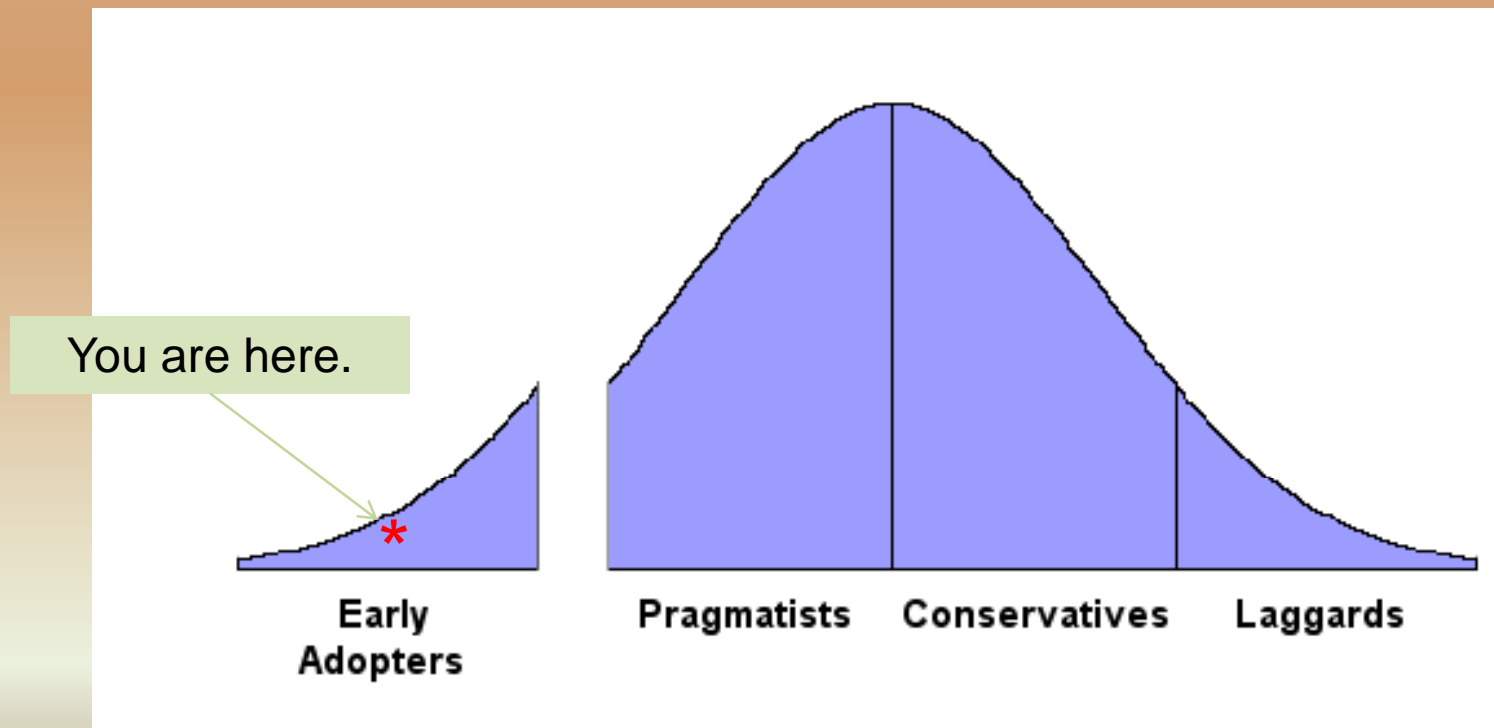


# Using the Early Adopter Model to Promote a Culture of Assessment



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# Using the Early Adopter Model to Promote a Culture of Assessment

“You never know who will start the chain reaction.”

Colin Beavan (Reporter for the *New York Times*)

# Using the Early Adopter Model to Promote a Culture of Assessment

Early adopters are<sup>1</sup>-

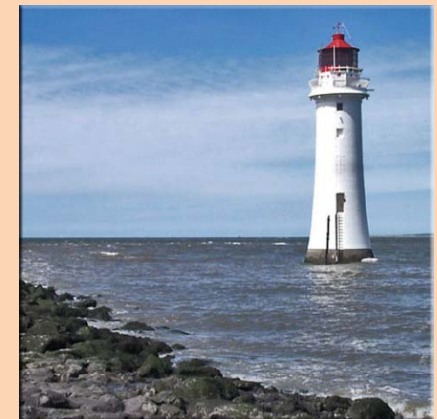
- “Respectable that try out new ideas ...but in a careful way”
- In other words, credible but & not reckless
- Opinion leaders, opinions that are perceived as worthy

<sup>1</sup> Rogers, E.M. (2003). *Diffusion and innovations*. New York, NY: Simon & Shuster.

# Using the Early Adopter Model to Promote a Culture of Assessment

Why does the early adopter paradigm fit to promoting a culture of assessment?

- Seems to last, not viewed as a trend (but must continue to work the conversion)
- Berks does not have the resources for a “full-blown” assessment effort of assessing everything all the time
- Success breeds success



# Using the Early Adopter Model to Promote a Culture of Assessment

...What works? I don't know and it depends but here's some strategies that seems to be working for Berks

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Assessment Cycle

- List of all programs, assessment activities, how well each program is “doing” assessment

### \* Four Year Cycle (suggested activities):

**1st Year:** Assessment

**2nd Year:** Review & Interpret Assessment Results

**3rd Year:** Make Changes to Program;

**4th Year:** Determine if Changes Improved Student Learning Outcomes



Good Progress



Some Progress



Very Little or Unknown Progress

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Assessment Cycle (cont.)

- Includes

- \* Program
- \* Degree Level
- \* Year 1/Accreditation Agency
- \* Status
- \* Status Comments
- \* Next Steps, recommendations

Academic Program Review Cycle-Penn State Berks					
Program	Degree Level	Review Cycle/Accreditation Agency	Status & Comments	Next Steps	
American Studies	Baccalaureate	2007-08	😊	Small program	Will look at research papers AMSEL 431 (three faculty), Su 2008-09 Graduates
Applied Psychology	Baccalaureate	2007-08	😊	A "best practice"	Will provide comparative dat SP 2010
Hotel, Restaurant & Institutional Management	Associate	2007-08	😊	A "best practice"	Comparative HRIM data across semesters compiled for FAI SP09
Professional Writing	Baccalaureate	2007-08	😊	A "best practice"	Created & conducted survey; intern supervisors- used resul revise internship requirement Surveyed alumni
Science-Life Science Option	Baccalaureate	2007-08	😊	A "best practice"	Did not conduct focus group/survey in Sp 2009. Res used to support more upper l courses.
Business	Associate	2008-09	😊	Small program	--
Global Studies	Baccalaureate	2008-09	😞	Unaware of any assessments	Meet with Program Coordina in Summer 2009
Kinesiology	Baccalaureate	2008-09	😞	Very well articulated assessment, "best practice"	
Communication Arts & Sciences	Baccalaureate	2009-2010	😊	Assessment Grant awarded in SP 2009 to assess sequence of CAS courses	Meet with Program Coordin in Summer 2009
Letters, Arts & Sciences	Associate	2009-2010	😊		Meet with Program Coordin in Summer 2009
Science-General Science Option	Baccalaureate	2009-2010	😊	Small program	--
Information & Sciences Technology	Baccalaureate	To be decided by University	😊	UP has established Objectives	Will use UP assessments i comparative data when avail:
Information & Sciences Technology	Associate	To be decided by University	😊	UP has established Objectives	Will use UP assessments, to developed
Security & Risk Analysis	Baccalaureate	To be decided by University	😊	UP has established Objectives	Will use UP assessments, to developed
Organizational Leadership	Baccalaureate	???	😊	Student learning outcomes have been identified. Assessments have not been identified.	Program Coordinator to dev OLEAD assessments in Spr 2010
Biology	Baccalaureate		😊	No student learning outcomes or assessments identified	
Business	Baccalaureate	The Association to Advance Collegiate Schools of Business (AACSB)*	😊	Using AACSB accreditation	Internship evaluation piloted 2009, Piloted Journal Gradi Rubric. AACSB report will submitted this summer.
Electro-Mechanical Engineering Technology (EMET)	Baccalaureate	Accreditation Board for Engineers & Technology (ABET)	😊	Assessment Activities as determined by Accreditation Mandates	Use online MEET Survey. Re-used to revise assessor instruments.
Elementary & Kindergarten Education	Baccalaureate	National Council for Accreditation for Teacher Education (NCATE)	😊	Assessment Activities as determined by Accreditation	

Table Topic: Creating a Culture of Assessment Using the Early Adopter Paradigm: NEAIR- November 16, 2010

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Conversations, Just Talk

- Talk with faculty one-on-one sessions (“Thelma & Louise”)
- Talk about assessment, progress, challenges at meetings

## ▶ Telling Stories

- Faculty will convince other faculty that assessment is worthwhile
- Newsletter, intranet, Program Coordinator Meetings



# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Awards & Contests

- Examples at Berks

*Chancellors Award,*

*Faculty Service Awards*

- To get faculty & staff to read the PRA Newsletter, we sponsor the following contests for nominal prizes but allot of recognition:

*“What’s the assessment instrument of month”,*

*“Find the Fact”,*

*“Fill in the Blank”*

*“Did you know? ...Apparently, you did”?*

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Encourage Partnerships

- Allowing faculty teams to design and implement assessments is much less daunting than “going-alone”

## ▶ Be the Sherriff & Appoint a Deputy

- Have a faculty co-facilitator (from a different constituent groups)
- Of course don't be the assessment “police”
- Reinforce your role as the assessment neighborhood watch

## ▶ Mentoring

- A bit fancy for Berks but it works

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Providing incentives

- \$\$\$ works

  - “Travel Grants”*

- Opportunity to present and/or publish works too

- Participate in retreats or institutes

  - AACU Summer Institute*

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Assessment Grant

- “Throw” some resources or stipends to do “authentic assessment”
- Faculty will “bite”
- Criteria of grant:
  - \* **Development and use of authentic assessments**, those assessment instruments that directly assess student learning,
  - \* Extent the proposed assessment instrument(s) evaluates student learning outcomes,
  - \* Demonstrated (or ability to demonstrate) validity,
  - \* **Originality and creativity** of the proposed assessment instrument(s),
  - \* **Scope and number of students/programs impacted** by assessment project,
  - \* **Use of results** to improve student learning outcomes.

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Clearinghouse (Online Assessment Communities)

- ANGEL Repository or Group
- Discussion area (wiki, blog, etc, intranet forum)
- “sand box” to test new technologies, review newly created assessment instruments

# Using the Early Adopter Model to Promote a Culture of Assessment

- ▶ **We do it in the name of “assessment is helpful”  
NOT “you have to”**
  - Demonstrate how assessment improves student learning, helps to reallocate budget, resources, faculty
  - The accreditation carrot will not work in the long term
  - Quality of assessment under this auspice will suffer

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Set expectations that most but not all will be assessment fanatics

- If you can get 25%-33% of faculty on the assessment “bus” better than most institutions

## ▶ Leadership, Leadership

- If the Chancellor is a champion, it’s all down hill
- If the Associate Dean is a champion too, you’re in fat city

# Using the Early Adopter Model to Promote a Culture of Assessment

## ▶ Web Page with Student Learning Outcomes

Penn State Berks

Admissions | Financial Aid | Academics | Library | Student Life | Continuing Education | Giving | About Us

### Planning, Research & Assessment

#### Student Learning Outcomes & Assessments for PSU Berks Programs

#### Programs

Click to view *student learning outcomes* and affiliated *assessments*. Program division is in parentheses.

Associate Degrees offered at Penn State Berks

- Agriculture Business (SC)
- Business Administration (EBC)
- Electrical Engineering Technology (EBC)
- [Hotel, Restaurant, & Institutional Management \(EBC\)](#)
- Information & Sciences Technology (EBC)
- [Letters, Arts & Sciences \(HASS\)](#)
- Mechanical Engineering Technology (EBC)
- Occupational Therapy (HASS)

Baccalaureate Degrees offered at Penn State Berks

- [American Studies \(HASS\)](#)
- [Applied Psychology \(HASS\)](#)
- Biology (SC)
- Business (EBC)
- Communication, Arts & Sciences (HASS)
- [Electro-Mechanical Engineering Technology \(EBC\)](#)
- [Elementary & Kindergarten Education-Elementary Education K-6 Teaching Option \(HASS\)](#)
- [Global Studies \(HASS\)](#)
- [Information & Sciences Technology \(EBC\)](#)
- Kinesiology (SC)
- [Organizational Leadership \(HASS\)](#)
- [Professional Writing \(HASS\)](#)
- [Science-General Science Option \(SC\)](#)
- [Science-Life Science Option \(SC\)](#)
- [Security & Risk Analysis \(EBC\)](#)
- [Theatre \(HASS\)](#)

[PRA Strategic Plan](#)  
[PRA Information Request Form](#)  
[PRA Reports](#)  
[PRA Newsletters](#)  
[Assessment Resources](#)  
[Program Student Learning Outcomes](#)  
[Berks Assessment Grant](#)  
[Berks Strategic Plan 2006-2013](#)  
[Berks Strategic Plan 2005-2008](#)  
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### Planning, Research & Assessment

#### Student Learning Outcomes & Assessments For Applied Psychology (HASS)

**Goal 1: Develop critical thinking skills**

Objective 1: Students will demonstrate ability to critically evaluate individual or group behavioral problems (case studies) using appropriate psychological theory and assessment tools.

Objective 2: Students will demonstrate ability to critically evaluate internship experiences and apply conclusions to career planning.

**Goal 2: Develop disciplinary content knowledge**

Objective 1: Students will be able to discern core concepts in the history and systems of psychology.

Objective 2: Students will be able to discern core concepts in mental health and adjustment.

Objective 3: Students will be able to discern core concepts in social/industrial/organizational/group psychology.

Objective 4: Discuss core concepts in learning/cognitive psychology.

**Goal 3: Recognize and identify appropriate research methodology**

Objective 1: Students will demonstrate ability to create and present orally in a public forum the results of a project or internship.

Objective 2: Students will demonstrate ability to use APA style in a research paper including analysis and citation of published research.

**Goal 4: Develop Interpersonal and Personal Effectiveness**

Objective 1: Students will develop awareness of personal career-related strengths and weakness based on internship site-supervisor evaluations and self-reflection.

[PRA Strategic Plan](#)  
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# Using the Early Adopter Model to Promote a Culture of Assessment

Here's are six recommendations to get started or continue that have worked for Berks

# Using the Early Adopter Model to Promote a Culture of Assessment

## Six Recommendations<sup>1</sup> #1

### ▶ **Make assessment visible**

- External demand is to provide “direct” evidence of student academic achievement
- Proves to “public” that colleges are accountable because they want to be not because they have to!

<sup>1</sup> Ewell, P. T. (2009). *Assessment, accountability, and improvement: Revisiting the tension*. Champaign, IL: National Institute for Learning Outcomes Assessment.

# Using the Early Adopter Model to Promote a Culture of Assessment

## Six Recommendations<sup>1</sup> #2

### ▶ Learning objectives must be ubiquitous

- List in catalogues, syllabi, criteria to assign grades
- Take “collective responsibility” of faculty & staff for assessment
- Impress upon faculty & students that there are standards
- Impress upon faculty & students that there is a commitment to those standards

<sup>1</sup> Ewell, P. T. (2009). *Assessment, accountability, and improvement: Revisiting the tension*. Champaign, IL: National Institute for Learning Outcomes Assessment.

# Using the Early Adopter Model to Promote a Culture of Assessment

## Six Recommendations<sup>1</sup> #3

### ► **Compiling assessment results creatively...**

- Don't report results just by using "central tendency" measures
  - Use min, max
  - List weaknesses & strengths
  - Identify variations in performance
- Aggregate by student groups not just overall

This will better guide intervention-use of results

<sup>1</sup> Ewell, P. T. (2009). *Assessment, accountability, and improvement: Revisiting the tension*. Champaign, IL: National Institute for Learning Outcomes Assessment.

# Using the Early Adopter Model to Promote a Culture of Assessment

## Six Recommendations<sup>1</sup> #4

### ▶ **Emphasize assessment at the major transition points**

- At the beginning of the “college” non remedial curriculum
- Obviously, at end of program is another
- Individual programs may have other critical transition points

<sup>1</sup> Ewell, P. T. (2009). *Assessment, accountability, and improvement: Revisiting the tension*. Champaign, IL: National Institute for Learning Outcomes Assessment.

# Using the Early Adopter Model to Promote a Culture of Assessment

## Six Recommendations<sup>1</sup> #5

### ▶ **Embed assessment in the regular curriculum**

- Collect student work samples (portfolios, capstone courses)
- Look at subsequent course work (next course in sequence, capstone)
- Keep it simple!

<sup>1</sup> Ewell, P. T. (2009). *Assessment, accountability, and improvement: Revisiting the tension*. Champaign, IL: National Institute for Learning Outcomes Assessment.

# Using the Early Adopter Model to Promote a Culture of Assessment

Six Recommendations<sup>1</sup> #6

▶ **Foster collective responsibility of faculty & staff**

<sup>1</sup> Ewell, P. T. (2009). *Assessment, accountability, and improvement: Revisiting the tension*. Champaign, IL: National Institute for Learning Outcomes Assessment.

# Using the Early Adopter Model to Promote a Culture of Assessment

**Demos:** Assessment Instrument Resources, on the web “ready made”

-American Association of Colleges & Universities

[www.aacu.org/value/rubrics](http://www.aacu.org/value/rubrics).

-Opened Practices

<http://openedpractices.org/resources>

-Rubistar

<http://rubistar.4teachers.org/index.php?screen=NewRubric&module=Rubistar>.

-ANGEL- Assessment Tool Repository

<http://cms.psu.edu>



# Using the Early Adopter Model to Promote a Culture of Assessment

## Other Assessment Instrument Resources

-National Institute for Learning Outcomes Assessment:

<http://learningoutcomesassessment.org/Resources.htm>

-Schreyer Institute for Teaching Excellence

<http://assess.psu.edu/>

-Penn State Berks, Planning Research & Assessment

<http://www.bk.psu.edu/Information/30304.htm?cn711>