



Developing an Effective Assessment Plan

Office of Assessment and Educational Effectiveness
Office of Academic Programs and Educational Effectiveness
Lehman College, The City University of New York

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About The Workshop

This is a 90 minutes online interactive workshop

Purpose

To provide guidance to AES units for developing assessment plans using Lehman College's 6-step assessment process.

Workshop Learning Outcome

To be effective, assessment must be organized and systematic.

At the end of the workshop, participants will be able to:

- Write a clear assessment plan based on 6-step assessment process
- Clearly articulate outcomes, goals and objectives
- Develop suitable criteria for measuring success and the corresponding rubrics
- Develop methodology for collecting and analyzing data
- Plan and implement improvements as necessary

AES Units

Relevant MSCHE Standard: Standard IV: Support of the Student Experience

Accreditation Expectation: MSCHE Standard IV

*Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. **The institution commits to student retention, persistence, completion, and success through a coherent and effective support system** sustained by qualified professionals, **which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.***

Effective Planning and Operations

Depend on:

- Self-understanding
- Understanding the environmental context
- Strategic direction (mission, vision, values, long-term goals)
- Alignment of plans, resources, and decision making
- Capacity to adjust

Assessment informs all those elements and activities

Assessment is a means by which AES and academic units measure progress toward achieving their goals

AES Goals Based on Contribution to Student Learning

- Academic Advising: Guiding students through required courses/areas of interest
- Athletics/APEX: Team-building, leadership development
- Community Engagement: Leadership development
- Career Services: Ensuring that students can effectively communicate (connecting their academic experience, knowledge, and attributes to the needs/interests/desires of diverse employers in writing e.g., resumes, and verbally e.g., in interviews)
- Financial aid: Eligible students obtain financial aid, additional awards to incentivize progress, emergency awards to cushion the impact of adverse events on retention.

Academic units goals should be based on SLO at the institutional, program and/or course level

Learning More About Your Unit's Operations

Does your unit contribute to student learning?

Is the student learning centered around the **characteristics of a Lehman graduate** and the **College's 90x30 goal**?

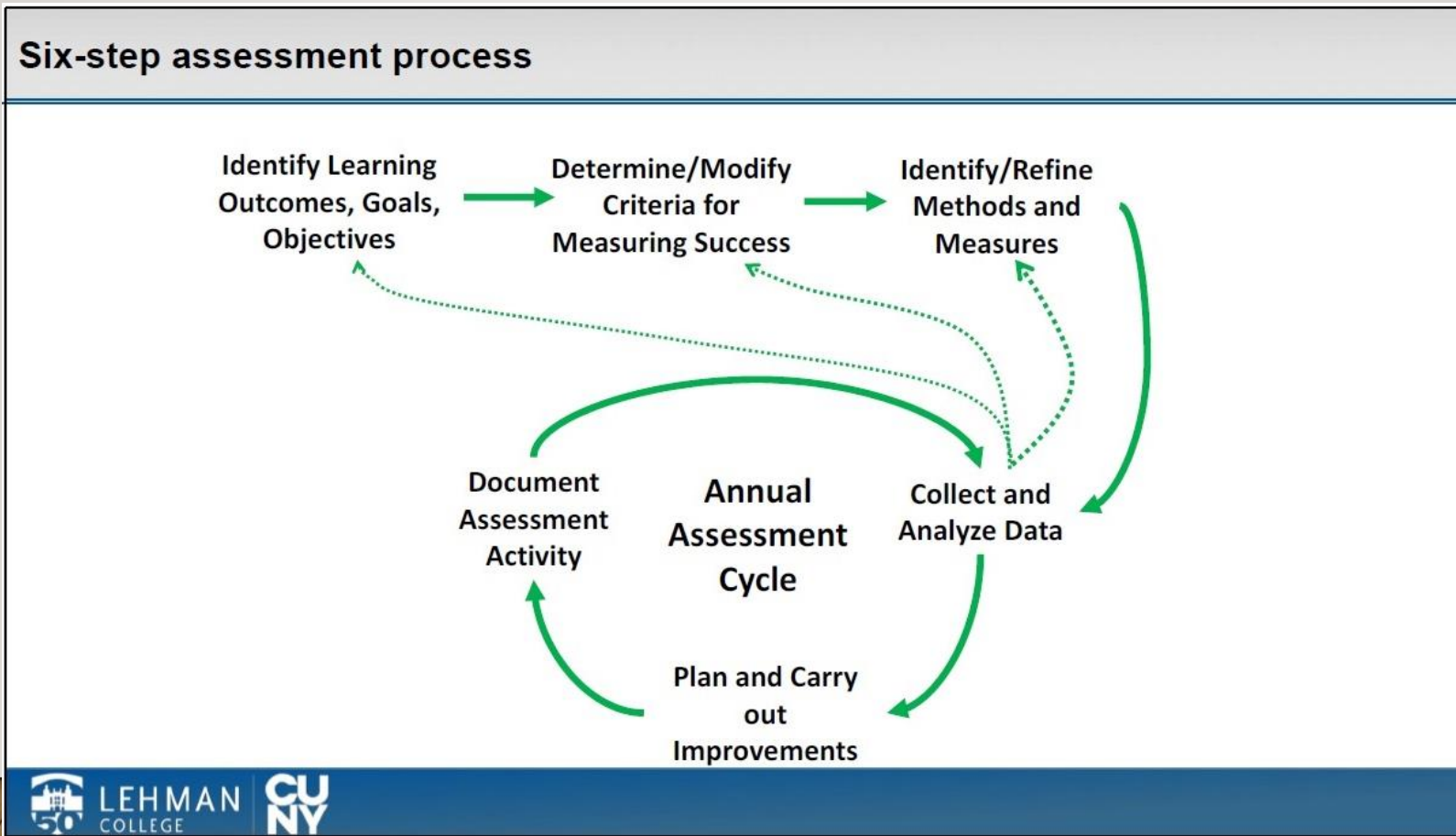
How do you know if you are succeeding?

Why Assessment?

- Are we meeting our unit's goals?
- Are students learning what we want them to learn?

Continuous improvement.

6-Step Process



Annual Assessment Plan

Foundation of an ongoing continuous multi-year improvement process and consists of:

- Unit/Department/Program Name
- Person(s) responsible for the unit/department/program and its assessment
- A broad goal
- Learning, Support, or Performance Outcomes associated with that goal
- Indicators of progress/success
- Methods for measuring progress/success
- Timeframe for collecting the data, analyzing the data, and implementing the plan



AES Annual Assessment Plan

Department/Unit: _____

Step 1: Identify learning/performance outcome(s), goal(s), objective(s) to be assessed

Step 2: Determine the criteria for measuring success

Step 3: Identify the method and measures

Provide: The timetable for the collection and analysis of data

Step 1: Identify Outcomes, Goals and Objectives

- Learning Goal: Broad long-range statement about what a student will understand or be able to demonstrate
- Support Goal: Broad long-range statement about supporting student learning
- Performance Goal: Broad long-range statement about the efficiency/effectiveness of a program, department, or unit in providing/delivering a service or range of services
- Objective: Specific and narrower statement related to the desired outcomes
- Outcome: Specific and measurable statements about what students will be able to reliably demonstrate, know, or achieve.

Factors to Consider When Assessing Performance

Leading causes of the strategy-to-performance gap:

- Inadequate or unavailable resources
- Poorly communicated strategy
- Actions required for execution are not clearly defined
- Unclear accountability for execution
- Organizational silos and culture block execution
- Inadequate performance monitoring
- Other factors:

Source: Michael C. Mankins and Richard Steele, "Turning Great Strategy into Great Performance," Harvard Business Review, July-August 2005

Goals Vs. Objectives

Goals	Objectives
Broad, generalized statements	Specific
Abstract	Concrete
Cannot be directly validated	Measurable
Basis of objectives	Proxies for achievement of goals

Step 2: Criteria for Measuring Success

Guiding Question:

What evidence will be needed to demonstrate how well students are learning or a department, program, or unit is performing?

Targets:

Statements about an expected level of success.

- Minimum levels of success
- Aspirational levels of success

Step 2: Criteria for Measuring Success

Demonstrate ability to:

- Articulate a goal
 - 75% good answers
- Analyze data
 - 75% draw correct conclusion

Step 3: Identify/Refine Methods and Measures

Matching Principle: Measures should be matched to outcomes being assessed

Step 3: Identify/Refine Methods and Measures

Direct measures: Draw upon student work or performance in evaluating success

- Assignments
- Papers (graded with rubrics)
- Student Performances
- Capstone Projects
- Licensure Pass Rates
- Exam questions explicitly tied to learning outcomes
- Student presentations

Step 3: Identify/Refine Methods and Measures

Indirect measures: Imply learning based on attitudes, perceptions, time spent etc:

- Surveys (students, faculty, employers)
- Interviews
- Focus Groups
- Student use of time
- Grade or test averages
- Enrollment numbers
- Job or graduate school placement

Step 3: Identify/Refine Methods and Measures

Period over which assessment activities will occur in implementing the assessment plan.

Step 4: Collection and Analysis of Data

- Measures the extent to which students are meeting key institutional and program goals or a unit is achieving support/performance goals
- Identifies opportunities for improvement
- Makes possible the review of assessment processes

Step 5: Plan and Carry Out Improvements

Use of assessment findings:

- What changes will be made?
- When will they be implemented?
- How will they be assessed?

Step 6: Document Assessment Activity

- Assessment reports
- Action plans
- Assessment Management System (AMS)

What's Next?



Putting The Plan Together

Registrar

2020-2021 Assessment Plan

Contact: **Ava Wentworth, Director**

Step 1: Identify Learning Outcome(s), Goal(s), Objective(s) to be assessed:

Goal: Maintain an accurate student record system

Objective 1: The system will contain all academic programs.

Objective 2: Program delivery will be accurately coded for in-class and distance education.

Step 2: Determine the criteria for measuring success:

The majors and minors will be consistent with the NYSED program inventory. Coding will determine whether programs are delivered in-person or online.

Target: 100% of active programs will be found in the system and program delivery records will be consistent with the modality of delivery.

Putting The Plan Together

Step 3: Identify Methods and Measures for the Assessment:

The programs in the Registrar's database will be matched against the NYSED program inventory.

Timeline:

Fall 2020: Examine the Registrar's database and verify that it reflects the NYSED program inventory.

Spring 2021: Write the assessment report.

Spring 2021: Document next steps based on the report's findings.

Spring 2021: Incorporate the action steps into the 2021-22 assessment plan.

Putting The Plan Together

Career Exploration and Development Center
2020-2021 Assessment Plan

Contact: **Kaira Williams, Director**

Step 1: Identify Learning Outcome(s), Goal(s), Objective(s) to be assessed:

Goal: Increase student success in obtaining job interviews.

Objective 1: Students will understand the purpose of a resume.

Objective 2: Students will demonstrate an ability to target their resumes.

Objective 3: Students will be able to write effective resumes.

Step 2: Determine the criteria for measuring success:

Student resumes will consistently and credibly match student experience and credentials to the requirements of available employment opportunities.

Target: 80% of student resumes will be "effective."

Putting The Plan Together

Step 3: Identify Methods and Measures for the Assessment:

Assessment will be conducted as follows:

1. Resumes will be collected from students who attend the resume-writing workshop and evaluated by a Career Services specialist using a rubric.
2. Students will provide a brief reflection explaining why they included select details in their resume and why they believe those details position them for the job opening for which they applied.
3. Statistics will be collected to determine the share of resumes that led to interviews.

Timeline:

October 2020: Conduct a resume-writing workshop.

Mid-October 2020: Collect resumes from attendees.

Mid-October 2020: Ask students to provide a one-page explanation explaining why they included select details in their resume and why they believe those details will be attractive to the employer to which they will submit their resume.

November 2020: Evaluate and score all collected resumes using a rubric. Determine the share that were "effective" based on the rubric's scale.

January 2021: Follow-up with students to determine how many received interview offers.

April 2021: Write the assessment report.

April 2021: Identify next steps.

Summer 2021: Incorporate the next steps into the 2021-22 assessment plan.

For Further Information

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