TOWARDS AN ASSESSMENT CULTURE AT THE CMPR

Laura Galarza, Ph.D.
Towards and Assessment Culture
3 Components of the Assessment Culture at the CMPR
Presentation and Discussion of Assessment Results
Recommendations on Actions to Take as a Result of Assessments
Recommendations regarding Assessment
Towards an Assessment Culture

- Attitudes and Behaviors that characterize an organization that measures and whose members support the measurement of how effective the organization is and how much their students are learning.
Characteristics of Organizations that have an assessment culture

- Their teams work towards the attainment of Critical Goals
- Have an Assessment Plan
- Measure results in a variety of ways
- Develop and Update their Assessment Dashboards
- Personnel helps collect data on assessment indicators
- Assessment is not considered a fad by the organization, it is here to stay
Characteristics of Organizations that have an assessment culture

- Undertake systematic and continuous assessment of institutional effectiveness and student learning
- Hold meetings and workshops on assessment
- Share information
- Automatic process of thinking about assessment when proposing strategic initiatives
- Personnel ownership of assessment processes
- Discuss results of assessments with team members
- Take actions and make changes based on assessment
3 components of the Assessment Culture at the CMPR

- 1. Critical Goals
- 2. Dashboards
  - Task or Strategic Initiative Completion Dashboard
  - Outcomes/ Success Indicator Dashboard
  - Offices Dashboard
- 3. Accountability and Actions Taken as a Result of Assessment
The execution gap

- One thing is to have ambitious goals and another is to reach them.
Execution

- To work consistently for the attainment of critical goals
Goal Attainment

Critical Goals

Execution (3 keys)

Results
Critical Strategic Goals

- Goals that have to be accomplished if the institution is to continue functioning in an optimal manner.
Eight Focus Areas of the 2010-2015 Strategic Plan

1. Growth
2. Leadership
3. Local & International Projection
4. Research & Development
5. Culture of Assessment
6. Technology & the Media
7. Talent Attraction, Retention, & Development
8. Physical Infrastructure

CMPR Strategic Plan
Critical Strategic Goals

- Goals that have to be accomplished if the institution is to continue functioning in an optimal manner.

<table>
<thead>
<tr>
<th>Critical Goals</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1. Growth</td>
<td>Fiscal, enrollment, &amp; academic offering growth</td>
</tr>
<tr>
<td>2. Leadership</td>
<td>Educational, musical, &amp; cultural leadership</td>
</tr>
<tr>
<td>3. Local &amp; International Projection</td>
<td>Projection through communication, strategic initiatives, alliances, high visibility activities, public relations &amp; marketing</td>
</tr>
</tbody>
</table>
## Enabling or Support Focus Areas of Goals

<table>
<thead>
<tr>
<th>Focus #</th>
<th>Focus Goal Areas</th>
<th>General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Research &amp; Development</td>
<td>Innovation, Creativity, Artistic &amp; Intellectual Production</td>
</tr>
<tr>
<td>5</td>
<td>Assessment Culture</td>
<td>Culture and Continuous process of measurement, quality control of services, self-assessment, &amp; institutional transformation. Measurement of institutional effectiveness and the fulfillment of its mission and goals, and student learning</td>
</tr>
<tr>
<td>6</td>
<td>Technology</td>
<td>Technological infrastructure and initiatives for administrative operations, for strategic initiatives, and for the third phase of the physical facilities in Santurce</td>
</tr>
<tr>
<td>7</td>
<td>Talent Attraction, Retention, &amp; Development</td>
<td>Attraction, retention, and development of the human resource through workshops, developmental activities, and related initiatives</td>
</tr>
<tr>
<td>8</td>
<td>Physical Infrastructure</td>
<td>Emphasis on Phase 3 of Physical Facilities in Santurce</td>
</tr>
</tbody>
</table>
2. Assessment Dashboards

- Identify assessment indicators (outcomes assessment)
- Indicator: Measurement of what we do and of what we accomplish
  - What we do: INDICATOR OF ACTIVITY
    - # and type of activities or
    - Task completion
  - What we accomplish: INDICATOR OF RESULTS/ACCOMPLISHMENTS
    - % of the result attained
Figure 1. Components of the CMPR 5-Year Institutional Effectiveness Assessment Plan

- Mission Advancement Effectiveness
- Strategic Plan Implementation Effectiveness
- Offices Effectiveness
3 Components of the 2010-2015 Institutional Effectiveness Assessment Plan

- Indicators of the Mission
- Indicators of the Strategic Plan Items
- Indicators of the Effectiveness of Offices and Deanships
Mission Components Evaluated

- Objective: Evaluate to what extent the institution furthers the following components of its mission:
  - Student Progress in Academic Programs
  - Preparation of Musicians, Teachers and Future Generations of Cultural Leaders
  - Music Education programs for the Community
  - Leadership Role in the Music and Cultural Life of Puerto Rico
    - Commitment to preserve and disseminate the Puerto Rican, Caribbean, and Latin American musical heritage
    - Encourage innovative thinking
Strategic Plan Indicators
Assessment of Progress of Implementation of Tasks and Evaluation of Results for each of the Eight Focus Areas of the 2010-2015 Strategic Plan
Office Effectiveness Indicators
## Thematic areas assessed for each CMPR Office or Deanship

<table>
<thead>
<tr>
<th>Offices or Deanships</th>
<th>Thematic Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Chancellor</td>
<td>Leadership, Institutional Image, Institutional Resources, Physical Infrastructure (Major Construction &amp; Renovation Projects), and progress attained on CMPR Strategic Initiatives.</td>
</tr>
<tr>
<td>Deanship of Academic Affairs</td>
<td>Academic Growth, Academic Excellence, and Quality of Services to students and faculty provided by the Deanship. Admissions.</td>
</tr>
<tr>
<td>Deanship of Student Affairs</td>
<td>Student Retention and Graduation (from a student services and counseling/orientation standpoint), Financial Aid Services, and the Quality of Direct Services offered by the Deanship.</td>
</tr>
<tr>
<td>Library</td>
<td>Acquisitions, Collection Development, Library Services, Multimedia Services, Efforts to Increase Information Competencies among users, and the Quality of Direct Services offered by the Library and the Resource Center.</td>
</tr>
<tr>
<td>Information Systems Office</td>
<td>Level of Student satisfaction with services offered by this office. Progress of Projects from this office.</td>
</tr>
<tr>
<td>Office of Special Projects</td>
<td>Percentage of project progress and impact of Special Projects (participation and outcomes).</td>
</tr>
<tr>
<td>Office of Activities</td>
<td>Diverse Activities offered by the CMPR, Level of Participation in Activities, Student Perception of Quality of Services, Audience satisfaction with activities</td>
</tr>
</tbody>
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# Thematic areas assessed for each CMPR Office or Deanship

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<td>Office of Development and Public Relations</td>
<td>Advertising, Publicity, Communication and Public Relations, Corporate Fundraising, the Capital Campaign, and Grant Proposals.</td>
</tr>
<tr>
<td>Office of Human Resources</td>
<td>Human Resources Development investment and activities, Compliance with governmental Human Resource training requirements (e.g., ethics training), and Perception of Quality of Services provided by the office.</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Management and Improvement of the Registration process through Automation, Management of Information System on Grades, and Improvement of Direct Services of this Office</td>
</tr>
<tr>
<td>CEMCA (Entrepreneurship Center for Musicians CulturArte)</td>
<td>Training for Musicians in Musical Entrepreneurship, Educate CMPR students &amp; faculty in Musical Entrepreneurship, Disseminate the Music and Publications of Alumni and CMPR faculty, Provide Developmental Opportunities to Musicians in Musical Entrepreneurship through various initiatives with External Funds (including artistic representation, event production and management, business plan and microloan programs, individualized orientations), and the Quality of Direct Services offered by the CEMCA (including student assessment of university and continuous education courses)</td>
</tr>
<tr>
<td>Preparatory School</td>
<td># of students in the Preparatory School and in each of the following programs: Musical Education for Children 0-7 years old, Musical Education for Children 8-11.5 years old, Musical Education in Choir Studies for children and youth 7-18 years old, Suzuki Musical Education for children 2-7 years old, Musical Education for youth and adults 12 years and older, Attracting External Funds from tuition, and Quality of its services. Perceptions on the Quality of Services.</td>
</tr>
</tbody>
</table>
2. Why a Dashboard

- We play differently when we keep score
- What effect would a dashboard have on the way we work?
Characteristics of the Dashboard

- Once the indicators are developed one should develop a dashboard.

- The dashboard should:
  - Be simple
  - Present graphics
  - Be updated regularly
  - Communicate quickly the % we have attained
  - Be easily accessed at any time
  - Motivate us to attain 100% of the goal
Sample Graphics for the Dashboard
Data Entry and Management in eMarcador (eMarker) System
Report produced with Dashboard Data
3. Accountability and Taking Action as a Result of Assessment

- Team works towards critical goals
- Team has commitment to regularly update the dashboard by reporting attainments
- Team conducts regular meetings to inform results and discuss the dashboard
- Team takes actions as a result of assessment
- Team conducts Process Improvement Projects
Institutional Renewal through application of the institutional continuous improvement cycle at the CMPR

Figure 4. The Institutional Continuous Improvement Cycle at the CMPR
Use of Institutional Effectiveness Assessment data in the Development and revision of Annual work plans and Budget aligned with the Strategic Plan

- The strategic and annual planning and budgeting process based on assessment at the CMPR consists of five steps:
  1) Position (based on Assessment Results),
  2) Projection (including financial & budget projections),
  3) Formulation of strategies,
  4) Implementation, and
  5) Follow-Up.
Discussion of:

- Recent Assessment Results including the Student Survey of Institutional and Office Effectiveness
- Discuss Actions that can be taken as a result of assessment
- Discussion of Recommendations on Assessment Process and Results
Workshop Materials to Guide Discussion

CONSERVATORIO DE MÚSICA DE PUERTO RICO

 Worksheets for the Workshop: Towards an Assessment Culture at the Conservatory of Music of Puerto Rico

Laura Galarza Garcez, Ph.D., Organizational Consultant

CRUCIAL GOALS FOR YOUR OFFICE

OBSTACLES TO REACH GOALS

RECOMMENDATIONS ON ASSESSMENT INDICATORS FOR YOUR OFFICE

ADDITIONAL RECOMMENDATIONS OR OBSERVATIONS

HOW CAN I CONTRIBUTE TOWARDS AN ASSESSMENT CULTURE AT THE CMFR?
In summary: commitment to ensure that we create and maintain an assessment culture through the 3 components of the Assessment Culture at the CMPR

- 1. Work towards the attainment of Critical Goals
- 2. Develop and regularly update Dashboards
  - Task or Strategic Initiative Completion Dashboard
  - Outcomes/ Success Indicator Dashboard
  - Offices Dashboard
- 3. Ensure accountability and Take as a Result of Assessment and Celebrate Achievements!
Thank you for your active participation

- Let’s continue to work together towards an assessment culture