



Building Community Through the Assessment Process

Suzanne C. Otte, Ed.D.
Edgewood College
Madison, WI



Our Program Needs

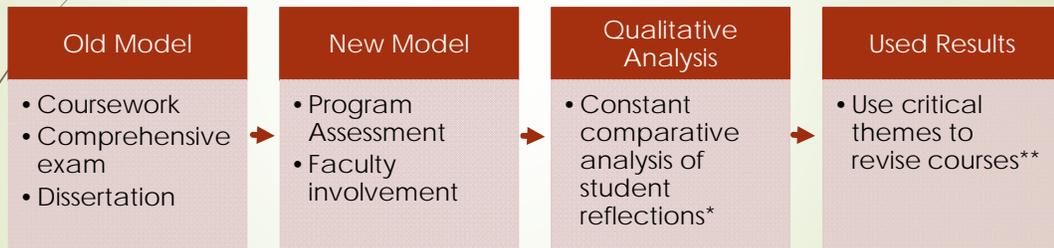
Better Model Than Comprehensive Exam

Building Community with Adjunct Faculty

Building Community Through the Assessment Process

Learning Objectives

1. Contemplate and share way to incorporate qualitative analysis in program assessment.*
2. Consider and share ways to build community with adjunct faculty (or others) throughout the assessment process.**



Building Community Through the Assessment Process

Old Model

- Coursework
- Comprehensive exam
- Dissertation Process



Old Model

Traditional Model

- Coursework, research courses, comps, dissertation
- Comprehensive exam serves as a gatekeeper
- 50% attrition rates¹

1. Dorn & Papalwis, 1997; Golde, 2005; Lovitts, 1996



Old Model

■ Issues

- Timing
- Purpose
- Did not serve as a gatekeeper
- The predictive value questioned¹
- Sources of attrition do not include comprehensive exams²

1. Cassuto, 2012; Furstenburg & Nicholas-Casebolt, 2001
2. Austin et al., 2009; Golde, 2005



Building Community Through the Assessment Process

New Model

- Program Assessment
- Faculty involvement



New Model

Transitioned to Program Assessment

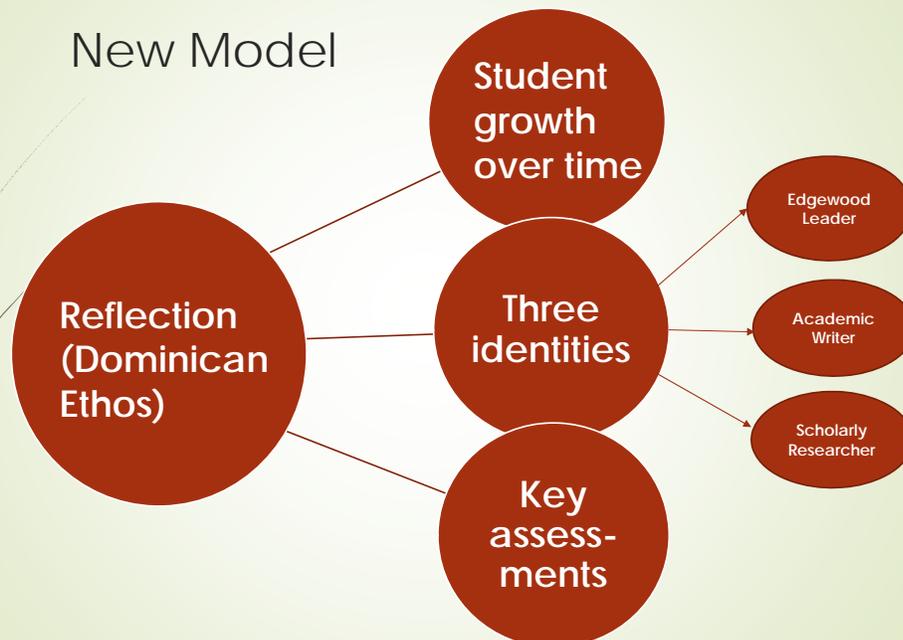
- Piloted and revised
- Eliminated the comprehensive exams
- Students “held harmless” during revision
- Continual communication

New Model

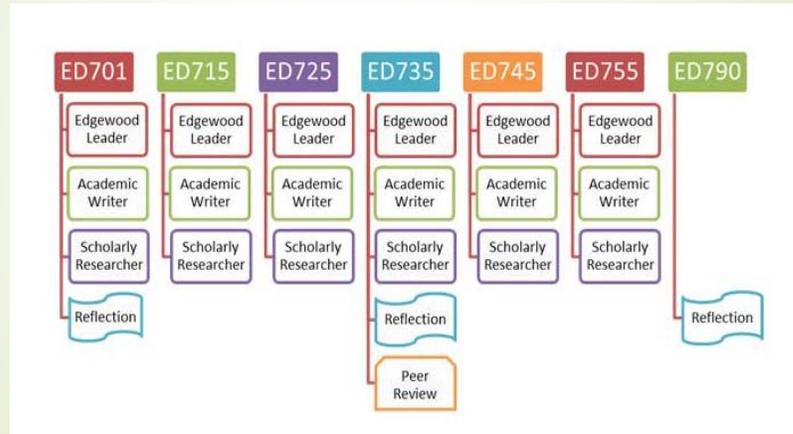
Involved Faculty

- Faculty in 3 locations
- Created a shared vision
- Created google site
- Shared insights and key assessments

New Model



New Model



Building Community Through the Assessment Process

Learning Objective

1. Contemplate and share way to incorporate qualitative analysis in program assessment.*

Qualitative Analysis

- Constant comparative analysis of student reflections*



Qualitative Analysis

- Participants
 - Students in the program
- Protocol
 - Used beginning, intermediate and final reflections
 - Rubric for analysis of reflections
 - Focus group at last content course
 - Analyzed syllabi



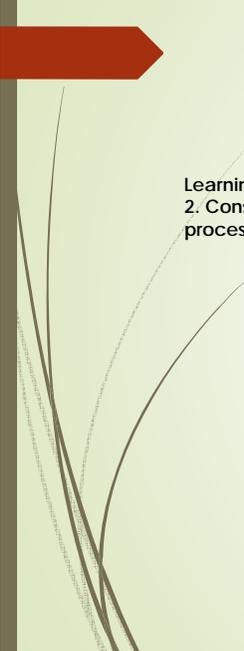
Qualitative Analysis

- Procedure
 - IRB approval; voluntary participation in study
 - Reflections required for course, analyzed, but not graded
 - Reflections not analyzed by instructor of course
- Data Analysis
 - Content Analysis
 - Constant comparative analysis
 - Open, axial coding; interrater reliability
 - Created critical themes



Learning Objective 1: Contemplate and share way to incorporate qualitative analysis in assessment in your venue.

Turn to neighbor, five minutes to discuss
Regroup and share



Building Community Through the Assessment Process

Learning Objective
2. Consider and share ways to build community with adjunct faculty (or others) throughout the assessment process.**



Faculty

- Use critical themes to revise courses**

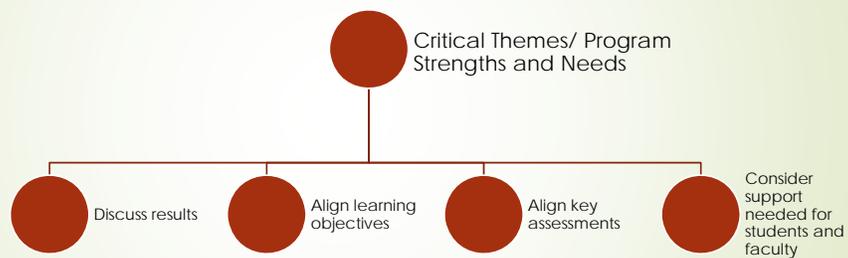
Results

- Growth was dynamic between beginning and intermediate reflections¹
- Identities were deeper and broader in final reflections²
- Growth was inconsistent across cohorts²
- Growth was inconsistent for students on the ends of the spectrum²

1. Otte, 2015

2. Otte & Best, in press

Building Community with Adjunct Faculty





Learning Objective 2: Consider and share ways to build community with adjunct faculty (or others) throughout the assessment process.

Turn to neighbor, five minutes to discuss
Regroup and share



Questions?

Suzanne C. Otte, Ed.D.
sotteallen@Edgewood.edu
(608)663-4250

Guiding Document for Common Study & Reflections on an Understanding of
Community
Edgewood College, August 2010

Learning: Anchored in our Dominican heritage...

1. Community is one of Edgewood's five Sinsinawa Dominican values and serves as one of four pillars of a Dominican Education.
A Sinsinawa Dominican education celebrates a diverse and collaborative community. Students are taught to share their talents and insights, to collaborate with others, to recognize diversity and differences in our world with respect. Students thrive in an atmosphere in which they experience God's love in others, inspiring them to make a difference beyond campus and classroom – in their families, their community, their places of worship, and the world.
2. Community calls us to...
 - Recognize the interdependence of all nature;
 - Nurture relationships that enhance the well-being of persons, earth, and all beings;
 - Communicate honestly and openly; and
 - Value cooperation and collaboration.
3. We “do community” when we focus on relationships and relatedness. For us, relationships are at the heart of ministry and mission, and community is at the core of good teaching and learning.

Beliefs: What does this really mean to us...

4. Communities, like individuals, are diverse and dynamic entities that necessarily evolve. As members come and go, as events from within and outside have an influence, communities adapt to ensure their sustainability.
5. Real communities are complex. While they can be uplifting and inclusive, validating the importance of all of their members, they also can be messy, challenging, and exclusive. We believe the cycle of study, reflection, and action is the best model we have to honor the complex nature of community and avoid complacency in our responsibility to embrace the inherent tensions and contradictions that will exist.

Action: What is this calling us to do...

6. All of us have responsibility in our community of teaching, learning, and living to cultivate and model the community to which our Sinsinawa Dominican heritage calls us.
7. Every time we gather together or connect with another is an opportunity to enact community.
8. Telling our stories—as reflected in the lived experiences of our students, faculty, and staff—is essential to celebrating our community, to enhancing our community, and gaining insight into how our community is experienced.
9. Just as the Edgewood College community is comprised of several “neighborhoods,” so, too, is our college one neighborhood among many in the Greater Madison area and beyond. We believe that we are not just in the community but also of the community. This belief calls us to authentic engagement with our communities in ways that reflect our interdependence.
10. Despite our best efforts to create and sustain the community we desire, we will fall short. Thus, community requires that we hold each other accountable but also practice compassion and forgiveness.

Identity Document Offered by:
Dominican Mission Committee

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Final Reflection

ED790 is an opportunity for students to reflect upon the growth in the three identities of Edgewood leader, academic writer, and scholarly researcher. It is also an opportunity to establish a vision for your leadership and to assist the doctoral program in program evaluation. As part of this course, you will have an opportunity to share this reflection with your colleagues and to transition to the dissertation phase of the program.

All students should upload their final reflection to Foliotek and 'submit for evaluation' for MJ Best and/or Suzanne Otte Allen. To view a short screencapture describing the 'share', 'request review' and 'submit for evaluation' functions in Foliotek, click here: <http://www.screencast.com/t/MC3KwUoky>.

We will be discussing your reflection during the face to face day for the blended program and in a discussion board for the on-line students. It is important to complete your final reflection prior to January 9th when the discussion takes place. During the face to face class or within blackboard for the on-line class, we will ask you to discuss the identities and to share the significant experiences (with a focus on classroom experiences) that helped you shape those identities. We would also like to have a conversation about your experience with the portfolio, and to solicit your opinion on the changes being made to the portfolio process.

Please prepare the following for your final reflection:

Using APA style, and in no more than three pages, please reflect on the three identities and your coursework.

- Consider your growth in the three identities. Some areas to begin consideration are your current definitions of the identities, how your conceptualization of those identities has changed, and/or how you have applied those identities in your professional work. Some documents you might use as a reference points are the writing rubric, the research rubric, and the Mission committee documents on the values. All of these documents are located in Foliotek under 'Resources'.
- Synthesize the key assignments, relevant research, or experiences from your coursework to demonstrate how those assignments, research studies, or experiences facilitated your growth in the three identities. It is not important for you to provide a detailed summary of your key assignments. When reflecting upon your content course work, please provide specifically which courses and what assignments helped you develop as an academic writer, a scholarly researcher, and an Edgewood leader. Please be as specific with the content and the assignments as you can. This is not an assessment of our faculty but an

**Ed.D. Higher Education Concentration
Portfolio and Program Assessment System
Final Reflection Guiding Documents**

attempt to cull what it is that helps students make connections and grow as writers, researchers, and leaders while engaged in our doctoral program.

- For a deeper final reflection, consider ways in which the program has encouraged you to internalize the *studium*: the commitment to study, reflect, and act/share the fruits of your contemplation; ask Cor ad Cor Loquitor Questions (Who and I and who can I become? What are the needs and opportunities of the world? What can I do to build a more just and compassionate world?); reflect upon your own attitudes and/or assumptions; reflect upon your own learning, beliefs, and actions.

- Finally, set a vision for your leadership over the next five to ten years.