

Assessment for Mere Mortals:

Change Management & Establishing a Culture of Assessment



**Carl Albert State College
Poteau, OK
Assessment Academy
"Viking Exploration"**

Start
2018



Institutional Context

CASC entered the Academy with a thirty-year deficit in assessment of student learning. Although faculty had invested tremendous effort in course assessment, the process had many fundamental flaws, which impeded advancement to the program level. As added pressure, the team had an impending focused visit on assessment a few months following the first Academy Roundtable event. The next hurdle was a monitoring report over specific advancements of academic program and co-curricular assessments. In the fall of 2022, the College will have a comprehensive visit with a follow-up on our efforts.

Project Scope:

Transition from course to program level assessment
Create and implement co-curricular and non-academic assessments

Sea of Despair

Unfortunately, Assessment Isn't a Love Affair, but It Shouldn't be Punitive.
An initial response to assessment is the fear of being evaluated and/or the fear of failure. Assessment is investigative and diagnostic in nature for continuous improvement. Understanding this principle breaks down a major barrier. There is a tendency to measure what is safe and to massage the data for success. We have battled that misconception and encourage our faculty and staff that failing forward is better than stagnation.

Mission-Based Assessment

In our journey from course to program level assessment, our transition started with creating a framework for each program: mission statement, curricular goals, and program student learning outcomes. It set in motion our change of mindset from individual courses to a coherent whole. We use a similar structure for general education, co-curricular, and non-academic assessments.

Program Assessment Leaders (PALs)

Program Assessment Leaders (PALs) are designated full-time faculty members from each academic program who provide active support to faculty-driven assessment processes for a two-year period. PALs assist with the transition to faculty-driven assessment and help with sustainability.

Pilot Projects and Assess Assessment

It was very helpful to pilot our processes to work out the initial kinks and to serve as examples for other programs to follow. However, everyone must remember that processes are part of continuous improvement too. Also, we have learned to assess our assessment processes and tools as we advance our efforts.

Sea of Hope

Change Management

The focus on buy-in is really change management. It begins with a management plan to gain buy-in and to provide education/training at various stages. Change evokes many psychological responses, such as fear, anger, and avoidance. Faculty and staff need to understand why it is being implemented and the desired outcome. During project management planning, identify barriers and have strategies in place to deal with those. Also, establish assessment champions of the cause early to help educate others.

Curriculum Mapping

To introduce curriculum mapping, a best practice is to gather the course descriptions and student learning outcomes of all required/elective courses featured on the map. As faculty discuss course sequencing and the role of the course in the development of the program student learning outcome, the information is a reference. Not all— but most— course student learning outcomes should support the program outcomes. This technique also assists with determining the instruction level of the course on the map and viewing the courses as a program not as individual entities.

Viking Expedition

- Fall 2017 – Entered the HLC Assessment Academy
- 2018 – Assessment Revolution: Team of continuous improvement evangelists
- Our Mission –
Four-year project to combat a 30-year deficit in the area of assessment
 - Transitioning from the course to academic program level
 - Assessing general education outcomes
 - Implementing co-curricular and non-academic assessments
- Obstacles –
 - Decoding Previous Reviewer Comments
 - 2018 Focused Visit
 - 2020 Monitoring Report

Fall 2021 – Assessment Academy Results Forum

Tasks – Reflect and Plan to Advance and Sustain

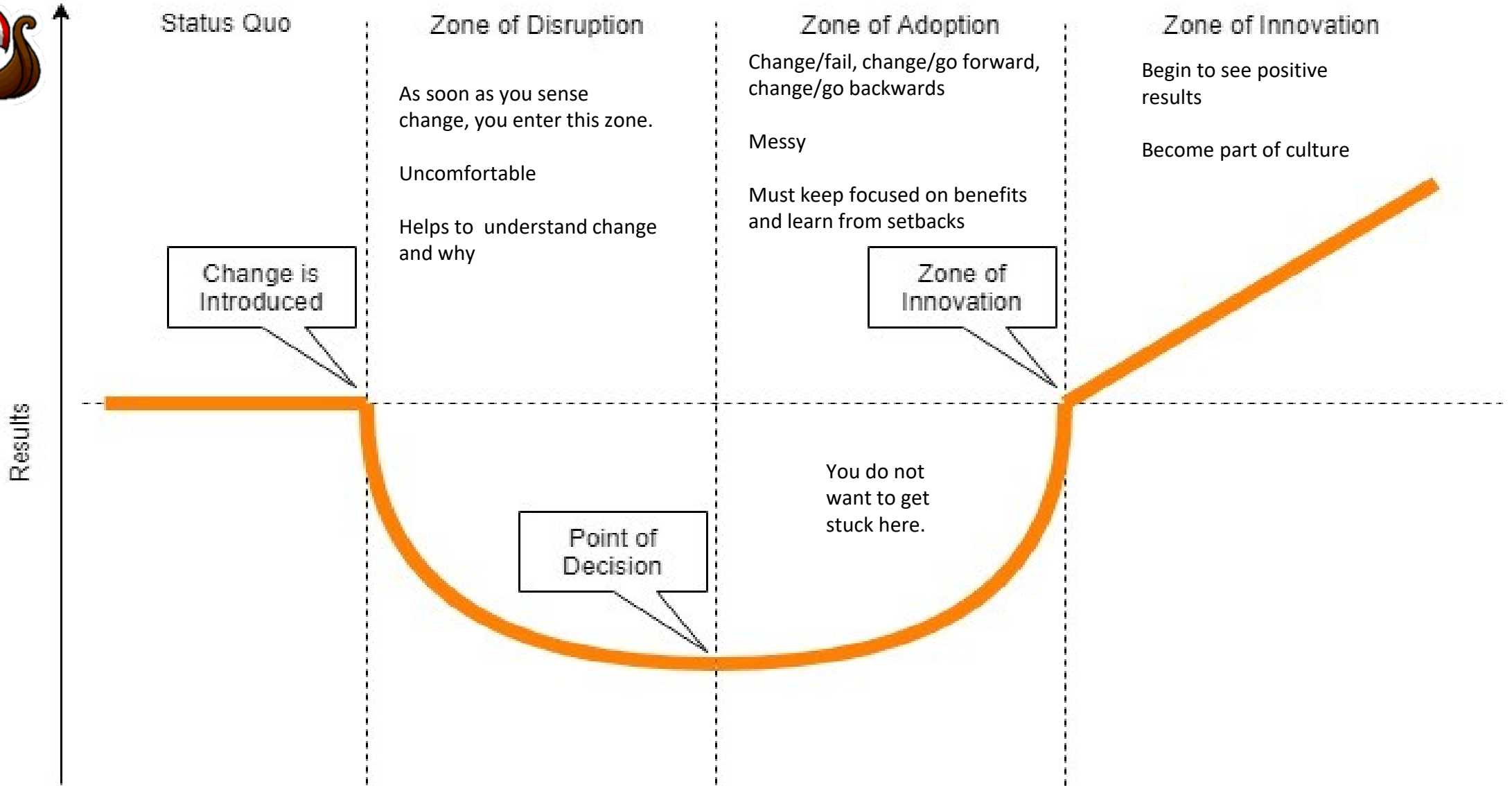
- Handout Featuring Lessons-Learned and Best Practices: Viking Expedition Map
- Sustainability Plan
 - Roles & Responsibilities
 - Comprehensive & Systemic Process
 - Professional Development & Training
 - Showcasing Assessment & Use of Actionable Data

After creating our plan, we found literature that supported our Journey.

- Franklin Covey's Change Model
- *Understanding and Facilitating Organizational Change in the 21st Century* by Kezar
- *Principles of an Inclusive Commitment* by Peggy L Maki

Biggest Takeaway: Implementing and advancing assessment efforts require more than good intentions and a strong concept.

- We want to share our journey in the trenches:
 - to help others avoid pitfalls
 - to employ fundamental components for sustainability



Franklin Covey's Change Model



Foundational Component of Assessment Endeavors

- Start with a mission-based approach with an emphasis on creating comprehensive, systemic processes that produce actionable data to improve student learning, services, and operations.
- Mission-focused assessment connects the units and processes to the purpose, function, and vision of the institution.
- Sustainability plan – formalizing deadlines of plans and reporting

Where We are Going....

Step 1 = Mission

Step 2 = Goals

Step 3 = Outcomes

Step 4 = Performance Indicators

Step 5 = Curriculum Map

1: Create a Program Mission Statement

- Components of a mission statement –
 - Primary purpose of program
 - Primary functions or activities of the program
 - Program stakeholders
 - Serves as a foundation for the program's goals and outcomes
 - Aligns with the mission of the college
 - Is program-specific
 - Is created by and represents the vision of the program faculty

1: Create a Program Mission Statement

Mission Template:

The mission of **(unit name)** is to **(unit's primary purpose)** by providing **(unit's primary functions)** to **(identify stakeholders and provide additional clarifying statements that include alignment with college mission statement)**.

HPER Mission

The mission of the **Health, Physical Education, and Recreation (HPER) degree** at Carl Albert State College is designed to **meet the general education requirements of the college** and to **provide the foundational groundwork** for **students who are interested in the many fields associated with health, physical education, or recreation**. The program accomplishes this by **providing tools for theoretical and practical application in their chosen field by developing an appreciation of the importance of a healthy lifestyle, providing an introduction to the management of common injuries and illnesses, and promoting an appreciation of the differing fields of health, physical education, and recreation**.

2: Create Curricular Goals

- Use the mission to create curricular goals
- Curricular goals
 - Broad general statements
 - **Inherently unmeasurable (no Bloom's Taxonomy Verbs)**
 - Derived from the mission statement
 - What the department/program will do to provide students with desired knowledge and skills
 - What students will do so that they gain desired knowledge and skills
- The following goals were derived from the HPER program's mission statement and indicate the intentions from which program learning outcomes should be developed:

2: Create Curricular Goals

HPER Mission Statement

The mission of the Health, Physical Education, and Recreation (HPER) degree at Carl Albert State College is designed to meet the general education requirements of the college and to **provide the foundational groundwork for students who are interested in the many fields associated with health, physical education, or recreation.** The program accomplishes this by providing tools for theoretical and practical application in their chosen field by **developing an appreciation of the importance of a healthy lifestyle, providing an introduction to the management of common injuries and illnesses,** and **promoting an appreciation of the differing fields of health, physical education, and recreation.**

HPER Program Goals (from Mission)

1. **Provide graduates the foundational groundwork in the many fields associated with HPER**
2. **Provide graduates an appreciation of the importance of a healthy lifestyle**
3. **Provide graduates an introduction to the management of common injuries/illness**
4. **Provide graduates an appreciation of the differing fields of HPER**

3: Create Program Outcomes

- 3-5 total Program Outcomes
- Use the Goals to create the Program Outcomes
- Program outcomes focus on a few of the most crucial skills (3 to 5) that a program graduate should possess and be able to demonstrate at the end of the program.
- **Program outcomes are measurable**
- **Use Bloom's Taxonomy Verbs**

3: Create Program Outcomes

HPER Goals (derived from Mission)

1. Provide graduates the foundational groundwork in the many fields associated with HPER
2. Provide graduates an appreciation of the importance of a healthy lifestyle
3. Provide graduates an introduction to the management of common injuries/illness
4. Provide graduates an appreciation of the differing fields of HPER

HPER Outcomes (derived from Goals)

1. Upon completion of the program, the student will identify healthy lifestyle choices
2. Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness
3. Upon completion of the program, the student will identify the different aspects of physical education and related fields

4: Create Performance Indicators

- Key Performance Indicators
 - Create 3-5 Indicators for each Program Outcome
 - Provide a common language for describing student learning
 - Outcome specific
 - Work best when shared across faculty.
- Performance Indicators answer the questions:
 - What would successful accomplishment of the outcome look like?
 - How would you know that the students have achieved the outcome?
 - Use Bloom's Taxonomy Verbs
- ***They become the evaluation criteria (components, traits, etc.) used to assess the program outcome.***

4: Create Performance Indicators

HPER Outcomes (derived from Goals)	HPER Outcomes with Performance Indicators
1. Upon completion of the program, the student will identify healthy lifestyle choices	1. Upon completion of the program, the student will identify healthy lifestyle choices A. Recognize the importance of physical activity B. Summarize a healthy diet C. Identify risk reduction of prevalent diseases
2. Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness	2. Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness A. Identify common injuries/illness B. List the steps of common injury/illness assessment C. Identify basic treatments to common injuries/illness
3. Upon completion of the program, the student will identify the different aspects of physical education and related fields	3. Upon completion of the program, the student will identify the different aspects of physical education and related fields A. Define physical education B. Identify physical education terminology C. Identify careers within physical education and related fields

Mission Statement

Health, Physical Education, & Recreation (HPER) “Framework”

The mission of the Health, Physical Education, and Recreation (HPER) degree at Carl Albert State College is designed to meet the general education requirements of the college and to **provide the foundational groundwork for students who are interested in the many fields associated with health, physical education, or recreation.** The program accomplishes this by providing tools for theoretical and practical application in their chosen field by **developing an appreciation of the importance of a healthy lifestyle, providing an introduction to the management of common injuries and illnesses,** and **promoting an appreciation of the differing fields of health, physical education, and recreation.**

Goals of the HPER Program

1. **Provide graduates the foundational groundwork in the many fields associated with HPER**
2. **Provide graduates an appreciation of the importance of a healthy lifestyle**
3. **Provide graduates and introduction to the management of common injuries/illness**
4. **Provide graduates an appreciation of the differing fields of HPER**

HPER Program Outcomes

1. **Upon completion of the program, the student will identify healthy lifestyle choices**
 - A. **Recognize the importance of physical activity**
 - B. **Summarize a healthy diet**
 - C. **Identify risk reduction of prevalent diseases**
2. **Upon completion of the program, the student will demonstrate basic treatments of common injuries/illness**
 - A. **Identify common injuries/illness**
 - B. **List the steps of common injury/illness assessment**
 - C. **Identify basic treatments to common injuries/illness**
3. **Upon completion of the program, the student will identify the different aspects of physical education and related fields**
 - A. **Define physical education**
 - B. **Identify physical education terminology**
 - C. **Identify careers within physical education and related fields**

HPER Program	Semester: Fall/Spring/Summer	Required Courses in Major				
A.A. Health, Phys Level of Instruction Criteria	Program Outcomes	HPER 1103 Intro to HPER	HPER 2213 Standard First Aid & Personal Safety	HPER 2103 Care & Prevention of Athletic Injuries	HPER 1113 Personal Health & Wellness	HPER 2113 Theory of Coaching
<p align="center">(I) Introduced</p> <p>Students are not expected to be familiar with the content or skill at the collegiate level.</p> <p>Instruction and learning activities focus on basic knowledge, skills, and/or entry-level complexity.</p>	<p>1. Upon completion of the program, the student will identify the different aspects of physical education and related fields</p> <ul style="list-style-type: none"> A. define physical education B. identify physical education terminology C. classify careers within the field of physical education and related fields 	A		I		R
<p align="center">(R) Reinforced</p> <p>At the collegiate level, students <i>are expected</i> to possess a <i>basic level</i> of knowledge and familiarity with the content or skills.</p> <p>Instruction and learning concentrate on enhancing and strengthening previous collegiate knowledge/skills and complexity</p>	<p>2. Upon completion of the program, the student will identify healthy lifestyle choices</p> <ul style="list-style-type: none"> A. recognize the importance of physical activity B. summarize a healthy diet C. identify risk reduction of prevalent diseases 	I		R	A	
<p align="center">(A) Advanced</p> <p>At the collegiate level, students <i>are expected</i> to possess a <i>strong foundation</i> in knowledge, skill, or competency.</p> <p>Instruction and learning activities continue to build upon previous competencies with increased complexity and application of use.</p>	<p>3. Upon completion of the program, the student will demonstrate basic treatments for common injuries/illness</p> <ul style="list-style-type: none"> A. identify common injuries and illness B. list the steps of common illness/injury assessment C. choose basic treatments for common injury/illness 		A	A	I	

Change Management – Before the change is introduced, lay the groundwork*

- *Be aware of how institutional culture affects change – review history and assess culture (self-discovery)
 - Our battle was redefining assessment as a tool for continuous improvement.
 - As we state, “Assessment isn’t a love affair, but it shouldn’t be punitive.”
 - Investigative inquiry into the improvement of learning and operations

Lay the Groundwork

*Realize that change in higher education is often political –

- Heavyweights and influencers
- Possible conflicts/reactions
- Market the change with a clear message of WHY

Lay the Groundwork

- Collaborative Process
- Roles & Responsibilities: Identify the assessment responsibilities for the different roles on campus from the President to support personnel for institutional ownership and accountability.
(sustainability plan)
- Leadership – Assessment efforts become isolated in areas if there isn't support from the top down with the same clear message.

The Change Model – Disruption & Adoption Buckle Up

- *Realize that change is a disorderly process – people and processes
- Leadership, Organizational Discovery, and Adaptability – These principles need to be considered and integrated for systematic and systemic change.
- Plan for self-discovery and expect resistance and different learning curves.
- You can bring in experts, but true progress happens when we learn from one another through self-discovery, conversations, and dialogue.

Ongoing

- Professional Development & Training – Incorporate training to reinforce the process, to promote organizational self-discovery, and to advance assessment efforts

Must have scheduled, built-in times to work on assessment:

- Plan
- Assess
- Collect
- Reflect
- Improve
- Follow-up

Faculty In-Service, Program Meetings, Lunch & Connects, etc.,



Ongoing - Encouraging a Culture of Risk

- Showcasing Assessment & Using Actionable Data
 - Positively connecting continuous improvement to individual and institutional identity - it must become part of the daily job and culture.
 - Institution provides opportunities for showcasing programs and units that fearlessly assess and that fearlessly apply data for improvements.
- During the 2021 – 2022 academic year, Phi Theta Kappa students decided to use the learning experience of creating and conducting the fall 2021 "Viking Network" to assess the co-curricular student learning outcome – "Students will work effectively within a team structure," which falls under the Co-Curricular Learning Dimension IV – Leadership and Teamwork (co-curricular framework).
- Next, they created a non-academic plan to assess the effectiveness of the event in connecting high school seniors and current students to major programs of interest.
- During this project, an ambitious English Composition II class assisted with the development and use of tools to gather and evaluate the data to assess the outcomes. Both groups worked together on reporting their findings and recommended plans of action.

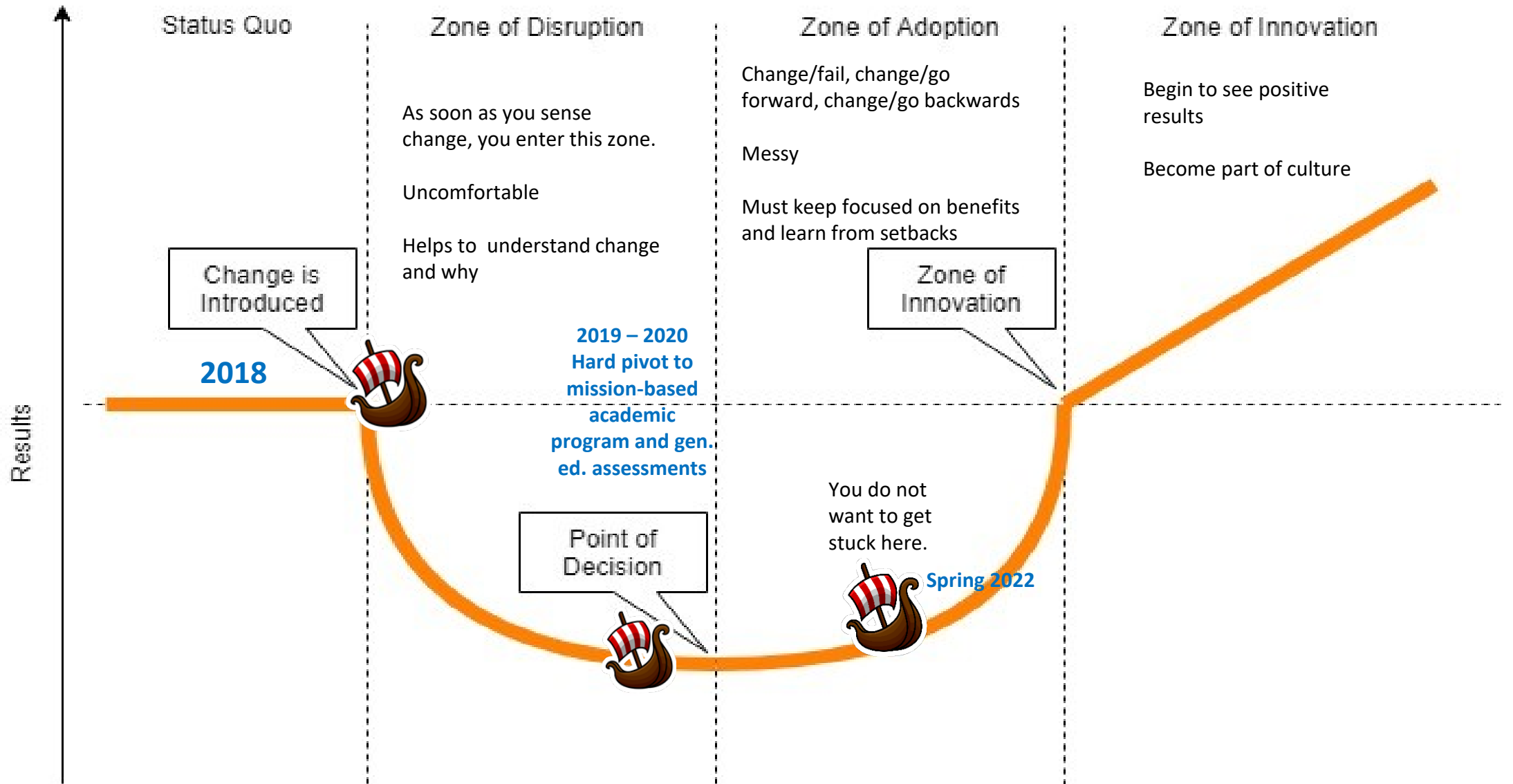
Using Actionable Data

- New Addition to Our Process - The President and CFO will meet with units (programs, departments, offices, clubs, organizations, etc.,) whose assessment reports have budget requests that support action plans.



Assessing Our Assessment

- In spring 2022, the assessment team created a climate of assessment survey to gather feedback after three years of implementing and advancing assessment efforts on campus. The survey gauged four components related to the sustainability plan:
- Process Transition – What change model zone do administration, faculty, and staff members who are in charge of assessment in their units think they and the institution as a whole are in at this point?
- Support of Assessment – How do they perceive the level of acceptance of assessment efforts personally and for each group: institution, faculty, and staff?
- Purpose of Assessment – Do they understand the purpose of assessment?
- Resources – Do they have the support and training needed?



Based upon the change model, what zone do you feel the institution is in at this point?

Survey results indicated that 47% felt that the institution is in the adoption zone. Innovation was the next highest zone with 44%. Only 11% stated disruption.