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| **Professional Development Experiences in Evidence-Informed Practice** | | | | | | | |
| **Professional Development** | **Description** | **Competency Level** | | **Outcomes** | **Length** | **Audience** | **List of Resources** |
| **Outcomes Assessment 101** | Assessment focused workshops that center evidence informed programming. Workshops emphasize the process of creating and evaluating evidence informed programming in the context of outcomes assessment. | Novice | | -Distinguish between different types of evidence (e.g., existing evidence, implementation fidelity evidence, outcomes evidence)  -Discuss how using evidence to inform practice aligns with professional standards  -Argue the importance of using preexisting evidence to engage in learning improvement efforts | 1.5-hour Evidence  -Based Program  Theory: Necessary for High-Quality Programs & Assessment | Can be implemented in any office or for individual learning as needed | * Presentation |
| 2.5-hour Introduction to the Assessment of Student Learning & Development | Can be implemented in any office or for individual learning as needed | * Presentation |
| Full week (9am-5pm).  Online Synchronous learning | 30 professionals who wants to engage in outcomes assessment based in evidence-informed practice | * [Link to sign up](https://www.jmu.edu/assessment/profdevres/workshopsevents.shtml) |
| **University Career Center Assessment Series** | Three sessions, and individual or small group consultations in between, on evidence-informed practice at each stage of the assessment cycle in an office-specific context. | Novice | | - Describe the levels of Bloom's taxonomy as they relate to student development  -Identify aspects of a well-written learning outcome  -Construct 1-3 learning outcomes relevant to their role.  -List three common ways to assess learning  -Describe the process of Weigh Pig, Feed Pig, Weigh Pig  -List the 3 conclusions you can draw based on analysis of program data | Semester-long series, composed of three, 1.5-hour sessions and hour-long consultations in-between sessions. | Available to anyone within the University Career Center at JMU (most effective with between 5-20 attendees) | * Presentations with activities |
| **Evidence-Based Programming Website** | Webpage that helps student affairs professionals answer the following questions: “Where can we find high-quality information regarding effective programming? How can we determine what scholarship provides credible evidence of effectiveness versus (mis)information that should be ignored? How should we summarize the existing credible evidence to inform our educational programming decisions?” | Advanced Beginner | | -Articulate the characteristics of credible evidence  -Locate best available evidence  -Use repositories to evaluate sources of best available evidence | Asynchronous and can be completed in one week. | Available to anyone at our institution and beyond | * [Link to website](https://www.jmu.edu/assessment/sass/evidence_based_programming.shtml) |
| **Reading Groups** | Semester-long group that read articles, chapters, and whole books related to effective learning and development strategies (e.g., curricular approach, how learning works) | Advanced Beginner | | - Describe the relationship between motivation and the efficacy of Wise Interventions and other programming  -List factors that contribute to student learning and retention of knowledge  -Evaluate effective teaching strategies for optimal learning  -Infuse the scientific concepts of learning into programming and/or curriculum | Reading and discussion took about 3 hours per week, and we met for 15 weeks. | Typically, a small group (8-10 people) | * Syllabus with readings and discussion questions |
| **Evidence-Informed Programming Canvas Course** | Four modules and a Capstone that introduce and build skills in the domains of program theory, where to find “best available evidence,” how to evaluate evidence/scholarship, how the utility of outcomes assessment is enhanced if scholarship is infused into practice. | Competent | | -Accurately & persuasively communicate the value of evidence when creating or revising programming  -Identify sources of credible evidence  -Evaluate the quality of evidence and claims regarding effectiveness  -Explain how infusing scholarship into practice can enhance outcomes assessment  -Create four products that showcase the ability to understand if evidence is credible or not and showcase skills in engaging in evidence-informed programming | Four to eight weeks, three credit course | Available to the whole division in addition to masters-level students in CSPA. | * Syllabus * Reading questions * PowerPoints * Videos * Homework |
| **Curricular Approach to Programming**  Professional development opportunities include:  1.“The Curricular Approach to Student Affairs” Reading and Discussion Group.  2. Working with EIP Specialist  3. Monthly professional development series  4. Semester-long consultations with departments within the Division of Student Affairs | Creation of a Curricular Approach Task Force to lead professional development opportunities that aid staff in engaging with and understanding the importance of the Curricular Approach Process. Involved three professional development experiences available for anyone in the Division of Student Affairs to attend. | 1 | Advanced Beginner | -Describe key aspects of the Curricular Approach  -Recognize the value of using the Curricular Approach to Student Affairs in your office  -Engage in leadership to encourage use of Curricular Approach strategies | 5 weeks long with 1-hour meetings weekly | 10 student affairs professionals who made up the “Curricular Approach to Student Affairs” Reading and Discussion Group | * Discussion questions |
| 2 | Advanced Beginner | -Draft division-wide learning outcomes  -Map current programming to outcomes  -Reconsider current programming approaches  -Explain the importance of facilitation guides  -Enhancing a culture of assessment | 4 workshops (1.5-3 hrs.) including: Intro, What, How, and Why of the Curricular approach | Available to everyone in the Division of Student Affairs as well as key Academic Affairs stakeholders | * [Link to website](https://www.keithedwards.com/) |
| 3 | Competent | -Summarize how to implement the Curricular Approach  -Contribute to meta-assessment procedures | Monthly series, semester-long, held over multiple semesters | Available for anyone in the Division of Student Affairs to attend | * Presentations |
| 4 | Proficient | -Construct departmental educational plans  -Develop programmatic sequencing | Semester-long consultations; time spent on consultations was dependent on the needs of departments throughout semester. Average 3 hours per month spent on consultation. | Provided to individual departments in the Division of Student Affairs | * Divisional learning aims * Map of divisional learning strategies to aims |