Effective Planning with Learning Outcomes, Assessment & Evaluation

The following presentation was given on April 22, 2010 in Anaheim, CA. The presentation has been modified to reflect the notes and discussion of the presentation.

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If we are to truly tell the story of what we do in Recreational Sports, we must think as the painter does. Pablo Picasso said, “I paint objects as I think them, not as I see them.” We work in fast pasted environments that seem to be unquantifiable at times. To simply record what we see is not enough. New programs, new facilities and new resources all come to those who document the need through an effective plan.
Intentionality is the cornerstone of effective planning. Let’s look at a Zen garden. Elements of sand, rock, wood and flower are brought together to form place for meditation. Carefully and methodically a plan is enacted to form a place to become enlightened. With time and proper perspective it will become a great place of beauty.
At the completion of the conference session, when asked by the presenters, participants will be able to:

Articulate basic definitions for: learning outcomes, assessments and evaluations.

Explore planning and reporting techniques.

Develop 1-2 strategies that can be implemented at their home institution.
Definitions

Outcomes – something that follows as a result of an action
Learning Outcomes – results that focus on the learner and what knowledge, skills or abilities have been gained
Assessment – a measure of effectiveness
Evaluation – a measure of efficiency
Creating an Assessment Plan
Cycle of Intentionality

Step 1
Assess Needs

Step 2
Articulate Intended Outcomes

Step 3
Design Learning Opportunities

Step 4
Assess Outcomes

Creating a Learning Environment

L. WARD/R. MITCHELL, JAMES MADISON UNIVERSITY, 1994
Where do you find needs besides asking your students?
University Mission
Division Mission
Departmental Mission and Values
Welcome to UCLA Recreation

UCLA Recreation is committed to providing high quality recreational experiences that benefit the campus community.

Reflecting the varied leisure and wellness needs of the University community, UCLA Recreation provides extensive access to a broad range of recreational activities and services. The Department offers programming which encompasses the competitive, passive, social, cultural, and instructional aspects of recreational activity. In addition, UCLA Recreation manages 14 of the University's recreational and athletic facilities offering recreation, sport, and numerous multi-use options for student and university events.

Students, faculty, staff, and eligible alumni affiliate members as well as family members associated with each of these groups have access to UCLA Recreation. Institutional studies indicate that over 90% of UCLA students utilize recreational facilities or services during their tenure at the University.

Department Mission Statement

CRA Timeline - View UCLA Recreation's Historical Timeline and Overview of Cultural and Recreational Affairs.

UCLA Community's Demand for Recreational Space - UCLA Recreational Space Master Plan

Questions, comments and suggestions: Marketing Department

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UREC's Mission & Values

The UREC Mission

To promote and advance healthy lifestyles through educational programs, participation opportunities, and support services. Our qualified staff is committed to excellence and responsive to the developmental needs of our participants.

UREC Values

- Emphasizing learning
- Striving for excellence in all that we do
- Acting with integrity
- Working collaboratively with others
- Treating others with respect
- Modeling balance in our personal and professional lives
- Exemplifying personal and social responsibility
- Celebrating our differences in appreciation of diversity
Example Campus Recreation Needs

Students understanding the Recreation Center’s role on campus

Provide a safe swimming environment

Introduce beginners to group exercise in less intense setting
The Make Up of a Learning Outcome

Audience
Behavior
Condition
Degree
At the completion of common training, the student employee will be able to articulate the mission word for word.
Example Intervention
Puzzle Building Activity with Mission Statement
Example Assessment
Written: Ask Everyone
Verbal: Call on a few
Recall: Ask a few in a week
Example of a Facility Based Outcome

At the completion of the morning chemical check, lifeguards will be able to make appropriate additions to the pool and sauna without assistance from the Pool Manager.
Example Intervention
Role Model with Experienced Guard
Example Assessment
Written: Scenario
Observation: On Your own
Recall: Retest in a week
At the completion of the Yoga 101 program, students will be able to demonstrate three poses without assistance from the instructor.
Example Intervention
Demonstration, Ask Questions, Do, Adapt
Example Assessment

Observation: Ask for the pose

Recall: Ask in the next class
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Assessment Tools

- Post Test
- Pre-Post Test
- Observation
- Skill Checklist
- Personal Interview
- Focus Group
Completing the Picture
Participation Reports
Evaluations
Surveys
Example of Using Participation Reports

10,244

Head count every ½ hour in fitness 2 on Monday-Thursday a total of 10,224 from 3-7 pm in September. What does this tell us about use of the space. Not much without further investigation.
Head Count divided by 18 days showed an average of 568 per day for that time
71

Head Count divided by 4 hours for an 71 average number of people in the room at one time
55

55 spaces for cardio and it is found that on average 80% of people in Fitness 2 are using cardio equipment.
This means with an average of 71 users, about 55 are on cardio equipment which means the space is full. This begins to paint the picture of a need that is not being met. Further study can be completed to see if participants are choosing not to work out in this area because of wait times for equipment, thus reducing your effectiveness.
Intramural Participation Example

12,903

Roster numbers totaled for all team sports for the year
Number of unique participants playing IM for they year or 33% of the student body played on at least 1 team this year.
141

Number of Individuals that played on 10 or more teams during the year. These are potential focus group participants for further study in assessments and evaluations.
28

Highest number of teams one IM participant was a member
Evaluation Examples

Satisfaction Surveys
Process Based
Goals Based
Focus Groups
Observation
Interviews
Creating a Reporting Plan
Target Audiences

Board of Visitors, President/ Chancellor and the Cabinet, V.P.’s and Deans, Other Directors or peers. Your strategy should reflect your audience. Is it based in numbers and facts or based upon emotion and feelings.
Creating a Plan

Personal Plans
Area Plan
Department Plan
Creating a timeline that includes planning of needs assessments, learning outcome development, intervention strategies, assessment techniques, evaluations and plan of collection of participation data.
Example of a Program Assessment Report for Learning Outcomes
Example of Participation Report Structure
Example of Using Participation Data to Forecast Program Growth
Let’s Review

Can you define learning outcomes, assessment and evaluation?

Have you explored planning and reporting techniques in terms of learning outcomes, assessment and evaluation?

Did you develop 1-2 strategies that can implement at your home institution?
Questions?

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