Developing & Assessing Learning Outcomes for College Alcohol Education Programs

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Introduction to Assessment

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, servcies, 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)

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?

Outcome-Based Assessment & Your Alcohol Program

- What decision did you make about your alcohol program within the last year?
- 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?

How would you explain the purpose, 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 alcohol 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?

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

Why Assessment Is Becoming So Important

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

Learning & Learning Outcomes

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, sythesis 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	Cognitive Competence	Communications	Critical Thinking	Diversity	Ethics	Global/International Competencies	Health/Wellness	Interpersonal Competence	Intrapersonal Competence	Knowledge Acquisition	Leadership	Lifelong Learning	Problem Solving	Self Awareness	Social Responsibility	Teamwork
AACU (2005)	X		X	X	X	X					X	X	X	X		X	X
AACU (2008)	X		X	X	X	X					X	X	X	X		X	X
Anderson (2000)			X		X		X							X		X	X
Baxter Magolda & King(1999)		X							X	X							
Hong (2003)	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	X			
Mart & Kenzig (2008)	X	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
Schuh & Upcraft (2001)	X	X		X	X				X			X		X	X	X	
Silverman, Underhile & Keeling (2008)	X	X		X							X	X		X			
Strayhorn (2006)			X		X			X	X			X	X		X	X	X

What do you think EIU's Institutional ESLO's Are?

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.

What do you think Division of Student Affairs ESLO's are?

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.

What are the Health Service & HERC ESLO's?

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

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

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

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.

<u>Re-inventing government</u>, 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

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
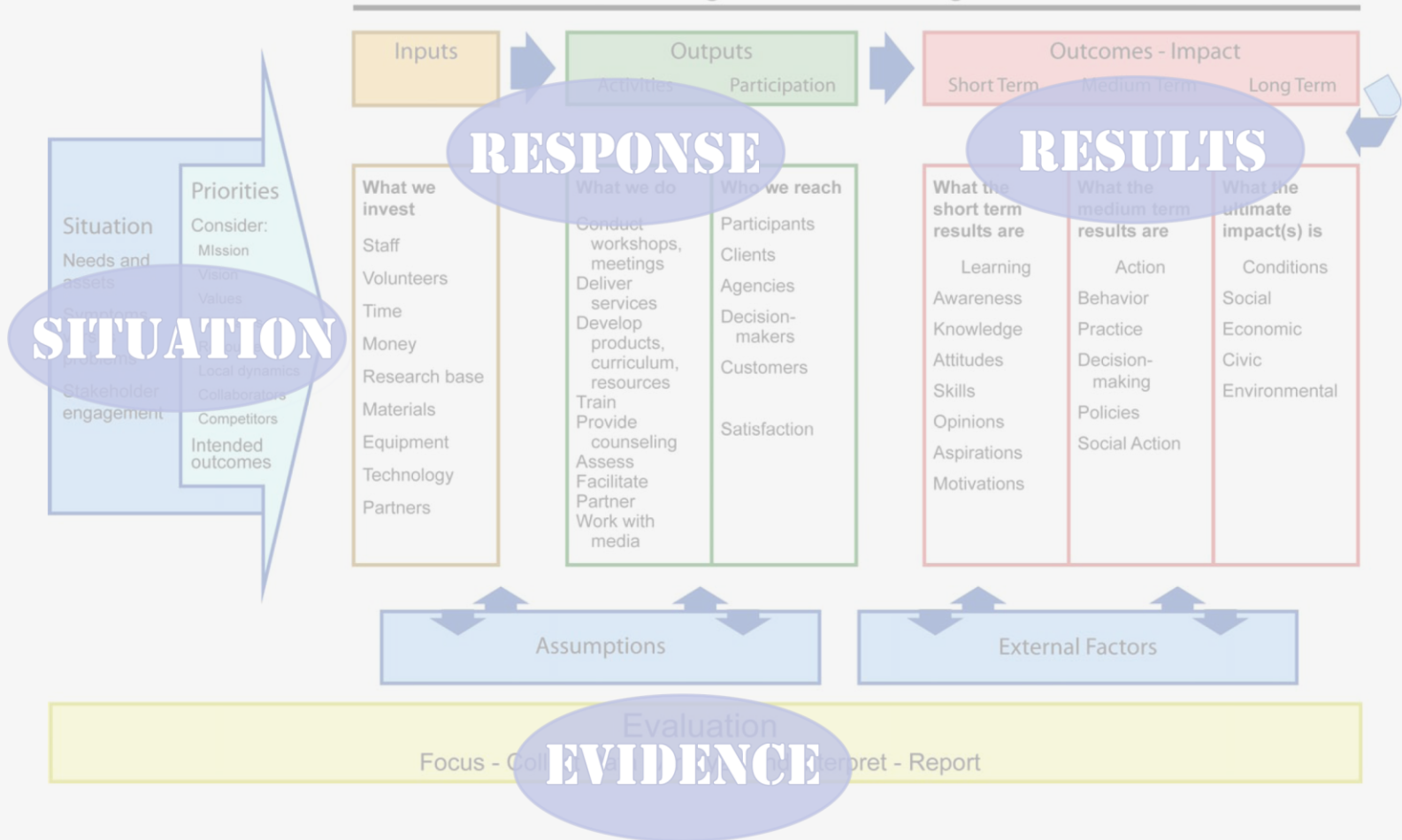- If we're lucky, evaluation shows program works.

Stephen R. Covey Advice

Habit 2:
Begin with the End in Mind

Logic model and reporting

PROGRAM DEVELOPMENT
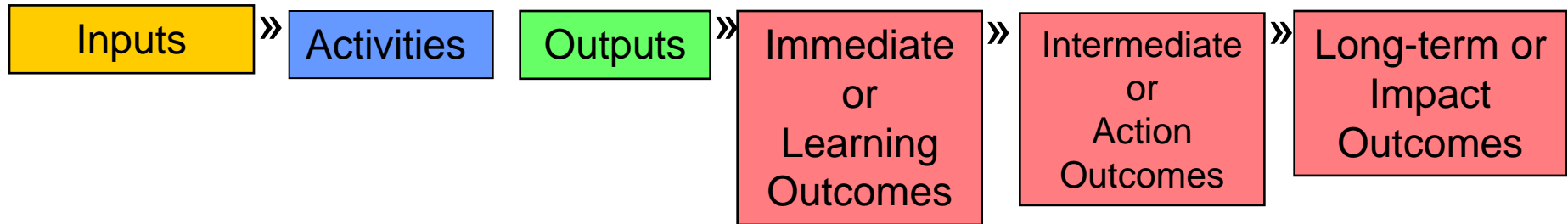*Planning – Implementation – Evaluation*

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

SITUATION

RESPONSE

RESULTS

Situation	Priorities	What we invest	What we do	Who we reach	What the short term results are	What the medium term results are	What the ultimate impact(s) is
Needs and assets	Consider: Mission	Staff	Conduct workshops, meetings	Participants	Learning	Action	Conditions
Symptoms	Vision	Volunteers	Deliver services	Clients	Awareness	Behavior	Social
	Values	Time	Develop products, curriculum, resources	Agencies	Knowledge	Practice	Economic
	Local dynamics	Money		Decision-makers	Attitudes	Decision-making	Civic
Stakeholder engagement	Collaborators	Research base	Train	Customers	Skills	Policies	Environmental
	Competitors	Materials	Provide counseling		Opinions	Social Action	
Intended outcomes		Equipment	Assess	Satisfaction	Aspirations		
		Technology	Facilitate		Motivations		
		Partners	Partner Work with media				

Assumptions	External Factors

Evaluation
Focus - Coll... ...erpret - Report

EVIDENCE

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

Inputs » Activities   Outputs » Immediate or Learning Outcomes » Intermediate or Action Outcomes » Long-term or Impact Outcomes

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
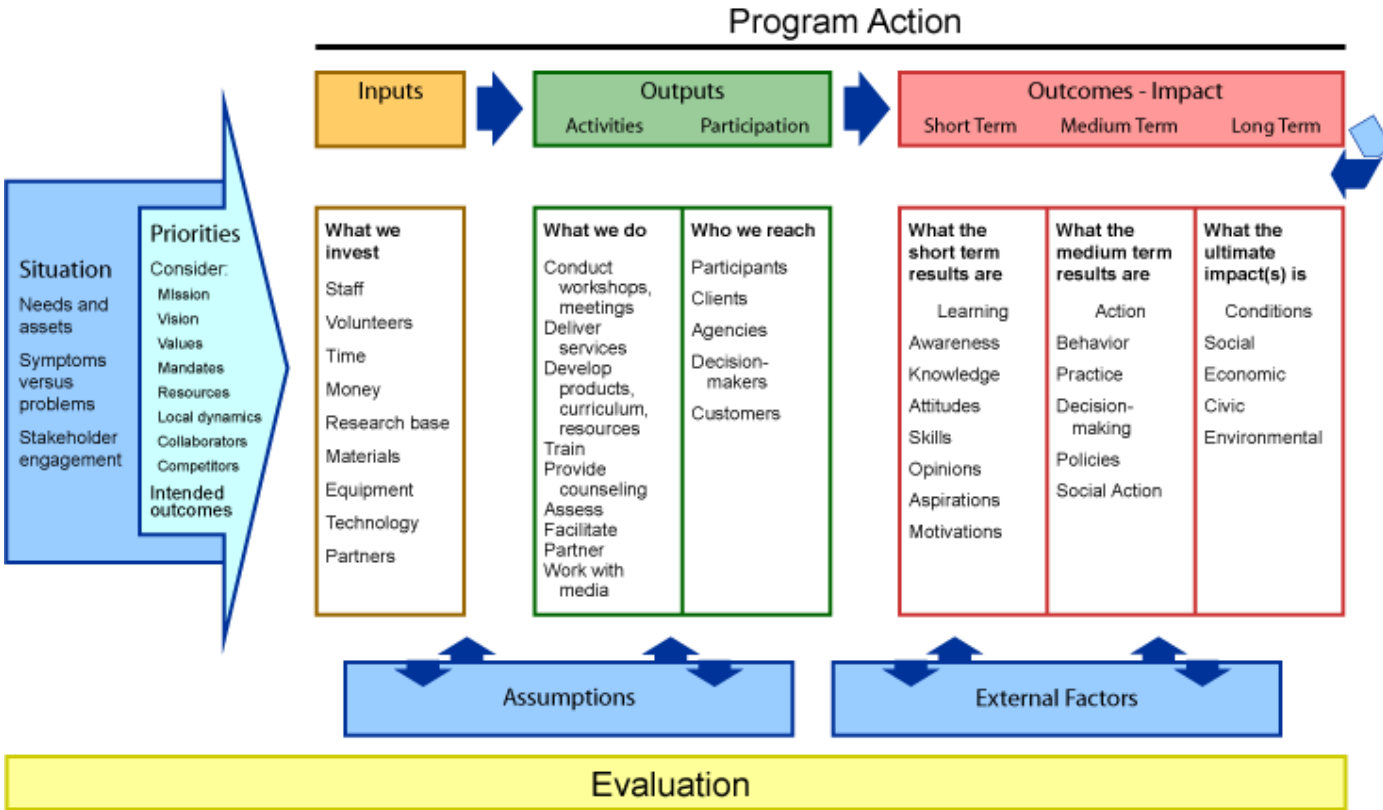
Outcomes – The Actual Results

- How participants have been transformed as a result of the program
- States a CHANGE in knowledge, attitude, behavior, beliefs, policies, etc. that result from the program intervention
- Must be measurable and realistic
- How are students and/or campus different as a result of the work that was done

Long-term or Impact Outcomes

- Changes that occur at the institutional, organizational, environmental and systemic level which create:
  - Improved learning and academic success
  - Improved health
  - Increased capacity
- These occur after intermediate and immediate changes are acheived

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
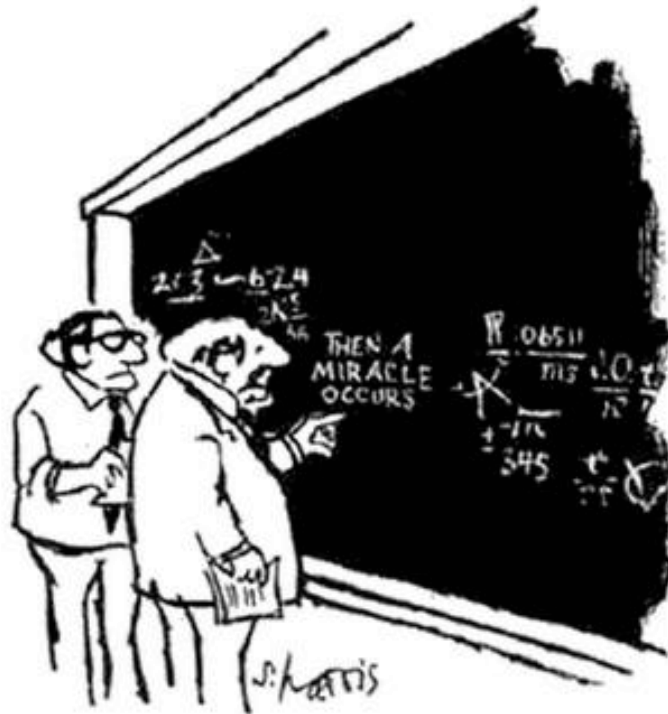
Immediate or Learning Outcomes

- 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)

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
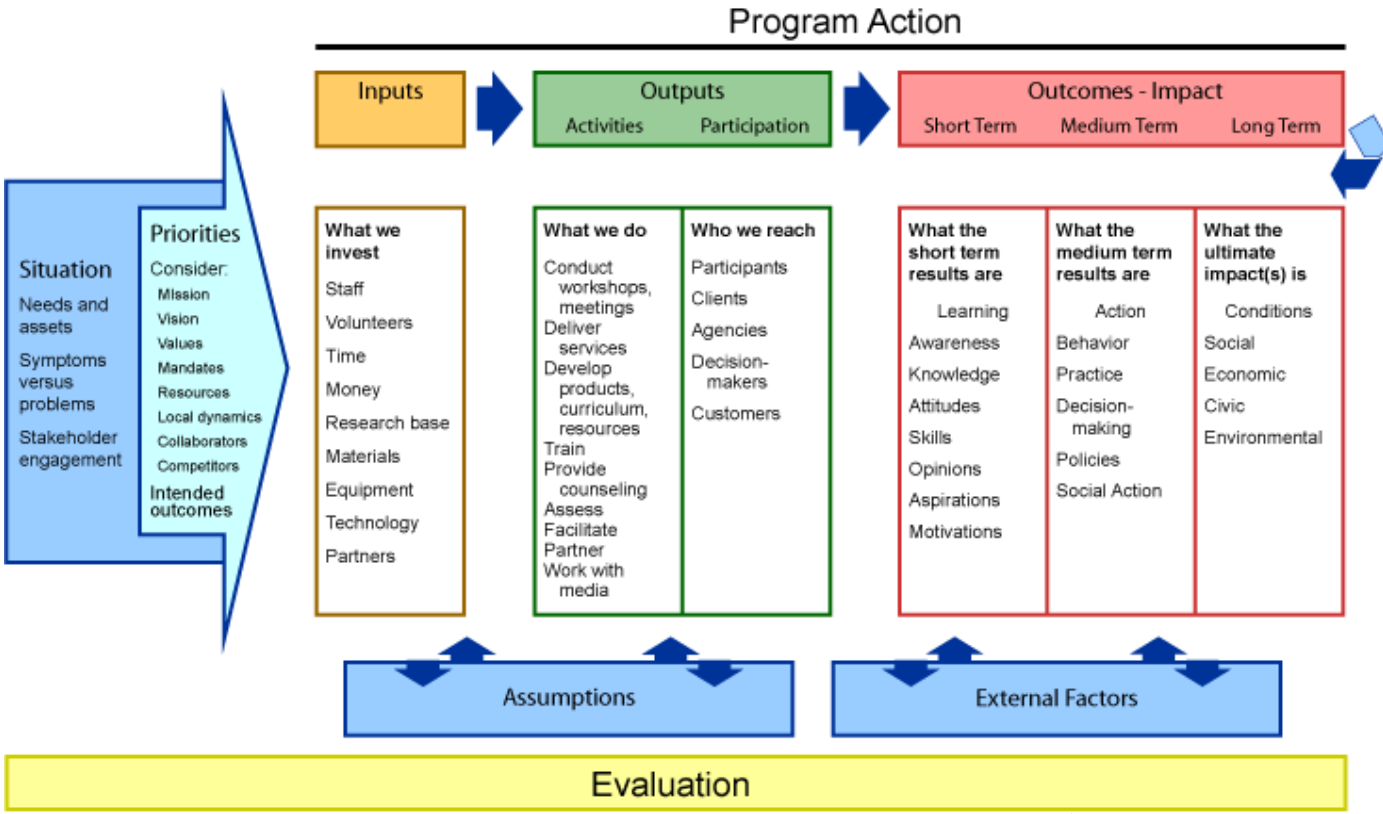
Outcomes vs. Outputs

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
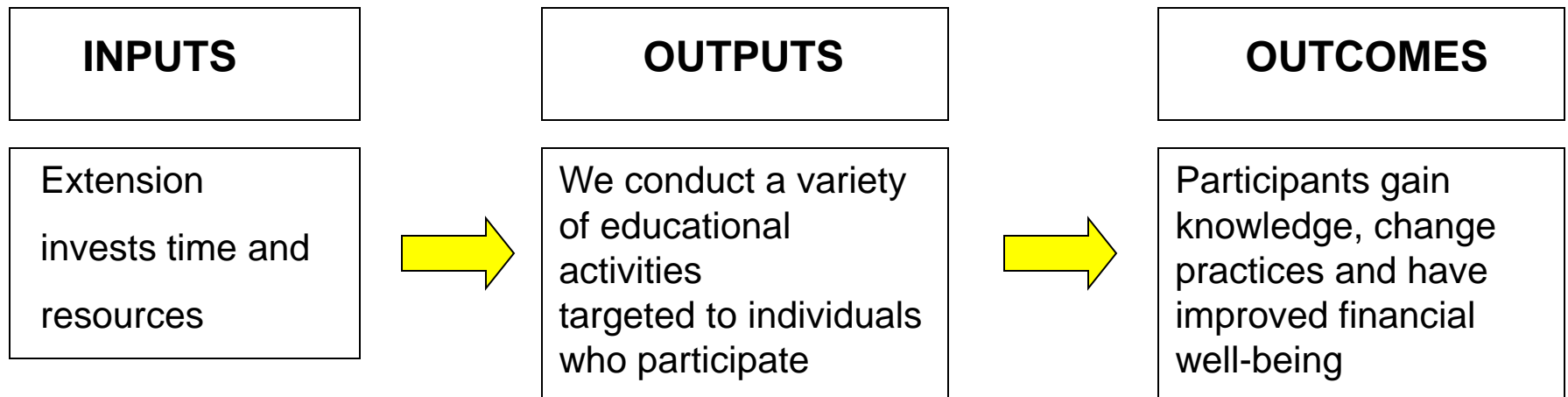- Compared content planned vs. content actually delivered

PLANNING: start with the end in mind

Program Action

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

Situation

Needs and assets

Symptoms versus problems

Stakeholder engagement

Priorities

Consider:
Mission
Vision
Values
Mandates
Resources
Local dynamics
Collaborators
Competitors

Intended outcomes

What we invest	What we do	Who we reach	What the short term results are	What the medium term results are	What the ultimate impact(s) is
Staff	Conduct workshops, meetings	Participants	Learning	Action	Conditions
Volunteers	Deliver services	Clients	Awareness	Behavior	Social
Time	Develop products, curriculum, resources	Agencies	Knowledge	Practice	Economic
Money		Decision-makers	Attitudes	Decision-making	Civic
Research base	Train	Customers	Skills	Policies	Environmental
Materials	Provide counseling		Opinions	Social Action	
Equipment	Assess		Aspirations		
Technology	Facilitate		Motivations		
Partners	Partner				
	Work with media				

Assumptions

External Factors

Evaluation

EVALUATION: check and verify

Example: **Financial management program**

Situation: Individuals with limited knowledge and skills in basic financial management are unable to meet their financial goals and manage money to meet their needs.
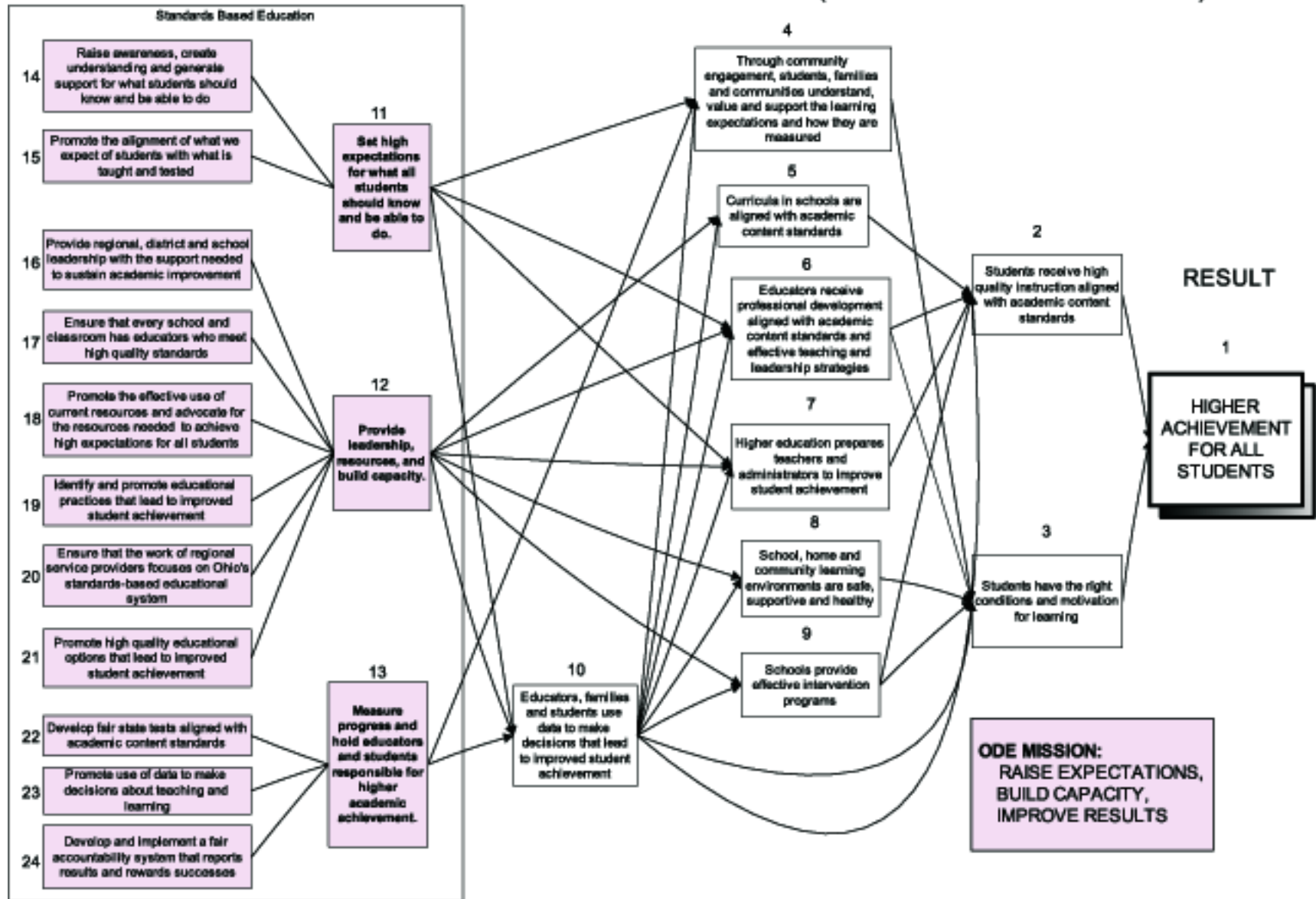
INPUTS	OUTPUTS	OUTCOMES
Extension invests time and resources	We conduct a variety of educational activities targeted to individuals who participate	Participants gain knowledge, change practices and have improved financial well-being

WHAT WE INVEST   **WHAT WE DO**   **WHAT RESULTS**

ODE STRATEGIES

Success Indicators (that Will Lead to the Ultimate Result)

Standards Based Education

14 — Raise awareness, create understanding and generate support for what students should know and be able to do

15 — Promote the alignment of what we expect of students with what is taught and tested

16 — Provide regional, district and school leadership with the support needed to sustain academic improvement

17 — Ensure that every school and classroom has educators who meet high quality standards

18 — Promote the effective use of current resources and advocate for the resources needed to achieve high expectations for all students

19 — Identify and promote educational practices that lead to improved student achievement

20 — Ensure that the work of regional service providers focuses on Ohio's standards-based educational system

21 — Promote high quality educational options that lead to improved student achievement

22 — Develop fair state tests aligned with academic content standards

23 — Promote use of data to make decisions about teaching and learning

24 — Develop and implement a fair accountability system that reports results and rewards successes

11 — Set high expectations for what all students should know and be able to do.

12 — Provide leadership, resources, and build capacity.

13 — Measure progress and hold educators and students responsible for higher academic achievement.

10 — Educators, families and students use data to make decisions that lead to improved student achievement

4 — Through community engagement, students, families and communities understand, value and support the learning expectations and how they are measured

5 — Curricula in schools are aligned with academic content standards

6 — Educators receive professional development aligned with academic content standards and effective teaching and leadership strategies

7 — Higher education prepares teachers and administrators to improve student achievement

8 — School, home and community learning environments are safe, supportive and healthy

9 — Schools provide effective intervention programs

2 — Students receive high quality instruction aligned with academic content standards

3 — Students have the right conditions and motivation for learning

RESULT

1 — HIGHER ACHIEVEMENT FOR ALL STUDENTS

ODE MISSION:
RAISE EXPECTATIONS,
BUILD CAPACITY,
IMPROVE RESULTS

Writing Student Learning Outcomes

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
- 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.

Lets Talk about Assessing Outcomes

- Students will be able to have more confidence in their drinking behaviors

- Students will be able to demonstrate the ability to refuse a drink offered to them.

- Students will demonstrate critical thinking skills, such as problem analysis, judgment, and decision making when they drink

Lets Talk Some More

- Participants will be able to explain the benefits of using protective behaviors when they choose to drink

- Participants will value harm reduction as a protective tool

Lets Talk Some More

- Participants will be able to demonstrate techniques for intervening and confronting peers who are at risk for negative alcohol-related consequences

- Participants will be able to list signs and symptoms of potentially hazardous and risky alcohol situations

- Participants will develop bystander and conflict resolution skills

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 gradaute assistant
- Exposed to the univeristy 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 an alcohol educational will be able to describe the effect of tolerance on alcohol consumption as demonstrated by a reflection paper

Example Three

Students of incoming first-year parents will be able to demonstrate strategies for initiating conversations with their student about alcohol as evidenced by observed behavior/roleplay

Example four

Incoming first-year students will be able to demonstrate strategies for refusing drinks as evidenced by observed behavior/roleplay

Example Five

Students undergoing a motivational interview will be able to identify at least 4 comparisons and contrasts concerning their drinking habits with institutional norms 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 managable?
- 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

Student Learning Assessment Plan Components

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
- Statement of Goals (Action/Impact Outcomes)
- Statement of Learning Outcomes

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
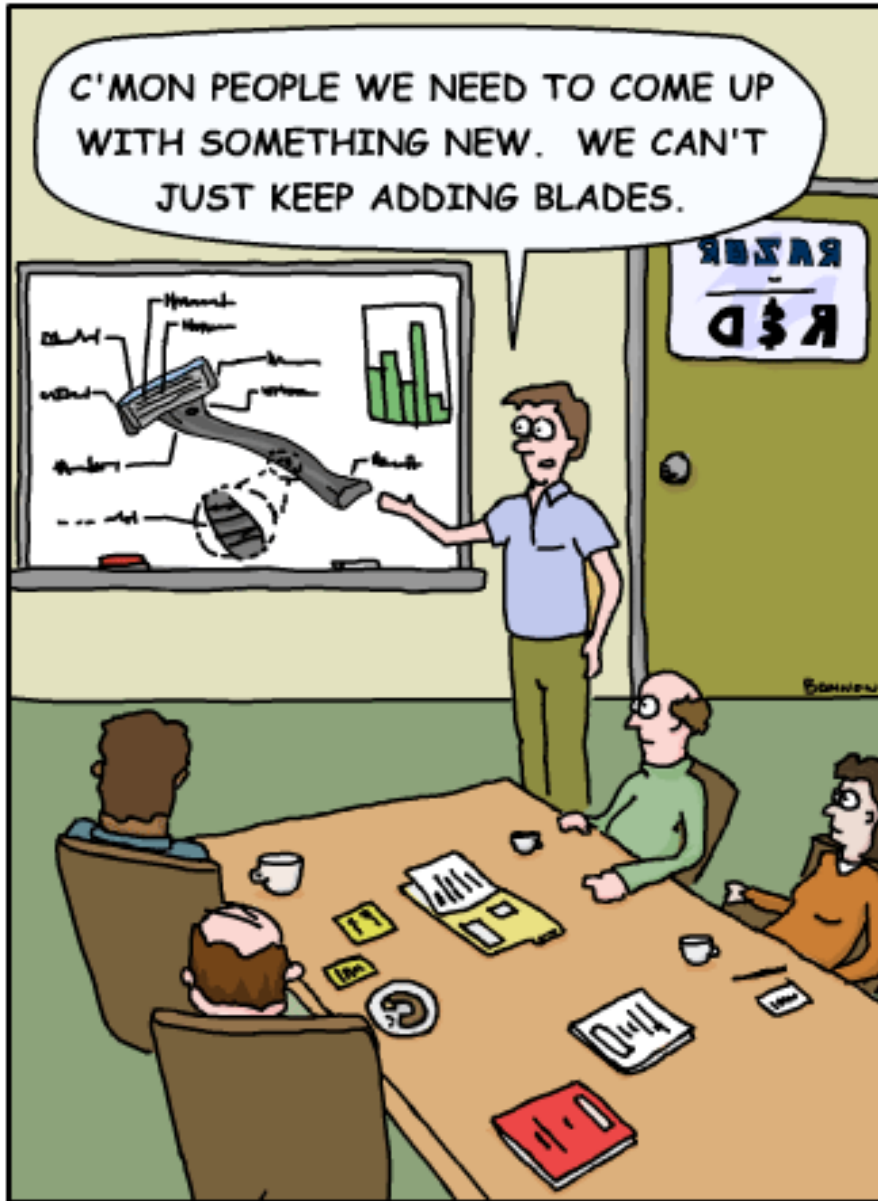
Closing The Loop

Assessment – It Shouldn't Be Secret

...and that concludes my federal report on the status of global warming. Now, special agent Coffield here will be placing you all under arrest for having classified information.

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