From “Compliance” to “Commitment” – Assessment as a Consistency-Seeking Activity of Shared Responsibilities

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Malone University
(Canton, OH)

Malone University is a Christian University for the arts, sciences, and professions in the liberal arts tradition, affiliated with the Evangelical Friends Church.
(aka ‘The PIONEERS’)

- Established in 1892
- HLC/NCA & Others
- Total FTE: 2200 (As at Fall 2011)
- 51 Undergraduate Majors
- 36 Undergraduate Minors
- 13 Graduate Programs
Outline of Presentation

1. Assessment – Do we have to “comply,” or Do we have to “commit?” Why & How?

2. Unorthodox Models


4. Three (3) Models
   a. CCCU model
   b. Non CCCU model
   c. Both & Others

5. Words of Wisdom & Conclusion
“What if Exercise...”

A. What are some of the major impediments to successful assessment?

B. Effective assessment would not be possible without unqualified faculty & staff involvement.

TRUE of FALSE?
Why this presentation? – GOAL & OBJECTIVES

- How to maximize faculty & staff cooperation on Assessment
- To “think about our thinking” on how to present assessment
- To explore “unorthodox” approaches to assessment
- To highlight on “intrinsic,” rather than “extrinsic” motivations to assessment
- To explore faith-based implications of assessment
- Could the processes of assessment be “personified?”
And How Do We Get Faculty/Staff to COMMIT?

- What about behavior modification approaches? – No Need for Therapy Sessions!!!

- ARC Covenant & Cognitive Consistency Approaches – Create Dissonance; suggest Consonance through Assessment

- **A** = Accountability to “Self” & “Others”
- **R** = Responsibility to “Self” & “Others”
- **C** = Commitment to “Self” & “Others”
The Malone Story & the Eureka Moment for an “Unorthodox” model of Assessment

A Christian university under the threat of HLC sanctions on assessment; resolution through “faith-based” initiatives!?#@*^?

Mathew 22: 34-39 -Two Greatest Commandments

A. You shall love the Lord your God (Vertical faith)
B. You shall love your neighbor as yourself (Horizontal faith)

A x B = Fully, Matured Integrated Faith
(The centerpiece of “B” for Christian universities is the improvement of vocations through ASSESSMENT)

IT WORKED AT Malone!!!!!
Integrated Faith: *Multiplicative, not Additive*

- **Vertical Faith;** love GOD, pray, go to church
- **Horizontal Faith;** love your neighbor, excel in vocation through Assessment
- **Integrated FAITH**
ASSESSMENT – Underlying Psychodynamics---Yes, Sigmund Freund Is Alive

SUPERECHO - Commitment; internalized “moral” excellence via Assessment

EGO - Reactive Compliance; do it to “comply,” BUT too busy to USE Results...

ID – Biological, “Dramaturgical” Compliance; do it just to avoid “censure”
Three (3) Models: Unorthodox, but not Provocative!!!

<table>
<thead>
<tr>
<th>MODELS</th>
<th>CCCU Model (Malone U)</th>
<th>Non-CCCU Model</th>
<th>Both &amp; Others</th>
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**Self-Rectification Dynamics** common to ALL Models:

1. **Create** Cognitive Dissonance/Inconsistency in belief systems via “lack of *Assessment*.”

2. **Agree** on a final, pleasurable Destination

3. **Suggest** Consistency-Seeking behavior via *Assessment* as “path” to Final Destination.

4. Do not begin to “think” like Festinger, or Freud!!
The CCCU Model  (Council on Christian Colleges & Universities)

<table>
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<tr>
<th>Source of Dissonance &amp; Inconsistency</th>
<th>Final Destination after Resolution of Dissonance</th>
<th>Consistency &amp; Consonance Seeking Behavior (Path via Assessment)</th>
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<tbody>
<tr>
<td>(A). Gaps b/n vertical &amp; horizontal faith due to unfulfilled promise on Assessment</td>
<td>(B). Purely, matured integrated faith from the reconciliation of vertical &amp; horizontal faith.</td>
<td>(C). Assessment considered as a Doxological activity &amp; Reverential call to Christian duty.</td>
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<td>(Mathew 22 verses 34-39)</td>
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And It Is “Working” at Malone.....

- 3 Completed Cycles of Assessment
  2009-2010
  2010-2011
  2011-2012

For both Academic Programs & Support Services

- An attempt to link Assessment to Resource Allocation through:
  Learning Impact Reports (Academic Programs)
  Assessment Impact Reports (Support services)

- Remember....continuous improvements!!!!!!???
Non-CCCU Model - For analytical purpose ONLY!!!

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<td>(D) Lack of Institutional Integrity due to Unfulfilled promise on Assessment</td>
<td>(E). Institutional Integrity &amp; fulfillment of the ARC covenant via Assessment! Faculty – scholastic optimization Staff – integrated administrative competence</td>
<td>(F). Self-Actualization behavior through the processes and fulfillment of Assessment; guided by intrinsic, rather than extrinsic motivation.</td>
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Faculty – the yearn for integrated scholarship
Staff – the quest for holistic competence.
Both & Others – A Balancing Approach

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<td>Combinations of (A) &amp; (D): lack of integrated faith; lack of institutional integrity resulting from unfulfilled promise on Assessment.</td>
<td>Combinations of (B) &amp; (E): matured, integrated faith &amp; institutional integrity, fulfillment of ARC covenant on Assessment.</td>
<td>Combinations of (C) &amp; (F): assessment as: a doxological activity reverential call, &amp; intrinsically-motivated, self-directed process.</td>
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A Christian scholar ought to seek consistency, wholeness, and integrity in the body of his beliefs and commitment. Since his fundamental commitment to following Christ ought to be decisively ultimate in his life, the rest of his life ought to be brought into harmony with it.

A scholar ought to seek consistency, wholeness, and integrity in the body of his beliefs and *scholastic* commitments. Since his/her fundamental *scholastic* commitment to following his/her beliefs ought to be decisively ultimate in his/her life, the rest of his/her life ought to be brought in harmony with it.

Wolterstoff, 1976, p. 72 (paraphrased!!!).
CONCLUSIONS & COMMENTS

✔ Best way to engage faculty/staff is through “individualized” dialogue on commitments, rather than “wholesale” admonitions about compliance

✔ Explore/Dialogue from what is “dear” to faculty/staff & vicariously introduce assessment

✔ Therefore, assessment practitioners should be more of “behavior therapists,” rather than “compliance officers.”