Using the Six Step Assessment Process

Office of Assessment and Educational Effectiveness

Office of Academic Programs and Educational Effectiveness

Lehman College, City University of New York

Donald Sutherland, Manager for Assessment And Educational Effectiveness

Workshop Learning Outcomes

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

- Enter assessment plans into the Planning & Self-Study AMS

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.***

Accreditation Expectation: MSCHE Standard V

The Assessment Process:

An accredited institution possesses and demonstrates the following attributes or activities:

*...**organized and systematic assessments**, conducted by faculty and/or appropriate professionals, **evaluating the extent of student achievement of institutional and degree/program goals**. Institutions should: a. **define meaningful curricular goals** with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner **consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education.** They should **collect and provide data on the extent to which they are meeting these goals**; c. support and sustain assessment of student achievement and **communicate the results of this assessment to stakeholders...***

Accreditation Expectation: MSCHE Standard V

Use of Assessment Results:

…consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

a. assisting students in improving their learning;

b. improving pedagogy and curriculum;

c. reviewing and revising academic programs and support services;

d. planning, conducting, and supporting a range of professional development activities;

e. planning and budgeting for the provision of academic programs and services;

f. informing appropriate constituents about the institution and its programs;

g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

h. implementing other processes and procedures designed to improve educational programs and services

Assessment is a means by which academic programs and AES units measure progress toward their goals
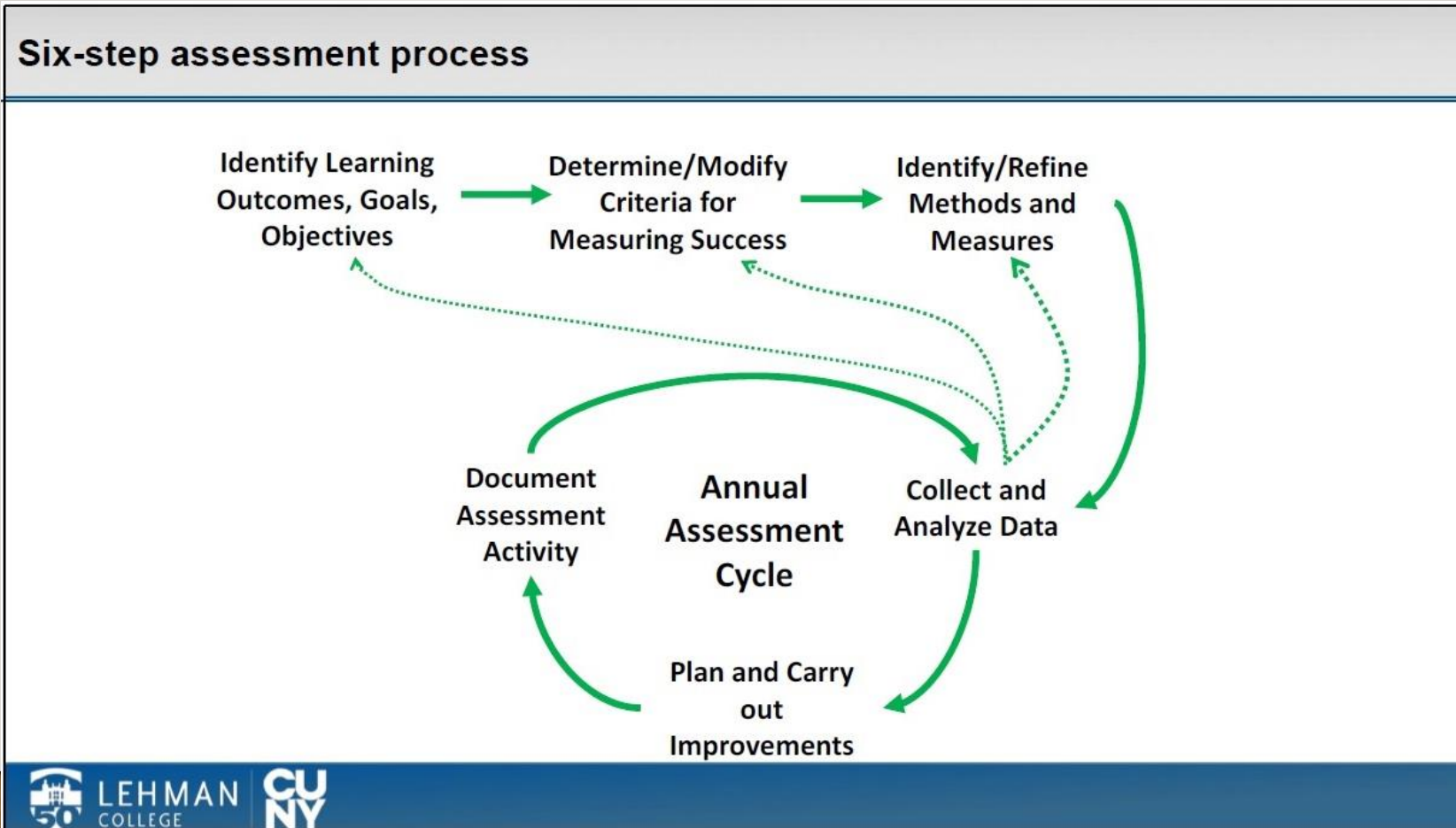
The Lehman Context

- Does your unit contribute to student learning?
- Does your unit have success outcomes?

How do you know if you are succeeding?

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 Assessment 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 (Direct and/or Indirect Methods)

Provide: The timetable for the collection and analysis of data

Step 1: Identify Outcomes, Goals 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 support for the student learning experience

- Performance Goal: Broad long-range statement about the efficiency or effectiveness of a program, department, or unit in providing or delivering a service or range of services

- Objective: Specific and narrower statement related to the desired outcomes for each goal

- Outcome: Specific and measurable statements about what students will be able to reliably demonstrate, know, or achieve.

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?

Measurable Targets:

Statements about an expected level of success.

- Minimum levels of success

- Aspirational levels of success

Step 2:

Demonstrate ability to:

- Articulate a goal
  - 75% will be able to demonstrate…

- 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?

Assessment is only useful when its results are used to guide planning and improvement

STEP 6: DOCUMENT ASSESSMENT ACTIVITY

- Assessment reports

- Action plans (**need to be included at all times**)

- Assessment Management System (AMS)

AMS: *PLANNING & SELF-STUDY* GUIDE

Watermark Planning & Self-Study Assessment Management System

- Entering Program and Unit Information (does not have to occur annually)

- Creating Assessment Plans

- Entering Assessment Findings

- Entering Actions

- Updating Actions

For Further Information

Contact:

Don Sutherland, Manager of Assessment and Educational Effectiveness

Email: Donald.Sutherland@lehman.cuny.edu

Tel: +1 (718) 960-7193