

# **The Dreaded Focus Visit:**

*How It Energized the Faculty  
and Transformed the EPP Culture*

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# Outcomes for the Session

- Participants will be more aware of how the EPP evolved from attempting to operate through a disjointed assessment system to transforming into an exemplary assessment system as judged by the NCATE focused team.
- Participants will be more aware of how EPP handbooks can ensure processes and provide evidence that data are collected, aggregated/disaggregated and used.
- Participants will:
  - See samples of handbooks that codify the processes to ensure the product meets the desired outcome as prescribed by the stakeholders.
  - Hear/share how measurement is used to evaluate the product and generate recommendations for the EPP.
  - Hear/share specific examples of how products were assessed (Master's Candidates) and processes (course design) were changed as a result of the measurement and evaluate.

# Preparing for Accreditation Reaffirmation

- Unit Background
  - Changes going on within NCATE
  - A number of new faculty
  - New administration
  - A few had experienced previous accreditation visits but none through the new NCATE process
  - Experiencing growth in off site programs and online delivery
  - Fragmented System
    - Purpose of the Conceptual Frameworks were not fully understood
    - Processes were more word of mouth or institutional inertia
    - Programs were operating in silos
    - Belief that if SPA was approved, no other assessment needed

# Even so...confident because

- Based on previous NCATE visits, we were doing it right
- Our training indicated that the visit would be new and different
- Candidates were succeeding in our programs of study
- Programs were recognized (or recognized with conditions)
- Attempts were made to gather what we 'thought' was unit and unit operations data



# Board of Examiners Report for Continuous Improvement Pilot Visit

- All standards, initial and advanced - MET
- All previous AFI's were removed
- New AFI's in standard 1 and 2

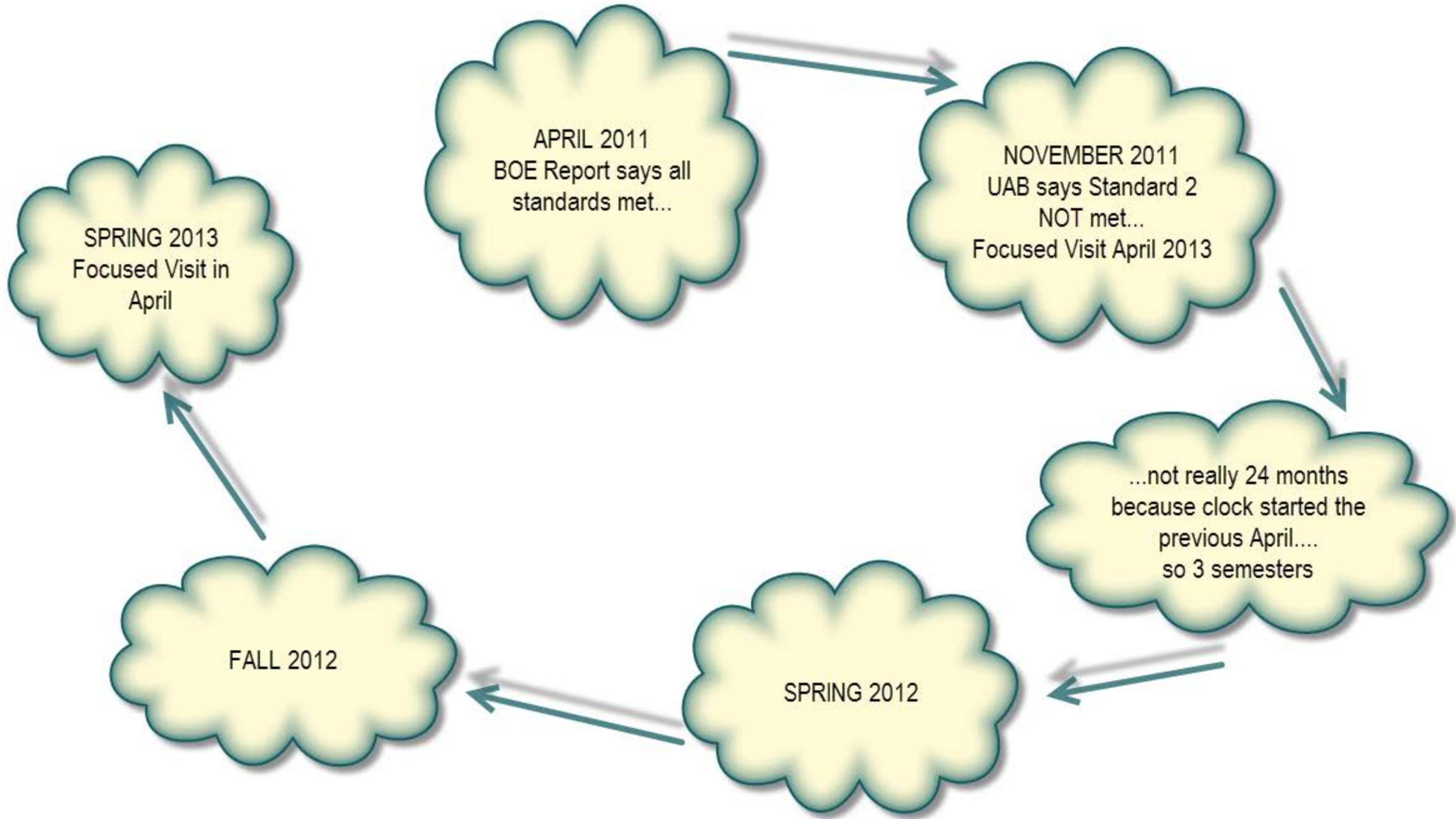
# Rejoinder to the Board of Examiners Final Report

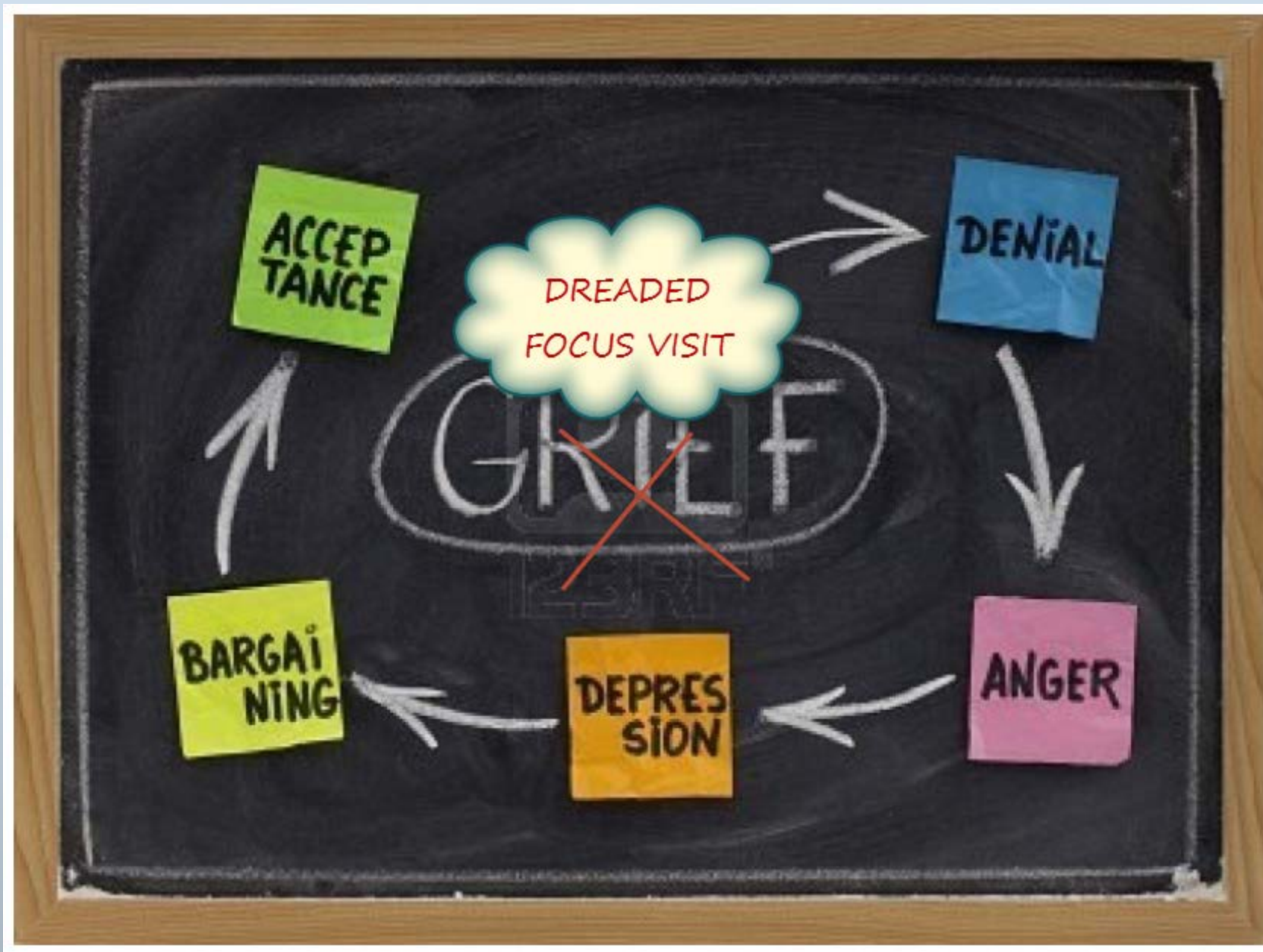
- Met Standards 1 and 2 but hard to tell it by the language used in report.
- Rejoined to refute the newly added AFIs.
- Standard 1 AFI:
  - *At the advanced level SPA report responses indicate that the assessment of content knowledge; professional and pedagogical knowledge and skills; pedagogical content knowledge; professional dispositions and student learning are not adequate to meet professional and state standards.*
- Standard 2 AFI:
  - *The unit does not regularly and systematically collect, compile, aggregate, summarize, and analyze data to improve candidate performance, program quality, and unit operations.*



# UAB Final Decision

- Standard 2: Initial and Advanced – NOT MET
- The Unit faculty understood the implications of these concerns stated in the narrative of the BOE Report. Following receipt of the BOE Report, the Unit faculty expressed reservations that the UAB would find the Standard as met in spite of the BOE's determination. The UAB did, in fact, find the Standard as Not Met for both the initial and the advanced programs based on the following three AFIs:
  1. The unit does not examine bias in its assessment nor make an effort to establish fairness, accuracy, consistency of its assessment procedures and unit operations.
  2. The unit does not regularly and comprehensively gather, aggregate, summarize and analyze assessment and evaluation information on the unit's operations, its programs, or its candidates.
  3. The unit does not disaggregate candidates' assessment data when candidates are in alternate route, off-campus, and distance learning programs.





# Back to the drawing board..

## Preconceived notions--

1. Based on previous NCATE visits, we were doing it right
2. Our training indicated that the visit would be new and different
3. Candidates were succeeding in our programs of study
4. Programs were recognized (or recognized with conditions)

## Reality--

1. Nope
2. Nope
3. So?
4. So?

# A Focused Visit Tends to Create Urgency

## Motivation

1. Purpose of the Conceptual Frameworks were not fully understood
2. Processes were more word of mouth

## Energy

1. Retreats and professional development
  - a. Regular unit meetings
  - b. Weekly leadership team meetings
  - c. Committee reporting and debriefing
2. Handbooks
  - a. Unit
  - b. Program
  - c. Assessment

# A Focused Visit Tends to Create Urgency

## Motivation

3. Assessment system was paper-driven
4. Programs were operating in silos
  - Belief that if SPA was approved, no other assessment needed

## Energy

3. Technology integration
  - Electronic minutes validated processes
4. Assessment ACROSS programs
  - The electronic assessments allowed us to aggregate and disaggregate data by program, by site, and by modality.

# A Focused Visit Tends to Create Urgency

## Motivation

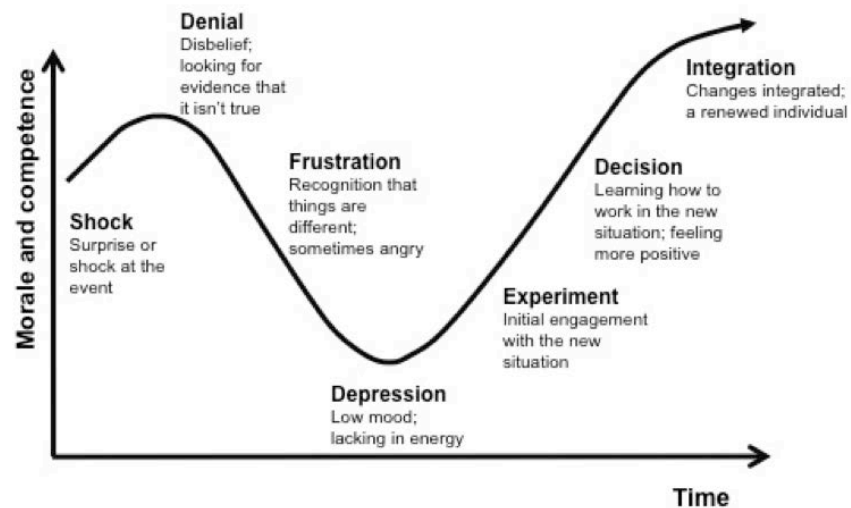
5. Satisfied that governance of unit operations was adequate

## Energy

5. Unit Handbook
  - Ensured assessment of unit operations
    - Stakeholder surveys
    - Advising
    - Tenure / promotion
  - Established a committee structure
  - Required annual reporting
  - More inclusion of adjuncts and faculty from other colleges

# Summary of the journey

## The Kübler-Ross change curve



- Shock
  - Focused Visit???
- Denial
  - But we are doing it right already!
- Frustration
  - They said all standards met!
- Depression
  - Only 12 months or we lose our jobs???
- Experiment
  - Collegiality
- Decision
  - Data-informed empowerment
- Integration
  - Systemic processes



