What is Success?

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What is Success?

Success: *The fact that you have achieved something that you want and have been trying to do or get*.

Source: Oxford Advanced American Dictionary

What is Success?

Definition	Element
Achieved	Measure of performance
You Want	Goal
Have been trying to do or get	Implementation, activities, resource utilization

Goals are Context Dependent

Every institution, program, department, or unit is part of an ecosystem that provides context for its goals. The external environmental realities and internal characteristics are expressed in terms of a:

- Mission Statement
- Vision Statement
- Values Statement

The Broader Context

Six Major Long-Term Trends in Higher Education

- Advancing cultures of innovation: Discovering, replicating and scaling what works
- Deeper learning focuses: Engaging students in problem-solving, critical thinking, collaboration, and self-learning
- Growing focus on measuring learning: Student learning assessment
- Redesigning learning spaces: Incorporating digital elements and active learning into classrooms
- Blended learning: Hybrid learning
- Collaborative learning: Peer-to-peer learning

Source: NMC Horizon Report, 2017 Higher Education Edition

The Lehman Context

- A new strategic plan and renewed mission
- The transformative 90x30 goal
- Ensuring that enrollment growth and increased student success can occur simultaneously (there is no false trade-off where the gain in one element must occur at the expense of the other)
- Strengthening the College's role as an engine of social mobility
- All program, departmental, and unit statements of strategic direction (mission, vision, values) fall within this context.

Goals vs. Outcomes

- **Goals:**
  - Broad in nature
  - Can be observed or measured
- **Outcomes:**
  - Specific descriptions of intended results
  - Measurable
  - Tied to goals (their attainment provides evidence of goal attainment)

Goal Types and Alignment

- **Types:**
  - Student Learning: Focus is on student knowledge, attitudes, and performance; student or “learner” focused
  - Support: Focus is on services that indirectly contribute to student outcomes; focused on beneficiaries of the services
  - Performance: Focus is on those delivering the services; concerns with effectiveness and efficiency are common

- **Alignment:**
  - Unit/Departmental goals contribute to larger Program/Institutional goals
  - Program Goals contribute to larger institutional goals

Alignment of Lehman's Learning Goals

Attributes of Outcomes

- Focused on the target of the activities (students, customers, etc.)
- Specific in nature
- Clear and concise (single sentences are optimal)
- Measurable*

* - Linked to criteria for success

Missions inform Goals

Mission Statement:

Leonard Lief Library provides a ***welcoming haven*** *for* ***learning and community, relevant resources, services, and programs*** *that* ***strengthen and enhance teaching, engagement, discovery, and creation of new knowledge****. The Library is committed to fulfilling the needs of a* ***diverse urban community****, helping empower and foster* ***personal and professional development, inspiring lifelong learning and social mobility****.*

Goals and Outcomes can concern:

- The environment provided by the Library
- The activities that take place within the library (study, research, lectures, other programs)
- Access
- Support for a diverse population with diverse needs and desires
- Contribution of the Library's services to student learning, post-graduate outcomes, attitudes

Allows for student learning outcomes, student support outcomes, and performance outcomes

Goals inform Outcomes

Chemistry Program Goals:

- To encourage the **development of a broad foundation in Chemistry**. One that stresses **fundamental chemical principles** built through a combination of **scientific reasoning and problem solving**, and **how these principles apply to everyday life**.
- To provide students with the **skills that they need to succeed** in graduate programs, professional school or chemistry related careers.
- To expose students to a **wide range of experimental techniques** and **analytical instrumentation**.

Outcomes can concern:

- Knowledge that constitutes a "broad foundation" in Chemistry
- Specific chemical principles
- Activities that allow for scientific reasoning/problem solving
- Higher-order application of chemical principles in everyday life
- Skills needed for graduate programs, professional school, or careers
- Lab work/experimental techniques
- Types of instruments deployed in lab settings

Allows for student learning outcomes assessed through direct and indirect evidence

Impact on Attitudes is Intangible but Powerful

"So in graduate school when I found out that the universe was expanding, I was awestruck. Then I learned if we could measure the expanding universe, the way we record the growth of a child with marks on a doorframe, we could determine the age of the universe and predict its ultimate fate. This was staggering! I knew this is what I wanted to do. Since that time, charting the expanding universe to determine its nature has been my passion"

–Adam G. Riess

Nobel Laureate in Physics, 2011

- This provides an example of the transformational impact education can have.
- Lehman has opportunities to build such narratives, as its programs, departments, and units are engines of upward social mobility.

Effective Assessment

Effective assessment addresses goals and outcomes. It provides:

- Self-understanding: An awareness of and ability to understand the effect of a unit's, department's, program's or institution's decisions – what happens and why?
- Self-improvement: The leveraging of self-understanding to improve a unit's, division's, or institution's position

Role of Assessment

- Goals and outcomes define what success means in concrete terms
- Assessment is the means for measuring success
- Effective assessment can drive improvement and, in doing so, promote success

Effective Assessment

Self-Understanding and Self-Improvement are keys to:

- Replication of successful practices
- Scaling of successful practices
- Building resilience

Assessment drives continuous improvement.

Use of Direct and Indirect Evidence

Direct Evidence:

- In-person and Video Observation (e.g., for teams: how participants worked toward a goal, interpersonal interaction, individual performance, decision making, etc.)
- Competitions, games, matches, meets, etc.
- Pass rates, wins-losses, $ raised, etc.
- Student publications and presentations
- Reflection papers
- Ratings of student performance

Use of Direct and Indirect Evidence

Indirect Evidence:

- Focus group interviews with students, faculty, coaches, and staff
- Registration, participation, enrollment rates, etc.
- Surveys
- Percent of time spent on given activities/tasks
- Certificates awarded by programs

Assessment Confidence

- Use of multiple measures
- Use of direct and indirect evidence
- Decisions based on the use of assessment evidence are resulting in or surpassing the expected outcomes

After the Assessment

- Assessment reports are a starting point
- Action plans are developed based on the findings and among all constituents with a stake in the outcome
- Action plans are executed and assessed
- Additional changes are made based on the action plan outcomes

To be useful, assessment results need to be used.

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