

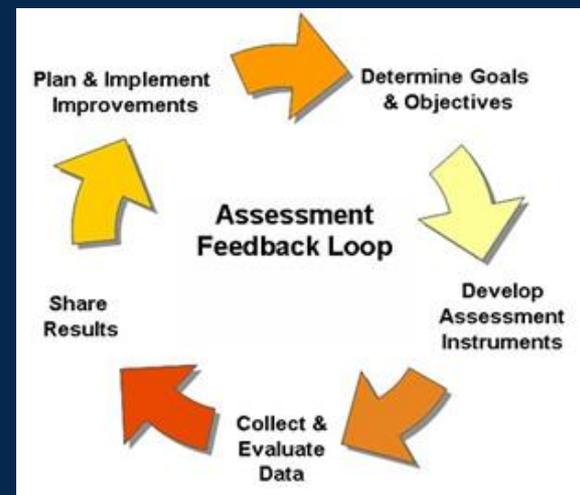


# Translating Goals & Outcomes into Improvement

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February 17, 2022



# Why We Assess

- **Continuous Improvement**
  - Most important
  - Applies to all efforts at all times
  - Required for institutional viability
- **Accreditation**
  - Vital to Title IV financial aid eligibility
  - Proxy for quality

# 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.**

# After the Assessment

- Assessment reports are a starting point in driving improvement
- 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.**

# MSCHE Expectations

All standards explicitly mention assessment.

Standard V:

- “Consideration and use of assessment results for the improvement of educational effectiveness.”
- “Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.”

**Use of assessment findings improves policies, processes, practices, outcomes, including the assessment framework.**

# After the Assessment

## Common Scenarios:

- Assessment findings are not used
- Assessment findings are used, but usage is not documented effectively or at all
- Assessment findings are used and documented effectively → **This is where opportunities for improvement are realized to a maximum extent**

# Use of Assessment Results

- Usage begins with conversations among the stakeholders (department, program, unit, etc.)
- Conversations lead to consensus over courses of action
- Courses of action are set forth in a written action plan

# Development of an Action Plan

## Key Questions:

- Who interprets for evaluates the assessment findings?
- With whom are the assessment findings shared and discussed?
- What improvement actions can be undertaken and by whom?
- When and how will the actions be assessed?

# Development of an Action Plan

- Those engaged in the development should identify as many variables as possible that impact the outcome(s) to be addressed in the action plan.
- A comprehensive examination makes it easier to focus on activities, services, or approaches that could potentially have the largest impact in bringing about the desired improvement.
- Engage a wide group of stakeholders to increase the pool of ideas.

# Action Plan Components

- Unit Name
- Contact
- Assessment finding
- Improvement action
- How and when it will be assessed
- Timeline

**Who is responsible, steps to be taken, and dates are important**

# Common Improvement Actions

- Revise syllabus, assignment, test, or curriculum
- Map the curriculum
- Provide academic or other student support
- Increase co-curricular activities
- Modify the assessment instrument or approach
- Revise the target or benchmark
- Develop professional development
- Launch planning meetings ahead of the semester

# Common Improvement Actions

- Request new resources (people, technology, funding)
- Adjust scheduling
- Increase communication among stakeholders
- Develop an “early warning” framework
- Review and revise learning, support, or operational outcomes
- Develop, revise, or adopt a rubric
- Offer more appointments or classes or revise hours for appointments

# Sample Action

*...we plan to work on the language of our learning outcomes, including the one on oral presentations assessed this year, to ensure that they are clear, measurable, discrete and manageable. In the case of this particular outcome, we also need to reword the learning outcome to make sure that it uses an active verb to encompass the desired learner-centered outcomes... we will work on a rubric that we can use to evaluate student oral presentations...*

*Source: CSU-Fullerton*

# Sample Action

*The Business department has proposed to:*

- *Revise curriculum to require or recommend BUSI 510 Business Ethics to be a required course instead of an elective one*
- *Continue to monitor the ethics component in the CPC courses*
- *Utilize the credits released from the University's general studies requirements, after the Gen Ed. Proposal is approved to modify curriculum for business majors*
- *Resources required: Faculty training and release time for curriculum development*

*Source: New Jersey City University*

# Use of an AMS

- The Planning & Self-Study assessment management system will include actions as part of the completion of an assessment report.
- Faculty and staff will need to respond to the actions in their subsequent assessment report.
- Documentation of “closing the loop” will be maximized.

# Contact Information

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