

Using Bolman & Deal to Identify and Confront Challenges in Assessment

IUPUI Assessment Institute

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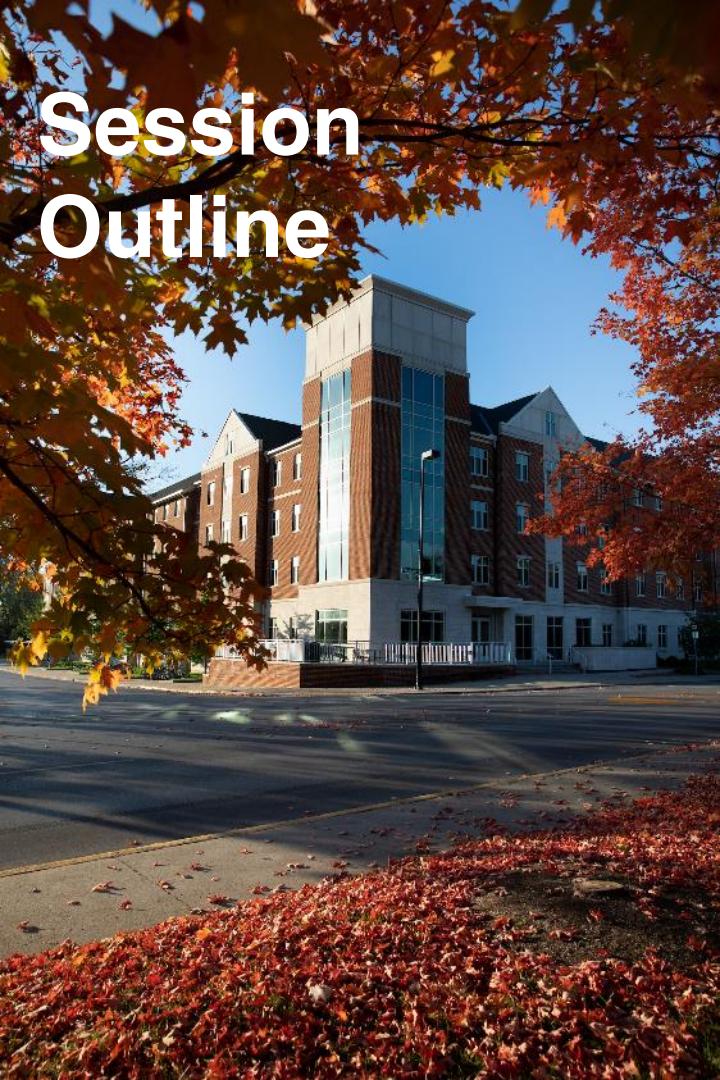
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Session Outline



1. Introductions (2 min)
2. Background (10 min)
3. Theory (12 min)
4. Methods
5. Results
6. Planning and Implementation
7. Q&A

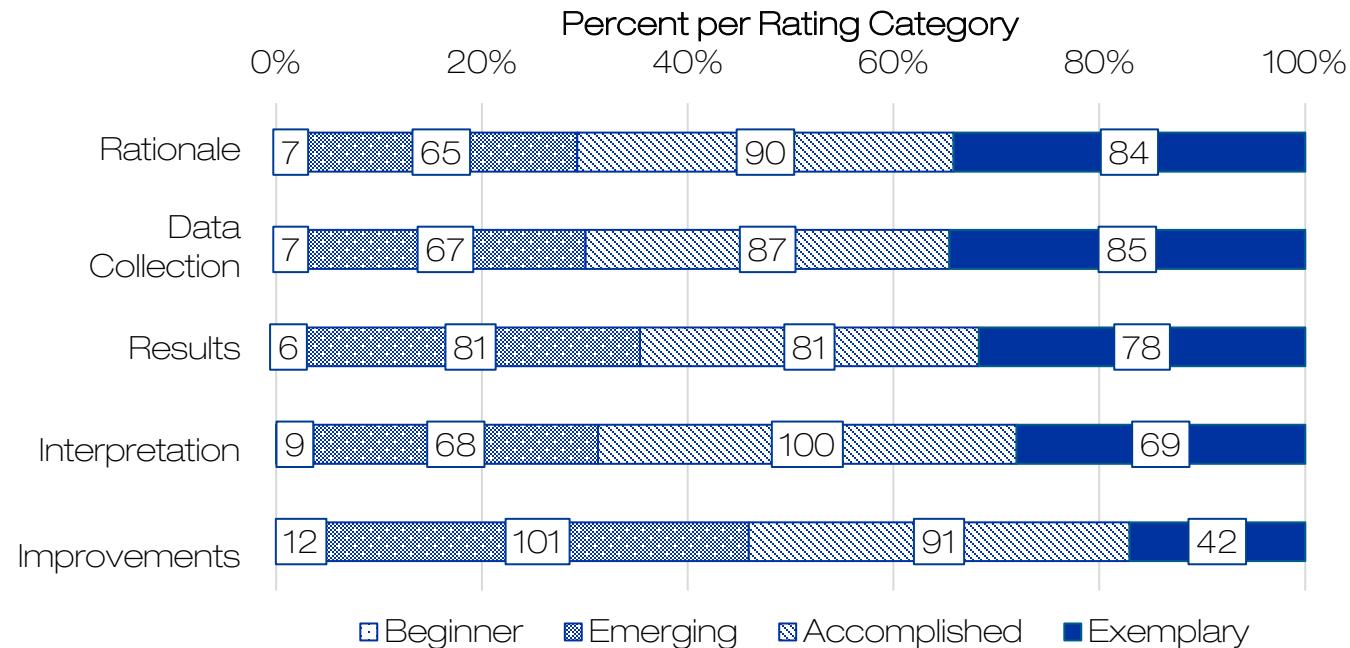


Assessment Process at UK





Distribution by Rubric Criterion





Major Codes Used

Criterion	Substantive Codes/Subcodes (Description)	Assigned
Criterion 1: Student Learning Outcome	Satisfactory (SLOs met rubric requirements)	84%
Criterion 2: Rationale	Rationale/Tool Description (Tool itself just needs more description, to make its use/validity clear)	25%
Criterion 3: Benchmark/Target/Goal	Satisfactory (Proposed goal(s) met rubric requirements)	76%
Criterion 4: Data Collection and Validation	Measurement (Data collection description lacks specifics of the tool and scoring methods)	44%
Criterion 5: Summary of Results	Disaggregate (Data needs to be broken into component parts.)	31%
	Incomplete/Erroneous Report (Report leaves out sections of results or rubric criteria or contains mistakes)	30%
Criterion 6: Interpretation of Results	Content/Ambiguous (Interpretation lacks relationship to specific SLOs and/or analysis of data lacks depth)	36%
	Process/Ambiguous (Data collection/analysis was not sufficiently described and prompts questions about timing, methodology, etc.)	32%
Criterion 7: Improvement Actions	Plan/Ambiguous (Description of how improvement actions will implemented lacked description or plan/actions were indiscernible)	21%



Criterion 7: Improvement Actions

AMBIGUOUS:
PLAN

21%



"These are some good goals, but there is no clear plan laid out for implementation."

LACKING
STUDENT
FOCUS

21%



"The Actions Intended for Improvement section is focused primarily on the assessment process, not on improving student learning."

AMBIGUOUS:
ACTIONS

17%



"Discussion and encouragement among faculty is certainly a good thing, but overall, the improvement actions here are too general."

CONNECTED TO
ASSESSMENT

11%



"The program notes that it is considering changing the core curriculum for this program, but it is unclear what these changes are or how they are informed by the current assessment results."



Key Findings

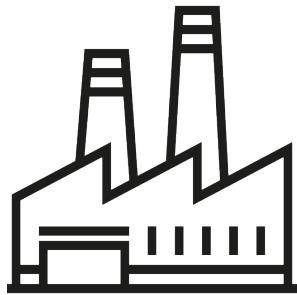
- Assessment reports are frequently missing key details and have incomplete descriptions in most sections
- More undergraduate programs received *Accomplished* or *Exemplary* ratings
- Larger colleges received strong ratings
- Programs demonstrated
 - adequate plan development
 - difficulty with interpretation and future action in the reporting
- Improvement actions were often ambiguous and did not have an apparent relationship with the SLO and data collected

The background image shows a modern architectural space with multiple levels of wooden stairs and glass railings. A stage area is visible at the bottom, where several people are sitting or standing. The lighting is bright, coming from numerous spotlights hanging from the ceiling and recessed lights in the walls.

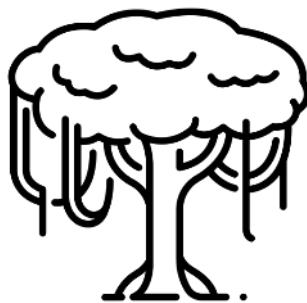
Reframing Academic Leadership

Bolman L.G. & Gallos, J.V.

Reframing Academic Leadership



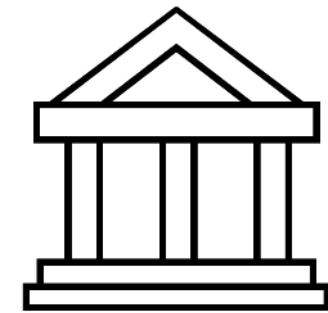
STRUCTURAL
FRAME



POLITICAL
FRAME



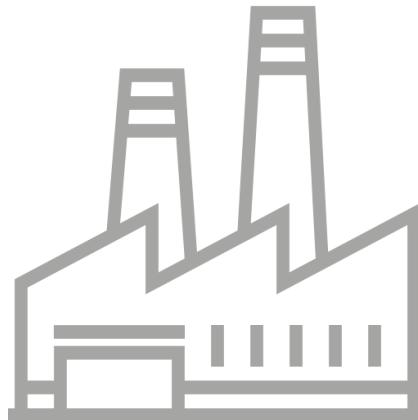
HUMAN RESOURCE
FRAME



SYMBOLIC
FRAME

Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Reframing Academic Leadership



STRUCTURAL FRAME

(Institution = Factory)

Areas of Analysis

- Policies & procedures
- Roles and org chart
- Technology
- Environment

Example from assessment:
Difficulties with an
assessment management
system

Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Reframing Academic Leadership



POLITICAL FRAME

(Institution = Jungle)

Areas of Analysis

- Power and alliances
- Conflict
- Resources
- Interests and agendas

Example from assessment:

Absence of direct incentives to align faculty workload/responsibilities with assessment work

Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Reframing Academic Leadership



HUMAN RESOURCES FRAME

(Institution = Extended Family)

Areas of Analysis

- Needs
- Skills
- Relationships
- “Fit”

Example from assessment:
Program directors who want
to do good work in
assessment but have
limited experience and
training.

Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Reframing Academic Leadership



SYMBOLIC FRAME

(Institution = Theater or Temple)

Areas of Analysis

- Culture
- Rituals and ceremonies
- Vision
- Stories and myths

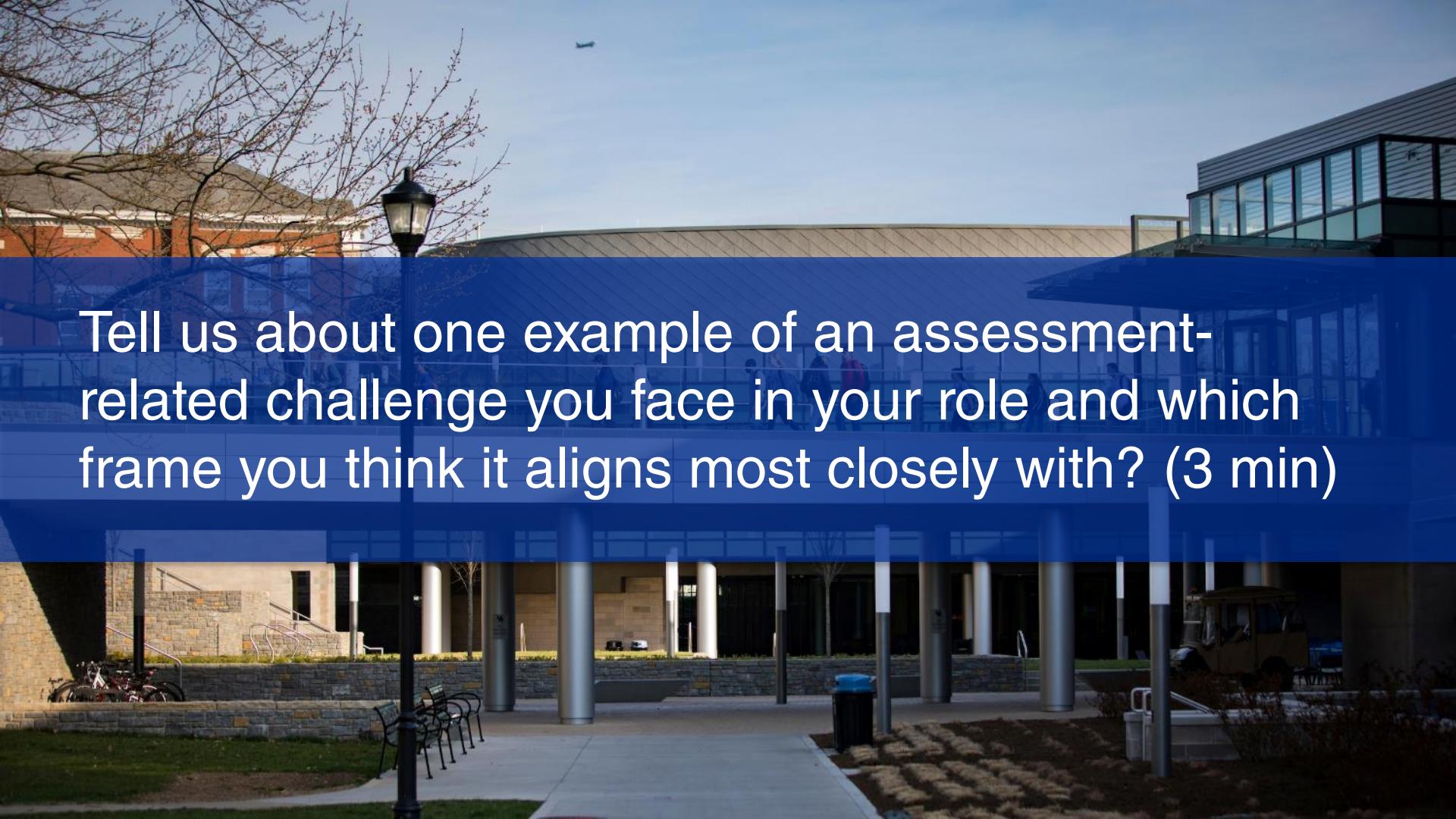
Example from assessment:
Exemplary assessment
practices shared across a
campus to demonstrate the
power of assessment.

Bolman, L.G. & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Why is Reframing Useful?

- Most leaders become comfortable with and tend to gravitate toward 1-2 frame(s)
- Using the different frames allows us to
 - See additional challenges we may need to overcome
 - More accurately diagnose the reason(s) things occur
 - Develop solutions that target the root of the problem
 - Reflect upon actual and potential consequences of our decision-making

Bolman, L.G. & Gallos, J.V. (2011). Reframing academic leadership. San Francisco, CA: Jossey-Bass.



Tell us about one example of an assessment-related challenge you face in your role and which frame you think it aligns most closely with? (3 min)

How We Decided to Apply Bolman & Deal

- Goal was to examine assessment practices at UK more holistically by
 - Including perspectives from multiple stakeholder groups
 - Determine the strengths and weaknesses at multiple institutional levels
- Needed a way to filter the information that would allow for
 - Understanding the source of various challenges
 - Prioritizing needs in different areas

Identifying Assessment Challenges Using the Four Frames



Methods

Explored the following overarching questions:

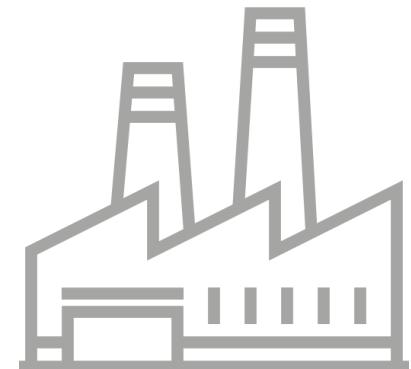
- What are the strengths of assessment reporting, according to stakeholders?
- What are the potential areas of improvement for assessment reporting, according to stakeholders?
- How may changes be implemented to further improve the assessment reporting process?

Methods

- Conducted interviews with program directors and assessment leaders from across campus
- Participants were selected for their roles in their department
- Potential participants were contacted via email and scheduled to be interviewed using Zoom
- Interviews were recorded and transcribed

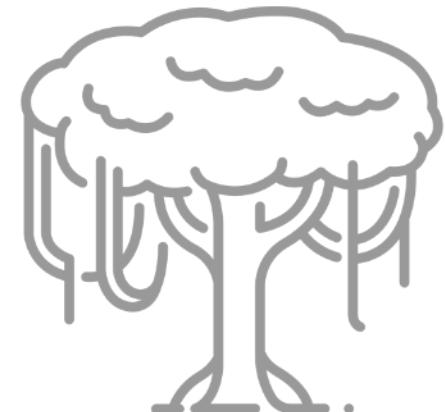
Interview Questions: Structural

- What are perceived challenges from your level within the process? Do you feel others have experienced similar challenges?
- Have you noticed any potential misconceptions regarding assessment within your department?
- What observations have you made regarding assessment alignment with student learning outcomes in your department? (Strengths and weaknesses)



Interview Questions: Political Frame

- How have individuals in your area used program feedback for improvement?
- What are some examples of individuals in your department positively engaging in the assessment reporting process?
- How do you feel people in your department are currently utilizing feedback from OSPIE?



Interview Questions: Human Resource

- What methods of presentation do you foresee being most effective in providing feedback to your programs?
- How would you prefer information be communicated to faculty in your department?



Interview Questions: Symbolic

- What do improvement measures say about the culture of your department?
- What is the culture surrounding assessment in your department?



Within your role, what sort of questions would you ask faculty and staff on your campus about the assessment process? How does this tie into the 4 frames? (3 min)

Analysis

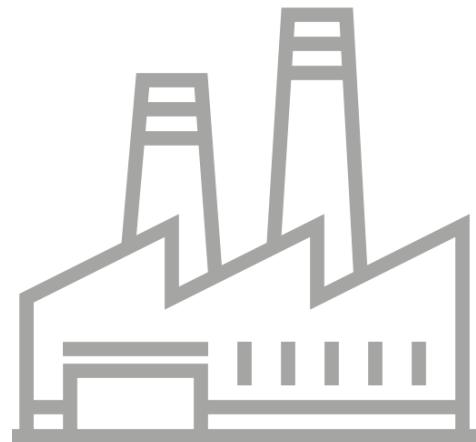
- Qualitative data obtained from interviews were analyzed using thematic analysis
- Themes were aligned with the corresponding frame(s) from Bolman and Deal
- Potential solutions to address the concerns were proposed and viewed through the lens of the appropriate frame(s)

A wide-angle photograph of a rural landscape under a clear blue sky. In the foreground, a dark wooden fence runs diagonally across the frame. Beyond the fence is a lush green field. In the middle ground, there are several large, mature trees, one particularly prominent on the left and two on the right. A small, light-colored building, possibly a barn or house, is visible through the trees in the distance. The background shows rolling hills and a line of trees on the horizon.

Findings

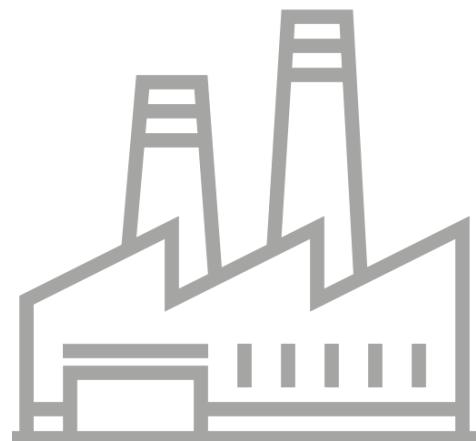
Findings: Structural

- Canvas may be an effective mode for communicating and sharing resources
- AMS was described as a challenge and cumbersome
- Most department leaders are fond of recent changes in the assessment process



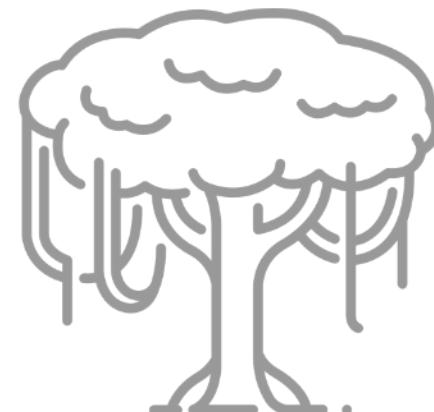
Findings: Structural

- Some departments discussed the use of rubrics making assessment more standardized
- Uncertainty exists about how feedback on assessment plans/reports has been used
- Continuous improvement has not been formalized



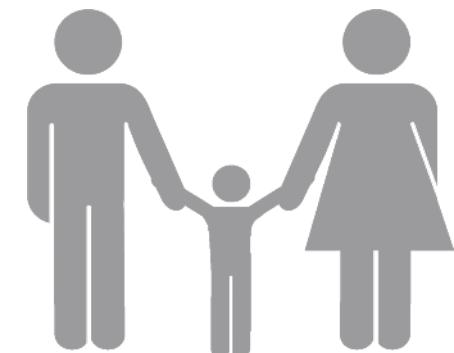
Findings: Political Frame

- COVID has further disrupted efforts to discuss adjustments of assessment plans based on feedback received
- Some departments identified collaboration as a strength in assessment development
- Some participants expressed concern about the availability of resources to implement changes to assessment based on feedback



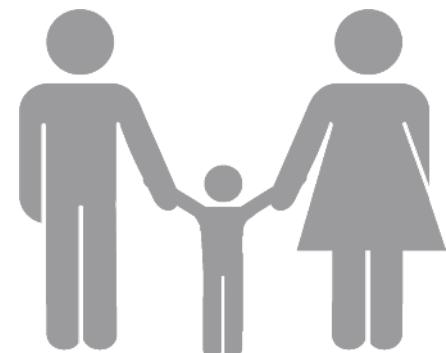
Findings: Human Resource

- Communication
 - Responses from larger departments indicate email is preferred
 - Smaller departments suggest a liaison model from OSPIE who is available for assistance would be helpful
- Feedback on recent training sessions with OSPIE was positive
- Departments did not feel there were misconceptions regarding assessment though one interviewee indicated that some faculty did not “understand the value” of assessment



Findings: Human Resource

- There seems to be some confusion as to what continuous improvement should look like
- Some interviewees indicated they are unsure how to utilize the new reflection and planning phases in the assessment process



Findings: Symbolic

- The vision for the new assessment process and cycle has generally been well received
- Appears to be a cultural divide between junior and senior faculty in terms of engagement





Improvement Planning

Goals

1. Increase expertise across campus in assessment of learning outcomes (HR)
2. Improve communication of assessment-related policies, processes, and resources between OSPIE and campus partners (HR)
3. Invest in a new assessment management system that simplifies and enhances planning and reporting (St)
4. Improve campus culture toward assessment of learning outcomes (Sy, P)

Goal 1 Strategies

1. Increase campus expertise in assessment of learning outcomes (HR)
 1. Design and implement a workshop/seminar schedule that aligns with the needs of stakeholders and is sustainable for OSPIE
 2. Developing a repository of assessment resources that are accessible for stakeholders at various levels of expertise

Goal 2 Strategies

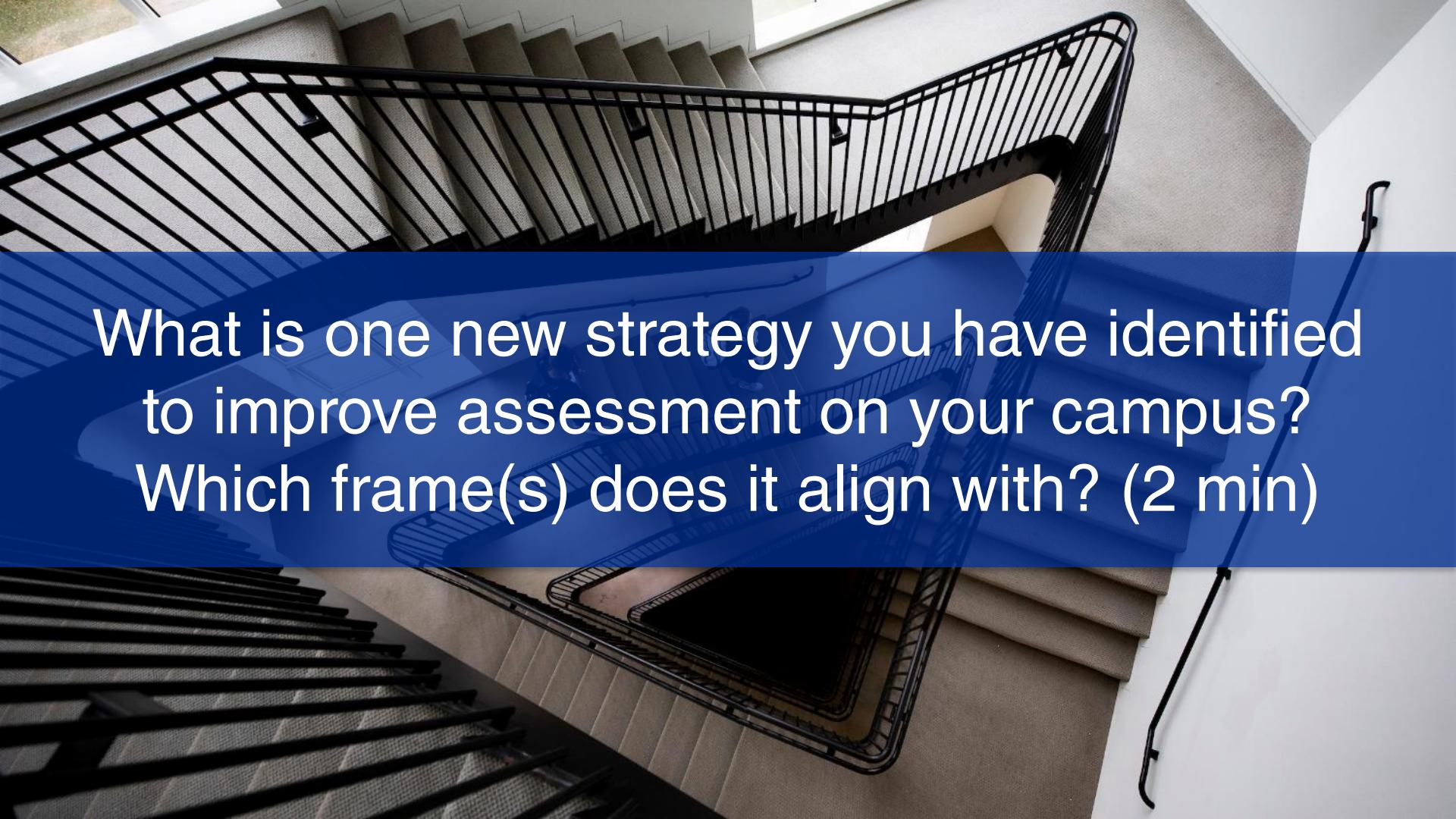
2. Improve communication of assessment-related policies, processes, and resources between OSPIE and campus stakeholders (HR)
 1. Develop and implement a communication plan that takes into account differences in structure and culture across UK's 18 colleges and schools

Goal 3 Strategies

3. Invest in a new assessment management system that simplifies and enhances planning and reporting (Structural)
 - a. Develop a thoughtful implementation strategy that accounts for differences in culture, structure, and resources across campus
 - b. Design a sustainable approach to training and support that aligns with the needs of stakeholders

Goal 4 Strategies

4. Improve campus culture toward assessment of learning outcomes (Symbolic and Political)
 1. Recognize exceptional work in assessment through awards and other incentives
 2. Collect and share exemplary assessment plans, reports, and other materials to inspire and educate others
 3. Partner with a select number of highly motivated program directors each year to help them move toward excellence in assessment



What is one new strategy you have identified
to improve assessment on your campus?
Which frame(s) does it align with? (2 min)

Progress

- Goal 1 (Increase campus expertise)
 - Repository of resources is under development
 - Creating a roadmap of workshops for spring 2021
- Goal 2 (Improve communication)
 - Communication plan draft developed, partially implemented
 - Working with college liaisons to determine unique needs of each college

Progress

- Goal 3 (New AMS)
 - Preparing to sign a contract for a new AMS
 - Will design implementation roadmap in SP21 with goal of piloting in 21-22
- Goal 4 (Campus culture)
 - Began collecting and sharing exemplary assessment plans in FA20
 - Starting to identify/connect with select programs to partner with in SP21

Evaluation of Progress

- Designing surveys to gather feedback on
 - Reviews provided on 19-20 assessment plans by OSPIE
 - Effectiveness of communication process
- Interviews or focus groups on support and training needed at different levels of assessment



Questions?

Facilitators



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