Catherine Datte, MEd
Director of CETL

Catherine Datte has been contributing to innovative solutions in education for over 20 years. Her career spans management, curriculum development, and instruction for university, community, and work-force education. Catherine’s strengths as a change leader help organizations in process improvement and innovation incorporating technology.

Ms. Datte’s success stems from her ability to build teams and empower them to exceed desired achievements. She holds a BS in Biology from Temple University and a Master in Education in Instructional Systems from Penn State University.

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Using Technology

To Document and Facilitate Assessment

GANNON UNIVERSITY
Agenda

– What do you hope to learn?
– Affirm Basic Project Management Strategies
– Address Effective Change Leadership
  • Review how Gannon University incorporated these strategies to foster progress in their assessment planning
– Complete a SWOCh for Your Project
– Start your Action Plan
– Questions
Project Management Principles

• Complete your SWOCh
• Establish stakeholders and their roles
• Assemble a winning team
• Identify a start and endpoint
• Break down to manageable components
• Clearly communicate the plan
Create a climate for change

Engage and enable organization

Implement and sustain change

John Kotter, PhD – Model of Effective Change Leadership

Urgency
Guiding Coalition
Vision
Share Vision
Empower Action
Short-term Wins
Don’t Let Up
Make it Stick
Gannon University’s Urgency

• Information needs
  – institutional effectiveness, external accountability, evidence of student learning, accreditation, and continuous program improvement

• Limited time with access to faculty
  – Fall and Spring – primary teaching semesters

• Self-imposed timeline
  – fully functional by Spring 2018
  – 223 programs
Gannon University’s Guiding Coalition

- Administration
  - Identified vision and provided support
- Stakeholders
  - Program chairs and directors, faculty, students, senior academic administrators, institutional research, …
- Implementation Team
  - Various academic leaders, Assessment Coordinator, faculty, CETL, IT, LOAC, students, …
- CETL
  - Driver and manager of the LMS tool, training & technical support
Creating a Vision

- Stakeholder Needs
  - Core group saw the need for automation of evidence collection, assessment data, and reporting
  - Administration identified needs for automation, innovation, and successful implementation
  - University needed common data sets for multiple stakeholders including IRA, …
  - University wanted to respond to University goals and accreditation needs
    - To include institutional effectiveness process, accreditation requirements, and external accountability requirements
Gannon University Vision

- Automate the process
- Collect evidence
- Report results
- Communicate to others
- Foster continuous improvement
Communicate the Vision

• Frequently – Personally - Cooperatively
  – Distribute Project Charter
  – Discuss with LOAC, Administration, Chair and Directors, Faculty
  – Post on portal
  – Host workshops
  – Promote at University meetings
  – Provide marketing
  – Hold program meetings with Assessment Coordinator
Gannon University’s Model

• Build a collaborative team that analyzes student learning and the impact of curriculum and instruction as students progress through programs

• Generate collaborative, rich conversations about student learning, curriculum and instruction, and how to assess student learning

• Collaborate to identify standardized criteria and tools such as rubrics to assess student learning outcomes

• Focus on the impact that curriculum and instruction in programs have on student learning

• Use the electronic submission of evidence and assessment data to streamline collection and reporting
Empower Others to Act

• Remove Obstacles
  – CETL supports most technical and data entry
  – Time allowed for meeting and planning
  – Training support for knowledge, skills and competencies lacking
  – Consider any system changes needed
  – Support risk taking
Short-term Wins

• Plan and build in short-term wins
  – Pilot success
  – Team support
• Demonstrate ease of reporting and gathering
  – Reduced frustration and anxiety
• Celebrate evolution, involvement, and publicly recognize participation and success
  – Regional Symposium
Make Change – Don’t Let Up

• Consolidate improvements
• Move for more
  – Pilot expands to involve new groups
• Embedded process as the norm over time
“In the final analysis, change sticks when it becomes ‘the way we do things around here’ and seeps into the bloodstream . . . .”

Kotter, 1995, pg. 67

– Institutionalize the Outcomes Assessment Process
– Sustain and support the process
– Support next generation buy-in
LET’S GET TO WORK

• Who are your stakeholders?
  – What are their roles?

• Start the SWOCh
  – Strengths
  – Weaknesses
  – Opportunities
  – Challenges

• Create an action step or two
What is in your action plan?

- Vision
- Pilot
- Team Building

Support
Planning
Training
Resources

Success

Believe in the possibilities.
## Gannon University Snapshot

### To Date
- Contracted Blackboard consultant and identified pilot group for late Fall 2014 implementation
- Trained team and implemented Alpha pilot for Spring 2015
- Presented and engaged the University at an annual symposium
- Completed evaluations and reported results to the pilot group
- Identified Fall group

### Ongoing
- Developing champions to extend reach of the assessment coordinator
- Continue to train end-users
- Continue to train core group on capabilities of the tool and processes
- Run second group for Fall 2015
You are ready to go!

• Participants will leave the presentation with:
  – An individualized SWOCh analysis to serve as a guide at their institution while fostering the ability to maximize outcomes assessment.
  – Strategies that involve university wide buy-in to process, training, and the application of their Outcomes assessment goals.
  – Strategies to identify and implement a pilot program.
  – Topics to address in training at their own institution.
References


