Are our students learning? Sustaining the Culture of Assessment at Lehman

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College Assessment Coordinators' Meeting

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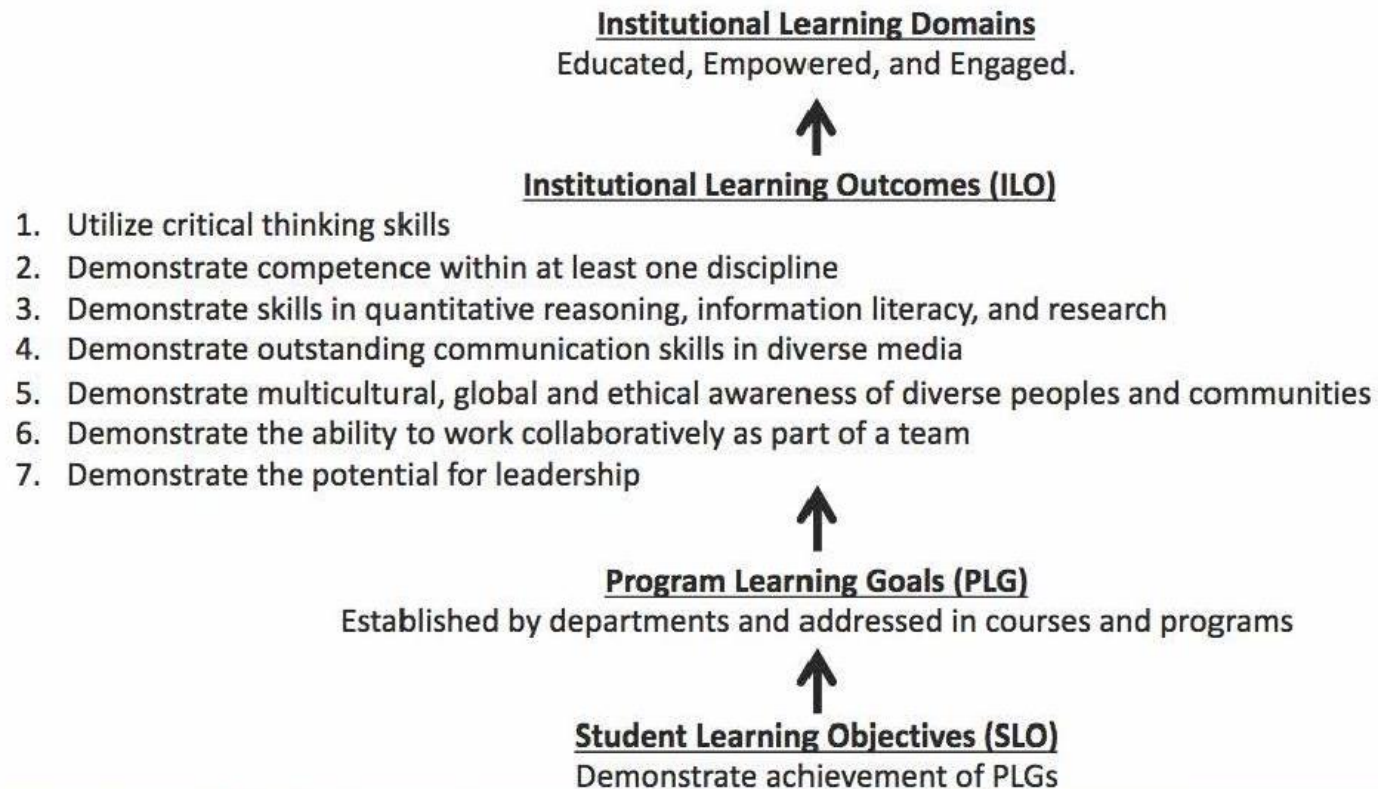
Lehman College: Mission Statement

- Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College **provides undergraduate and graduate studies in the liberal arts and sciences and professional education** within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Responsibility

- Ensuring that the college meets this educational mission rests with faculty, staff, and administration.

- Curriculum and co-curricular activities prepare students with the *knowledge*, skills, and *values*, ***directly tied to mission and goals*** to function effectively as **informed and contributing** citizens in a democratic society and a changing global knowledge economy.

- Being informed and contributing citizens are linked to four key concepts in quality assurance: ILD, ILO, PLG, and SLO.

- How well is the college performing this critical function?

- What are the measures of success?

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A Framework for Assessment of Student Learning and Engagement

Figure 5.1: Lehman's comprehensive approach to assessment cascades upward from student learning objectives to the institutional learning domains

Institutional Learning Domains
Educated, Empowered, and Engaged.

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Institutional Learning Outcomes (ILO)

1. Utilize critical thinking skills
2. Demonstrate competence within at least one discipline
3. Demonstrate skills in quantitative reasoning, information literacy, and research
4. Demonstrate outstanding communication skills in diverse media
5. Demonstrate multicultural, global and ethical awareness of diverse peoples and communities
6. Demonstrate the ability to work collaboratively as part of a team
7. Demonstrate the potential for leadership

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Program Learning Goals (PLG)
Established by departments and addressed in courses and programs

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Student Learning Objectives (SLO)
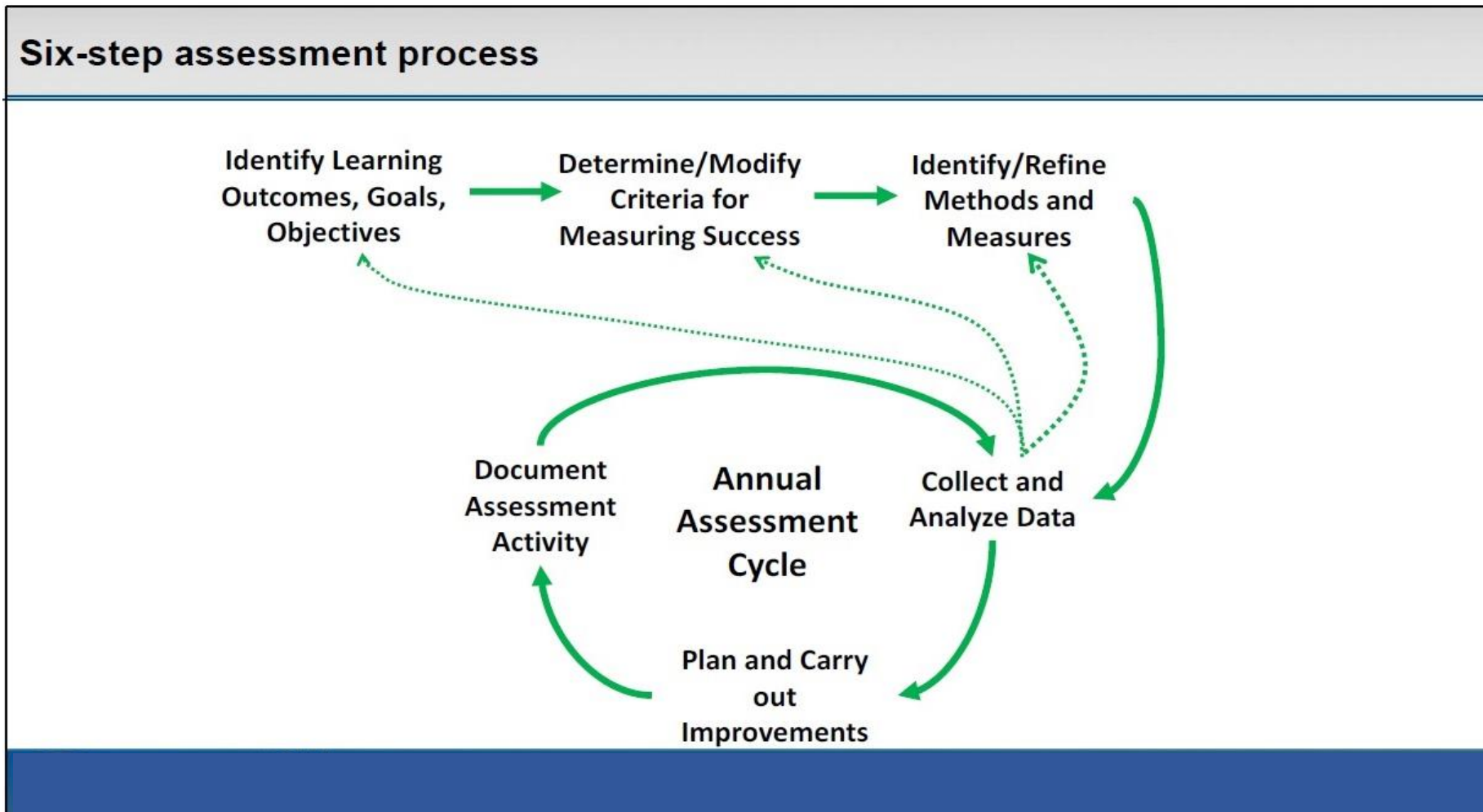Demonstrate achievement of PLGs

Key concepts in quality assurance

- **Program Output/Goals**: A demonstrable result of a program such as retention rates, time-to-degree, graduation rates, degree productivity, job placement data, and the number of graduates accepted to graduate schools.

- **Student Learning Outcome/Objectives**: What a student should be able to do, achieve, demonstrate, or know in a course, program, or college.

Assessment

- **Assessment** allows the institution to identify the expected **outcomes and outputs/goals**, assess the extent to which it achieves these outcomes and outputs, provide evidence of **improvement** based on analysis of the results, and then document the actions taken.

A Framework for Assessment of Student Learning and Engagement

Six-step assessment process

Identify Learning Outcomes, Goals, Objectives → Determine/Modify Criteria for Measuring Success → Identify/Refine Methods and Measures

Document Assessment Activity

Annual Assessment Cycle

Collect and Analyze Data

Plan and Carry out Improvements

Uses of Assessment

- **To Improve –** provide feedback to determine how the program/institution can be improved.
- **To inform –** faculty, decision-makers, stakeholders and the public of the contributions and impact of the program/institution.
- **To prove things are done right -** provide evidence that the program is effective and to demonstrate to students, faculty, staff and outsiders what the program/ institution is accomplishing.
- **To provide support -** for campus decision-making activities such as program review, strategic planning, budget allocation, as well as meet external accountability requirements such as accreditation.

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Strengthening the culture of educational effectiveness

1. **Institutional Effectiveness Plan (IE)**
   - Strategic Plan
   - Accreditation (Self-Studies)
   - Program Review
   - Performance Management Plan (PMP)
   - Resource Alignment

2. **Process**
   - An assessment and educational effectiveness plan comprising of the six-step assessment process
   - An Assessment Management System (AMS)

3. **Infrastructure**
   - Academic Units
   - Schools/Deans
   - Academic Assessment Council
   - Assessment Coordinators
   - The Office of Academic Programs and Educational Effectiveness (APEE)

4. **Culture**
   - Dissemination of assessment report and findings (e.g. College Senate Report and Annual Assessment Report)
   - Institutional Effectiveness Website
   - Recognition and professional development (e.g. conferences/workshops)
   - Periodic review of educational effectiveness at the college
     - Monthly Assessment Talk
     - Blackboard site developed
     - Assessment as agenda item in School Executive, departmental and AES divisional meetings

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MSCHE Standards – Non-Compliance

I. Mission and Goals

II. ==Ethics and Integrity==

III. Design and Delivery of the Student Learning Experience

IV. Support of the Student Experience

V. ==Educational Effectiveness Assessment==

VI. ==Planning, Resources, and Institutional Improvement==

VII. ==Governance, Leadership, and Administration==

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Standards – Follow-up

I. Mission and Goals

II. Ethics and Integrity

III. <mark>Design and Delivery of the Student Learning Experience</mark>

IV. Support of the Student Experience

V. <mark>Educational Effectiveness Assessment</mark>

VI. <mark>Planning, Resources, and Institutional Improvement</mark>

VII. <mark>Governance</mark>

Resource

Committing to Quality:

Guidelines for Assessment and Accountability in Higher Education

> **-New leadership Alliance for student learning and accountability (2012), Washington, DC.**