

DRAFT 03_06_08 DART Logic Model_Alignment of Program and Learning Outcomes

- Do a pilot presentation on “what is a logic model” to the DART team
- Do a pilot presentation on “what is a logic model” to our departments/offices
- Develop a list of annotated assessment resources for the use of colleagues
- Share assessment tools and resources with our colleagues.
- Take advantage of opportunities to advocate for learning outcomes focus within our departments/offices.
- Share our enthusiasm with our colleagues

- Engage in active participation in DART
- Read books and assessment resources
- Share DART concepts with colleagues
- Practice DART assessment concepts in work
- Seek additional assessment learning opportunities
- Apply assessment concepts outside of work (e.g. storytelling about developing wills, family decisions regarding “distal” outcomes and “proximal” activities.)

- Present “Tales from DART” to Directors
- Present “Tales from DART” at NAKAMA
- Develop and send templates of our outcomes-based departmental work to DART members on a regular basis
- Collaborate with other departments and offices on joint/shared program outcomes
- Become “satellite” presenters
- Provide mentoring on assessment
- Provide DART response team for all departments/office

- As a result of our participation in DART (2007-2008), we will be able to:**
- Describe a logic model.
 - Utilize a logic model.
 - Develop an outcomes-based mission statement.
 - Compare/contrast Learning Outcomes and Program Outcomes.
 - Define the purposes of assessment.
 - Identify the variety of assessment tools and approaches.
 - Utilize appropriate assessment tools.
 - Develop program outcomes to match the learning outcomes we want to achieve.
 - Seek informal and formal assessment professional development experiences and resources.
 - Evaluate knowledge and confidence about assessment in others.
 - Identify learning resources.
 - Provide others with learning resources.
 - Explain logic models to a diverse group of employees.
 - Guide others through the process of developing a learning-outcomes based mission statement.
 - Advocate the importance of outcome-based assessment.
 - Increase our capacity to facilitate assessment education.
 - Explain the differences and similarities between learning outcomes and program outcomes.
 - Assess what others have learned.
 - Model a Program and Learning outcomes focus into the forefront of our work.
 - Utilize opportunities to integrate assessment questions into day-to-day work
 - Model a positive attitude toward assessment.
 - Develop and maintain peer support among assessment advocates.
 - Maintain patience when working with colleagues.

DART Members will increase assessment knowledge, skills, and abilities in ourselvesand

DART Members will increase assessment knowledge, skills, and abilities in others within Student Affairs.... and

DART members (together with others) will contribute to a division-wide transition toward outcomes- based planning and assessment.

Our mission as the Division Assessment Resource Team is to increase assessment knowledge, skills, and abilities in ourselves and others within Student Affairs so that we may together contribute to a division-wide transition toward outcomes-based planning and assessment.

If we do this with the quality, intensity, we intend...THEN

Students (Dart members) will be able to do this...and if they do this...THEN

Students (Dart members) will be able to do this...and if they do this...THEN

Students (Dart members) will be able to do this.

