REC SPORTS Gathering 2012

Pushing Our Creativity to the Limits
Infusing Creativity into the Assessment Process

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Center for the Study of Student Life
“Assessment Team”
I AM THE LEFT BRAIN

Decisive! Logic

Accurate Analytic

Reason

123679

Practical Strategic

Control

SCIENCE

Realistic

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I AM THE RIGHT BRAIN!

Intuition

Thai Art

Freedom

Passion

Vivid

Creative

Yearning

Peace

Rec Sports
Office of Student Life

2012
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?

*Henich, Molenda, Russell & Smaldino (2002)*
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)...

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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

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Synthesis</th>
<th>Analysis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Definition: Ability to recall previously learned material.</td>
<td>Definition: Ability to apply learning in new situations.</td>
<td>Definition: Ability to logically differentiate between the content and structure of material.</td>
<td>Definition: Ability to create new content and structures.</td>
<td>Definition: Ability to judge the value of material for a given purpose.</td>
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<tr>
<td><strong>Sample Verbs:</strong></td>
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<tr>
<td>identify</td>
<td>define</td>
<td>apply</td>
<td>analyze</td>
<td>construct</td>
<td>assess</td>
</tr>
<tr>
<td>label</td>
<td>describe</td>
<td>demonstrate</td>
<td>compare/contrast</td>
<td>create</td>
<td>critique</td>
</tr>
<tr>
<td>recall</td>
<td>explain</td>
<td>determine</td>
<td>differentiate</td>
<td>design</td>
<td>evaluation</td>
</tr>
<tr>
<td>reproduce</td>
<td>paraphrase</td>
<td>prepare</td>
<td>distinguish</td>
<td>develop</td>
<td>justify</td>
</tr>
<tr>
<td>state</td>
<td>provide example</td>
<td>use</td>
<td>investigate</td>
<td>generate</td>
<td>support</td>
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</tbody>
</table>

## Developmental Domain Verbs

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<th>Evaluation</th>
</tr>
</thead>
</table>

### Knowledge
- Definition: Ability to recall previously learned material.
- Sample Verbs: identify, label, recall, reproduce, state

### Comprehension
- Definition: Ability to show a basic understanding of material.
- Sample Verbs: define, describe, explain, paraphrase, provide example

### Application
- Definition: Ability to apply learning in new situations.
- Sample Verbs: apply, demonstrate, determine, prepare, use

### Analysis
- Definition: Ability to logically differentiate between the content and structure of material.
- Sample Verbs: analyze, compare/contrast, differentiate, distinguish, investigate

### Synthesis
- Definition: Ability to create new content and structures.
- Sample Verbs: construct, create, design, develop, generate

### Evaluation
- Definition: Ability to judge the value of material for a given purpose.
- Sample Verbs: assess, critique, evaluate, justify, support

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
Assessment Basics

Major Activity

- Performance Indicators
- Learning Outcomes
I AM THE LEFT BRAIN
Decisive! Logic Accurate Analytic
Reason 1 3 5 6 7 9
Practical Strategic Control
Science

I AM THE RIGHT BRAIN!
Intuition Love Art You Art
FREEDOM Passion Vivid Creative
Yearning Peace

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Gathering 2012
Moving from: WHAT to measure (outcomes) to HOW we measure it (Maki’s loop)
Assessment Process

Gather Evidence → Interpret Evidence → Implement Change → Identify Outcomes → Gather Evidence

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

Gather Evidence

Interpret Evidence

Identify Outcomes

Implement Change
Questions?

Topics you want to revisit?
Thank You!!