



REC SPORTS Gathering 2012

Pushing Our Creativity to the Limits



Infusing Creativity into the Assessment Process

Presented by:



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Center for the Study of Student Life
“Assessment Team”



I AM THE
LEFT BRAIN

Decisive!
011001011 LOGIC

Accurate
ANALYTIC

REASON
1 2 3 4 5 6 7 8 9
PRACTICAL
Strategic

CONTROL

SCIENCE Realistic
Bliss

WWW.CARTOONADAY.COM



I AM the
Right BRAIN!

Intuition
Love LOVE love
you art
Poetry

FREEDOM

Passion
vivid

creative

YEARNING

PEACE



Assessment Basics



Major Activity

Performance
Indicators

Learning
Outcomes



Example from CSSL:



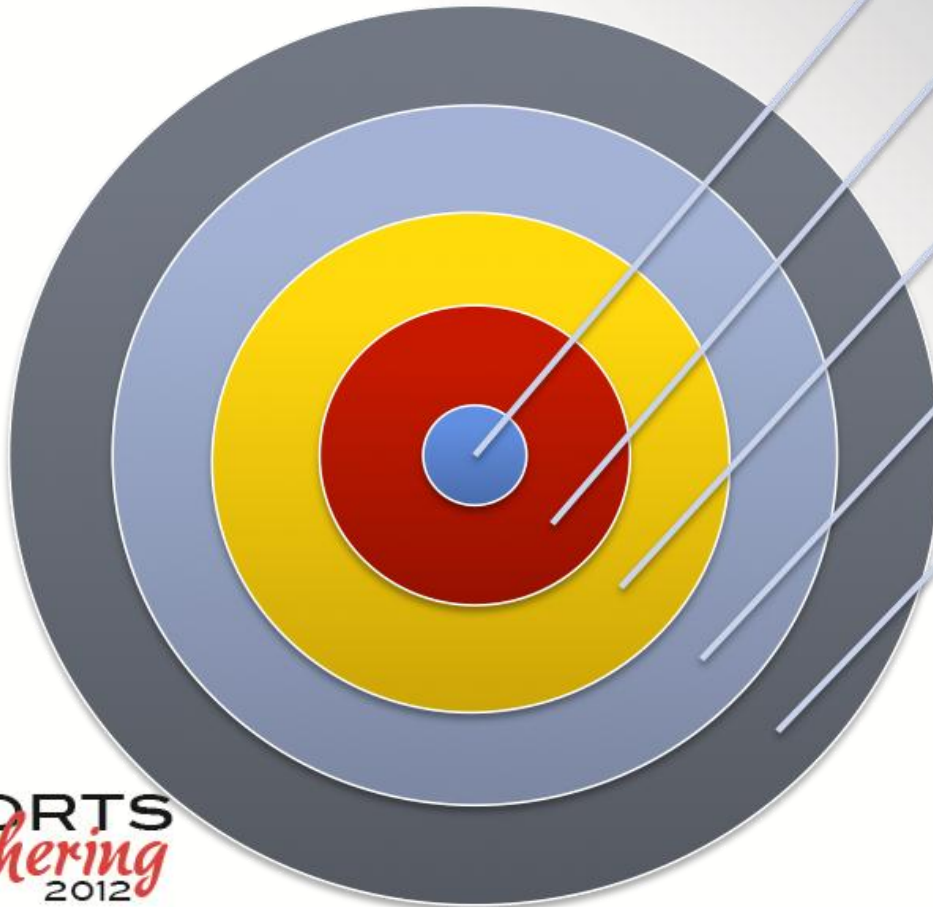
M.A.: Assessment

of trainings
of departments helped
of assessment projects
completed in Student Life

As a result of our
assessment training, the
staff in attendance will be
more comfortable with the
assessment process.



Outcomes



Activity Learning Outcomes

Programmatic Learning Outcomes

Departmental Learning Outcomes

Divisional Learning Outcomes

University Goals



Writing a Learning Outcome

- **A** Audience—Who is the learner?
- **B** Behavior—What is the measurable behavior?
- **C** Condition—Under what circumstances should the learner be able to perform?
- **D** Degree—At what level does the behavior need to be performed?





Break it down: A

Audience: Who are your learners?



Example:

- **Recreation Sports members**
- **Exercise class participants**
- **Student workers**





Break it down: B



- Behavior: This should be an overt, observable behavior (even if “learning” is covert or mental in nature).

Examples:



- **As a result of (activity), (audience) will be able to (behavior)...**



Break it down: C



- Condition: What will the student be given in order to accomplish the learning?

Example:

- As a result of participating in a fitness class...
- As a result of regularly using a Rec Sports facility...





Break it down: D



- Degree: How much will be accomplished, how well will the behavior need to be performed, and to what level?

Example:

- Not great: “By participating in a ‘*Learning from Your Community*’ program, attendees will know about community resources.”
- Better: “By participating in a ‘*Learning from Your Community*’ program, attendees will be able to identify 5 community resources.”





Learning Domain Verbs



Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Definition: Ability to recall previously learned material.</p>	<p>Definition: Ability to show a basic understanding of material.</p>	<p>Definition: Ability to apply learning in new situations.</p>	<p>Definition: Ability to logically differentiate between the content and structure of material.</p>	<p>Definition: Ability to create new content and structures.</p>	<p>Definition: Ability to judge the value of material for a given purpose.</p>
<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none">identifylabelrecallreproducestate	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none">definedescribeexplainparaphraseprovide example	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none">applydemonstratedetermineprepareuse	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none">analyzecompare/contrastdifferentiatedistinguishinvestigate	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none">constructcreatedesigndevelopgenerate	<p><i>Sample Verbs:</i></p> <ul style="list-style-type: none">assesscritiqueevaluationjustifysupport



Developmental Domain Verbs



Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Definition: Ability to recall previously learned material.</p>	<p>Definition: Ability to show a basic understanding of material.</p>	<p>Definition: Ability to apply learning in new situations.</p>	<p>Definition: Ability to logically differentiate between the content and structure of material.</p>	<p>Definition: Ability to create new content and structures.</p>	<p>Definition: Ability to judge the value of material for a given purpose.</p>
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Small Group: 5 minute discussion



- Major Activity: A major program or service
- Performance Indicators: #'s
- Outcome: Student Learning or Student Development (ABCD, Domain verbs)
- Bonus: How might you gather data to measure whether or not you are meeting this outcome with your activity



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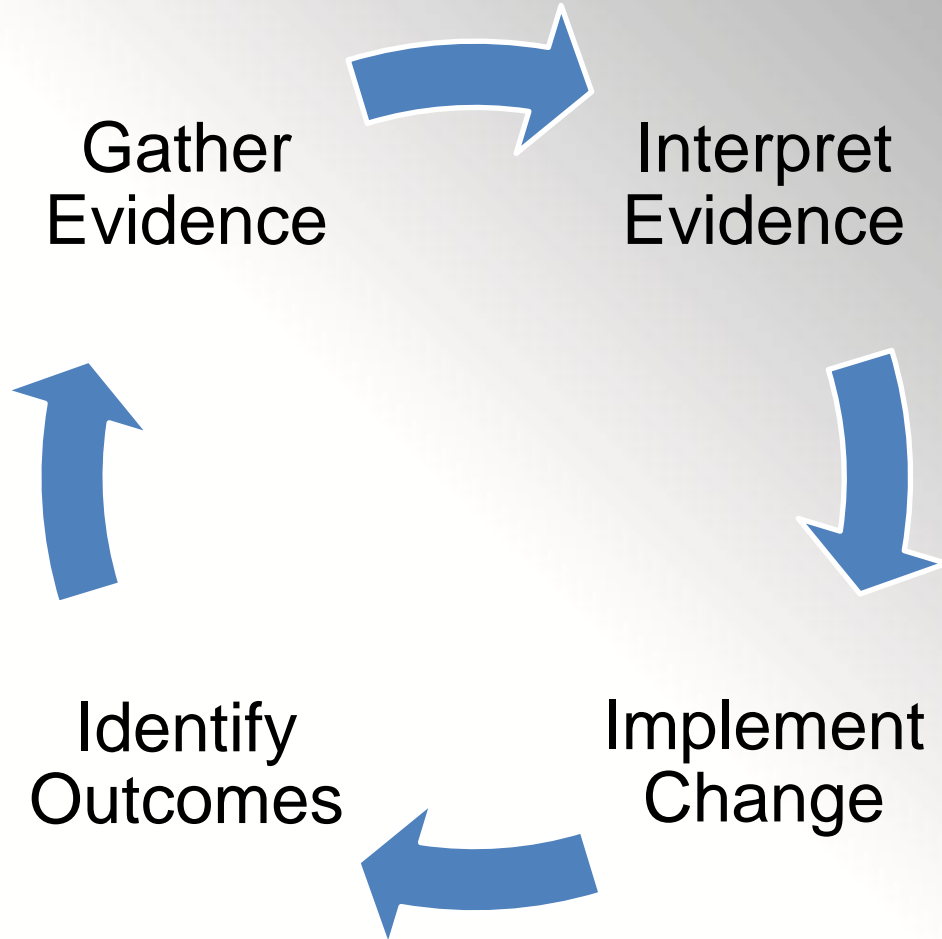
PEACE



**Moving from: WHAT to
measure (outcomes) to
HOW we measure it
(Maki's loop)**



Assessment Process



Gather
Evidence

Interpret
Evidence

Identify
Outcomes

Implement
Change




Seeing Assessment through a Creativity Lens

Gathering Data:



- Incentives for participation

- Invitation for participating in survey




- What are other ways besides a survey that you could collect the data you are looking to gather?



Seeing Assessment through a Creativity Lens



Interpreting Evidence/Data Analysis:

- What else can we do with our data besides “just” frequencies?
 - What are some creative questions in your field that could determine what you look at in the data?
- 




Seeing Assessment through a Creativity Lens

Sharing Data/Reporting Results:




Many data are simply kept in an electronic report on the director's desktop...

- 
- What are other ways that the data could be shared?
 - Who should we share the results with?




Seeing Assessment through a Creativity Lens

Implementing Change:



Research: Results contribute to a large body of knowledge

Assessment: Results contribute to a smaller, more specific body of knowledge (e.g., a SL department).

- 
- How could a piece of data collected make a change in your department?
 - How could “negative” data be turned into an opportunity for improvement?



Small Group: 5 minute discussion



Revisit your Learning Outcome through a creative lens:

- Gathering Data
- Interpreting Evidence
- Reporting Results
- Implementing Change





Assessment Process



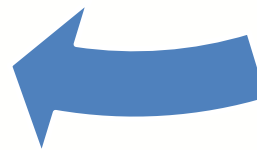
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Evidence



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Questions?



Topics you want to revisit?





Thank You!!