Fermenting a Culture of Assessment
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ACC Campuses

Creating a culture of assessment is like:

Creating a culture of assessment is like:
Creating a culture of assessment is like:

Hurdles
- Lack of time
- Lack of resources
- Lack of administration support
- Lack of faculty engagement

Enjoying the Fruits

Days of Yore . . .
The Back Story: The Evolution of Assessment at ACC

2003-04: “The Feral Years”
- Decennial SACSCOC Review
- Big problems – 400+ faculty lost jobs due to credentialing issues.
- Created U-LEAD prior to SACSCOC visit to convince them that we were doing assessment.
- Meaningful assessment process was sorely lacking.
- No awareness of assessment.

2004-10: “The Time of Darkness”
- Continued using in-house database for assessment (not a database, but a dumpster).
- No culture of accountability regarding assessment.
- Nobody was using assessment in a meaningful way. No clear understanding of its purpose or value.
- No ability to run reports or pull data.
- Awareness of assessment, but hostile culture.

2010-11: “The Dawn”
- Discipline Assessment Cycle (DAC) created to establish meaningful structure and process for assessment. Still no culture of accountability.
- Started with Word documents.
- Went from less than 14% participation to 94% participation in the first year of implementation.
- Still lacking quality, but focused now on instructional assessment.
- Marginal culture of assessment. Some hostility but a few early agents of change.
2011-12: “The Time of Trial”

- Purchased an interim database that shall remain nameless for outcomes assessment before our 2013 Decennial SACSCOC visit.
- Although the database did not work like we hoped, the organizational structure did.
- Hesitant participation

2012-13: “The Reckoning”

- New President/CEO and interim Provost were hired.
- Institutional reorganization placed planning and assessment under the purview of the interim Provost.
- Increased administration support for assessment and planning.
- SACSC Decennial Visit – put on “Warning” for 3.3.1.1 (and others).
- Focused Report & Monitoring reports
- Broader recognition of importance and potential value of assessment.

2013-14: “The Renaissance”

- President and Provost created a new department to oversee the Planning and Assessment activities for “Academic Affairs” areas: Institutional Planning, Development & Evaluation Division.
- Purchased a new (functional) assessment database platform.
- Increased engagement – hostility turning to hesitancy

2014-17: “The Awkward Years”

- New Executive Vice President/Provost hired
- Alignment of College’s various planning and assessment processes with other institutional processes (for example, budget)
- Reaccredited by SACSCOC: taken off Warning
- Increasing participation and engagement – full assessment participation achieved. Increasingly active engagement across the College.
The Back Story: The Evolution of Assessment at ACC

2017-18: “Maturation”
- College reorganization – new deans & AVPs for Instruction
- Implementation of Guided Pathways
- Widespread culture of assessment

2018-19: Present Day
- 5th Year Visit...

The Back Story: The Evolution of Assessment at ACC

How we did it...

NO RECOMMENDATIONS!!!!!!
- Everyone loves assessment!*
Developing a culture of assessment is like winemaking because:

- It requires special ingredients
- It takes lots of effort
- It takes significant time over a period of years
Ingredients

- Rubrics for departments to use
- Software for compiling results
- Reference materials (manuals, guides, website, etc.)
- Administration support

Campus Climate:
Sunny, warm, and fertile

Campus Climate:
Good soil but starved of resources

Campus Climate:
Good climate but rocky ground
Step 2: 
Harvesting & Gathering

Step 3: 
Crushing

Getting the Juice - Feedback
Constructive Feedback

Step 4:
Fermenting a Culture of Assessment

Fermenting a Culture of Assessment
- Meet them in person at their campus
- Meet them at their level of familiarity with assessment
- Meet them with their disciplinary content

Communication, Communication, Communication
- Prompt
- Persistent
- Polite
Promptness

Politeness and Respect

Fear of:
- Assessments being misused for faculty evaluations
- Losing academic freedom to teach as they see best
- Someone discovering how little they know about assessment
Fruits and Outcomes

Sweet Wine

Bold and Earthy Wine

Sour Grapes

Wine Making

Step 5: Maturation & Aging
External Stakeholders
- Program accreditors
- SACS-COC
- State Agencies
  (e.g., Texas Higher Education Coordinating Board)

Step 7:
Serving & Tasting

Lessons Learned

Sustaining a Culture of Assessment
- Communication
- Compassion and Civility
- Cultivation of advocates
- Administration Support
- Time
Communication

Civility and Respect

Cultivating Advocates

Administration Support*

*Note: actual cash flow may not resemble that shown…
SACS-COC

Wine Making

Time

Perception Before Meeting...

"I would like to know how/why the meeting with you changed to a meeting with many other people. I feel like we have been set up."
Reaction After Meeting...

Thanks, Ron, for all you did today (and all you do more generally). I realize I’m too “serious” . . . For organizational work and hope I haven’t been too big a pain in the butt.

And now...

This is Ron, who deals with the assessment stuff. We used to hate him, then we liked him, and now we love him..

Cheers!

Questions?

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