging the individual in action"
- An integrated process of assessment per criteria, self-assessment, and feedback (often from multiple sources)
- Feedback builds reflective practice that improves learning and integrates it with assessment

Application

- Considering theory of cognition and potential methods of assessing learning, how do you appropriately diversify how you assess student learning?

Questions?

Thank you

Resources

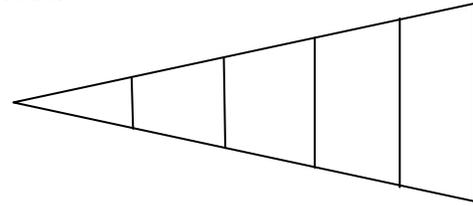
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Assessment Plan Worksheet

Co-Curricular Outcomes: More than Words

Huba & Freed's (2000) Learning Outcome Design & Delivery Modelⁱ

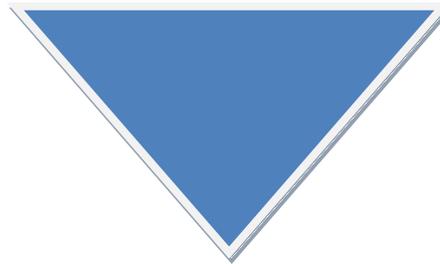
- 1 – Institution
- 2 – Academic Program (or Student Affairs)
- 3 – Course
- 4 – Unit
- 5 – Lesson



- Determine where your department/program fits within this model (circle number in triangle).
- Identify and define your context. Positioning in the triangle helps to determine the context, culture, scope, and level for your learning outcomes. For the numbers smaller than yours, identify set mission statements, value statements, expectations, etc. Describe below.

"Assessment Triangle"ⁱⁱ

Aligned (set of)
observations



Gathering &
interpreting of
evidence

Theory of cognition

Theories of cognition:

Behaviorist

- Breaking down tasks to facilitate and measure learning
- Observing small tasks and making inferences about more sophisticated performances
- Creating a "scope & sequence" to guide instruction, ideally until learning task is "mastered"

Cognitivist

- Learning means making meaning in discipline-specific ways through the lens of human development
- Observing prior knowledge and cognitive schema
- Curriculum, instruction, and assessment look for development of meaning and provide experiences to promote and observe learning that may be active or performance-based

Situationist

- Learning occurs in specific contexts or situations and is socially mediated
- Observation is of “authentic” tasks and context is a consideration
- Curriculum and instruction provide authentic opportunities to acquire knowledge and practice skill in situations with social learning dimensions

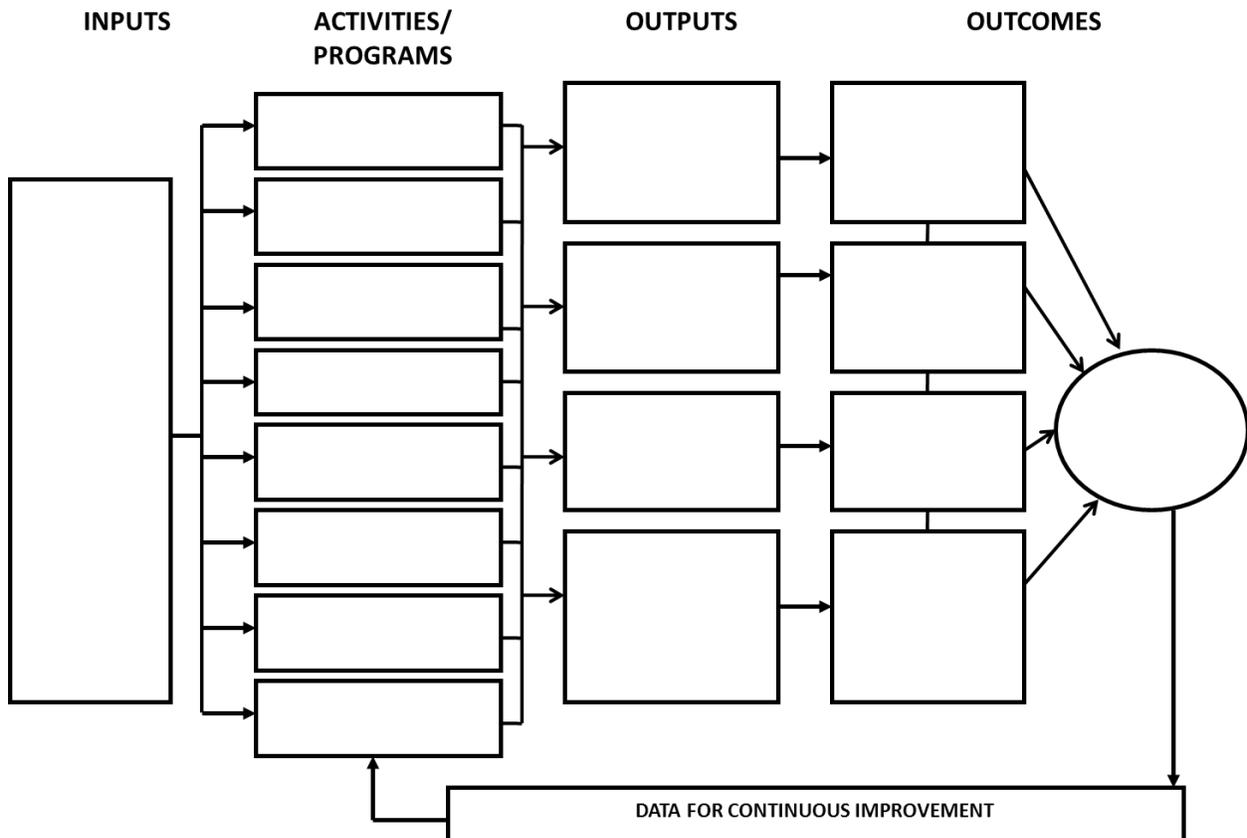
➔ Determine which theory of cognition is prevalent in your program/work.

➔ Based on your theory of cognition, what does this mean for how you observe and interpret data?

Observation:

Gathering & Interpretation:

Logic Model



➔ Complete logic model.

Assessment of/as/for Learningⁱⁱⁱ

There are three general ways you can view and use assessment practices in gathering data as defined by Earl (2003).

Assessment OF learning

- Teachers test and students are tested.
- Results of tests are used to make judgments or evaluations about students and their learning.

Assessment FOR learning

- Students and teachers share judgments about learning.
- Students and teachers take joint responsibility for maintaining assessment evidence.
- Assumes that learning is supported by a meta-cognition and feedback cycle.
- In education, the teacher and students share responsibility for the feedback cycle.

Assessment AS learning

- “ a multi-dimensional process of judging the individual in action”
- An integrated process of assessment per criteria, self-assessment, and feedback (often from multiple sources)
- Feedback builds reflective practice that improves learning and integrates it with assessment

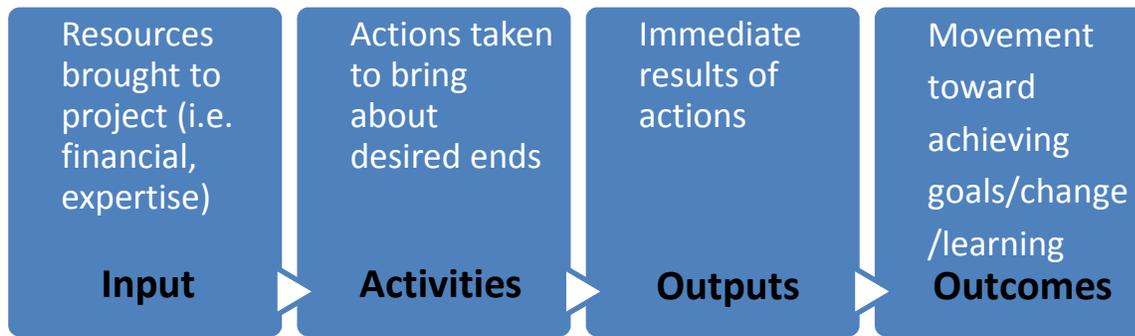
➔ Determine appropriate use of assessment for your program. Consider if you conducted something other than a survey to collect data could student learning be enhanced.

ⁱ Huba, M. E. & Freed, J. E. (2000). *Learning-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.

ⁱⁱ National Research Council (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press.

ⁱⁱⁱ Earl, L. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.

Creating Logic Modelsⁱ



1. Define the problem and/or determine purpose of doing assessment – Logic models provide a structure for addressing an adaptive (complicated) challengeⁱⁱ or creating an assessment plan.
2. Start with the end in mind (Outcomes)
 - a. If you have learning outcomes, that is your end. If appropriate, divide learning outcomes into short, middle, and long term. Long term outcomes are achieved when the sum of the short term outcomes are realized.
 - b. No learning outcomes? Think about what you say students will gain, learn, or receive from your program or course. Describe what knowledge, skills or dispositions will they gain. (See *Assessment Foundation* to create learning outcomes.)
3. Break it down/Reality check (Outcomes)
 - a. Is your end goal/outcome realistic given time and financial limitations?
 - b. Are outcomes clear and specific enough to know what needs to be accomplished?
 - c. If yes, proceed. If no, modify outcomes/goals.
4. Results and requirements (Output)
 - a. Recognize university, departmental, or programmatic goals and expectations when documenting outputs
 - i. Are there “production” requirements?
 - ii. What must be reported?
 - iii. What will be the direct result of the program or course?
5. Develop appropriate activities to achieve outcomes and goals (Activities)
 - a. Use experiences to build sound activities or programmatic elements.
 - b. Incorporate theory and research on topic (i.e. retention research; FYE data).
 - c. Ultimately you are creating a *theory of change* – you have reason to believe the activities, individually and collectively, will provide the appropriate experience for individuals to learn and achieve the stated outcomes.
6. Needed resources
 - a. What do you need in terms of financial support, human resources (including labor and expertise), or partnerships to accomplish this project?

Once the logic model has been created, review the logic of the program by working through it and checking assumptions, connections and theories along the way. When the logic model is formed, use the next steps to develop an assessment plan.

7. Establish connections

- a. Literally draw connections between each phase of the logic model to make the logic and connections of the program apparent (e.g. activity #1 leads to output #2 and outcome #1 and #2). There can be several arrows attached to each box. If a box doesn't have any arrow, it should be removed or the logic model must be reworked.

8. Select points of evaluation

- a. Based on the outputs and outcomes needed as well as the areas of the program you're questioning the logic of, determine which aspects of the program you'll evaluate this year.

9. Select assessment tools

- a. Based on what evaluation points are selected, determine how to capture data on those points through assessment methods.
- b. Consider:
 - i. Input
 - ii. Independent & controlled variables as well as environmental factors
 - iii. Population/sample
 - iv. Measurement instruments
 - v. Support for analyzing the data

10. Create or update a program plan or curriculum based on the logic model

11. Implement the program & Conduct assessment

12. Analyze Assessment Data

- a. What does the assessment data tell you about how individuals achieved the outcomes, the program led to the outputs, how effective the activities were individually and in achieving the outcomes, etc?

13. Evaluate Selected Points of the Program

- a. Use the logic model to assess specific elements (connections/"arrows") of the program.

14. Modify Logic Model based on results of data analysis, if needed. Based on the data, determine which step you should reenter the process.

ⁱ Adapted from:

Frechtling, J. (2007). *Logic modeling methods in program evaluation*. San Francisco: Jossey-Bass.

Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

ⁱⁱ Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Harvard University Press.