

Mainstreaming an authentic institution-wide
assessment system—Lessons learned from a
Gestalt approach to institutional research

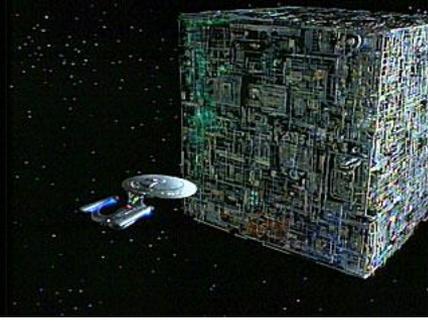
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Resistance is futile



- Assessment historically viewed as an outside agent bent on assimilation
- Well written reports that were peripheral to the mission of the institution
- Symbolic view with representations of inferred success—not about what students learned or could do
- Driven by an isolated, quasi-omniscient IR Office

In the *Star Trek universe*, the Borg forced other species into their collective and connected them to "**the hive mind**" through **assimilation** that involved violence, abductions, and injections of cybernetic implantations. The Borg's ultimate goal was "achieving perfection".

[http://en.wikipedia.org/wiki/Borg_\(Star_Trek\)](http://en.wikipedia.org/wiki/Borg_(Star_Trek))

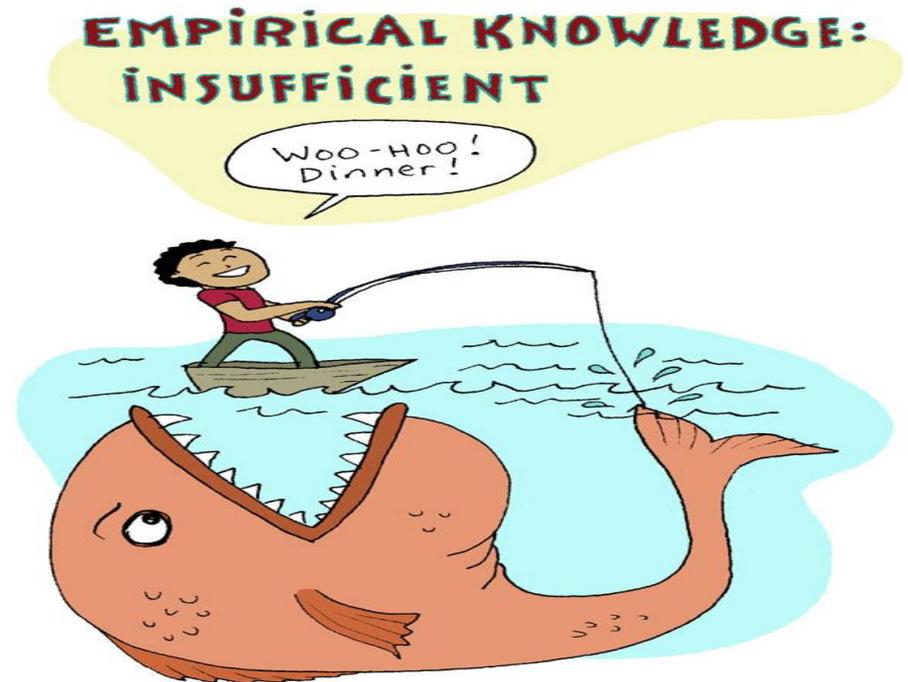


In **the old** institutional *universe*, the **IR Office** often **forced** departments and **units** into a **measurement mindset** and connected them to "**the hive mind**" through **assimilation** that induced reciprocal-zealous resistance, semi-controlled confrontations, and small **nuclear-like interoffice scimmages**. The IR Office had the ultimate goal of "achieving **statistical perfection**".



What, How, & Why?

Assessment became accepted because of agreement of known facts?



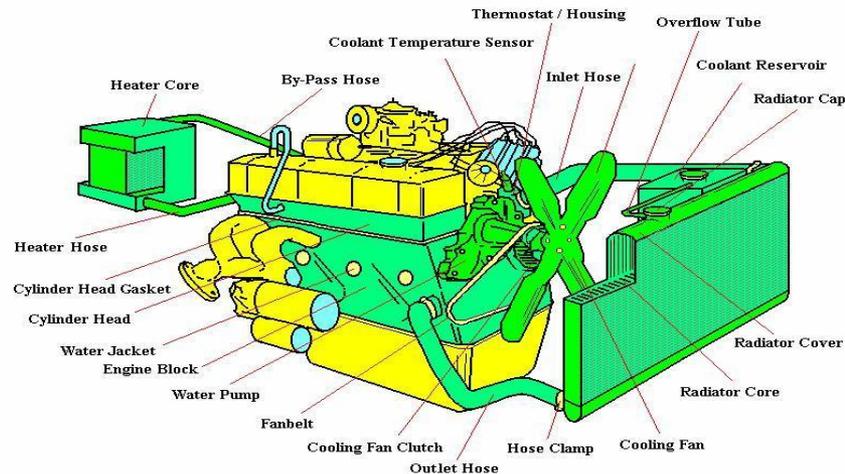
What, How, & Why?

Assessment became the dominant course, tendency, or trend?



what, How, & Why?

Assessment as a unified whole--an environment according to all of its elements taken together as a global construct



Your engine cooling system is known as a "closed system" and it operates under pressure. A leak, malfunction or damage to any of the above components can cause your engine to overheat. If the system is old, a fresh repair in one area may put pressure on another area (as pressure is renewed) and cause subsequent overheating.

Why?

Principles vs. Criteria

Culture of the Academy—Divergent

- 97 Principles
 - 1 Principle of Integrity
 - 16 Core Requirements
 - 69 Comprehensive Standards
 - 7 Federal Requirements
 - Three-stage process, with two committees

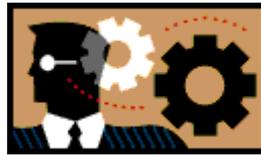
Culture of the Agency--Convergent

- 400+ “must” statements
 - Prescriptive
 - Self-Study
 - One-stage process
 - One peer review committee

A more contemporary view

Agreement of known facts!

Esse quam videri



Focus on what students are able to do once they leave the academy. Are you effective at accomplishing the academy mission?

A more contemporary view

Dominant course, tendency, or trend



Assessment as part of the academy's
culture—Philosophy, ethos, and belief
structure

A more contemporary view

A unified whole

Core Requirement 2.5--**Institutional Effectiveness**

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

This is currently covered under **SACSCOC** SECTION 7: Institutional Planning and Effectiveness (CR)



Mainstream an authentic –Embracing back to the future

A GESTALT APPROACH TO INSTITUTIONAL RESEARCH

The logo for NCATE, consisting of the letters "NCATE" in a bold, red, sans-serif font.

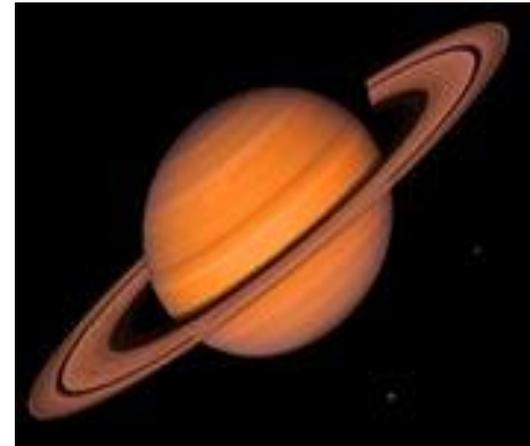
The Standard of Excellence
in Teacher Preparation

The logo for CAEP, featuring the letters "CAEP" in a green, sans-serif font with a yellow swoosh under the "A". To the right of the letters, the text "Council for the Accreditation of Educator Preparation" is written in a smaller, black, sans-serif font.

...was country before country was cool!

Standard 2: *Assessment System and Unit Evaluation*

The unit has an **assessment system** that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.



B & D leads to Creativity & Innovation

- Process of inquiry and investigation
- Divergent form of thinking
- Curiosity and creativity (Guilford, 1950; Guilford, 1967).
- Encourage inquiry and reward divergent forms of thinking
- Focus on the process

