

WEBVTT

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00:00:00.010 --> 00:00:01.340

Laurel Abbruzzese | she/her: It already, so

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00:00:01.920 --> 00:00:04.179

Laurel Abbruzzese | she/her: I was getting as many as I could.

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00:00:06.890 --> 00:00:12.984

Karen Abraham: Okay it is the stroke of 3 30. And so our last

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00:00:13.945 --> 00:00:26.729

Karen Abraham: content session is we're gonna start with here. I'm gonna turn the program over to Peter Altenburger, who's gonna facilitate this session, which is gonna focus on assessment practices. Take it away, Peter.

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00:00:27.480 --> 00:00:41.119

Peter Altenburger: Thanks, Karen. Good afternoon, everybody. We've heard some great discussions on different ways to try and stimulate learning, and, as we all know one of the keys is then trying to figure out what we're doing is really improving

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00:00:41.470 --> 00:00:55.640

Peter Altenburger: the overall outcomes for those learners. And there are things that we do that focus on simple outcomes that we try to measure within our courses. And then we know we set up a curriculum to really try and enhance

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00:00:55.810 --> 00:01:01.079

Peter Altenburger: improvement and knowledge skills and abilities across that entire curriculum. So

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00:01:01.617 --> 00:01:21.439

Peter Altenburger: lots of different ways to do a lot of different assessments. I think this could be a conference in and of itself, we're gonna touch on kind of across the spectrum with 3 dynamic speakers. We're going to hopefully ignite your your thoughts about some new ways to think about assessment.

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00:01:21.962 --> 00:01:28.890

Peter Altenburger: Those speakers are Tammy Streusl. Dr. Streusl is an associate professor at the University of Colorado.

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00:01:29.414 --> 00:01:42.495

Peter Altenburger: Dr. Ellen Rouble, who is associate professor and director of the Pt. Program at University of Delaware, and Dr. Kimberly Kimberly Top, who is professor and chair emeritus at University of California, San Francisco.

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00:01:43.020 --> 00:01:55.440

Peter Altenburger: So I'm gonna stop talking and let them talk so that we get right into it. And have enough time to really have some discussions as well. So, Tammy, I'm gonna stop sharing and let you take it away.

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00:01:56.820 --> 00:02:01.070

Tami Struessel: Alright. Thank you so much, Peter. Let's get my screen shared here.

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00:02:08.960 --> 00:02:09.630

Tami Struessel: Maybe

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00:02:11.400 --> 00:02:34.990

Tami Struessel: so. Thank you very much for inviting me to present last October at the Educational Leadership Conference, my co-presenter, Megan Hernandez and I presented on this idea of ungrading we did an educational session, and we also did a platform on our experiences, integrating it into our capstone course. So.

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00:02:34.990 --> 00:02:37.540

Peter Altenburger: Okay, cause we can't see your screen yet. So

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00:02:37.580 --> 00:02:39.020

Peter Altenburger: if you, if we're.

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00:02:41.890 --> 00:02:42.770

Tami Struessel: Hmm!

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00:02:47.160 --> 00:02:49.169

Tami Struessel: So you can't see any.

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00:02:49.400 --> 00:02:50.910

Peter Altenburger: I would just see we see you.

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00:02:51.700 --> 00:02:52.350

Tami Struessel: Hmm.

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00:02:53.130 --> 00:02:55.572

Tami Struessel: Okay, let me try it again.

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00:03:02.040 --> 00:03:02.819

Peter Altenburger: There you go!

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00:03:03.130 --> 00:03:03.950

Tami Struessel: Better. Okay.

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00:03:04.610 --> 00:03:06.800

Peter Altenburger: Just go presenter view now and then. You're good.

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00:03:12.380 --> 00:03:12.950

Peter Altenburger: Alright!

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00:03:12.950 --> 00:03:14.656

Tami Struessel: Yeah. Sorry about that.

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00:03:15.510 --> 00:03:20.609

Peter Altenburger: Same thing at the display setting at the top. Just swap it! I don't know. It always does that to me, too.

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00:03:23.270 --> 00:03:24.290

Peter Altenburger: There we go.

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00:03:24.290 --> 00:03:24.910

Tami Struessel: Better.

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00:03:25.080 --> 00:03:28.774

Tami Struessel: Okay, alright, I'll get this right one of these times. So

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00:03:29.110 --> 00:03:53.659

Tami Struessel: alright, so yeah. So Megan and I presented at the Educational Leadership Conference on this idea of ungrading. And so I was asked to present. And I I wanna give a lot of credit to Megan, this is an area that she's actually doing some dissertation work on for her, Ed, and so that's pretty exciting but we've learned a lot through applying it in different areas of our curriculum. And I'll

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00:03:54.008 --> 00:04:10.399

Tami Struessel: bring up some different things as we go along. So so first kind of foundationally. We're talking about grading as a subset of assessment. And we know that other forms of assessment might actually enhance learning in a way that grading might not.

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00:04:11.480 --> 00:04:35.670

Tami Struessel: And just generally, some concerns about grading as assessment. So this, there's a number of these things that have been alluded to kind of along the way. But we know we have high levels of learner anxiety in general, and a mental health crisis across the the country. And also that great grades can reduce the interest that students have in learning.

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00:04:36.067 --> 00:04:46.090

Tami Struessel: It also can lessen their preference for challenging tasks. Kind of doing the bare minimum to get a grade and reduce the quality of their thinking.

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00:04:46.430 --> 00:05:09.789

Tami Struessel: and it can increase cheating competitiveness, those kinds of things. And then, it's been shown that focusing on grades and focusing on learn learning are actually thought to be inversely related. So some real kind of pretty strong critiques about using, grading and thinking that you're actually assessing learning.

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00:05:09.940 --> 00:05:22.829

Tami Struessel: So the other issue that has been established. And this is the area that Megan's doing a lot of her work in is that instructor grading can actually perpetuate structural inequities in in our systems.

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00:05:23.040 --> 00:05:38.899

Tami Struessel: So what is ungrading, so ungrading is this umbrella term for any assessment that de-centers the action of an instructor assigning a summary grade to student work, and the focus really is on alternative assessment options.

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00:05:39.182 --> 00:06:03.500

Tami Struessel: So again, it's this desentering of the instructor. And there's been quite a bit of discussion about that as we've gone about things today, and focusing more on the learner and less on the instructor. So what it is not. And this is the. This is the first thing that a lot of people I think there's a little bit of a branding problem with the term ungrading didn't make that up myself. But so grading is not pass fail.

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00:06:03.590 --> 00:06:13.319

Tami Struessel: and it does not mean not grading. In fact, many of our institutions would not be in favor of that nor does it mean that learning is not assessed.

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00:06:13.700 --> 00:06:31.469

Tami Struessel: It's really a very learner. Centered approach and encourages a lot of co-creating and co-assessment between the educator and the learner. It's thought to be a more fair and equitable approach, and it can actually be used even with multiple choice standardized tests.

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00:06:31.480 --> 00:06:56.450

Tami Struessel: But the learning should not stop there. That's the fundamental part of of ungrading. And so thinking about. You know, there's been a little bit of discussion on like Npt. And things like that. We're doing our students at this service. We don't have them practice multiple choice tests if they're gonna be tested on that. But are we stopping the learning there? So you think about someone who gets a 73 which at our institution is passing? Just

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00:06:56.848 --> 00:07:03.229

Tami Struessel: they haven't learned, or they haven't been able to demonstrate that they've learned a quarter of

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00:07:03.572 --> 00:07:26.539



Tami Struessel: the material. And so that's that's a pretty big deal. So it at Elc. We spent a lot of time talking about these different areas and but I don't think these are unfamiliar to a lot of people. But they're really kind of foundational formative assessment for learning practices that are part of ungrading. So meta, cognition, self reflection, self assessment.

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00:07:26.859 --> 00:07:36.439

Tami Struessel: and then different kinds of feedback instructor and peers. And we've done a lot actually with peer feedback, and had some interesting results with that in our capstone course.

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00:07:36.890 --> 00:08:01.339

Tami Struessel: So also at Elc, we spent a lot of time talking about these 4 different areas today, we're gonna we're gonna skip the humanized part, although I know there's been a lot of kind of discussion about that already. So it's definitely a big part of this, and inviting the learner to be more equal partner but we're gonna talk about the other 3 primarily. And just some basic examples, because I don't have enough

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00:08:01.340 --> 00:08:21.229

Tami Struessel: time to go into a lot of depth. But so so first is this great quote, not everything has to be judged. Some things can just be experienced. And so thinking about bringing in patience, or different kinds of simulated learning and things like that like, do you have to have a rubric? Do you have to have points associated with everything?

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00:08:21.230 --> 00:08:28.249

Tami Struessel: So that's one thought. And then in inviting the students into the conversation about grades. Some examples here.

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00:08:28.795 --> 00:08:44.349

Tami Struessel: Be open to alternative interpretations, including when we're absolutely sure that we have the right answer on an exam. But someone reads it, and we've all been there, I think, where you you've even used a question multiple times. And then some student brings up a question you're like, huh?

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00:08:44.350 --> 00:09:06.769

Tami Struessel: Ridley hadn't never thought about it that way. So being, you know, using humility, recognizing uncertainty. So creating a space where individually, the students can discuss questions and and bring up issues. So being very explicit, I would. I would argue up beforehand about what they need

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00:09:07.170 --> 00:09:34.950

Tami Struessel: to provide for you to consider their case. And then another option is providing the correct answers, but no feedback, and then actually have them turn in a corrected exam. So again, they got a 73, are they? Gonna are they gonna be, you know, looking at that 25% of the content that they didn't get? No, if you're gonna just move right on and you're gonna build on that exam, and they maybe haven't learned that material. So

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00:09:35.285 --> 00:09:44.690

Tami Struessel: and by ungrading they get the same amount of credit for the corrected exam, as as if they would have gotten it right in the first place.

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00:09:44.790 --> 00:09:55.449

Tami Struessel: So some other practices. So some sort of review and reflection on performance. So they take the exam. They get their results when they write a reflection.

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00:09:55.620 --> 00:10:23.680

Tami Struessel: and there's a there's a major emphasis on this idea of additional action steps. So what are they going to do to make sure that they do have that material. Another idea is this breaking down the exam. So replacing perhaps an in class exam. Prep with a post exam review session so they could break up into small groups, discuss the merits of each question, and then actually have a vote as a class, if that question is fair or not.

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00:10:23.973 --> 00:10:48.650

Tami Struessel: and then we've come up with what's called an exam autopsy form, and this comes from a few different resources. And I have to credit. Our students do the score builders class for Nb. Mpt. And so some of this is based on on that. But we're calling an exam autopsy form, and this is used in a couple of different ways with our students. Currently some faculty have chosen to use it as the first step

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00:10:48.650 --> 00:11:13.639

Tami Struessel: towards remediation for students who have been challenged really with with particular exams. And and this is the this is the first step for remediation. And then Megan actually uses it in her human growth and development class as as just part of the post exam. So if you. Look here. You know some of it's like test taking errors. Did you make careless mistakes, misread

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00:11:13.640 --> 00:11:32.899

Tami Struessel: question? Or was it really an academic preparation issue. You're unfamiliar or decision making and then the third one is, maybe you had time management challenges and you didn't weren't able to finish the exam. And then so each question you would do that with, and then reflect on the the correct answer, and why that was correct.

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00:11:33.800 --> 00:11:58.759

Tami Struessel: So many of us are involved in competency and practical practical examinations. So following this flat philosophy into some of those. So we have, for instance, feedback sessions where the student really drives the the discussion. Beginning the asking the learner how they feel like they did, and making sure there's positives as well as challenges, and I think an earlier speaker mentioned something along these lines.

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00:11:59.165 --> 00:12:22.814

Tami Struessel: Asking if you can provide feedback, and then once you provide the feedback, make sure that they reflect again, so that you're sure that they have the right kind of that they've gone through the process of that reflection and then coming together to decide on next steps like, Are you finished then? And you just put in a grade, or do they need some additional work. So like, I had someone

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00:12:23.130 --> 00:12:38.889

Tami Struessel: just about 6 months ago that really was struggling with understanding what they where their challenges were. And so we agreed together that she was going to do some additional research. And then she emailed me kind of her additional understanding.

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00:12:39.220 --> 00:12:55.539

Tami Struessel: So the final grade in ungrading should reflect how well the learner eventually understands each idea as opposed to just an arbitrary time point where they get whatever grade it is on the exam, for instance.

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00:12:56.334 --> 00:13:19.770

Tami Struessel: So in our, in our capstone course, we actually have this process where we outline specific criteria in order to meet each as our what our expectations are for the course, and then they do a self evaluation, and they provide their own grade for what they have learned and what grade they believe that they deserve.

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00:13:19.770 --> 00:13:44.729

Tami Struessel: And so this is the actual description that's in the syllabus and on on canvas for them. And so some of it is around their learning. You know, what what have you learned and those kinds of things? But this is very Peer feedback focused. And so we also have as part of their grade. What have they done to help other people in their group get better? And I have to say that when we change

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00:13:44.730 --> 00:13:56.870

Tami Struessel: to ungrading the the UN. The peer feedback process changed entirely because we moved ourselves away as the primary reader of their paper.

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00:13:56.870 --> 00:14:09.648

Tami Struessel: And instead, they're really thinking about that other that peer their peer group and them reading. And they get the feedback from them. And it's really made a huge difference. And then there's an enormous focus on effort and participation.

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00:14:09.960 --> 00:14:34.930

Tami Struessel: So many people might be thinking so what if you disagree with the grade? That the the student gives themselves, and I have to say first it it has been very unusual. If this has happened. In fact, most of the students actually end up grading themselves lower than what the faculty might have graded them. And I had a student say, that might be because they actually

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00:14:34.930 --> 00:14:37.160

Tami Struessel: actually know what they are capable of.

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00:14:37.400 --> 00:14:44.864

Tami Struessel: And if we're talking about effort and participation, you know, maybe they grade themselves a little lower than what?

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00:14:45.270 --> 00:15:08.509

Tami Struessel: a faculty member might have have done. Okay, in fact, when we we did a comparison that was our platform at Elc, a comparison of the the same course before ungrading and after ungrading, and the students actually graded themselves 1.8% lower than what the faculty had done in earlier versions of the case of the of the course. But what do we do? We? We do put this into the syllabus

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00:15:08.771 --> 00:15:18.450

Tami Struessel: where we note the right to res to change grades as appropriate. And so far we haven't had too many issues with that. But you always have to have it in the syllabus just in case.

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00:15:19.130 --> 00:15:24.339

Tami Struessel: So that's it. Thank you very much for listening and looking forward to the discussions later on.

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00:15:26.300 --> 00:15:27.489

Peter Altenburger: Thank you, Tammy.

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00:15:29.870 --> 00:15:33.329

Peter Altenburger: Alright. Ellen's kinda set up now, so if you'll

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00:15:33.850 --> 00:15:35.400

Peter Altenburger: stop share.

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00:15:40.230 --> 00:15:41.610

Ellen Wruble: Soon as it stopped.

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00:15:43.890 --> 00:15:44.630

Peter Altenburger: And not

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00:15:44.760 --> 00:15:45.910

Peter Altenburger: let's see.

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00:15:51.200 --> 00:15:54.669

Mary Blackinton: Tammy's is still sharing. I don't think it allows you at one time.

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00:15:54.670 --> 00:15:55.360

Peter Altenburger: Yeah.

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00:15:56.520 --> 00:15:58.430

Peter Altenburger: she's working on it, I think.

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00:16:00.740 --> 00:16:01.540

Peter Altenburger: Okay.

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00:16:02.490 --> 00:16:28.600

Peter Altenburger: alright. Well, Ellen is setting up. I just wanna say really quickly that we had a speaker who was gonna be in this spot have to drop out to a family emergency this past Monday I reached out to Ellen, and the chance that I might get a replacement, and she



graciously agreed and stepped in. So she is, Pinch hitting and and big props to her, because, she's only had about 3 or.

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00:16:34.560 --> 00:16:35.780

Ellen Wruble: Alrighty.

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00:16:37.030 --> 00:16:38.160

Ellen Wruble: Yeah, okay.

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00:16:40.070 --> 00:16:51.880

Ellen Wruble: so thank you very much. And it's nice to be with many of you today. And my name is Ellen wruble. And today I am going to speak about program evaluation.

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00:16:52.350 --> 00:17:01.799

Ellen Wruble: I thought that this would be an important concept for us to really dig into the science of evaluation. As this is a conference on the science of teaching and learning.

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00:17:02.730 --> 00:17:08.530

Ellen Wruble: Like many of you, our department has spent considerable time rethinking our curriculum.

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00:17:08.720 --> 00:17:13.879

Ellen Wruble: and we were fortunate to be guided by the center for research in education and social policy.

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00:17:14.359 --> 00:17:34.860

Ellen Wruble: And through these discussions what we learned is that our evaluative data could be more meaningful if we developed a stronger evaluation design that enabled us to identify plausible explanations as to why our programs may or may not have met the expectations that were established through our indicators and targets.

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00:17:35.780 --> 00:17:48.140

Ellen Wruble: So in this next 10 min, I'm going to share an approach to program evaluation that helps reduce uncertainties that can improve effectiveness, guide decisions, and most important to measure impact.

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00:17:48.740 --> 00:17:53.140

Ellen Wruble: And through this discussion I really hope that we can honestly consider

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00:17:53.220 --> 00:18:00.590

Ellen Wruble: if our academic and clinical units would be better positioned to meet the requirements of the changing landscape.

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00:18:00.770 --> 00:18:07.720

Ellen Wruble: If we were more diligent in adhering to the best practices as revealed in the science of evaluation.

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00:18:08.180 --> 00:18:24.470

Ellen Wruble: So let's start with the big picture of what is evaluation. And I'm going to use the definition is some method used to judge the Meritor worth of something program a curriculum in order to identify and use better quality practices more effectively to improve the lives of people.

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00:18:25.180 --> 00:18:30.909

Ellen Wruble: So you can see that VALU. Value is embedded within the word evaluation

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00:18:31.200 --> 00:18:37.650

Ellen Wruble: and value is derived from the Latin word valver, which means to be well strong and of worth

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00:18:38.270 --> 00:18:43.339

Ellen Wruble: well and strong, may relate to merit and have to do with the inherent value

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00:18:43.360 --> 00:18:48.060

Ellen Wruble: and worth is typically interpreted within specific context.

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00:18:48.920 --> 00:18:52.490

Ellen Wruble: So evaluation is about making judgments.

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00:18:52.560 --> 00:18:58.609

Ellen Wruble: but these are informed to decisions, and these are informed decisions about merit, value and worth.

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00:18:59.380 --> 00:19:03.509

Ellen Wruble: In addition, evaluation is a means toward continuous improvement.

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00:19:04.180 --> 00:19:10.479

Ellen Wruble: Evaluation allows us to understand whether services were delivered as they were expected, which is the process.

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00:19:10.620 --> 00:19:14.869

Ellen Wruble: and whether they have accomplished what they were meant to accomplish which is impact.

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00:19:16.200 --> 00:19:25.070

Ellen Wruble: So program evaluation is utilized to answer the following questions, did the program or curriculum work? If so, to what extent.

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00:19:25.290 --> 00:19:26.420

Ellen Wruble: or whom?

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00:19:26.520 --> 00:19:27.740

Ellen Wruble: What works.

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00:19:27.990 --> 00:19:29.530

Ellen Wruble: what works better.

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00:19:29.790 --> 00:19:32.259

Ellen Wruble: and what works, and for whom?

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00:19:32.440 --> 00:19:40.090

Ellen Wruble: And to answer those questions, we systematically collect information about our programs, activities, characteristics and outcomes.

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00:19:41.140 --> 00:19:43.500

Ellen Wruble: So where do we begin?

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00:19:43.760 --> 00:19:48.580

Ellen Wruble: We usually start with understanding our program and understanding. Our program

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00:19:48.610 --> 00:19:53.509

Ellen Wruble: is not just about what we are doing, but why we are doing it.

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00:19:53.890 --> 00:19:56.190

Ellen Wruble: How the what and the why connect.

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00:19:56.640 --> 00:20:01.920

Ellen Wruble: So to understand our pro program is to explicitly state its theory.

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00:20:02.180 --> 00:20:05.290

Ellen Wruble: which is defining why our program should work

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00:20:05.310 --> 00:20:09.110

Ellen Wruble: in making the theory that underlies our program explicit.

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00:20:09.390 --> 00:20:16.649

Ellen Wruble: And this lays the foundation upon which we can accomplish program improvement and measure program effectiveness.

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00:20:17.470 --> 00:20:25.150

Ellen Wruble: So gathering multiple sources of information allows us to understand our program from multiple perspectives and expectations.

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00:20:25.480 --> 00:20:34.310

Ellen Wruble: because we feel it might be incorrect to rely solely on what we know or what we think we know about our program.

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00:20:36.180 --> 00:20:47.540

Ellen Wruble: As mentioned, program, evaluation begins with the identification of the intended outcomes. We talked about this. It begins with there where we wish to go.

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00:20:47.860 --> 00:20:52.150

Ellen Wruble: This in large part supports the backwards curriculum design process.

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00:20:52.230 --> 00:21:04.559

Ellen Wruble: and is a crucial step that must be completed before we move to identification of strategies necessary to reach the intended outcomes or goals which is represented by the here on this slide

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00:21:06.240 --> 00:21:12.570

Ellen Wruble: focus groups are one way to gather multiple perspectives that inform the outcomes of our programs.

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00:21:12.870 --> 00:21:21.559

Ellen Wruble: And included in this list are several different groups whose insight might help make the meaning and intention of our programs more explicit.

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00:21:23.130 --> 00:21:25.290

Ellen Wruble: So we have seen this slide before.

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00:21:25.610 --> 00:21:28.909

Ellen Wruble: The difference now is the inclusion of a black box

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00:21:29.750 --> 00:21:33.690

Ellen Wruble: modeling. A program refers to the path between the here

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00:21:33.730 --> 00:21:34.980

Ellen Wruble: and they're there.



128

00:21:35.120 --> 00:21:39.799

Ellen Wruble: which provides the theory as to why our strategies should achieve our goals.

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00:21:40.520 --> 00:21:45.730

Ellen Wruble: Explicitly stating, our program theory is about opening the black box.

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00:21:46.080 --> 00:21:51.239

Ellen Wruble: It answers the question, why do we think we can get to there

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00:21:51.470 --> 00:21:52.530

Ellen Wruble: from here?

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00:21:54.990 --> 00:22:06.860

Ellen Wruble: The key to effective evaluation is to understand our program, which includes understanding how and why it's supposed to work. It's understanding the miracle noted in the cartoon.

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00:22:07.150 --> 00:22:13.179

Ellen Wruble: which we know is not really a miracle, but the culmination of intentional effort.

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00:22:14.740 --> 00:22:23.459

Ellen Wruble: So to reiterate the theory of change is an explicit record that helps define why our programs and curricula should work.

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00:22:24.230 --> 00:22:32.350

Ellen Wruble: The theory lays the foundation upon which we can accomplish program improvement, which is the formative evaluation we've been speaking about

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00:22:32.480 --> 00:22:37.110

Ellen Wruble: and measure program effectiveness more like a summative evaluation.

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00:22:37.650 --> 00:22:40.600

Ellen Wruble: And there are several components of program theory.

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00:22:41.180 --> 00:22:45.259

Ellen Wruble: First, our goals are what the program intends to accomplish.

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00:22:45.510 --> 00:22:50.079

Ellen Wruble: Second, are the strategies to be used and the activities that will be put in place.

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00:22:50.430 --> 00:22:53.949

Ellen Wruble: B specify how our program will accomplish its goals.

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00:22:54.940 --> 00:23:00.309

Ellen Wruble: Third, are the assumptions and the theories that link the program strategies to the goals.

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00:23:00.770 --> 00:23:05.900

Ellen Wruble: They explain why the program should work. And they're the basis of the programs. Theory.

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00:23:06.190 --> 00:23:12.669

Ellen Wruble: And fourth, are the contextual conditions and resources necessary for the program to operate.

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00:23:14.250 --> 00:23:20.150

Ellen Wruble: But the University of Delaware focus groups identified. 3 primary graduate outcomes

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00:23:20.330 --> 00:23:26.000

Ellen Wruble: the creation of movement experts, knowledge translators and change agents.

146

00:23:28.100 --> 00:23:43.109

Ellen Wruble: And here's an example. It's hard to read, and it's big, and it's bold and it's messy. But this is a theory of change, and this is how we are going to explain the theory underlying our program which will allow us to attain the outcomes that I just mentioned.

147

00:23:43.910 --> 00:23:49.589

Ellen Wruble: When this was first presented. I can tell you it was a bit overwhelming and intimidating.

148

00:23:50.650 --> 00:23:56.380

Ellen Wruble: But if you sit with it for a while, it really was reassuring and refreshing

149

00:23:56.410 --> 00:23:58.270

Ellen Wruble: to be able to articulate

150

00:23:58.430 --> 00:24:03.519

Ellen Wruble: the assemblance of activities that are designed to guide us to our outcomes.

151

00:24:05.410 --> 00:24:07.970

Ellen Wruble: Now let's talk about logic models for a minute.

152

00:24:08.040 --> 00:24:14.579

Ellen Wruble: A logic model explains how we expect the program strategies and activities to result in the goals and objectives.

153

00:24:15.230 --> 00:24:18.740

Ellen Wruble: In essence it describes the main elements of a program

154

00:24:18.840 --> 00:24:21.659

Ellen Wruble: and how they work together to meet the goals.

155

00:24:22.510 --> 00:24:26.050

Ellen Wruble: Logic modeling depicts a process.

156

00:24:26.320 --> 00:24:31.339

Ellen Wruble: and the model created through the process is a representation of the program's theory.

157

00:24:32.500 --> 00:24:39.789

Ellen Wruble: This model becomes the foundation of the program and the evaluation questions will be generated from logic modeling.

158

00:24:39.970 --> 00:24:42.969

Ellen Wruble: So the logic model becomes the roadmap.

159

00:24:44.460 --> 00:24:46.119

Ellen Wruble: So if you look a bit more.

160

00:24:46.170 --> 00:24:52.070

Ellen Wruble: first, you start off with implementation strategies identified to address a particular problem.

161

00:24:52.730 --> 00:24:56.939

Ellen Wruble: Implementation involves inputs activities and output

162

00:24:57.670 --> 00:25:00.739

Ellen Wruble: inputs refer to the resources that exist.

163

00:25:00.850 --> 00:25:04.640

Ellen Wruble: Things such as money staff equipment materials.

164

00:25:04.830 --> 00:25:09.080

Ellen Wruble: activities refer to those things he will do to achieve the results.

165

00:25:09.220 --> 00:25:13.730

Ellen Wruble: such as implementing different types of learning, recruitment, or retention.

166

00:25:15.110 --> 00:25:27.760

Ellen Wruble: Outputs tell us what happened and refer to the direct products or deliverables of the program, such as the number of community based activities occurring throughout the academic year, or the number of students recruited or retained

167

00:25:29.050 --> 00:25:34.340

Ellen Wruble: outcomes are the intended results, and can include short term, intermediate and long term goals.

168

00:25:34.520 --> 00:25:41.429

Ellen Wruble: and, as we know, results can occur both immediately and sometime after the activities are completed.

169

00:25:41.700 --> 00:25:49.410

Ellen Wruble: So it is possible that some program outcomes may not be achieved until some point post graduation

170

00:25:51.010 --> 00:25:55.110

Ellen Wruble: logic models also allow for evaluation of impact.

171

00:25:55.320 --> 00:26:01.739

Ellen Wruble: An impact refers to the long-term societal health and economic results of the program over time

172

00:26:02.610 --> 00:26:08.269

Ellen Wruble: impact differs from outcomes and that it looks more at net effects

173

00:26:08.370 --> 00:26:13.960

Ellen Wruble: after taking into account what would have happened in the absence of the program.

174

00:26:15.990 --> 00:26:20.680

Ellen Wruble: though to review the theory of change is explanatory.

175

00:26:20.770 --> 00:26:27.650



Ellen Wruble: and includes causal mechanisms to show why each intervention is expected to result in the intended outcome.

176

00:26:27.830 --> 00:26:32.620

Ellen Wruble: It is useful to explain why a program may or may not work.

177

00:26:33.150 --> 00:26:39.790

Ellen Wruble: whereas logic models are descriptive, and they reveal progress in step by step. Fashion.

178

00:26:42.490 --> 00:26:52.450

Ellen Wruble: So to summarize the focus of embedded evaluation is to enable us to build and implement high quality programs that are continuously improving.

179

00:26:52.530 --> 00:26:57.170

Ellen Wruble: and to know when to discontinue programs that are not working.

180

00:26:58.080 --> 00:27:07.990

Ellen Wruble: I would like to draw your attention to the pink ring in the figure that reveals a sequence of steps that connects the various components of the evaluation. Just

181

00:27:08.570 --> 00:27:14.790

Ellen Wruble: you can see it says, define, plan, implement, interpret, inform, and refine.

182

00:27:15.510 --> 00:27:20.110

Ellen Wruble: These steps are not linear, but rather dynamic in nature.

183

00:27:20.450 --> 00:27:23.769

Ellen Wruble: and they should not be approached as items on a checklist.

184

00:27:23.880 --> 00:27:30.680

Ellen Wruble: but rather as an iterative process that will likely lead to refinement in previous step.

185

00:27:31.220 --> 00:27:37.870

Ellen Wruble: The components of the evaluation process should be seen as impacting and influencing

186

00:27:38.080 --> 00:27:39.140

Ellen Wruble: each other.

187

00:27:40.930 --> 00:27:53.310

Ellen Wruble: So I will conclude by emphasizing several key tenants, a formative and summative program evaluation that should be clear from this presentation. First, evaluation is systematic

188

00:27:53.430 --> 00:28:00.229

Ellen Wruble: and relies on rigorous research procedures, including quantitative, qualitative and mixed methods. Data collection.

189

00:28:01.120 --> 00:28:07.719

Ellen Wruble: Second, evaluation focuses on operations which involves studying the program's process

190

00:28:08.030 --> 00:28:10.920

Ellen Wruble: or the way in which the program is conducted.

191

00:28:11.820 --> 00:28:16.119

Ellen Wruble: Third, evaluation focuses on outcomes and its effects

192

00:28:16.350 --> 00:28:18.910

Ellen Wruble: for the intended beneficiaries.

193

00:28:20.040 --> 00:28:22.159

Ellen Wruble: Fourth, evaluation

194

00:28:22.240 --> 00:28:24.880

Ellen Wruble: evidence is compared to a standard.

195

00:28:25.110 --> 00:28:34.799

Ellen Wruble: This involves assessing the merits of a program by comparing the evidence to some set of expectations or other established criterion.

196

00:28:35.210 --> 00:28:41.949

Ellen Wruble: such as the program's goals, or compared to expectations established by governing agencies.

197

00:28:42.870 --> 00:28:48.150

Ellen Wruble: Fifth, evaluation is about improving programs and policies.

198

00:28:48.460 --> 00:28:56.500

Ellen Wruble: The purpose of evaluation is to continuously improve and contribute to the field of theory

199

00:28:56.710 --> 00:28:57.779

Ellen Wruble: and practice.

200

00:29:00.050 --> 00:29:06.599

Ellen Wruble: Nope at a time. But I ask that now we consider what opportunities may be lost

201

00:29:06.680 --> 00:29:16.020

Ellen Wruble: if we don't utilize more robust evaluation designs that enable us to articulate program theory wherein we can trace

202

00:29:16.060 --> 00:29:18.429

Ellen Wruble: our path to greater impact.

203

00:29:19.030 --> 00:29:19.930

Ellen Wruble: Thank you.

204

00:29:22.220 --> 00:29:22.926

Peter Altenburger: Thanks, Alan.

205

00:29:25.750 --> 00:29:28.020

Peter Altenburger: right. Our final speaker.

206

00:29:29.750 --> 00:29:31.100

Peter Altenburger: Kimberly. Tom.

207

00:29:36.990 --> 00:29:37.495

Kimberly Topp: To

208

00:29:38.060 --> 00:29:41.741

Kimberly Topp: follow Ellen's talk. This is totally appropriate for me.

209

00:29:42.630 --> 00:29:55.560

Kimberly Topp: I wanna thank the organizers for the invitation to speak today. I want to draw today some connections between academic physical therapy and the growing of apples.

210

00:29:56.150 --> 00:30:07.450

Kimberly Topp: Apples require constant assessments of soil, water, light temperature, pests, pollinators, as well as skilled orchard pickers.

211

00:30:07.720 --> 00:30:13.110

Kimberly Topp: cold storage, transportation, processing and sales.

212

00:30:13.700 --> 00:30:20.730

Kimberly Topp: And for this analogy, the apples that we're talking about are the products of our academic programs.

213

00:30:20.760 --> 00:30:23.129

Kimberly Topp: These are our learners.

214

00:30:26.480 --> 00:30:28.680

Kimberly Topp: I can get going for a week. No doubt

215

00:30:30.140 --> 00:30:35.040

Kimberly Topp: each academic program may be considered to be an apple tree

216

00:30:35.110 --> 00:30:38.310

Kimberly Topp: that produces a number of apples per year.

217

00:30:38.640 --> 00:30:41.680

Kimberly Topp: the yield kind of set by capti

218

00:30:42.150 --> 00:30:50.900

Kimberly Topp: in order to maintain apple quality and ensure that there is sufficient tree branching

219

00:30:50.910 --> 00:30:53.270

Kimberly Topp: to support the actual crop

220

00:30:53.650 --> 00:31:08.170

Kimberly Topp: in keeping with the analogy. You might think about robust branches of the apple tree as highly qualified faculty and carefully chosen sites for excellent clinical education.

221

00:31:08.990 --> 00:31:10.809

Kimberly Topp: If each tree

222

00:31:11.170 --> 00:31:13.019

Kimberly Topp: is a program.

223

00:31:13.510 --> 00:31:22.309

Kimberly Topp: then there are 294 capture accredited or candidate apple tree programs across the country.



224

00:31:22.670 --> 00:31:27.679

Kimberly Topp: and some have questioned whether 294 is too many.

225

00:31:28.040 --> 00:31:37.930

Kimberly Topp: I would argue that our profession and society needs as many very high quality apples as we can actually produce

226

00:31:39.710 --> 00:31:49.490

Kimberly Topp: with capti accreditation, we all produce the red, delicious apple that you see here. It's ready for immediate consumption.

227

00:31:49.830 --> 00:31:55.870

Kimberly Topp: This is our entry level physical therapist, ready for mentored clinical practice.

228

00:31:57.280 --> 00:32:00.110

Kimberly Topp: Workplaces, however, vary.

229

00:32:00.590 --> 00:32:07.249

Kimberly Topp: and some of our apple graduates need to be ready to go into interprofessional environment

230

00:32:07.300 --> 00:32:10.350

Kimberly Topp: like this apple sausage or apple stuffing.

231

00:32:11.630 --> 00:32:13.470

Kimberly Topp: Some of our graduates

232

00:32:13.650 --> 00:32:18.579

Kimberly Topp: are going to bring their deep passion for community service.

233

00:32:19.010 --> 00:32:21.060

Kimberly Topp: and they might bring apples

234

00:32:21.300 --> 00:32:23.190

Kimberly Topp: to food pantries.

235

00:32:24.240 --> 00:32:31.339

Kimberly Topp: Some of our apple graduates will pursue further education or processing, if you will.

236

00:32:31.540 --> 00:32:36.369

Kimberly Topp: to become apple juice or small batch apple cider.

237

00:32:38.560 --> 00:32:48.619

Kimberly Topp: Now, there used to be one. There is actually only one native apple tree variety in the United States. That's the crab apple

238

00:32:48.790 --> 00:32:49.409

Kimberly Topp: back.

239

00:32:50.110 --> 00:32:55.139

Kimberly Topp: But there are actually 7,500 varieties of apples.

240

00:32:56.700 --> 00:33:04.470

Kimberly Topp: Each program can't possibly produce the high quality apples in each of these varieties.

241

00:33:04.950 --> 00:33:08.950

Kimberly Topp: But if we focus on varieties suitable to our environments.

242

00:33:09.130 --> 00:33:18.420

Kimberly Topp: our profession's 294 tree programs will surely grow the many varieties needed for health and society.

243

00:33:20.660 --> 00:33:27.049

Kimberly Topp: I'm advocating for mission based and data driven apple production.

244

00:33:27.840 --> 00:33:32.619

Kimberly Topp: So you may or may not know that it's possible to grow apples from a seed.

245

00:33:32.920 --> 00:33:36.870

Kimberly Topp: However, they will only be of high quality

246

00:33:37.220 --> 00:33:40.899

Kimberly Topp: if you graphed your chosen apple variety

247

00:33:40.940 --> 00:33:43.339

Kimberly Topp: to really good Rootstock.

248

00:33:43.360 --> 00:33:47.699

Kimberly Topp: and I think about the root stock as capti.

249

00:33:48.420 --> 00:33:50.069

Kimberly Topp: Very valuable.

250

00:33:50.710 --> 00:33:56.050

Kimberly Topp: And then we all have a graph of the entry level.

251

00:33:56.150 --> 00:33:57.910

Kimberly Topp: red, delicious

252

00:33:58.945 --> 00:33:59.410

Kimberly Topp: apple.

253

00:34:00.790 --> 00:34:04.260

Kimberly Topp: the other 3 to 4 varieties.

254

00:34:04.610 --> 00:34:09.839

Kimberly Topp: that your programs tree should be suited to

255

00:34:10.969 --> 00:34:17.180

Kimberly Topp: your mission, your environment, your institution, and your goals.

256

00:34:17.310 --> 00:34:18.770

Kimberly Topp: just as Ellen

257

00:34:18.929 --> 00:34:20.389

Kimberly Topp: just talked about

258

00:34:21.139 --> 00:34:26.019

Kimberly Topp: and interestingly, when you stay with this analogy, apple varieties

259

00:34:26.050 --> 00:34:29.809

Kimberly Topp: mature, actually, at different times of the year.

260

00:34:29.960 --> 00:34:33.140

Kimberly Topp: When you think about it, our professions move

261

00:34:33.210 --> 00:34:39.509

Kimberly Topp: to competency. Based. Education fits really well with this grafted tree

262

00:34:39.870 --> 00:34:41.699

Kimberly Topp: analogy.

263

00:34:42.110 --> 00:34:46.639

Kimberly Topp: Some varieties of apples mature and should be harvested

264

00:34:47.190 --> 00:34:50.810

Kimberly Topp: earlier in the year than other varieties.

265

00:34:51.170 --> 00:34:53.409

Kimberly Topp: Those apple graduates

266

00:34:53.630 --> 00:34:57.449

Kimberly Topp: are ready for the next step in their careers.

267

00:34:57.840 --> 00:35:03.469

Kimberly Topp: If they remain on the tree until the other varieties mature.

268

00:35:03.720 --> 00:35:05.170

Kimberly Topp: they will drop

269

00:35:05.690 --> 00:35:07.749

Kimberly Topp: and possibly even rot.

270

00:35:09.630 --> 00:35:18.920

Kimberly Topp: So let's say you've chosen the 3 to 5 varieties of apples or graduates that best exemplify your program's mission.

271

00:35:20.010 --> 00:35:21.559

Kimberly Topp: You need data

272

00:35:22.130 --> 00:35:23.990

Kimberly Topp: to make sure that

273

00:35:24.020 --> 00:35:30.219

Kimberly Topp: the quality of your apples are what you expect. Okay.



274

00:35:31.170 --> 00:35:37.040

Kimberly Topp: if you think about it from a program view, data from your own programs, tree

275

00:35:37.140 --> 00:35:41.509

Kimberly Topp: will help you determine if you need a soil, consult

276

00:35:41.720 --> 00:35:44.310

Kimberly Topp: if you need pollinating insects.

277

00:35:44.460 --> 00:35:50.370

Kimberly Topp: or even special handling, to prevent premature falls from the tree

278

00:35:51.350 --> 00:35:54.930

Kimberly Topp: benchmarking against other trees

279

00:35:54.990 --> 00:35:59.909

Kimberly Topp: or programs that grow. The same variety of apples

280

00:36:00.100 --> 00:36:03.930

Kimberly Topp: will support development of new cultivars

281

00:36:04.090 --> 00:36:05.719

Kimberly Topp: in our profession.

282

00:36:06.280 --> 00:36:07.990

Kimberly Topp: and, lastly.

283

00:36:08.300 --> 00:36:15.539

Kimberly Topp: national data will inform our profession whether we are really addressing society's needs.

284

00:36:16.420 --> 00:36:20.469

Kimberly Topp: Do we need more Gayla or Granny Smith?

285

00:36:21.160 --> 00:36:27.030

Kimberly Topp: In other words, do we need more specialists in pediatrics, population, health

286

00:36:27.120 --> 00:36:28.700

Kimberly Topp: data, science.

287

00:36:28.840 --> 00:36:32.270

Kimberly Topp: clinical education, wearable technology.

288

00:36:33.680 --> 00:36:37.569

Kimberly Topp: do we actually need more apple trees?

289

00:36:38.560 --> 00:36:42.679

Kimberly Topp: So are all of our apples being consumed.

290

00:36:43.050 --> 00:36:44.450

Kimberly Topp: In other words.

291

00:36:44.480 --> 00:36:49.809

Kimberly Topp: are all of our graduates finding meaningful employment in physical therapy.

292

00:36:52.010 --> 00:36:59.569

Kimberly Topp: Do we need more of our existing trees or programs to grow early maturing

293

00:36:59.640 --> 00:37:01.770

Kimberly Topp: varieties of apples?

294

00:37:02.390 --> 00:37:07.069

Kimberly Topp: Would this reduce the cost of producing the apples?

295

00:37:07.610 --> 00:37:17.069

Kimberly Topp: Would these faster maturing apples or graduates be ready to go on to advanced training and specialization?

296

00:37:20.360 --> 00:37:27.579

Kimberly Topp: Pearson's law acknowledges the work of Carl Pearson, whom some consider the father of statistics.

297

00:37:28.430 --> 00:37:33.410

Kimberly Topp: When performance is measured, performance improves. We all know this

298

00:37:33.950 --> 00:37:40.269

Kimberly Topp: when performance is measured and reported back, the rate of improvement accelerates.

299

00:37:41.160 --> 00:37:50.039

Kimberly Topp: we need to regularly share data and discuss it with a growth mindset. In our profession.

300

00:37:50.150 --> 00:37:55.169

Kimberly Topp: This is formative assessment of programs.

301

00:37:56.330 --> 00:38:02.670

Kimberly Topp: We all measure our programs performance at least every 10 years to meet accreditation standards

302

00:38:03.160 --> 00:38:11.389

Kimberly Topp: we celebrate and then try to catch up on all the activities that were put aside during the accreditation process.

303

00:38:11.920 --> 00:38:18.059

Kimberly Topp: But how many of us actually bring program or outcome data to our monthly faculty meetings?

304

00:38:18.610 --> 00:38:24.490

Kimberly Topp: Are we asking our students to review and weigh in on our programs data.

305

00:38:25.440 --> 00:38:28.190

Kimberly Topp: The Acap excellence framework

306

00:38:29.830 --> 00:38:36.979

Kimberly Topp: can jump, start these discussions and help your program in its pursuit of excellence.

307

00:38:37.030 --> 00:38:41.770

Kimberly Topp: The framework is the product of many individuals in this conference.

308

00:38:41.830 --> 00:38:46.170

Kimberly Topp: and there's an article in Jopi describing its development.

309

00:38:46.860 --> 00:39:04.360

Kimberly Topp: The capped institutional profile survey, and then engagement measure surveys for both core faculty and graduating students are mapped to the 12 categories and category specific criteria of the excellence framework.

310

00:39:04.670 --> 00:39:10.250

Kimberly Topp: These will help your program track progress and benchmark against like programs

311

00:39:10.550 --> 00:39:17.160

Kimberly Topp: sharing your anonymous responses nationally helps the profession identify trends

312

00:39:17.180 --> 00:39:19.470

Kimberly Topp: and areas of need.

313

00:39:20.730 --> 00:39:32.710

Kimberly Topp: We're working right now on the 24 data from the A capped in an institutional profile survey. And here are some just a few examples. From the 2023 survey.

314

00:39:33.950 --> 00:39:49.550

Kimberly Topp: We all work very hard to develop our curricula. We work hard in faculty development. We work hard to support our students, but actually fewer than 50% of our programs. Ask

315

00:39:49.600 --> 00:39:53.579

Kimberly Topp: graduates if they're satisfied with their Pt education.

316

00:39:54.530 --> 00:40:04.840

Kimberly Topp: We all strive to recruit outstanding faculty, but only 10% of programs have full control to determine their number of core faculty

317

00:40:05.450 --> 00:40:07.720

Kimberly Topp: expanding our programs. Professional

318

00:40:07.760 --> 00:40:10.909

Kimberly Topp: professional foundational science

319

00:40:11.380 --> 00:40:20.850

Kimberly Topp: is going to be slow. If only 27% of our programs can recruit faculty who procure extramural funds for research.

320

00:40:21.210 --> 00:40:23.449

Kimberly Topp: So we, as a community

321

00:40:23.500 --> 00:40:25.430

Kimberly Topp: have reached a tipping point.

322

00:40:25.890 --> 00:40:31.349

Kimberly Topp: It's time we respect each other's programs, unique mission



323

00:40:31.600 --> 00:40:35.089

Kimberly Topp: and contribute and share data

324

00:40:35.730 --> 00:40:37.599

Kimberly Topp: for all to thrive.

325

00:40:39.540 --> 00:40:48.969

Kimberly Topp: Our society needs thousands of exceptional therapists working in clinical practice and in many areas of influence beyond practice.

326

00:40:49.410 --> 00:40:59.989

Kimberly Topp: Think about healthcare, advocacy, policy, development, population, health equipment, design, health, education, human factors, engineering, etc.

327

00:41:00.620 --> 00:41:02.040

Kimberly Topp: I ask.

328

00:41:02.300 --> 00:41:08.919

Kimberly Topp: what varieties of apples or graduates is your programs tree producing?

329

00:41:09.580 --> 00:41:13.680

Kimberly Topp: Do the varieties match your programs? Mission?

330

00:41:14.730 --> 00:41:20.049

Kimberly Topp: Are there varieties that only you can grow

331

00:41:20.620 --> 00:41:21.989

Kimberly Topp: for our profession.

332

00:41:22.800 --> 00:41:25.809

Kimberly Topp: Are there varieties you should be growing, and you're not.

333

00:41:27.030 --> 00:41:29.120

Kimberly Topp: I leave you with a question.

334

00:41:29.200 --> 00:41:36.540

Kimberly Topp: How will you assess the quality of the 3 to 5 varieties of apples produced by your programs, tree

335

00:41:36.610 --> 00:41:41.100

Kimberly Topp: ensuring long-term contributions to the profession

336

00:41:41.340 --> 00:41:42.880

Kimberly Topp: and the wider world.

337

00:41:43.360 --> 00:41:44.360

Kimberly Topp: Thank you.

338

00:41:52.420 --> 00:41:52.770

Peter Altenburger: Hearing.