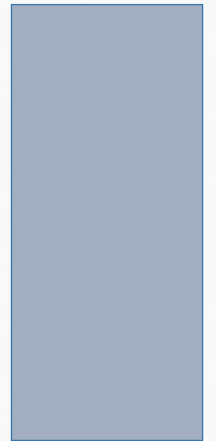# DEFINING ASSESSMENT PURPOSE:
LINKING QUESTIONS TO OUTCOMES

CONDUCTING ASSESSMENT IN STUDENT AFFAIRS-SESSION TWO

SESSION OVERVIEW
PART I

- Overview of assessment questions
- Small group discussion
  - Share results of data audit
- Develop assessment questions
  - Share assessment questions with the group
- Discuss how to link questions to learning outcomes

SESSION OVERVIEW
PART II

- Prepare learning outcomes for your assessment questions
- Discuss logic models as a tool for guiding your assessment

OVERVIEW OF ASSESSMENT QUESTIONS

- What are assessment questions?
  - They are essentially the goals of your assessment in question form
  - They are derived from clearly stated objectives— that flow from the program's overall goals
- Effective assessment questions are:
  - A direct reflection of the goals of the assessment
  - Are appropriate to the specific outcomes of a given program or service
  - Can be answered realistically
  - Measurable

Assessment
Questions
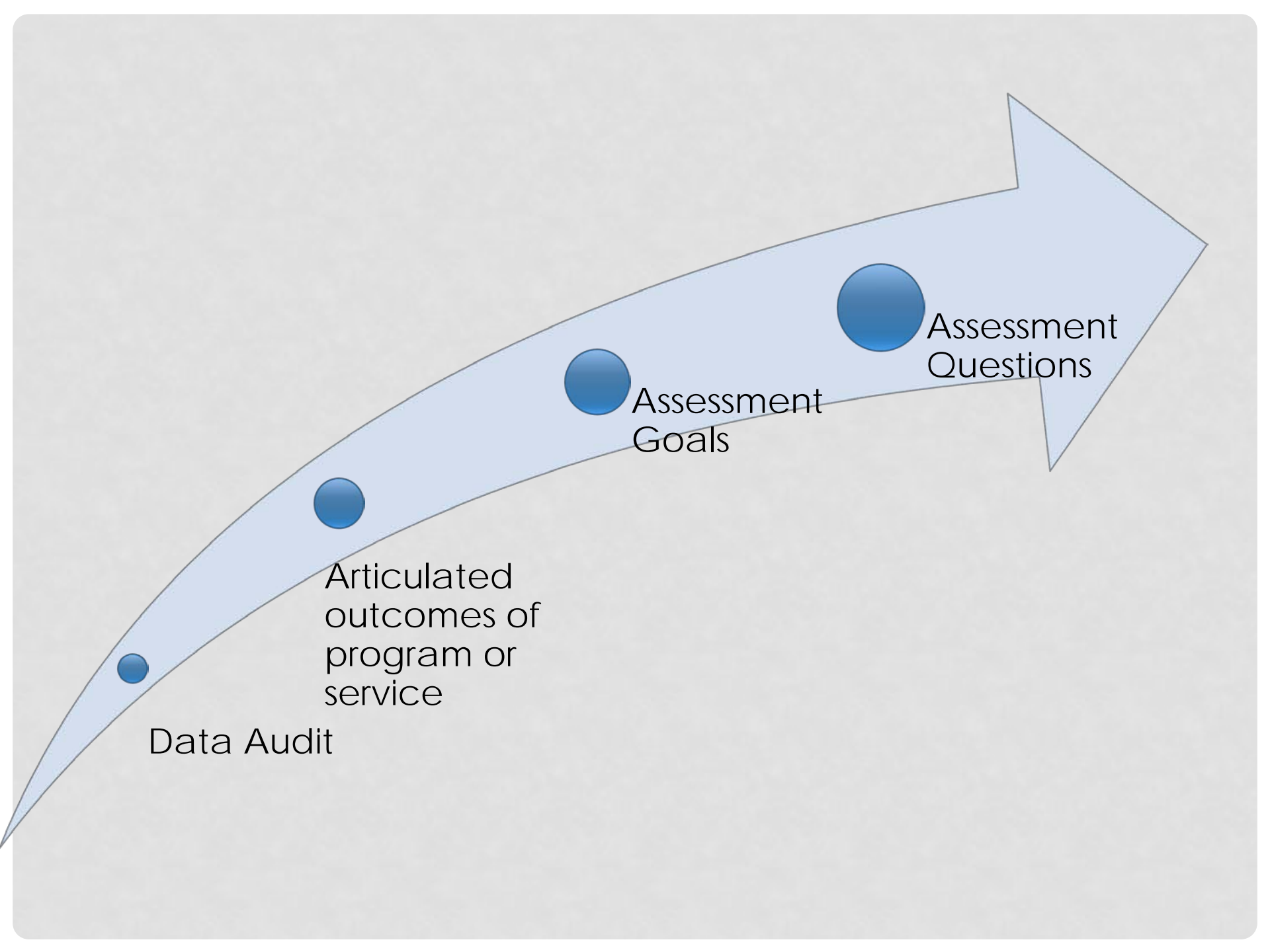
Assessment
Goals

Articulated
outcomes of
program or
service

Data Audit

SMALL GROUP ACTIVITY!

In a group of 2-3 people, share the results of your data audit (homework from last session)

- Did you find anything that surprised you?
- What are you working with?
- Is there a limited amount of data available or an abundance?

Worksheet:
Developing Assessment Questions

TYPES OF ASSESSMENT AND OUTCOMES

- Utilization
  - Usage Numbers
  - Tracking participation in programs or services
- Satisfaction
  - Level of satisfaction with or perceptions of a program or service
- Needs Analysis
  - Gathering information about the needs/challenges of a specific group
- Program/Service Outcomes (Outputs)
  - Demonstrate that a specific program/service is meeting particular service or production targets
- Learning Outcomes
  - Show a specific program/service is contributing to changes in knowledge, abilities or values in the participants

TYPES OF OUTCOMES

Short
- Changes in:
  - Awareness
  - Knowledge
  - Attitudes
  - Skills
  - Opinion

Medium
- Changes in:
  - Behavior
  - Decision-making
  - Social action

Long-Term
- Changes in:
  - Conditions
  - Health
  - Environment

LEARNING OUTCOMES

- Assessment questions should reflect the outcomes of the program or service being assessed
  - Learning outcomes are one type of outcome often assessed
- Learning outcomes are developed based on answers to the following questions:
  - What is the purpose of your program or service?
  - Why do you do it?
  - Who do you serve?

THE MAIN QUESTION

What should students know, be able to do, or be able to demonstrate when they have completed my program/activity/course/project?

DEVELOPING LEARNING OUTCOMES

- Developing learning outcomes can be simplified by choosing <u>verbs that reflect the level and nature of the learning</u> you expect to result from the program or service you are assessing.

- For example: As a result of participation in URPI, students will…

  - Be able to successfully *demonstrate* the ability to co-facilitate a focus group

  - Be able to accurately *describe* the purposes and limitations of focus group methodology

SWIBAT AND ABCD TECHNIQUES

- SWiBAT:

  Begin your outcome statement with "Students Will Be Able To" + action verb + condition = Learning Outcome

- ABCD:

  Audience + a particular Behavior which the audience will be able to know or do (this is the verb you selected) + a Condition which will lead to the earning + a Degree, which indicates the level to which the particular behavior will need to be demonstrated in order to ensure learning took place = Learning Outcome

SLO Verbs by Bloom's Taxonomy Level

Category	Definition	Related Behaviors and Verbs
Remembering	Recalling or remembering something without necessarily understanding, using or changing it	Arrange, cite, count, define, describe, draw, identify, label, list, match, memorize, name. outline, point (to), quote, recall, recite, recognize, record, relate, repeat reproduce, select, state, tabulate, tell, trace, underline write
Understanding	Understanding something that has been communicated without necessarily relating it to anything else	Account for, annotate, calculate, change, classify, compute, convert, defend, distinguish, discuss, estimate, explain, group, generalize, give examples, infer, interpret, paraphrase, predict, reiterate, reword, rewrite, review, summarize, translate
Applying	Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	Add, apply, adopt, calculate, change, classify, collect, complete, compute, conduct, construct, demonstrate, discover, divide, examine, execute, extend, illustrate, implement, interview, graph, make use of, manipulate, modify, operate, perform, prepare, produce, react, relate, role-play, show, solve, translate, use

SLO Verbs by Bloom's Taxonomy Level

Analyzing	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, arrange, break down, catalogue, classify, compare, contrast, diagram, experiment, differentiate, discriminate, dissect, distinguish, identify, illustrate, infer, measure, outline, point out, relate, select, separate, sort, subdivide, test
Evaluating	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, argue, award, choose, compare, conclude, contrast, criticize, defend, describe, discriminate, evaluate, explain, grade, interpret, judge, justify, order, present a case for, prioritize, rank, rate, recommend, referee, reject, review, select, support, test
Creating/ Generating	creating something new by putting parts of different ideas together to make a whole.	Assemble, blend, build, change, categorize, combine, compile, compose, conceive, create, design, develop, devise, drive, establish, formulate, generate, group, hypothesize, integrate, modify, order, organize, plan, predict, prescribe, produce, propose, rearrange, reconstruct, reorder, revise, specify, tell, transform. write

Source: Boston College Student Affairs Assessment Handbook, 2011
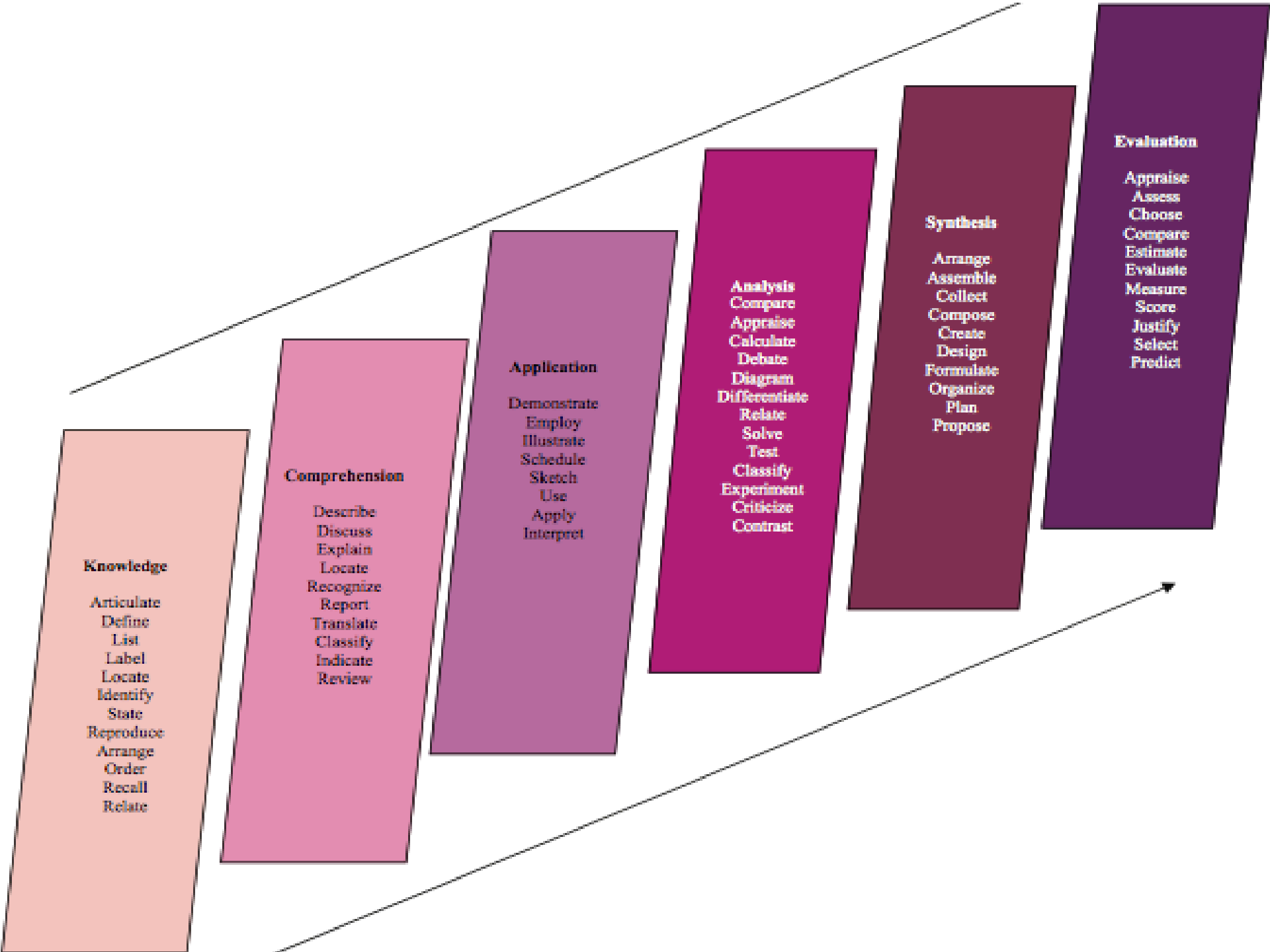
Knowledge

Articulate
Define
List
Label
Locate
Identify
State
Reproduce
Arrange
Order
Recall
Relate

Comprehension

Describe
Discuss
Explain
Locate
Recognize
Report
Translate
Classify
Indicate
Review

Application

Demonstrate
Employ
Illustrate
Schedule
Sketch
Use
Apply
Interpret

Analysis
Compare
Appraise
Calculate
Debate
Diagram
Differentiate
Relate
Solve
Test
Classify
Experiment
Criticize
Contrast

Synthesis

Arrange
Assemble
Collect
Compose
Create
Design
Formulate
Organize
Plan
Propose

Evaluation

Appraise
Assess
Choose
Compare
Estimate
Evaluate
Measure
Score
Justify
Select
Predict

MORE TIPS FOR LEARNING OUTCOMES

- Include an indicator of success for learning outcome
  - Determine exactly what indicates that an outcome was achieved or not. Define success.
    - "At the conclusion of X program, students will be able to identify support that will support their academic achievement"
    - "At the conclusion of X program, students will be able to identify five campus resources that can support their academic achievement"

BE S.M.A.R.T

- SMART is a mnemonic device that can serve as your checklist for ensuring well-written outcomes.
  - **S**pecific
  - **M**easurable
  - **A**ggressive, but attainable
  - **R**esults-oriented
  - **T**ime-bound

Activity:
Begin to map out your assessment

LOGIC MODELS

- A framework for describing the relationships between investments, activities, and results.

- Provides a common approach for integrating planning, implementation, assessment and reporting.

- Can be described as a roadmap

SIMPLEST FORM
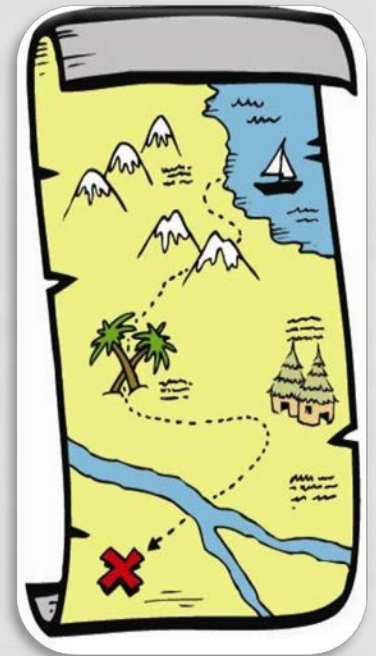
INPUTS → **OUTPUTS** → **OUTCOMES**
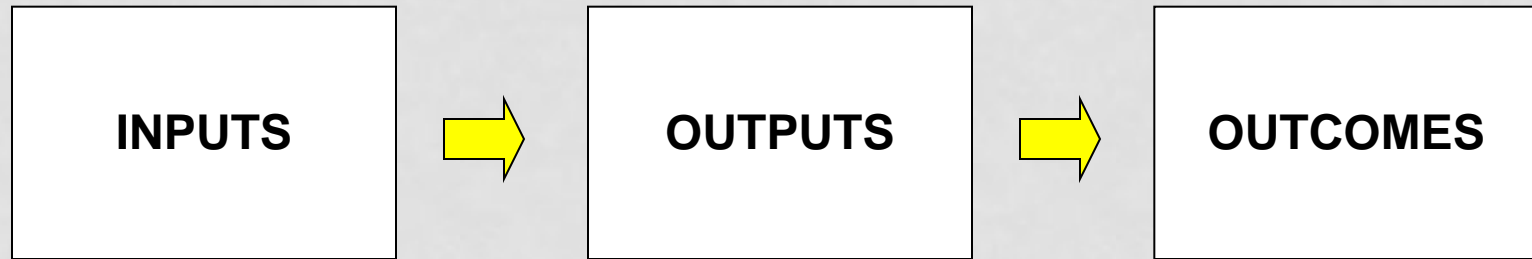
LOGICAL CHAIN OF CONNECTIONS

INPUTS	→	OUTPUTS	→	OUTCOMES

Program investments	→	Activities	→	Participation	→	Short	→	Medium	→	Long-term

What we invest   **What we do**   **Who we reach**   **What results**

A SERIES OF IF-THEN RELATIONSHIPS

Tutoring Program Example

IF | then | IF | then | IF | then | IF | then | IF | then

| We invest time and money | We can provide tutoring 3 hrs/week for 1 academic year to 50 students | Students struggling academically can be tutored | They will learn and improve their skills | They will get better grades | They will move forward in completing course-work in a timely manner |
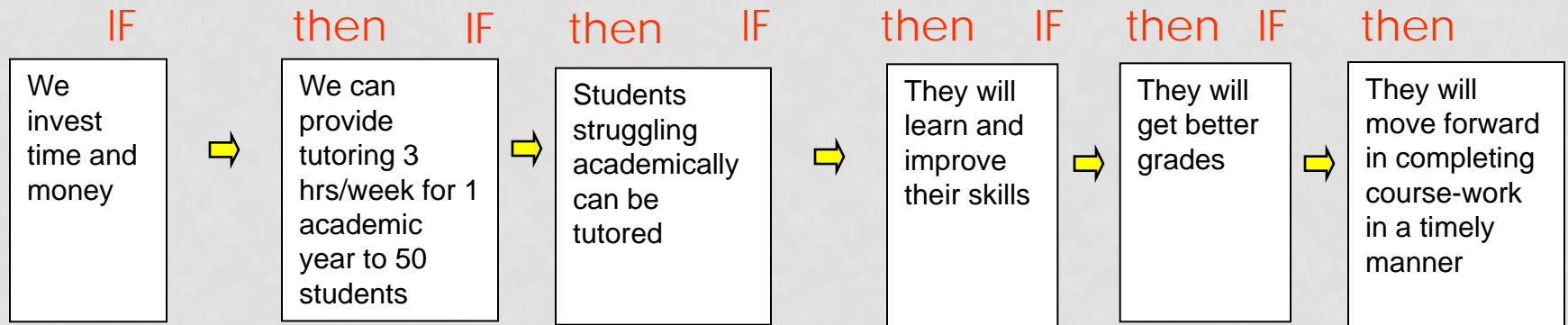
- A common problem is that activities and strategies often do not lead to the desired outcomes.

- Check your 'if-then' statements and ensure that they make sense and lead to the outcomes you want to achieve.

- A logic model makes the connections EXPLICIT.

"I think you should be more explicit here in Step Two."
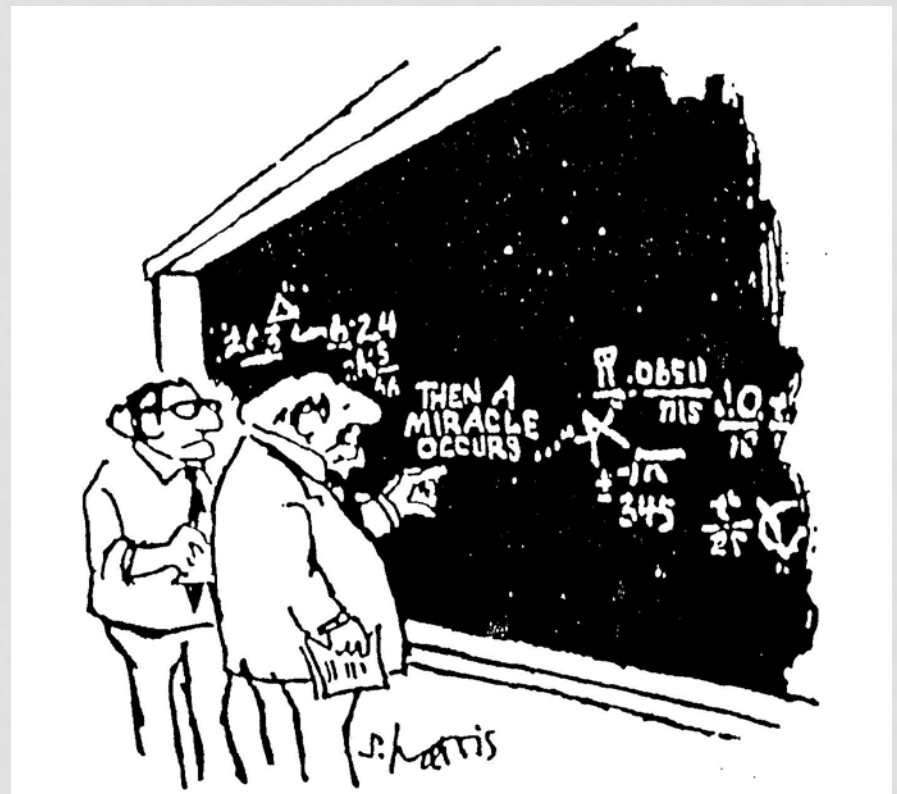
FULLY DETAILED LOGIC MODEL

Program Action - Logic Model

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

Situation
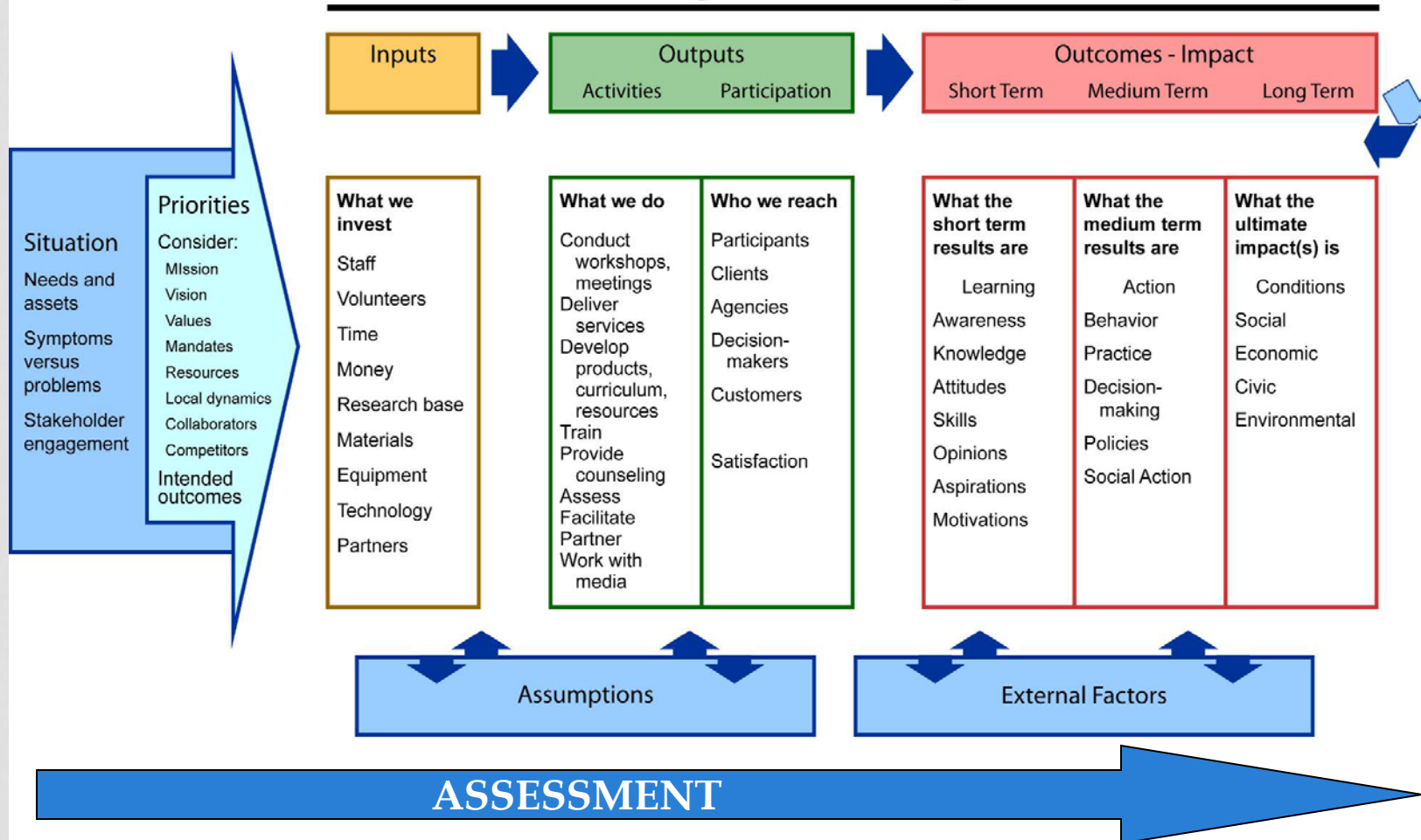- Needs and assets
- Symptoms versus problems
- Stakeholder engagement

Priorities
Consider:
- MIssion
- Vision
- Values
- Mandates
- Resources
- Local dynamics
- Collaborators
- Competitors

Intended outcomes

What we invest
- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are

Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are

Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is

Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions | External Factors

ASSESSMENT

WHAT'S MISSING?

- Situational statement
  - Priorities
- List of assumptions
- List of external factors
- Evaluation methods

LIMITATIONS

- Represents intention, not reality

- Focuses on expected outcomes

- Challenge of causal attribution
  - *Many factors influence process and outcomes*

- Doesn't address:

Are we doing the right thing?

RESOURCES FOR LOGIC MODELS

- University of Wisconsin-Extension's Program Development and Evaluation Training http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

- UCLA's Social Research Methodology Division, GSE&IS