

Academic Assessment Council (AAC)

Meeting Notes

May 5, 2022

In attendance: Dr. Victor Brown, Dr. Elia Machado, Dr. Evan Senreich, Don Sutherland, and Dr. Devrim Yavuz; Guest: Dr. Jaye Jones

The meeting started at 2:03 pm.

Welcome & Updates:

Associate Provost Brown convened the meeting.

- He informed the AAC about the Senate's elevating the Committee to a standing committee starting in fall 2022
- The Senate Governance Committee will solicit nominations.

Assessment Plan Review:

- The standing committee likely won't review assessment plans and reports. Instead, its focus will be on governance.
- Reviews will be done by the OAEE and faculty fellow. Reviews will start in the fall using the template developed by the AAC.

Meeting Schedule

- A preliminary meeting schedule was adopted.
- Meetings will continue to be held via Zoom.

Draft Policy Guidance

- A preliminary document was introduced.
- Language was drawn from Lehman College's Institutional Effectiveness Plan (IEP)
- Discussion will continue during the fall when it is forwarded to the standing committee.

Notices:

- Members were informed of a Minority Serving Institution Fellowship for faculty offered by the American Evaluation Association.

Next Meeting:

- The next meeting will be held on September 13, 2022 at 10 am.

The meeting adjourned at 2:55 pm.

Don Sutherland, Acting Secretary

Attachment 1:

Draft Assessment Committee Meeting Schedule for AY 2022-2023

Meetings: Every second Tuesday of each month, alternating between morning and afternoon. Meetings will be conducted via Zoom.

September 13, 2022: 10 am

October 11, 2022: 2 pm

November 15, 2022: 10 am

December 13, 2022: 2 pm

February 14, 2023: 10 am

March 14, 2023: 2 pm

April 11, 2023: 10 am

May 16, 2023: 2 pm

Attachment 2:

Lehman College Draft Assessment Guidelines

I. Purpose

Assessment is the mechanism by which Lehman College's academic programs and administrative, educational and student support (AES) units engage in continuous improvement. Assessment is an organized, systematic, and sustainable process that measures progress toward student learning/student achievement outcomes, support outcomes, and performance outcomes. Assessment is required by institutional accrediting bodies and program accrediting agencies.

This document will provide guidance to the Lehman College community on the basic principles of assessment, structure of the assessment process, roles and responsibilities, and best practices as they are identified or as they emerge in the relevant literature.

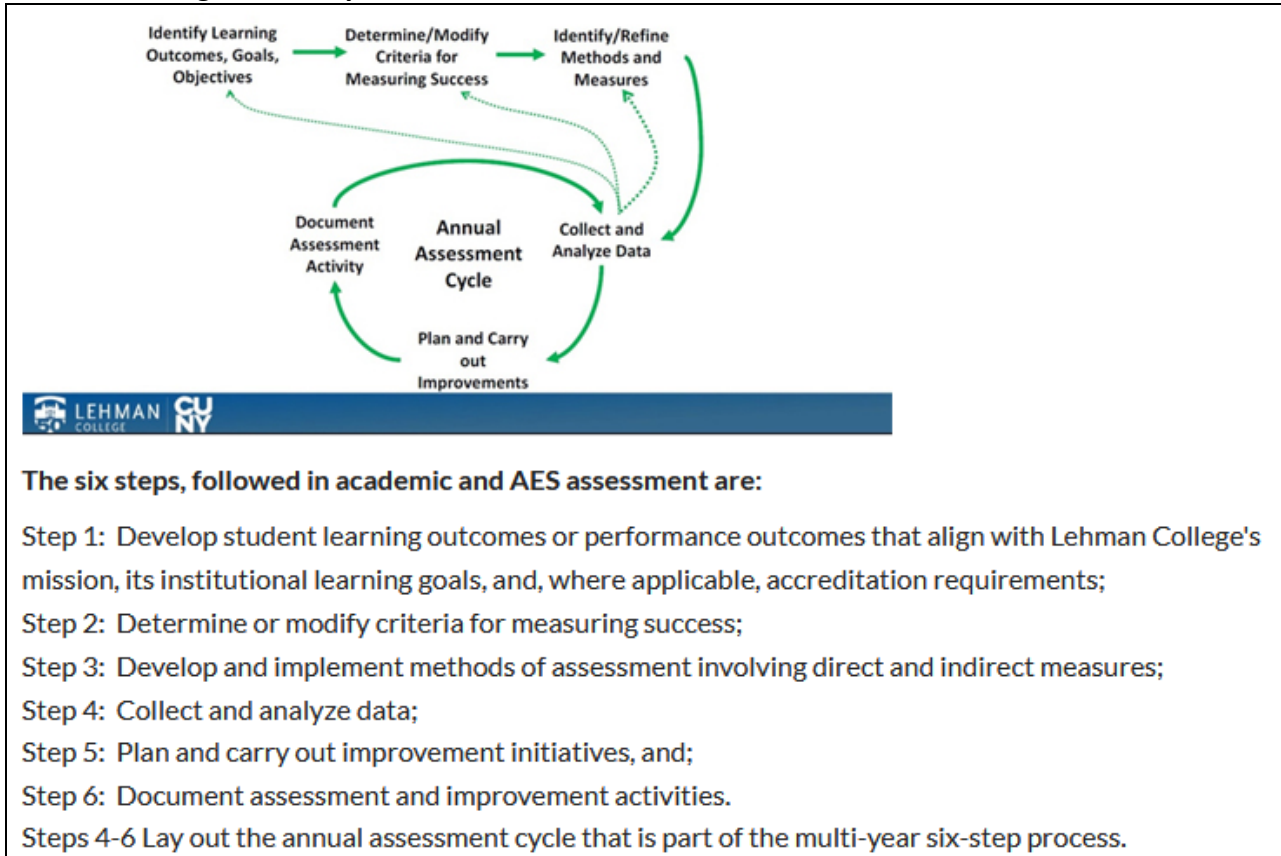
II. Basic Principles

- A. Faculty control the implementation of assessment within their own programs and courses consistent with Lehman College and accreditation expectations.
- B. Staff and administrators control the implementation of assessment within their divisions and offices consistent with Lehman College and accreditation expectations.
- C. Assessment results shall be used for planning, improvement, and to guide resource allocation and other decision making. Assessment results shall be integrated into the program review process, curriculum development, and course redesign.
- D. Assessment results will evaluate students as a group. To the extent that data is disaggregated, programs shall ensure that data cannot be used to identify or evaluate individual students.
- E. Assessment results shall not be used for the individual evaluation of faculty, staff, or students.
- F. Assessment shall not be the sole factor driving budgetary or program planning.

III. Lehman College Assessment Process

Lehman College has a uniform six-step assessment process. This process ensures that assessment is organized, systematic, and sustainable.

Lehman College's Six-Step Assessment Process:



The six steps, followed in academic and AES assessment are:

Step 1: Develop student learning outcomes or performance outcomes that align with Lehman College's mission, its institutional learning goals, and, where applicable, accreditation requirements;

Step 2: Determine or modify criteria for measuring success;

Step 3: Develop and implement methods of assessment involving direct and indirect measures;

Step 4: Collect and analyze data;

Step 5: Plan and carry out improvement initiatives, and;

Step 6: Document assessment and improvement activities.

Steps 4-6 Lay out the annual assessment cycle that is part of the multi-year six-step process.

IV. Roles and Responsibilities

A. Academic Units

- Responsible for program-level outcomes and related assessments to ensure students acquire and demonstrate skills and competencies necessary to pursue further study, realize career opportunities and growth, and participate in communities as engaged and informed citizens.
- Develop and implement multi-year Assessment Plans in alignment with college mission, institutional learning domains, institutional learning outcomes, and specific requirements of their discipline, as well as guidelines of Academic Program Review and applicable accrediting agency requirements.
- Develop and maintain syllabi that identify SLOs and, if appropriate, General Education outcomes.
- Design, accomplish, and follow up on annual assessment activities, as well as report and document evidence of use of assessment results in decision-making (closing the loop).

- Participate in periodic Academic Program Review and, if applicable, disciplinary accreditations.
- Participate in assessment and quality assurance activities that enhance continuous improvement at the program and institutional levels.
- The College has invested in considerable course released time to underwrite assessment activities. Each academic department appoints a faculty member who serves as department
- Assessment Liaison. This individual works with the Chair, faculty, and staff to promulgate quality assurance practices.
- Assessment Liaisons participate in campus-wide assessment workshops, provide technical support for department assessment activities, and report and document assessment activities utilizing the College's electronic platform to streamline and standardize assessment practices and reporting.

B. School Deans and Associate Deans

- Develop and execute multi-year Assessment and Institutional Effectiveness Plans for their Schools.
- Provide leadership in implementing department-level and School-wide assessments, ensuring all academic units have Assessment Plans and are utilizing the Six-Step Assessment Process.
- Collect Assessment Plans and Reports, assuring alignment of plans to College mission, institutional learning domains, and institutional learning outcomes.
- Disseminate assessment results, assure assessment is regular and ongoing, and that results are purposed for evidence-based decision-making, including improvements in academic programs, curriculum, and pedagogy.
- Monitor and confirm compliance with Academic Program Reviews as well as discipline-specific accreditation requirements.
- Encourage and facilitate opportunities for professional development and recognition on institutional effectiveness for faculty and staff.

C. Administrative, Education, and Student Support (AES) Units

- Develop and implement multi-year Assessment and Institutional Effectiveness Plans in alignment with the Lehman College mission and Strategic Plan.
- Vice Presidents, Dean of Students, Chief Librarian, and appropriate Divisional heads are responsible for implementing AES assessment activities and ensuring they occur with regularity.
- Develop, maintain, and disseminate Student Learning Objectives (SLOs) to support Lehman's institutional learning domains and institutional learning outcomes.
- Develop and maintain performance outcomes related to services provided to support student learning in alignment with Lehman College's mission and strategic goals.

- Report and document assessment activities within the assessment management system.
- Complete all annual assessment activities that contribute to institutional accreditation as well as the College's quality assurance goals.

D. Academic Assessment Committee

- Periodically reviews the Institutional Effectiveness Plan and recommends changes as appropriate.
- Reviews and documents academic assessment information at institutional, program, and course level, including General Education and institutional learning outcomes.
- Reviews and documents assessment information from Administrative, Educational, and Student Support (AES) Units.
- Assists departments, programs, units, and faculty develop and implement Assessment Plans and shares assessment findings with appropriate stakeholders.
- Facilitates use of assessment results in Lehman College's governance, planning, resource allocation, and institutional learning outcomes development.
- Identifies and addresses assessment professional development requisites and opportunities and distributes information on best practices.
- Advises on development of broader assessment policies to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.
- Reports assessment outcomes and changes to the Provost and College Senate.

E. Office of Assessment and Educational Effectiveness

- Provides leadership in organizing and coordinating the College's academic, administrative, and educational support units' assessment activities in a systematic and efficient manner.
- Provides technical support for Academic Program Reviews as well as for disciplinary and institutional accreditations.
- Works closely with the Academic Assessment Committee, General Education Council, Deans, administrators, and faculty to support, sustain, and enhance Lehman's academic and educational effectiveness mission and strategic goals.
- Facilitates systematic collection, review, and repurposing of information to evaluate the extent of student achievement of institutional and program learning outcomes.
- Provides Annual Report on Assessment, including General Education assessment.

F. General Education Council [does it currently exist? Has played no role of any kind with General Education Assessment past two years? What should its composition be? How should it be created or recreated?]

- Oversees the Pathways General Education curriculum and provides technical support and guidance for General Education assessment and program review.
- Develops and implements multi-year plans for assessment of lower- and upper-level General Education courses that demonstrate students' mastery of core competencies noted in the diagram [Appendix, Figure 2], and in alignment with the College's institutional learning domains and MSCHE's required competencies.
- Develops and maintains clear and assessable Student Learning Outcomes for General Education LEH courses, identifies systematic methods for assessing them, and documents utilization of results for improvement.
- Provides technical support to guide periodic review of General Education as a program and recommends revisions of the General Education curriculum, consistent with the Pathways

V. Guidance on Best Practices

A. Assessment of Student Learning Outcomes

Each student learning outcome should be assessed at least twice during a four-year period to ensure that assessment results are valid and meaningful.


B. General Education Assessment

The following steps will be taken to facilitate General Education Assessment:

[Content to be developed—high priority]

Notes:

 Denotes areas for discussion

 Denotes a body that has not been active in recent years