Best Practices for Managing the Assessment Process

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Presented by:

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Principal Data Strategy Consultant
Anthology Data Solutions Team
Agenda

- Why Assessment Matters
- Prosci ADKAR framework
- Elements of an Effective Communication Plan
- Backward Design
- U of I Campus Assessment Process
Why Assessment Matters
Reflection

1) Why do we do campus-wide assessment of academic and co-curricular programs?

2) How do you feel about the task of assessment in your role with the institution?
Common resistance points regarding assessment

• It infringes on academic freedom
• It takes too much time
• Nothing is ever done to act on the findings
• Negative results may jeopardize employment standing
• Others?
When done effectively, assessment can...

- Understand the student experience
- Refine Instruction methods and program/curriculum structure
- Encourage professional development
- Shape strategic initiatives
- Improve student outcomes
  - Academic
  - Social
  - Personal
Prosci ADKAR Framework
Prosci® ADKAR Framework

Understanding the nature of the change, why it is needed and the risks of not changing.

Seeing the value of the change and showing a willingness to engage in what comes next

Having the knowledge to engage with the change and understand how it impacts goals and responsibilities

Celebrating the use of the tool to empower your stakeholders and grow adoption

Learning how to use the solution to support day to day operations and data informed decision-making
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Prosci® ADKAR Framework

A  D  K  A  R

Awareness  
Understanding the nature of the change, why it is needed and the risks of not changing.

Desire  
Seeing the value of the change and showing a willingness to engage in what comes next

Knowledge  
Having the knowledge to engage with the change and understand how it impacts goals and responsibilities

Ability  
Learning how to use the solution to support day to day operations and data informed decision-making

Reinforcement  
Celebrating the use of the tool to empower your stakeholders and grow adoption
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**Awareness**
Understanding the nature of the change, why it is needed and the risks of not changing.

**Desire**
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**Knowledge**
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**Ability**
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**Reinforcement**
Celebrating the use of the tool to empower your stakeholders and grow adoption.
Understanding the nature of the change, why it is needed and the risks of not changing.

Having the knowledge to engage with the change and understand how it impacts goals and responsibilities.

Celebrating the use of the tool to empower your stakeholders and grow engagement.

Seeing the value of the change and showing a willingness to engage in what comes next.

Learning how to use the solution to support day to day operations and data informed decision-making.
Best Practices in Assessment

• Encourage faculty/staff data collection
• Cultivate transparency with students
• Gather Direct and Indirect Data (demonstration vs. Student reflection)
• Focus on formative and summative aspects of the process
• Provide meaningful feedback to students and faculty
• Create a consistent schedule for assessment
• Understand the demands on students, faculty, and assessment coordinators
Elements of an Effective Communication Plan
Elements of an Effective Communication Plan

- WHY
- WHO
- WHAT
- WHEN
- WHERE/HOW
WHY is this change happening?

- Remember the "D" in ADKAR – Desire.
- Be prepared to answer WIIFM
- Build understanding around what's at risk if the change does not happen
- Align to your Vision Statement
- Empathize, Reflect, Collaborate, Act
WHO should be included in your communication plan?

- Senior Leadership - Champions
- Change Team - Sponsors
- Stakeholders – Anyone impacted
- Utilize preferred senders for differentiated messaging:
  - "The person in charge" should deliver organizational messages
  - Direct supervisors should deliver messages of personal importance
Business leaders are preferred senders of organizational messages

Employee supervisors are preferred senders of personal impact messages
Business leaders are preferred senders of organizational messages.

Employee supervisors are preferred senders of personal impact messages.
WHAT is the change being implemented?

• Define the change
• Focus on the "future state"
• Preempt questions
• Anticipate resistance
• Repeat key messages
WHEN will communication happen?

- Set realistic timelines
- Establish a regular cadence
- Communicate between milestones
- Provide assurance
- Explain when things will "feel" different
WHERE/HOW will communication happen?

- Create opportunities for engagement
- Emphasize face to face interactions
- Provide opportunities for feedback
- Empower preferred senders
Backward Design
Backward Design – *Understanding by Design* (Wiggins and McTighe, 2005)

- **Outcomes**
  - What's the end goal?
  - What do we want students to know/do
  - Define in quantifiable terms

- **Assessment**
  - How will we know they achieved the intended outcome?
  - What will they demonstrate that lets us know?

- **Design**
  - What tool will we use to measure whether or not they met the intended outcome?
  - What instruction, information, resources are needed?

- **Implementation**
  - How will we implement our plan?
  - How will we gather the necessary data to measure student achievement

- **Monitoring**
  - What will we do with this information?
  - How will it inform our practice and future assessment?
Backward Design – Outcomes

Course Level:
- Students will critically examine an ethical issue in the field of adventure therapy and/or therapeutic recreation

Program Level
- Students will demonstrate a knowledge of current ethical issues in the field of outdoor and environmental education
- Students will demonstrate the ability to make ethically-grounded decisions about their practice as leaders in outdoor and environmental education

University Level:
- Students will use ethical reasoning to make informed and principled choices.
# Backward Design – Assessment

## Ethical Reasoning VALUE Rubric

**For more information, please contact value@aacu.org**

### Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Ethical Self-Awareness</strong></td>
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<tr>
<td>4</td>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discusses greater depth and clarity.</td>
<td>Student states both core beliefs and the origins of the core beliefs.</td>
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<tr>
<td><strong>Understanding Different Ethical Perspectives/Concepts</strong></td>
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<td></td>
<td>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</td>
<td>Student can name the major theory or theories she/he uses, and can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</td>
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<tr>
<td><strong>Ethical Issue Recognition</strong></td>
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<td></td>
<td>Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</td>
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<tr>
<td><strong>Application of Ethical Perspectives/Concepts</strong></td>
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<td></td>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.</td>
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<tr>
<td><strong>Evaluation of Different Ethical Perspectives/Concepts</strong></td>
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<td></td>
<td>Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student’s defense is adequate and effective.</td>
<td>Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student’s response is inadequate.</td>
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*Anthology*
Backward Design – Design

For this assignment, you will write a paper (likely 4-6 pages in length) OR deliver a presentation (with facilitated discussion), that addresses the following:

• Choose a relevant ethical question in Adventure Therapy or Therapeutic Recreation. Some examples include (but are not limited to) "Should groups be separated by gender?"; "Is it appropriate for offenders to be forced to participate in adventure therapy programs as an alternative to traditional juvenile detention?"; "Is it appropriate/acceptable for groups of students to bear negative consequences and/or punishments of another student’s misbehavior?"

• Find at least 1 article or book chapter that supports each side of the issue.

• Summarize and analyze the arguments on both (or multiple) sides of the issue.

• Critique arguments on all sides of the issue (What seems substantiated? What seems flawed? Etc.?)

• Explore, determine, and summarize your own stance on the issue, making sure to back up your argument with a logical rationale. Use the model for ethical decision making on page 353-358.

• Also, please use additional applicable ethical guidelines and resources, TPAG, OBH, NATSAP, etc.
Backward Design – Implementation

- Students attended two class sessions where we discussed ethical principles in adventure therapy and therapeutic recreation.

- Students completed readings in two course textbooks, as well as an article about current ethical issues in the field.

- Students were given a range of best practice guides and codes of ethics from professional associations and accrediting agencies in the field.

- Students were given 1 week to complete the written assignment

- Faculty gave students narrative feedback as well as the rubric, and reported on whether or not students met expectations
Backward Design – Monitoring/Reporting

Faculty

Assessment Coordinator – Program Level

Assessment Coordinator – Department Level

Assessment Coordinator – Collegiate Unit Level

Assessment Coordinator – Campus Level

Vice Chancellor of Academic Affairs – QC and Accreditation Review
U of I Campus Assessment Process
Assessment roles and responsibilities

- Faculty/Staff
- Students
- Department Chairs
- Assessment Coordinators
- Executive Leaders

**Faculty Participation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participation</th>
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<tbody>
<tr>
<td>Planning for Assessment</td>
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<tr>
<td>Focusing on the Program Learning Outcome</td>
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<tr>
<td>Establishing Performance Criteria</td>
<td>+</td>
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<tr>
<td>Faculty Research on Assessment Topics</td>
<td>+</td>
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Assessment responsibilities

- Faculty/Staff
- **Students**
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Assessment roles and responsibilities

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### Developing and Coordinating the Assessment Plan

<table>
<thead>
<tr>
<th>Question</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Which program learning outcome is assessed in which semester?</td>
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<tr>
<td>Where will the data come from?</td>
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<tr>
<td>Who will contribute and analyze the data?</td>
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<tr>
<td>What data is needed?</td>
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<tr>
<td>Which data collection method is best for our program and faculty?</td>
<td>+</td>
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<tr>
<td>How do I set up our assessment in Anthology Outcomes?</td>
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<tr>
<td>When does the data need to be entered in Anthology?</td>
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<tr>
<td>Facilitating discussion of results and documenting data-informed changes</td>
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<tr>
<td>Completing the annual program assessment report for the major/degree level</td>
<td>+</td>
</tr>
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</table>
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Assessment roles and responsibilities

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- Executive Leaders
1) What is working with the U of I campus assessment process?
2) What could be improved with the U of I campus assessment process?
3) What information, tools, resources do you need to make the U of I campus assessment process easier or more efficient for you?
Questions/Discussion?