Assessment Academy
Fall 2017 Roundtable

HIGHER LEARNING COMMISSION

Introduction of the QS Team

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Quality Services

Division of the Commission dedicated to
offering professional development opportunities that
assist our members in improving the quality of
education at their respective institutions

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The Academies

Assessment Academy	Persistence & Completion Academy
Est. 2006	*Est. 2013*
Graduated: 192 Current Enrollment: 81	Graduated: 0 Current Enrollment: 105
Designed to assist institutions in improvement of the assessment of student learning through the development of an institutional culture of commitment and cross-functional assessment strategies	Designed to help institutions build capacity for improvement of persistence and completion rates through critical evaluation of institutional data and processes that inform decision making

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Core Components

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing <u>assessment of student learning</u>

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No prescriptions, just expectations...

- Set clearly defined goals

- Regularly collect and analyze data

- Use information gathered to improve

- Demonstrate processes that reflect good practice

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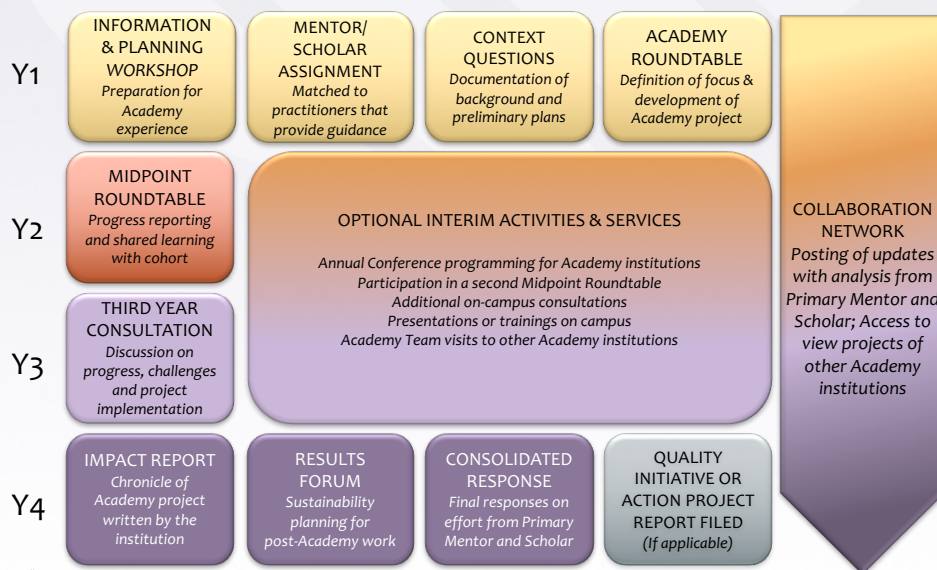
What the Academies are:

- Four year, team based program
- Voluntary professional development for member institutions
- A mentor-facilitated process
- A structured program for institutional improvement

What the Academies are not:

- Short-term or limited scope approach to assessment
- Required or mandated
- Peer Reviewed
- A part of the Assurance Review process

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Assessment Academy Structure

Y1	**INFORMATION & PLANNING WORKSHOP** *Preparation for Academy experience*	**MENTOR/ SCHOLAR ASSIGNMENT** *Matched to practitioners that provide guidance*	**CONTEXT QUESTIONS** *Documentation of background and preliminary plans*	**ACADEMY ROUNDTABLE** *Definition of focus & development of Academy project*

Y2	**MIDPOINT ROUNDTABLE** *Progress reporting and shared learning with cohort*	**OPTIONAL INTERIM ACTIVITIES & SERVICES** Annual Conference programming for Academy institutions Participation in a second Midpoint Roundtable Additional on-campus consultations Presentations or trainings on campus Academy Team visits to other Academy institutions

| **Y3** | **THIRD YEAR CONSULTATION** *Discussion on progress, challenges and project implementation* | |

COLLABORATION NETWORK *Posting of updates with analysis from Primary Mentor and Scholar; Access to view projects of other Academy institutions*

Y4	**IMPACT REPORT** *Chronicle of Academy project written by the institution*	**RESULTS FORUM** *Sustainability planning for post-Academy work*	**CONSOLIDATED RESPONSE** *Final responses on effort from Primary Mentor and Scholar*	**QUALITY INITIATIVE OR ACTION PROJECT REPORT FILED** *(If applicable)*

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Structure of the Roundtable

- Plenaries and concurrents on theory relative to work

- Facilitated team time to foster project definition

- Networking events to share ideas and receive feedback

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Assessment Climates and Cultures

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Assessment is…

- Discovering what students are learning
- Determining if actual learning meets expectations of program/institution
- Improving future learning by:
  - ❖ Affirming what works
  - ❖ Improving curricula, teaching, environment
  - ❖ Improving delivery
  - ❖ Providing evidence-based actions and decisions
  - ❖ Improving access to resources.

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The Challenge

Assessment focuses on student learning. BUT:

- Most institutions focus on teaching.
- Teaching is about Faculty.
- Assessment *feels* like it is about assessing faculty

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The Challenge

Creating an assessment – friendly campus requires a fundamental shift

from a focus on TEACHING (individual)
to a focus on LEARNING (collective).

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Campus Climates and Cultures

Climate

- Meteorological metaphor
- Seasonal
- Changing
- Uneven
- Perpetuated by individuals
- Something an institution HAS

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Culture

- Anthropological Metaphor
- Deeply rooted
- Often passionately defended
- Perpetuated by structures, policies, procedures, behaviors
- What an organization IS

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Culture

- An institution's culture arises from the interaction of a number of variables.

- Cultures cannot be consciously created

- Desired culture needs to be promoted.

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Elements of Campus Culture

Written / Printed Materials

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Elements of Campus Culture

Written / Printed Materials

Formal & Informal Policies and
  Procedures

Organizational Structure

Social Knowledge and History

Reward Structures

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Elements of Campus Culture

Vocabulary

Metaphors

Legends, stories, mythologies, folklore

Symbols

Rites & Rituals

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Reflection

- Does your institution have a culture of teaching or a culture of learning?

- Why did you make that choice?

- What are the indicators?

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So let's create a culture of Assessment!

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Culture of Assessment

As soon as the site visit team leaves campus……………

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Culture of Assessment

Emphasizes

   Processes

   Data

   External Benchmarks
   Standardized instruments

   Reporting

Culture of Assessment

Features
- Formulaic assessment plans
- Measuring what is easy to measure
- Confused priorities (values / measures)
- Data instead of information
- Gaming the system
- Disconnected from learning

So what really is our focus….

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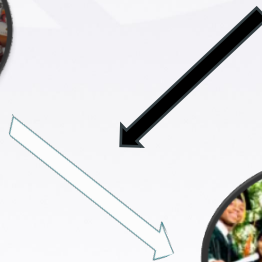
You can have a culture of assessment without learning

But you can't have a culture of learning without assessment

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Creating a Learning Centered Culture

T E A C H E R C E N T E R E D			**L E A R N E R C E N T E R E D**
	Knowledge is communicated from professor to student	Students construct knowledge through gathering and synthesizing information	
	Students passively receive information	Students are actively involved	
	Emphasis on acquisition of knowledge in a specific context	Emphasis on applying Knowledge to new situations and issues	
	Professor's role is to be primary information giver and evaluator	Professors role is to coach and facilitate	
	Teaching and assessing are separate	Teaching and assessing are intertwined	

Adapted from R.B Barr and John Tagg   Change, Nov/ Dec 1995 pp13-25.

T E A C H E R C E N T E R E D			**L E A R N E R C E N T E R E D**
	Assessment is used to monitor learning	Assessment is used to Promote / diagnose learning	
	Emphasis is on the right answers	Emphasis is on generating better questions and learning from errors	
	Desired learning is assessed indirectly	Desired learning is assessed directly	
	Focus is on a single discipline	Approach is compatible with interdisciplinary learning	
	Culture is competitive and individualistic	Culture is collaborative, cooperative, supportive	

Adapted from R.B Barr and John Tagg   Change, Nov/ Dec 1995 pp13-25.

A Learning-Centered Culture

Focuses on the results of the teaching-learning process

Iterative and formative

Participatory

Based on action research

Supports inquiry

Uses data to improve learning

Transforming Cultures
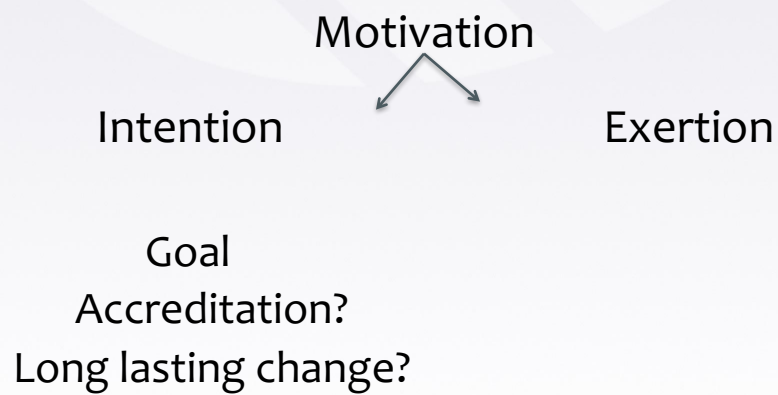
Transforming Culture

Motivation

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Transforming Culture

Motivation
+
Resources

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Transforming Culture

Motivation

Intention   Exertion

Goal   Effort
Accreditation?   Focused?
Long lasting change?   Sufficient?

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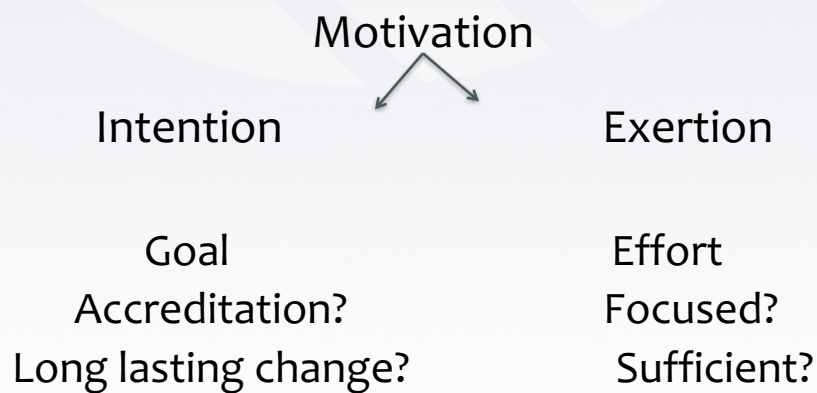
Transforming Culture

Culture change requires Intention **and** Exertion

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Exertion without Intention

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Exhaustion
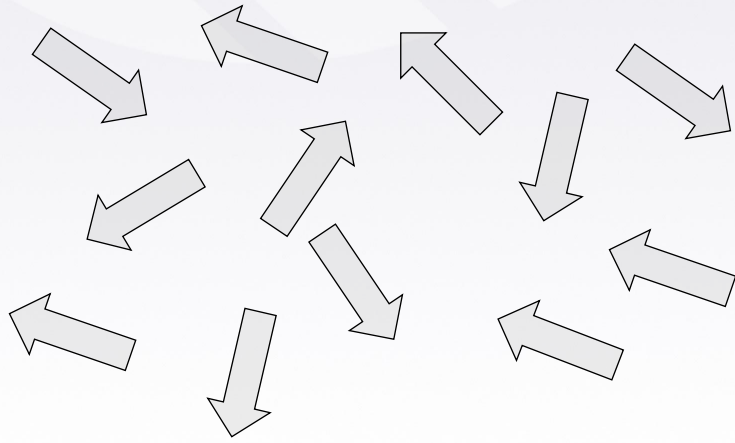
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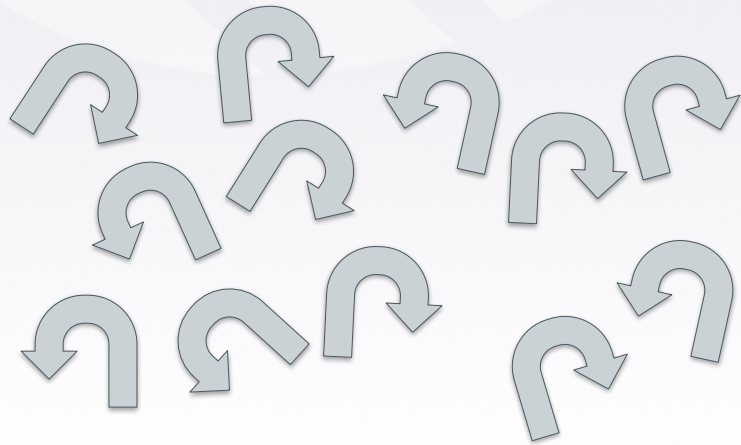
Intention without Exertion

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Intention and Exertion

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Transforming Culture

Motivation

+

Resources

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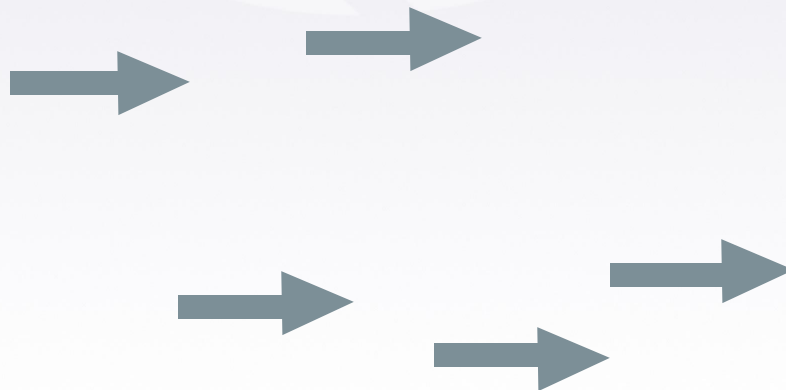
Resources

- Expertise / Skill / Development
- Experience
- Budget
- Time
- Facilities & Equipment
- Support
- Infrastructure

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Resources

- ✓ Appropriate

- ✓ Adequate

- ✓ Accessible

- ✓ Deployable

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Moving to a Culture of Learning

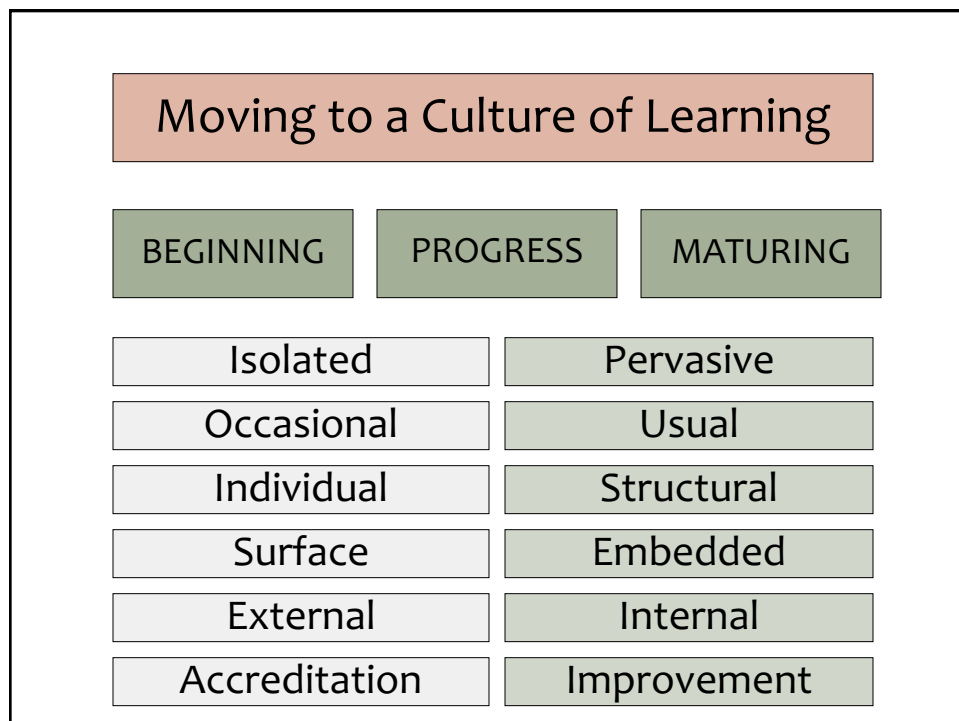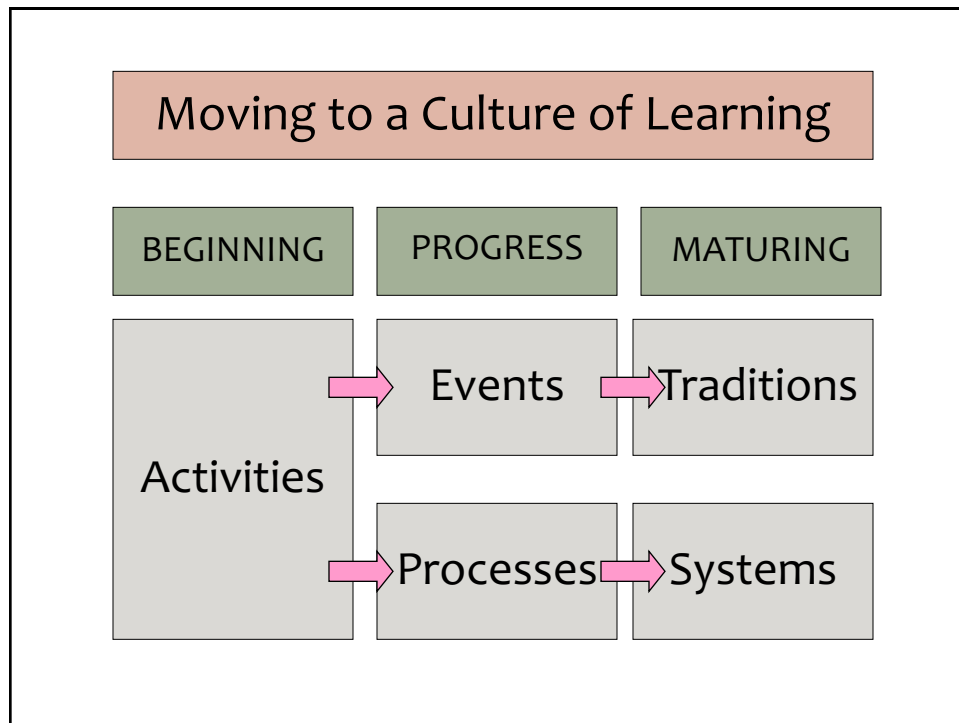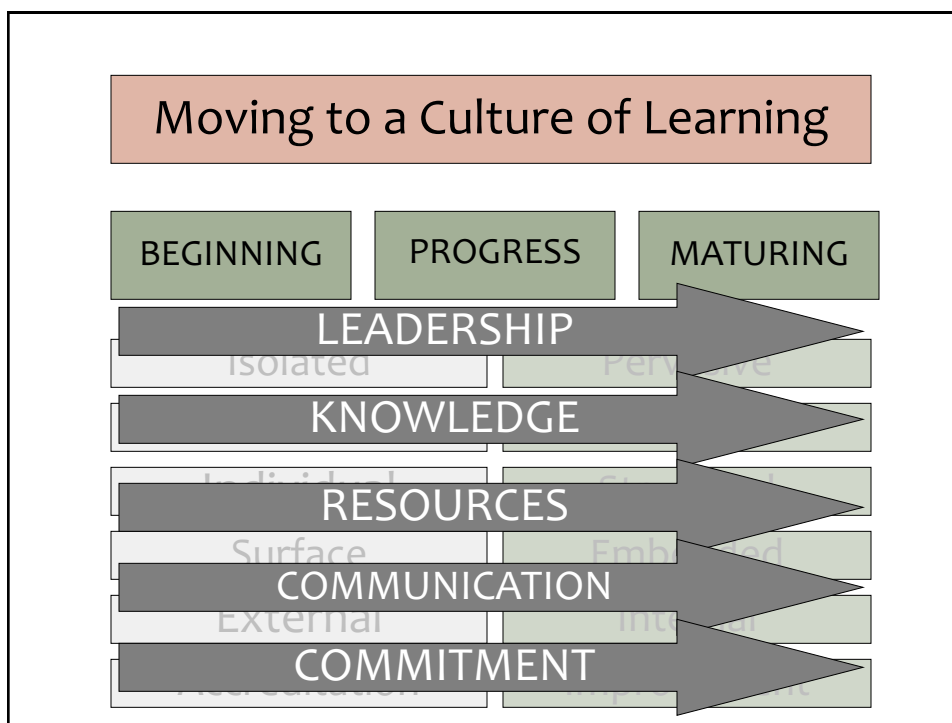| BEGINNING	PROGRESS	MATURING
Workshops, speakers and consultants on student learning	Ongoing dialogue about student learning, development & measurement of learning outcomes	Student learning has become central to the institution and student learning, performance, and achievement are celebrated

Moving to a Culture of Learning

BEGINNING	PROGRESS	MATURING

Activities → Events → Traditions

→ Processes → Systems

Moving to a Culture of Learning

BEGINNING	PROGRESS	MATURING

Isolated	Pervasive
Occasional	Usual
Individual	Structural
Surface	Embedded
External	Internal
Accreditation	Improvement

Moving to a Culture of Learning

BEGINNING	PROGRESS	MATURING

LEADERSHIP

Isolated

KNOWLEDGE

Individual

RESOURCES

Surface

COMMUNICATION

External

COMMITMENT

Reflection

- What of these factors (exertion, intention, resources) are already present in your program or on your campus?

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Transforming Culture

Motivation
+
Resources

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Transforming Culture

Motivation
+
Resources
>
Must exceed the difficulty of the task

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How difficult is the task?

- The current institutional climate
- Depth and pervasiveness of the culture
- Cultural inhibitors and facilitators
- Cultural gatekeepers

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Reflection

- What contributes to the Task Difficulty on your campus?

- What can be done to address the difficulty of the task?

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Your Task

Over the next two days…..

    Consider your existing culture

    Identify the culture you would like to create and what it would take (intention and exertion) to inch toward creating that new culture.

    Recognize the difficulty of the task and discuss strategies to address the inhibitors of change.

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Assessment Climates and Cultures

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