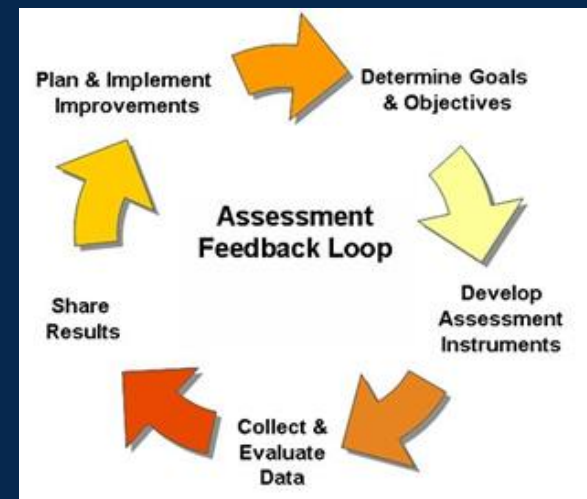




What is Good Assessment?

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Role of Assessment

- Every institution has a destination into the future shaped by its:

- Mission
- Vision
- Values
- Goals



- Assessment is the process by which institutions can reach their destination by choice, not chance

Where Performance is Lost

Leading causes of the strategy-to-performance gap:

- Inadequate or unavailable resources: 20%
- Poorly communicated strategy: 14%
- Actions required for execution are not clearly defined: 12%
- Unclear accountability for execution: 11%
- Organizational silos and culture block execution: 10%
- Inadequate performance monitoring: 8%
- Other factors: 24%

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

Where Performance is Lost

All of the leading causes of the strategy-to-performance gap are addressed in MSCHE's Accreditation Standards:

- Inadequate or unavailable resources: Standards I, III, V, VI, and VII
- Poorly communicated strategy: Standards I, VI, and VII
- Actions required for execution are not clearly defined: Standard VI
- Unclear accountability for execution: Standards I, VI, and VII
- Organizational silos and culture block execution: Standards I, VI, and VII
- Inadequate performance monitoring: Standards I through VII

Assessment and Performance

- Assessment can minimize the strategy-to-performance gap
- Assessment is integrated with planning and execution

Effective Planning & Execution

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

Effective Assessment

Effective assessment cultivates:

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

Middle States Expectations

Effective assessment processes are:

- Useful: Guide informed decision making
- Cost-effective: Yield benefits that exceed resources (time, funding, staff, materials) used in assessment
- Reasonably accurate and truthful: Provide confidence that the findings can be relied upon

Middle States Expectations

Based on MSCHE's review of accreditation reporting, MSCHE places value on assessment that:

- Is mission- or strategic plan-oriented
- Feeds an institution's planning and resource allocation cycle
- Engages broad constituencies
- Provides honest and fair information

Middle States Expectations

Most common reasons for assessment-related citations:

- Use of assessment results in planning, budgeting, and resource allocation (all of which should be aligned and linked)
- Use of assessment results in strategic planning

Assessment results should be used at the institutional, divisional, and unit levels

Accreditation Expectations

- Assessment is regular, recurring, and sustainable
- Assessment is an agreed and widely-accepted means for improvement and innovation
- Assessment engages a broad share of a unit's, division's, and institution's constituents

Effective Assessment

Focuses on:

- Problem-solving
- Improvement/Innovation
- **Allowing a division or unit to contribute to the institution's strategic direction**

Lehman College's Aligned Strategic Direction

Strategic Direction

Mission	Vision	Values
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.	...Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding ...	Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

Strategic Plan

Strategy 2.3.3: Enhance initiatives that support **student leadership training and professional development**, including internships, service learning, and civic engagement projects.

Strategy 2.3.4: Prepare students to live and work in the global community through new interdisciplinary programs, study abroad, and experiential learning opportunities.

Institutional Learning Outcomes

What are/will be characteristics of a Lehman Graduate?

...Engaged: Citizens, who contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility and civility. Specifically they...

Demonstrate multicultural, global and ethical awareness of diverse peoples and communities: Students respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences.

Demonstrate the **ability work collaboratively as part of a team**: Students contribute as team members to building consensus and share their skills and knowledge.

Pursuing Lehman's Strategic Direction

- Academic Programs
 - General Education
 - Majors/Minors
- Administrative, Educational, and Student Support (AES) Units
 - Enrollment Management
 - Finance & Administration
 - Information Technology
 - Institutional Advancement
 - Institutional Research, Planning, & Assessment
 - **Student Affairs**

Pursuing Lehman's Strategic Direction

Focus: Student Affairs Division:

- Athletics/Apex
- Campus Life
- Community Engagement & New Student Programs

Each of these units contribute to Lehman College's highlighted purpose of embracing diversity and its commitment to multicultural understanding. The common thread is group/team dynamics. The broad goals are similar; the approaches to pursuing those goals differ.

Pursuing Lehman's Strategic Direction

Sample goals to be assessed:

- Athletics/APEX: Develop leadership skills among members of diverse teams
- Campus Life: Develop leadership skills among members of diverse teams
- Community Engagement and New Student Programs: Develop an appreciation for cultural and ethnic diversity among students

Pursuing Lehman's Strategic Direction

Activities (each of which would provide assessment opportunities):

- Athletics/APEX:
 - Athletic teams
 - Practices
 - Games/Matches/Meets and outcomes
 - Learning communities among athletes
- Campus Life:
 - Co-curricular and extracurricular activities
 - Student Leadership Development (certificate program, retreats, conferences)
- Community Engagement & New Student Programs
 - Fundraising by students for Lehman L.I.F.E.
 - Travel abroad and experiences
 - Impact of experiences on the Lehman campus

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

Examples of Useful Assessment (CIP Institutions)

- Admissions: Replacement of SAT scores with an adjusted high school GPA for admission: first year retention was 5% higher for the GPA threshold; the impact on longer-term retention is being studied (Montclair State University)
- Advising: Policy change where students who completed 60 credits would need to be admitted to a major before enrolling in any other courses. The percentage of students with 60 or more credits who are undeclared fell to 0.1% (Montclair State University)
- Campus Life: Promotion to encourage students to attend programs. 48% of students attended at least one Campus Life/Residence Life program and the number of students in intramural activities rose 11% over 3 years (R.I.T.)
- Student Affairs Programs: All programs are subjected to an annual review that evaluates a program's performance against recruitment, retention, program goals, student satisfaction, and individual student/campus impact (University of Maryland at College Park).

Logic Models

A logic model is another tool used to assess the effectiveness of programs



Logic Models

Logic Models:

- Connect inputs to outputs
- Facilitate “if-then” analysis
- Provide a summary of inputs, outputs, outcomes, assumptions/premises, and factors/variables that could impact the outcomes

Logic Models

- Inputs
 - Human resources/people
 - Technology/Equipment
 - Facilities
 - Finances
- Outputs
 - Activities
 - Participation (who participates)
- Outcomes (should be measurable)
 - Short-term
 - Medium-term
 - Long-term
- Assumptions (major assumptions for the program that is being assessed)
- External Factors/Variables: Key factors/variables that could materially impact the expected or desired outcomes

Logic Models

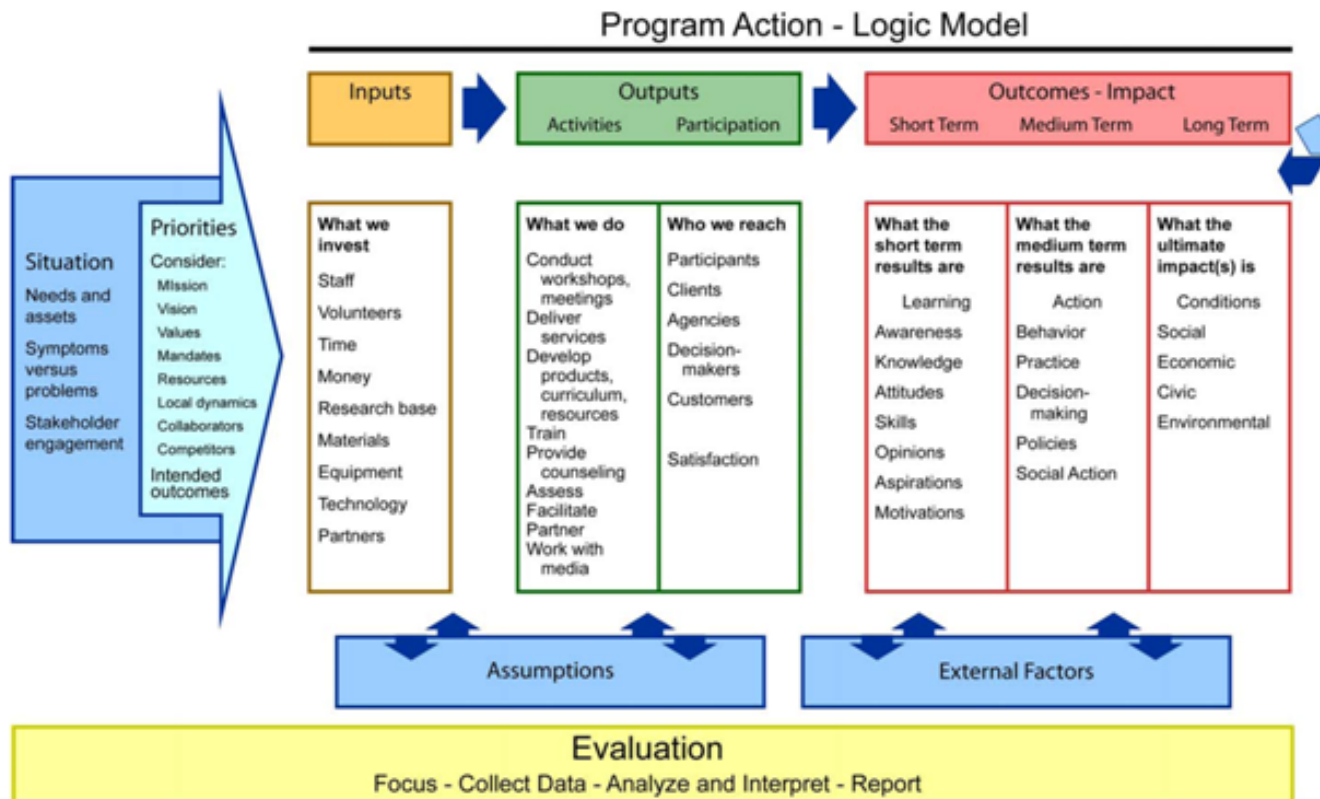
All of the inputs, outputs, outcomes, etc., can be assessed

For example, one of the outcomes (e.g., % of certificates awarded from a leadership training program) may have depended on student awareness of the activity. Assessment could examine whether students were aware of the program, what forms of outreach had what impact, why students participated, etc.

Sample Logic Model

PROGRAM DEVELOPMENT

Planning – Implementation – Evaluation



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