SHARED PURPOSE:

STUDENT SUCCESS DATA AND THE POSSIBILITIES OF COLLECTIVE RESPONSIBILITY AND MUTUAL ACCOUNTABILITY

Kurt Ewen
Data Summit - Bakersfield College
March 14, 2014
CREATING SHARED PURPOSE

• Making appropriate distinctions between accountability and improvement
  – Finding the right starting point for work
• Understanding your own institution
• Thinking in terms partnership
• Have a clear (public) plan for evaluation
• Develop regular patterns of behavior
• Thinking about the implications of Collaboration
Assessment, Accountability, and Improvement: Revisiting the Tension

By Peter Ewell

National Institute for Learning Outcomes Assessment (NILOA)
### Two Paradigms of Assessment - Ewell

<table>
<thead>
<tr>
<th>Strategic Dimensions</th>
<th>Improvement Paradigm</th>
<th>Accountability Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intent</strong></td>
<td>Formative (Improvement)</td>
<td>Summative (Judgment)</td>
</tr>
<tr>
<td><strong>Stance</strong></td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td><strong>Predominant Ethos</strong></td>
<td>Engagement</td>
<td>Compliance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application Choices</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrumentation</strong></td>
<td>Multiple/Triangulation</td>
<td>Standardized</td>
</tr>
<tr>
<td><strong>Nature of Evidence</strong></td>
<td>Quantitative and Qualitative</td>
<td>Quantitative</td>
</tr>
<tr>
<td><strong>Reference Points</strong></td>
<td>Over Time, Comparative, Established Goal</td>
<td>Comparative or Fixed Standard</td>
</tr>
<tr>
<td><strong>Communication of Results</strong></td>
<td>Multiple Internal Channels and Media</td>
<td>Public Communication</td>
</tr>
<tr>
<td><strong>Uses of Results</strong></td>
<td>Multiple Feedback Loops</td>
<td>Reporting</td>
</tr>
</tbody>
</table>
UNDERSTANDING YOUR INSTITUTION MATTERS

- Highly organized institutions focused on documentation and compliance
- Sustained focus on external accountability gives rise to a culture concerned about documentable collective improvement
- Drawn to cleanliness of data driven decision making
- A sustained focus on meaningful program improvement gives rise to a culture of with high levels of internal accountability
- The demands associated with external accountability are meaningfully / sustainably integrated into improvement efforts
- Institutional focus on Compliance tracks with the accreditation cycle
- Faculty and development is focused on short-term training needs
- The shelf-life of Innovative practices is limited to the duration of grant funding
- Significant support for innovation in teaching and learning based on the articulated desire of individual faculty
- Concerns for accountability and compliance are discounted as a rejection of value of learning for the sake of learning

**Accountability Scale**

**Improvement Scale**

A focus on Accountability moving from External to Internal

A focus on Improvement moving from Collective to Individual
### UNDERSTANDING YOUR INSTITUTION MATTERS

**A focus on Accountability moving from External to Internal**

<table>
<thead>
<tr>
<th>Accountability Scale</th>
<th>Improvement Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly organized institutions focused documentation and compliance</td>
<td>A sustained focus on meaningful program improvement gives rise to a culture of with high levels of internal accountability</td>
</tr>
<tr>
<td>Sustained focused on external accountability gives rise to a culture concerned about documentable collective improvement.</td>
<td>The demands associated with external accountability are meaningfully / sustainably integrated into improvement efforts</td>
</tr>
<tr>
<td>Drawn to cleanliness of data driven decision making</td>
<td></td>
</tr>
<tr>
<td>Institutional focus on Compliance tracks with the accreditation cycle</td>
<td>Significant support for innovation in teaching and learning based on the articulated desire of individual faculty and staff.</td>
</tr>
<tr>
<td>Faculty and development is focused on short-term training needs</td>
<td>Concerns for accountability and compliance are discounted as a rejection of value of learning for the sake of learning</td>
</tr>
<tr>
<td>The shelf-life of Innovative practices is limited to the duration of grant funding</td>
<td></td>
</tr>
</tbody>
</table>

**Concerns for accountability and compliance are discounted as a rejection of value of learning for the sake of learning.**
THINKING IN TERMS OF PARTNERSHIP

Direct Student Engagement

Course - Discipline

“Student Activity” - Department

Curricular Learning

Co-Curricular Learning

Academic Program Outcomes
A CLEAR (PUBLIC) PLAN FOR EVALUATION

Institutional Measures of Student Performance
Measures rooted in a shared visions

Program Specific Measures of Student Performance

Programmatic Measures of Student Learning (Outcomes)

Formative Measures of Program Implementation
Developing predictable patterns of Activity

- State Assessment Meeting 2014 (June 19 & 20)
- Faculty Development Consultations
- Peer Review of Plans (March)
- Learning Day (Feb. 7) Gen Ed
- Online Organizer Discussions (Jan.)
- Workforce Development (AS programs) (Oct. 21)
- Academic Assembly (Aug. 22)

2013-2014 Program Learning Outcomes Assessment Cycle

Assessment Day 2014 - May 1 & 2
"End-of-Cycle" Completed (May 15)
OUR BEST IDEAS ARE FORMED AND EMBRACED WHEN EVERYONE COLLECTIVELY CONTRIBUTES TO A SHARED PURPOSE THROUGH AN ONGOING DIALOGUE AND REFLECTION ON EVIDENCE. ALL OF OUR BIG IDEAS AND HOPES FOR THE FUTURE DEPEND ON AUTHENTIC COLLABORATION FOR THEIR LEGITIMACY.
HABITS OF COLLABORATION

• Habits of collaboration:
  – Decisions benefit from the expertise of those closest to the work being considered.
  – Decisions are made after the process for engagement is communicated to stakeholders.
  – Decisions are made in a timely manner with collaboration appropriate for the issue being considered.
  – Decisions are made with the expectation that there is mutual responsibility for engagement.
  – Decisions are clearly articulated and broadly communicated.
INSTITUTIONAL PRACTICES: THE PROMISE OF HABITS & RITUALS

• Practice makes permanent (not perfect)
• A Culture of Evidence requires rituals

We are what we repeatedly do. Excellence is not an act, but a habit. Aristotle