Evaluative Inquiry and Engaged Scholarship: What Are We Learning?

Cornell University:
  Richard Kiely, Director, Engaged Learning+ Research (EL+R)
  Annalisa L. Raymer, Engaged Scholarship Researcher, EL+R
  Daniel Cohn, Assistant Director, EL+R,
  Paula Horrigan, Assoc. Professor, Landscape Architecture

Expert Discussants:
  Barbara Holland, Consultant
  John Saltmarsh, NE Resource Center for Higher Education

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What’s Engaged Cornell?

3 MAIN ISSUES

- Lack of Research on Engaged Learning (EL)
- Faculty Innovating but not systematically learning
- Faculty and EL programs work in isolation
Engaged Scholarship Project (ESP)

Shifting **CULTURE**
Building/fostering a culture of evaluation at CU

Shifting **COMMUNITY**
Building/fostering a community around engaged education and scholarship
ESP: 2 Staff and Four Programs

AguaClara

Global Health Program

Rust 2 Green (R2G)

Cornell Cooperative Extension (CCE)
ESP Goals

Theory of Change

Developmental Evaluation

Learning Outcomes

Learning Community
Approach | Process

- Utilization-focused Evaluative Inquiry
- Developmental Evaluation
- Theory of Change
We say engagement is good; but what do we know about outcomes?

Faculty who do engagement work in isolation, what can we learn from one another?
Developmental Evaluation
(Michael Q. Patton, 2011)

- Relevant to our integrated purposes:
  - Generating knowledge on outcomes of engaged learning
  - Building evaluation capacity
  - Catalyzing cross-disciplinary collegiality
- Relevant to complex, dynamic settings
- Purposeful attention to adaptive learning informing program improvement in real time

(Michael Q. Patton, 2011)
# Developmental Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Situation</th>
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<tbody>
<tr>
<td><strong>Summative evaluation</strong></td>
<td>At the end of a program or initiative when key decisions about its future are going to be made. When judging the model’s merit or worth for continuation, expansion, going to scale, or other major decisions.</td>
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<tr>
<td><strong>Formative evaluation</strong></td>
<td>When fine-tuning a model. When a future summative evaluation is expected and baseline data will likely be needed.</td>
</tr>
<tr>
<td><strong>Developmental evaluation</strong></td>
<td>When working in situations of high complexity. When working on early stage social innovations.</td>
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From *A Developmental Evaluation Primer* by Jamie Gamble
Traditional Inquiry Process

Figure 1

Problem

Solution

Time

Gather data Analyze data Formulate solution Implement solution

Assess Situation

From A Developmental Evaluation Primer by Jamie Gamble
DE (& AR etc.) Inquiry Process

Modified from A Developmental Evaluation Primer by Jamie Gamble
Developmental Evaluation

evaluation planning

leads to

revised learning outcomes

which in turn leads to

designing new course assignments

reflecting evaluation + assessment purposes
Theory of Change | ToC

ToC makes explicit what is assumed or tacitly understood about your initiative.

ToC is a planning tool that helps you evaluate and an evaluation tool that helps you plan.

ToC is just that – a theory: it should be revisited and revised throughout your initiative.

ToC can be used to both make program improvements as you go and to design evaluation.

From Outputs, outcomes and impacts: Using Theory of Change ... by Andrew Fleming
ToC means of mapping out pathways for achieving a desired outcome

Descriptive, “after” activity to represent strategy

“a systematic and cumulative study of the links between activities, outcomes, and contexts of the initiative”

VS

Anticipatory, predictive use to create strategy

Generative systematic study to develop a “map” for articulating and creating pathways to desired change (outcomes).

(Fulbright-Anderson, Connell and Kubish 1998, p. 16)
A good THEORY of CHANGE should be:

- **Plausible**: The logic of the theory is credible
- **Doable**: Achievable with the resources (and time) available
- **Meaningful**: Stakeholders see the goals as important and worthwhile
- **Testable**: There are credible ways of discovering whether the predicted results occur (and how/why)

From *Outputs, outcomes and impacts: Using Theory of Change* ... by Andrew Fleming
RUST TO GREEN CAPSTONE STUDIO

the GOAL
from entering as novices to developing professional identities as public-minded, democratic professionals

the STEPS
• comprehensive critical thinking exercises
• mapping the top: desired future aspirations
• mapping the bottom: initial conditions, starting points
• finding the middle
MAPPING A TOC

begins by articulating the top and bottom of the map

vision of the top
the future aspired to

vision of the bottom
starting points, initial conditions

Process

articulating the map
eliciting + facilitating

articulating the map
eliciting + facilitating
Toward creating resilient communities in the NY Rust Belt through engaging community and university actors in responsive, place-based design and planning, cultivate emerging designers who have learned, practiced, and internalized the:

- a) knowledge,
- b) skills and methods,
- c) values and ethics,
- d) praxis of democratic professionalism and participatory placemaking

in the course of service-learning studios and community-based research opportunities.

Designers as Democratic Professionals

Emphasis on unique style /vision
Signature Landscape emphasis
Lacking working w/ others + communities
New R2G Capstone resulting from TOC

pathway reveals:
• ability to identify points in studio for assessment as learning, rather than assessment of learning
• for a given point in the map, the tier above describes the design specifications of an assignment
## Engaged Scholarship Project (ESP)

### Inquiry Framing Process

| Making Ready                       | • Identifying & Inviting Collaborators, Forming Teams  
|                                  | • Bi-directional Learning of Projects & ESP  
|                                  | • Identifying Assets & Mutual Interests  
| Modeling–Defining the Ballpark    | • Educing Theory of Change  
|                                  | • Stakeholder Diagraming  
|                                  | • Mapping Theory of Change, Pathways, Curriculum & Melding  
| Constructing the Inquiry Design   | • Inquiry Plan Development  
|                                  | • Data Collection Instrument Specs  
|                                  | • Analysis Plan Development  
| Inquiry Implementation            | • Instrument Design  
|                                  | • Instrument Pilot Testing  
|                                  | • Data Collection  
| Analysis & Utilization            | • Data Analysis  
|                                  | • Interpretation With Teams  
|                                  | • Application & Dissemination  

Outcomes

What came of the work?
Capacity building

**AguaClara**
- It’s nice to have someone asking us questions and helping us sort out ideas. It’s something we wouldn’t have done constructively without help.
- This forced me to focus on what we’re doing with students, how we’re changing students, and it was a really good idea.

**Global Health**
- Theory of Change
- Visual representation of program theory and structure
- The highlight of this experience so far has been creating and cultivating time to look at what we’re doing in the context of the program.

**CCE Internships**
- Systems Evaluation Protocol (SEP)
- Visual representation of program theory and structure

**Rust 2 Green**
- Theory of Change
- Visual representation of program theory and structure
- Community input
### Articulating the Vision

#### AguaClara
- Social consciousness
- *I did a lot of this intuitively, and I had a sense that this was a good thing to do. But I didn’t know why it was a good thing to do.*

#### Global Health
- Global citizenship
- We got to zoom out as a team and appreciate the bigger picture.
- For years, we talk about all this work that’s in our hearts; these are what the learning outcomes are. Now, we’re getting it down on paper so we can talk about it and deal with it.

#### CCE Internships
- Informed, active citizenship
- The biggest pleasure is having the chance to talk out how the process works, our visions, and illuminating commonalities and differences between [our program across the colleges].

#### Rust 2 Green
- Democratic professionalism
- You think you know what you’re doing, but there have been a lot of epiphanies and wake-ups. This is helping me develop new ways of where I want to go with this.
Embedded eval and program redesign

**AguaClara**
- Observations in courses
- Students’ post-trip de-brief as a data source
- End of semester 49-item assessment

**Global Health**
- Observations in NS4600; embedded evaluator/TA
- Worldview assignment for NS2600
- GHSAB feedback on wording
- Capstone midterm as a data source
- Senior survey
- Revision of NS4600 syllabus

**CCE Internships**
- Observations at student poster presentations
- Pre- and post- assessments
- Intern blogs as a data source

**Rust 2 Green**
- First day sounding
- Midterm reflection
- Team peer evaluations
- Final reflection exercise
- Community partners’ perspectives to evaluate project quality
## Increased Commitment

### CCE Internships

- The inclusiveness of the process as we have seen and the feeling of leadership and commitment ensures this is not just an exercise. This is a genuine commitment we’re making here.
- It has been a lot of fun, not only from the process of program mapping, but also helping me reflect on the internship program.

### Global Health

- I don’t have any time to think about this outside of our meetings. I have been most reassured by the convergent thinking in the room.
- To feel how much alignment there is on our values around this work is great.

### Rust 2 Green

- I feel renewed passion, interest, enthusiasm for this work.
Community building

**AguaClara**
- We each bring our field expertise... coming together means that we’re forced to think about some of these things that we don’t think about as much.
- I’m slightly overwhelmed. Goodness, I have to be an expert in engaged learning too?!

**Global Health**
- A lot of times we sit in meetings... that are supposed to lead to some document or something. One thing I really value is that we’re coming together and making real progress and change, and I’m learning more deeply about our program and about each other... We’ve made time and space to learn from each other.

**Rust 2 Green**
- This is a collective way of making this more transparent and open and creating discourse around how we can be more effective.
- It’s like we’re all part of a school of fish. As opposed to the idea that there is this discipline over there and that one over there, there’s a sort of shared group, so that we constitute new relationships because of this ground we share.
Changing positions + geographies
Invigorate
Expand
Extend
Diversify

Community-engaged Education, research, scholarship

Global
Local
glocal
value + outcome

- Process: Dialogic + Deliberative
- CU “Engaged Community” Building
- Knowledge Access and Resources
- S-L/Engaged Pedagogy
- Theory framing and relevance
- Scholarship of Engaged Educ/Research
- Leadership + mentoring
- Networked university + community outcomes
Reflective mindset

Realigning/refining/redefining

SLOs
course content (democratic professionalism, placemaking praxis, etc.)
reflection/evaluation: type, modes, methods, integration of evaluation

Models Alternatives

other CU courses
program and course design

Knowledge generation

value to students and community
gaps, challenges, limits
value | outcomes beyond Cornell

- **Council of Educators in Landscape Architecture**
  Service-Learning and Community Engagement Track

- **Environmental Design Research Association**
  Democratic Praxis in Design and Planning Education

- **Imagining America**: democratic design education + research

- **Erasing Boundaries Network**

- **Forthcoming S-L Book**: University of Indianapolis Press

- **Tenure + Promotion in Landscape Architecture**
• Our process - novelties, standouts, surprises?
• Relevance to the field?
• Our four buckets and their value and contribution to the field?
• Missing pieces?
• Now what?
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**Rust2Green**
Paula H. Horrigan
*Landscape Architecture and Developmental Sociology*

**Global Health**
Dr. Rebecca Stoltzfus,
Dr. David Pelletier, and
Jeanne Moseley, *Global Health*

**Engaged Scholarship Project**
Dr. Annalisa L. Raymer
Daniel J. Cohn, EL+R
with assistance from
Chris Caruso & Jess Sparling

**AguaClara**
Dr. Monroe Weber-Shirk and
Casey Garland
*Civil & Environmental Engineering*

**Cornell Cooperative Extension**
Dr. Jennifer Tiffany and
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*Cornell Cooperative Extension*

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References


