



## **ASSESSMENT GUIDE**

# **Assessment of Administrative and Educational Support Units (AES)**

**February 2021**

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## **Assessment of Administrative and Educational Support Units (AES)**

Assessment is about continuous improvement and making evidence-based decisions; its ultimate purpose is to ensure LaGuardia provides quality programs and services. By utilizing systematic and ongoing processes of gathering, analyzing and using information from various sources, the College strives to improve student support services and student learning. The planning and assessment of academic and non-academic programs and units is the cornerstone of the College's systematic process of ensuring effectiveness and fostering continuous, incremental improvement in all areas.

The assessment of the AES units supports institutional effectiveness by demonstrating the degree to which the College is achieving its mission through ongoing assessment and continuous improvement, as evidenced by annually tracking the progress made in achieving institutional and program level goals, assessing the attainment of the College strategic goals, the student learning and program level goals, and evaluating the quality of programs and services. Each of these processes is not only critical for assessing continual improvement, but also conforms to the expectations of the Middle States Commission on Higher Education (MSCHE) assessment and planning standards.

The AES assessment process involves both annual assessment plans and Periodic Unit Reviews which build on the annual results and analyses.

For planning annual assessments, AES units should define their mission, establish goals, and determine how to measure objectives associated with those goals. In annual reports, AES units assess the data collected to determine the success of their initiatives. Units provide evidence of actual improvement of their processes or outcomes based on analysis of the results. Units also can assess student learning outcomes (SLOs), in their workshops and seminars. Based on the results, the unit may re-assess its goals or objectives for the following academic calendar year.

The Periodic Unit Review (PUR) should be considered as the Unit's Self-Study. It is more comprehensive and systematic than the annual reviews. Periodic Unit Reviews examine the capacity, processes, and outcomes of a Unit over a period of time (every 4-6 years). They are opportunities to evaluate the Unit's service quality and effectiveness and to support continuous improvement.

Both annual assessments and Periodic Unit Reviews ensure that key processes meet the needs and expectations of students, parents, employers, faculty, and other stakeholders in student success at the College.

The table below provides a summary of the units by-divisions, and a calendar for both the annual assessments and Periodic Unit Reviews at LaGuardia. While not all units start their assessment process in the same year, the majority adopted a systematic assessment process in 2018-19, and started submitting their annual assessment plans in 2019-20. Five units also submitted 2018-19 assessment plans.

**LaGuardia Community College, City University of New York**  
**Administrative & Education Support (AES) Units Assessment Schedule**

Programs/Services	Annual Assessment Plans (X)						
	Periodic Unit Reviews (4-6 years cycle) (P)						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Division of Academic Affairs</b>							
1 - Pre-College Programs		X	X	X	X	X	P
2 - Center for Teaching and Learning	X	X	X	X	P	X	X
3 - Writing Center		X	X	X	X	X	P
4 - LaGuardia Performing Arts Center (LPAC)		X	X	X	X	P	X
5 - Institutional Research and Assessment		X	X	X	X	P	X
6 - Registrar		X	X	X	X	X	P
<b>Division of Adult and Continuing Education</b>							
7 - Pre-College Academic Programs		X	X	X	X	P	X
8 - Administration and Finance		X	X	X	X	P	X
9 - Business and Entrepreneur Services		X	X	X	X	P	X
10 - Workforce Development		X	X	X	X	P	X
<b>Division of Student Affairs</b>							
<b>Enrollment Management Services</b>							
11 - Students' Rights and Responsibilities		X	X	X	X	X	P
12 - Student Information Center/Conversion Team		X	X	X	X	X	P
<b>Access and Achievement</b>							
13 - Admissions	X	X	X	X	P	X	X
14 - Testing Services		X	X	X	X	P	X
15 - Financial Aid	X	X	X	X	P	X	X
<b>Progress and Completion</b>							
16 - Student Advising Services		X	X	X	X	X	P
17 - Center for Career & Professional Development		X	X	X	X	P	X
18 - Transfer Services		X	X	X	X	P	X
<b>Student Engagement</b>							
19 - Early Childhood Learning Center		X	X	X	X	X	P
20 - Office of Health and Wellness Services and OSD		X	X	X	X	P	X
21 - Campus Life/Recreation		X	X	X	X	P	X
<b>Division of Administration</b>							
22 - Human Resources		X	X	X	X	P	X
23 - Finance and Business Office	X	X	X	X	P	X	X
24 - Facilities Management and Planning		X	X	X	X	X	P
25 - Public Safety		X	X	X	X	P	X
<b>Division of Information Technology (units combined)</b>							
26 - IT Division		X	X	X	X	X	P
<b>Division of Institutional Advancement</b>							
27 - Marketing & Communications	X	X	X	X	P	X	X
28 - External Affairs		X	X	X	X	X	P
29 - Development		X	X	X	X	X	P
<b>President's Office</b>							
30 - Compliance and Diversity		X	X	X	X	X	P

## Developing an Annual Assessment Plan

Programs and Units should go through continuous annual assessment cycles that culminate in a Periodic Unit Review. A crucial step in developing an assessment plan is clarifying its focus and content of the plan, which should be based on the purposes and functions of the specific administrative unit.

### Goals of the Assessment Process

- Articulating mission, goals and desirable objectives/outcomes of the Unit
- Ensuring that programs and services offered by the Unit align with those desirable outcomes
- Providing evidence that whether the Unit is accomplishing its goals and outcomes or not
- Making improvements as needed
- Documenting the process for accountability and future reference

The following eight-step approach can help the Unit develop an effective annual assessment plan:

### STEP 1: Define the Mission and Goals of the Unit

#### Mission Statement

A mission statement provides a description of the core values and guiding principles that direct the work of a Unit. It should help coordinate the work of the Unit to ensure that everyone is working towards a common purpose aligned with the LaGuardia's overarching mission. The mission statement should be brief and memorable, state the purpose and the primary functions of the Unit, reflect the Unit's contributions, and identify the major stakeholders served by the Unit.

At a minimum, the mission statement should answer the following questions:

- **Who are we?** The name of the Unit should be prominently included in the mission statement.
- **What do we do?** The primary service(s) provided by the Unit should be clear and understandable by those who may be unfamiliar with it.
- **Why do we do it?** Included in the mission statement should be the reasons why the Unit provides the primary service(s).
- **For whom do we do it?** It is necessary to identify the key stakeholders/recipients of the work of the Unit. Any tasks that fail to serve the stakeholders should be re-evaluated and replaced by tasks which do so.
- **What value are we bringing?** Included in the mission statement should be an explanation about how the key stakeholders are going to benefit from the primary service(s) of the Unit.
- **How does our Mission serve the College?** The mission of the Unit should reflect the mission and Core Values of the College.

#### Goals

In most instances, a Unit should be able to execute successfully between two and five goals. Broadly speaking, Unit goals should portray what the Unit strives to accomplish, describe the most important services it provides, and identify key functions or services that contribute to supporting the College's

mission and/or strategic plan. When establishing goals, a Unit should consider what resources are available to accomplish them; goals should be realistically ambitious.

Goals should be:

- clearly written
- achievable within the specified time established
- provide a framework for the objectives/outcomes
- adaptable to changes in the responsibilities assigned to the unit
- consistent with the mission statement of the Unit and institution

## STEP 2: Define Unit Outcomes / Objectives

Unit goals tend to be general statements that reflect what the unit's broader goals should achieve, while outcomes are specific statements describing the results to be achieved and the means to achieve them.

It is common to have several objectives/outcomes for each Unit goal. They primarily describe what the Unit is going to do and its potential impact on students and other key stakeholders. Because of their function as support units, the objectives of AES Units frequently focus on process and Student Outcomes (SOs). However, Student Learning Outcomes (SLOs) among AES Units are also important, as students' experiences within the context of AES Units and the co-curricular experiences contribute to the achievement of institutional learning outcomes and the General Education Core Competencies and Communication Abilities. Since Middle States strongly recommends that the AES Units include SLOs in their assessment plans, AES units should echo, reflect, and/or incorporate at least some SLOs in their Mission, Goals and Outcomes.

### Unit Outcomes/Objectives

- evolve from Goals and are tied to the assessment process
- use action words that specify definite, observable behaviors
- indicate an appropriate level of attainment
- are assessable through one or more indicators
- are realistic and achievable
- use simple language

Keep in mind the acronym **SMART** when developing your operational outcomes and student learning outcomes:

**Specific** - associated with key processes and services distinctive to the Unit

**Measurable** – results oriented, based on metrics and/or tools. Consider your available resources (e.g., staff, technology, assessment support, surveys, etc.) in determining whether the collection of data is feasible and whether data collected will be accurate and reliable.

**Attainable** – outcomes should be both ambitious and attainable with realistic level of improvements expected (set reasonable incremental outcomes that change over time).

**Relevant** – related directly to the program/unit mission and goals and tied to LaGuardia's mission.

**Time-bound** - indicate the timeframe for assessment.

## **STEP 3: Identify measures**

### **Develop or Identify Measures**

Once measurable outcomes or objectives are specified, the next step is to identify measures to evaluate the Unit's effectiveness. Measures come in a wide variety of forms and from a wide variety of sources. Occasionally, measures require the development and implementation of new tools, but often measures rely on secondary analysis of data that are already collected by the Unit, Division, or College.

Although coming from many different sources, strong measures share key attributes:

- They are directly and clearly related to the outcome being assessed (i.e. applying the measures will answer the question: "How effectively did the Unit achieve this outcome?")
- The process for evaluating the findings is documented, impartial, and systematic.

Start by taking inventory of the types of tools the Unit is already using: What information is it already collecting? What kinds of indicators is it already using or are already familiar with? What kinds of indicators are recommended by your professional association?

### **Assessment Methods**

Assessment methods are the strategies, techniques, tools, and instruments for collecting information to measure the achievement of the desired outcome. The use of multiple methods is recommended, since relying on only one method to provide information about the Unit will only partially reflect its accomplishments.

For each objective/outcome, a combination of direct and indirect assessment methods is advisable. For example, responses from surveys may be informative; however - when combined with rubric scores - they will be more meaningful, valid, and reliable.

### **Quantitative vs. Qualitative Methods**

Quantitative methods rely on numerical scores or ratings, while qualitative methods rely on descriptions rather than numbers.

### **Direct vs. Indirect Methods**

Direct measures/methods examine actual results. Indirect measures examine perceptions and gather opinion. Learning is inferred instead of being supported by direct evidence.

<b>Direct and indirect measures examples</b>		
	<b>Direct measures</b>	<b>Indirect measures</b>
<b>For student learning</b>	Measure student learning by assessing actual samples of student work. Because direct measures capture what students can actually do, they are considered best for measuring levels of achievement of student learning on specific outcomes.	Less concrete evaluation of student learning. Attitudes, perceptions, feelings, values, etc. Indirect measures imply student learning by employing self-reported data and reports. Indirect measures help substantiate instances of student learning.
<b>For support services</b>	Designed to measure the efficacy of services, programs, initiatives, etc. within areas that may have outcomes that are not related to student learning. The outcomes for these areas may relate to efficiency of processes, effectiveness of programs, etc.	Designed to collect findings about stakeholders' attitudes, perceptions, feelings, values, etc. Measures include satisfaction, impact of a program or service on constituents, value of programs and services and more.
<b>Examples</b>	<b>Pre/Post Test</b> - Post-test scores are compared to pretest scores to determine if the students have learned specific information or concepts	<b>Surveys.</b> Questions about ability to do something or satisfaction with a service/process. Surveys of students, alumni, employers, faculty and staff. Course evaluations
	<b>Embedded questions.</b> Specific questions designed to see if students or clients learned something you expected them to learn	<b>Attendance rates.</b> Retention, graduation, transfer rates
	<b>Rubrics.</b> Designed to address specific skills or behaviors such as student learning outcomes. Used for papers, projects, presentations, portfolios, performances, etc.	<b>Grades.</b> When they are not based on explicit criteria related to clear learning goals
	<b>Overall work product.</b> Portfolios of student work compiled over time; capstone project.	
	<b>Behavioral observations.</b> An expert observer (often a supervisor) observes a practical application of a student learning outcome (e.g., presentation, field work, clinical experience, service learning) and rates student performance.	<b>Focus groups or interviews</b>
	<b>Pass rates or scores.</b> On licensure or certification exams.	<b>Course evaluations</b>
	<b>Standardized Exams/test</b>	<b>Job placement statistics</b>
	<b>Reporting on accuracy and timeliness.</b>	



## Assessment Activities

Assessment activities include a full range of projects and activities designed to gauge the Unit's outcomes and student learning. Assessment activities are driven by the Unit's outcomes and should be identified for each objective, and be as specific as possible. They specify how the measures will be collected, what tools will be used, and what instruments will be developed.

### Step 4: Set Targets

Many assessment plans set annual targets, while some set targets for the end of the assessment cycle as part of the Periodic Unit Reviews. Since the assessment outcomes of AES units are not necessarily measured every year and the Periodic Unit Reviews will provide more comprehensive opportunities for assessment, setting annual targets is not required. However, in addition to setting 4-6 year targets, many units choose also setting annual targets for some of their measures.

Targets are the specific values for each measure which the Unit would like to reach and should be realistically ambitious: What is the minimum result / value that will represent success at achieving this outcome?

For example, a success target might be one of the following:

- 100% of reports are submitted by the first Monday of each month.
- Participation increases by 10%
- 90% of students report they are satisfied with this service
- A 10% increase in financial aid applications
- A 15% increase of advised students retained in the following semester

### Step 5: Collect Data

Data collection can be time-intensive, so make sure that the data collected relates to the outcome being assessed. Units may want to collect data continuously or take a snapshot at regular intervals, but collected data should represent the work the Unit does throughout the year.

#### Useful tips

- Look first at the data already collected to see if it can be used to measure outcomes.
- **Plan!** The key to collecting data is planning. One of the biggest challenges that Units face when writing their results is realizing that a measure was not implemented. This often results in a scramble for data that may only loosely tie to the outcome. Once the Unit has completed identifying the outcomes and assessment measures, simply mapping roles and responsibilities provides an easy tracking system and helps ensure that high quality data are available.

## **Step 6: Analyze Assessment Results**

Once the data have been collected and the Unit knows whether or not it has met its targets, the next phase of the administrative assessment process is to analyze results. What do they mean for your Unit?

- What does this tell you about the strengths of your Unit? Its weaknesses? What worked well, and what needs to be improved?
- Which strategies were successful? Which were not?
- What will the Unit do differently going forward?
- Occasionally the results will point the Unit to a different direction, showing trends or avenues which may require additional investigation.

The most important part of the assessment cycle is analysis of the results, including the discussion of how those results will be used to enhance performance, and how the proposed improvements are articulated in the Unit's plans. The purpose of outcomes assessment is to provide the Unit with meaningful information about the effectiveness of its operations, not to evaluate individual achievement or to reward or punish staff.

Meaningful, effective assessment can only happen from a place of safety, where staff members feel empowered to examine, analyze, and report the Unit's results honestly. Results that show that 100% of targets met are not generally helpful, since they likely indicate that targets were set too low, or that the assessment process is not truly effective.

For future actions, you should indicate when you foresee those actions taking place, who will be responsible, and what resources are needed.

## **Step 7: Next steps / Future Assessment Initiatives**

Base on the results, develop a plan for further initiatives and next steps

- Determine how assessment results will be used for administrative unit improvement.
- The results and information gained should be distributed to the appropriate parties to achieve continuous improvement.

## **Step 8: Write an Executive Summary**

As the final step of the annual AES assessment process, each AES Unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit and the overall assessment process for that year, highlights key findings and provides recommendation and next steps.

## **Step 9: Assessment Plan for the Following Year**

When working on the following year assessment plan – you must “close the loop” – using the findings and new initiatives from the previous year to modify units' measures and activities, and occasionally objectives. Rarely, when units' direction is revised, goals can be altered as well.

## Supporting Documents for the Annual Review (in Appendix A)

1. Timeline for the annual and Periodic Unit Reviews
2. An Annual Assessment Template
3. Developing rubrics for each phase:  
All rubrics are first used by the unit, followed by the AES Assessment Council unit liaison, followed by OIRA, and finally, if requested, by the Division Vice President
  - Mission, Goals and objectives/outcomes
  - Measures, methods and activities
  - Results and next steps
4. Executive Summary
  - Reviewed by the AES Assessment Council unit liaison, followed by OIRA, and then submitted to the Division Vice President
5. Quick Guide for the AES Assessment Plan
  - Visual representation, and short summaries and examples the steps required to develop and sustain annual assessment plan

## Periodic Unit Review (PUR) – a 4-6 year cycle

A periodic review is a self-study process of examining the capacity, processes, and outcomes of a Unit in order to evaluate its quality and effectiveness and to support continuous improvement. Regular, periodic reviews provide a formal process for thorough, fact-based documentation and evaluation of the Unit, the infrastructure supporting it, and the plans for its growth and improvement.

The periodic review provides an opportunity to engage in an extended period of critical reflection on the successes and challenges the Unit. It is also a time to look forward, reviewing the mission and creating new goals and plans for achieving them. The annual assessment plans and processes of the units provide the bulk of data that units will use during the periodic review (the outcomes also act as anchors for other activities conducted and reports generated between reviews).

### The Program Unit Review (PUR) entails several important steps:

#### Step 1. Select a point person to guide the process

It begins with the unit staff engaging in a self-study process, beginning in the fall of the year in which the program is scheduled to proceed. The self-study should be guided by the unit's director or a designated staff member(s) who coordinates the review process. Over the course of that year, all staff members of the unit should be involved in the program review process which will culminate in a program review report.

## Step 2. Review the annual assessment plan

Review and evaluation of the annual assessment plans, including achieving the targets of the various outcomes, results and analysis and next steps. The review process should generate questions, and areas for review and issues of concern or interest.

Even if you have established annual targets, you should also have established targets for the entire assessment cycle. The targets should include all measures, including those that were not included every year.

## Step 3. Write program review draft report

The draft should be short (about 10 pages) with supporting documents, if needed, included in the appendix.

The review is meant to involve both assessment (where is the unit is now and how it got there) and planning (what the unit's vision for the future is and how it will get there).

1. Start with a brief description of the unit
2. Unit mission, goals and outcome/objectives.
3. Indicate how unit's mission and goals are aligned with LaGuardia's Mission and Strategic Goals.
4. Describe the results of Student Learning Outcomes and how the results were used.
5. Describe the overall impact of the annual assessment results and changes that were instituted.
6. Specify your strategies or plans for improving the program/unit in preparation for the next PUR
7. Evaluate support and additional resource needs

After OIRA and the Division Vice-President review the draft and provide feedback, final draft will be created for the external reviewers.

## Step 4. Summit the draft report for external or internal reviews

- Reviewers from other colleges and universities (External Reviewers), or from other units at the College (Internal Reviewers), can provide an outsider's perspective on the unit, the self-study and the future plans. The reviewers provide a written report where they address the strengths, weaknesses, opportunities and any threats facing the units. They are also asked to make a series of prioritized recommendations based on their observations, interactions with the staff, and their own experience.

## Step 5. Write the final report

- Modify the report to follow the recommendation of the reviewer(s).
- Deposit the report in the AES SharePoint site

## Step 6. Create assessment plans for the next assessment cycle

## Appendix A – Annual Assessment Documents

### Calendar: Assessment Activity Planning for AES Units

Units did not start their assessment process in the same year. While some units have had assessment plans for several years, the majority adopted a systematic process in 2018-19, and started submitting their annual assessment plans in 2019-20.

<b>Annual Assessment Cycle: Year 1</b>	
by October	Finalize mission, goals and objectives
by December	Measures / Methods / Activities
by April	Collecting data
by July*	Analyzing the results / Next steps
By August	Executive Summary

<b>Annual Assessment Cycle: After year 1</b>	
By September	Plan the next cycle
by December	Measures / Methods / Activities
by April	Collecting data
by July*	Analyzing the results / Next steps
by August	Executive Summary

<b>Periodic Review (after 4-6 Years) Summarizing annual plans. No annual assessment in the review year</b>	
by December	Draft Report Summarizing 5 Years of Assessment Data
by February	Submit draft to OIRA, and VP
March	Submit report to External or Internal Reviewer
By May	Feedback from Reviewer
By August	Final Unit periodic report

\* The date might change depending on when the results are expected

# Annual Assessment Plan Template

## Year #: xxxx-yyyy Annual Assessment Plan

Unit/Department  
:

Mission:

Phase 1 - goals and objectives		Phase 2 -measures and activities				Phase 3 - results, analysis, future initiatives				Optional
Goal	Strategic Plan Goals	Objective/ Outcome	Method/ Measure	Year 1 Activities 2019-20	Required Resources	Results	Analysis & resulting actions	Future Initiatives?	Cross-Divisional Collaborati	Targets (specify timeframe)
Goal 1		Objective 1								
		Objective 2								
Goal 2		Objective 1								
		Objective 2								
Goal 3		Objective 1								
		Objective 2								
Strategic Plan Goals:										
1 - Build Student Access and Success										
2 - Strengthen Learning for Students - and for Faculty, Staff and the College										
3 - Enrich the Student Experience										
4 -Build Inclusive Community to Achieve the College Mission										
5 - Advance Career and Workforce Development										

## Rubrics for Each Phase:

All rubrics are first used by the unit, followed by the AES Assessment Council unit liaison, followed by OIRA, and finally, if requested, by the Division Vice President

### Phase 1- Mission, Goals and objectives/outcomes

Administrative and Educational Support Units Rubric to Evaluate Annual Assessment Plans (Mission, Goals & Objectives)				
Ratings: 3=Outstanding; 2=Acceptable; 1=Developing				
<b>MISSION</b>				
	Clear and concise	Purpose distinctive to the unit	Identifies stakeholders	Apparent relationship to LaGuardia's Mission
	3	3	3	3
<b>GOALS</b>				
	Clearly Written	Provides framework for objectives / outcomes	Consistent with the mission statement of the unit and institution	Achievable within the specified time
<b>Goal 1</b>	3	3	3	3
<b>Goal 2</b>	3	3	3	3
<b>Goal 3</b>	3	3	3	3
<b>OBJECTIVES / OUTCOMES</b>				
	Observable and measurable	Uses action verbs which specify observable behaviors	Aligned with unit goals	Assessable through one or more indicators
<b>Goal 1</b>				
1.1	3	3	3	3
1.2	3	3	3	2
1.3	3	3	3	3
<b>Goal 2</b>				
2.1	3	3	3	3
2.2	3	3	3	3
2.3	2	3	3	3
<b>Goal 3</b>				
3.1	3	3	3	3
3.2				
3.3				

**Phase 2 - Measures, methods and activities**

Administrative and Educational Support Units							
Rubric to Evaluate Annual Assessment Plans (Methods / Measures, and Activities)							
Ratings: 3=Outstanding; 2=Acceptable; 1=Developing							
Methods/Measures				Activities			
	Clearly described	Correctly linked to outcomes	Multiple strategies using combination of direct and indirect measures (across objectives)	Assessable through one or more indicators	Well planned, doable	Support the outcomes and measures (initiatives, surveys, collecting data, emails, etc.)	Responsibilities for activities are assigned
<b>Goal 1</b>							
1.1							
1.2							
1.3							
<b>Goal 2</b>							
2.1							
2.2							
2.3							
<b>Goal 3</b>							
3.1							
3.2							
3.3							



**Phase 3 - Results and Analysis**

**Administrative and Educational Support Units**  
**Rubric to Evaluate Annual Assessment Plans (Results, and analysis)**

Ratings: 3=Outstanding; 2=Acceptable; 1=Developing

		<u>Results</u>			<u>Analysis and Resulting Actions</u>			
		Relevant results that are clearly linked to objective/outcome	Complete, concise and well organized presentation of results	Compare new findings to past trends, where applicable	Include supporting documentation (tables, charts, surveys, rubrics, etc.)	Clearly tied to results and directly state which findings are used	Actions realistic and manageable	Actions are directly supported by results
<b>Goal 1</b>								
1.1								
1.2								
1.3								
<b>Goal 2</b>								
2.1								
2.2								
2.3								
<b>Goal 3</b>								
3.1								
3.2								
3.3								

## Executive Summary

### Annual Assessment Report EXECUTIVE SUMMARY

As the final step of the AES assessment process, each AES unit is required to submit an Executive Summary. The Executive Summary is a short document which provides an overview of the Unit, and the overall assessment process, highlights key findings and provides recommendation and next steps.

**Typically, an executive summary is in the following format:**

Unit name: \_\_\_\_\_

Assessment year: \_\_\_\_\_

#### **The unit's mission**

#### **Assessment results by goal and objectives**

**Goal 1:** state the goal

**Supporting Strategic plan goal:** Provide the goal for LaGuardia's Strategic Plan

##### **Objective/outcome 1.1**

- Measures
- Overview of findings, recommendations and next steps

##### **Objective/outcome 1.2**

- Measures
- Overview of findings, recommendations and next steps

**Goal 2** state the goal

**Supporting Strategic plan goal:** Provide LaGuardia's Strategic Plan

##### **Objective/outcome 2.1**

- Measures
- Overview of findings, recommendations and next steps

##### **Objective/outcome 2.2**

- Measures
- Overview of findings, recommendations and next steps

etc.

#### **Overall summary**

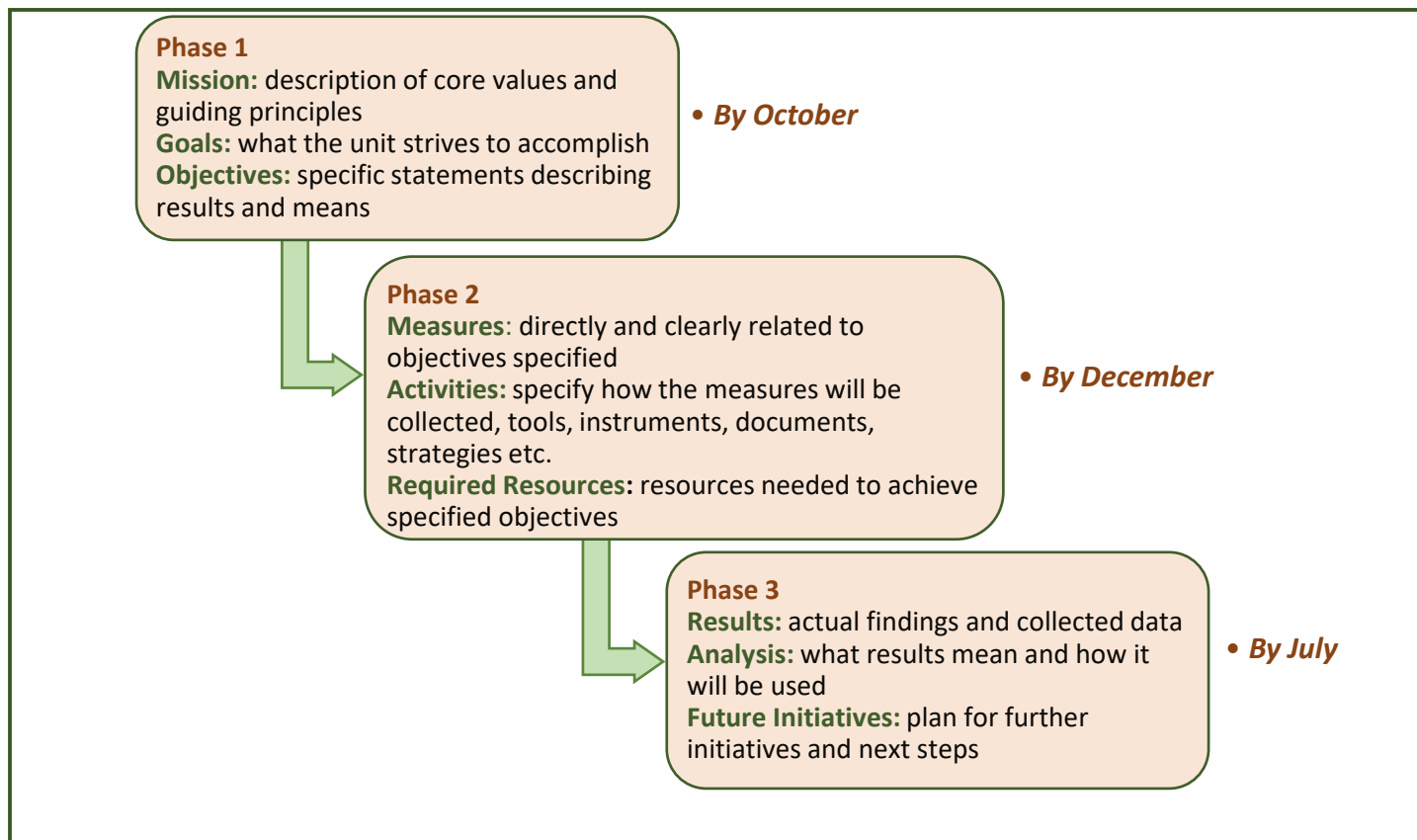
- If you have assessment results from the previous year, please review and briefly describe and explain the ways the unit closed the loop on those results.
- Overall future directions

#### **An Appendix**

- The Appendix provides supporting information and documentation, including Excel reports, findings, copies of rubrics, and other materials which illustrate the process. It is not necessary to include all the data collected, although such information should be available if questions arise.

## Quick Guide for the AES Assessment Plan

### AES Assessment Plan – Annual Processes



#### Phase 1: Mission, Goals, Objectives (by October)

<b>Mission</b>
A mission statement provides a description of the core values and guiding principles that direct the work of a Unit.
<ul style="list-style-type: none"> <li>• Clear and concise</li> <li>• Purpose distinctive to the Unit</li> <li>• Identifies stakeholders</li> <li>• Has apparent relationship to LaGuardia’s Mission</li> </ul>
<b>Goals</b>
Unit goals should portray what the Unit strives to accomplish, describe the most important services it provides, and identify key functions or services that contribute to supporting the College’s mission and/or strategic plan. Goals should be realistically ambitious.
<ul style="list-style-type: none"> <li>• Clearly Written</li> <li>• Provides framework for objectives</li> <li>• Consistent with the mission statement of the Unit and the College</li> <li>• Adaptable to changes in the responsibilities assigned to the Unit</li> <li>• Achievable within the specified time</li> </ul>
<b>Objectives</b>

Unit **goals** tend to be general statements that reflect broadly what the Unit strives to achieve, while **objectives** are specific statements describing the *results* to be accomplished and the *means* to achieve these results. It is common to have several objectives for each goal. Objectives primarily describe what the Unit is going to do and its potential impact on its constituents, focusing on processes (new systems, reporting, recruitment plan, construction projects, etc.), outcomes (attendance, retention, applications, violations, etc.) and Student Learning Outcomes.

- Observable and measurable
- Uses action verbs which specify observable behaviors
- Aligned with Unit goals
- Assessable through one or more indicators

### LaGuardia AES Units - Examples of Goals and Objectives

#### ACE Business and Entrepreneur Services

Goal 1: To provide education and support services that contribute to small business growth and promote positive economic impact for the local economy.

- Objective 1.1 Increase the number of businesses served in the business services cluster
- Objective 1.2 Students in the GS10KSB program will demonstrate becoming more confident and effective business owners through 2026 (SLO)

#### Health Services, Wellness Center and Office for Students with Disabilities

Goal 3: Provide opportunities for students to explore and discover basic knowledge, skills and tools to help make healthy life choices

- Objective 3.1 Students will be able to demonstrate an ability to identify and address their health concerns (SLO)

#### Information Technology

Goal 2: Partner with Student Affairs, Academic Affairs, Institutional Advancement, Administration, Adult & Continuing Education to provide development and support of systems to increase operational efficiency and enhance the student experience.

- Objective 2.1 Advance and develop tools to promote, track, and enhance student engagement and success
- [Objective 2.2?] Ensure students have ready, responsive and up to date access to software, databases and information technology services

## Phase 2. Measures, Activities and Required Resources (by December)

### Measures

**Measures** are directly and clearly related to the **objectives** specified (i.e., applying the measures will answer the question: “How does the Unit demonstrate it achieved this objective?”). Measures come in a wide variety of forms and from a wide variety of sources. Occasionally, measures require the development and implementation of new tools, but they often rely on secondary analysis of data that are already collected by the Unit.

- Clearly described
- Correctly linked to the objectives
- Multiple strategies using combination of direct and indirect measures (*across objectives*)
- Assessable through one or more **indicators**

**Annual targets should be provided when they exist, and must be aligned with the measures. For example:**

- When the measure is retention rate – the target is the % retained by the end of the assessment year
- When the measure is attendance – the target is the number, % attending, or participation increase by x%
- When the measure is learning outcomes – the target is the % with correct answers, or the mean scores

<b>Activities</b>
Activities specify how the measures will be collected, what tools will be used, what instruments will be developed, and what documents will be created. Activities can also specify strategies that will facilitate the achievement of the objectives, creating workshops, training sessions, contacting students, communication strategies, programs, etc.
<ul style="list-style-type: none"> <li>• Well planned; doable</li> <li>• Support the outcomes and measures (initiatives, surveys, collecting data, emails, etc.)</li> <li>• Responsibilities for activities are assigned</li> <li>• Clear and realistic timeframes</li> </ul>
<b>Required Resources</b>
Consider resources required (staff, technology, assessment support, surveys, budget, etc.) in determining whether the collection of data is feasible and whether data collected will be accurate and reliable.
<ul style="list-style-type: none"> <li>• What resources are needed to achieve the specified objectives, and accomplish the specified activities</li> <li>• Any Cross-Divisional Collaboration?</li> </ul>
<b>LaGuardia AES Units - Examples for aligning Measures to Objectives</b>
<b>Center for Teaching and Learning (CTL)</b>
Objective 1.1 Increase one-semester retention and completed credits in the first year for students enrolled in First Year Seminar, compared to students in the same major not enrolled. <u>Measures:</u> <ul style="list-style-type: none"> <li>▪ Retention data (FYS next semester attendance compared to non-FYS)</li> <li>▪ Credit accumulation (FYS credits in one year compared to non-FYS).</li> </ul>
<b>Office of Institutional Research and Assessment (OIRA)</b>
Objective 2.1 Coordinate and assist with strategic planning process through the collection and development of measurable outcomes and progress reports. <u>Measures:</u> <ul style="list-style-type: none"> <li>▪ Maintain and update the institutional Effectiveness KPIs</li> <li>▪ Update the Strategic Plan goals and objectives measures</li> </ul>
<b>Marketing and Communications</b>
Objective 1.1 Increase number of prospects and applicants through targeted and strategic communications and advertising plans. <u>Measures:</u> <ul style="list-style-type: none"> <li>▪ Total applicants</li> <li>▪ Paid social media CTR</li> <li>▪ Related website pages unique page views, time spent on page, bounce rate</li> <li>▪ Pipeline student email open/click rates</li> </ul>

**Phase 3. Results, Analysis, Future Initiatives (by July, could change depending on the results timeline)**

<b>Results</b>
Provide the actual findings and collected data. Data presented <u>must</u> relate to the measures specified and objectives assessed. Units may want to collect data continuously or take a snapshot at regular intervals, but collected data should represent the work the Unit performs throughout the year. The key to collecting data is planning. One of the biggest challenges that Units face when writing their results is realizing that a measure was not implemented. This often results in a scramble for data that may only loosely tie to the objectives and measures specified.
<ul style="list-style-type: none"> <li>• Relevant results that are clearly linked to objectives and measures</li> <li>• Complete, concise and well organized presentation of results</li> </ul>

- Compare new findings to past trends, where applicable
- Include supporting documentation as appendices (tables, charts, surveys, rubrics, etc.)

**Analysis and Resulting Actions**

The most important part of the assessment cycle is analysis of the results, including the discussion of how those results will be used to enhance performance, and how the proposed improvements are articulated in the Unit’s plan (when targets are specified it should include whether or not they were attained). The analysis should focus on what the findings mean – what are the strengths and the weaknesses? What worked well and what needs improvement? Which strategies/activities were successful? What will the Unit do differently? Do the results require additional investigation?

- Clearly tied to results and directly state which findings are used
- Actions realistic and manageable
- Actions are directly supported by results

**Future Initiatives**

Base on the results, develop a plan for further initiatives and next steps.

- Determine how assessment results will be used for administrative unit improvement
- The results and information gained should be distributed to the appropriate parties to achieve continuous improvement.

**LaGuardia AES Units - Examples for Results and Analysis**

**Student Financial Services (SFS)**

Results: 1) 12 emails and 10 text messages were sent to students. Due to COVID19 no postcards were mailed. As of July 2020 there is a 1% (18,265 v. 18,007) increase in FAFSA applications for 2020-21 compared to 2019-20. 2) Attendance at the Financial Aid Awareness Day increased by 3.3% (244 v. 266) compared to 2018-19 (Appendix A). In regards to the students survey responses regarding their satisfaction with services, while the numbers of students satisfied compared to very satisfied were different each year overall the percentages reflect a 2% satisfaction rate increase with 2019 at 92% and 2020 at 94% . Students also self-reported they learned how to apply for aid and the many resources available to finance their education (Appendix A). 3) 99% of FWS students signed up Direct Deposit which is a 7% increase from last year (Appendix B).

Analysis & resulting actions: The results show improvements for all three measures evaluating the success of marketing strategies Actions: 1) We will continue the email and text messages campaign to inform students of the resources available to finance their education. 2) We will also explore the feasibility of offering a Virtual Financial Aid Awareness event in 2021. 3) Almost 100% of students are receiving their FWS checks via Direct Deposit. We will maintain this service going forward.

**Human Resources**

Results: Diversity Information based on Employees identifying as non-white in 2018: 1232; Diversity Information based on Employees identifying as non-white in 2019: 1176 Percentage: -4.5% from 2018 to 2019. Diversity Information based on Employees identifying as female in 2018: 1145 Diversity Information based on Employees identifying as female in 2019: 1103; Percentage: -3.66%

Analysis & resulting actions: The results show a decrease in the proportion of women and non-white employees in 2019 compared to 2018. Resulting actions: 1. Work closely with Affirmative Action to ensure Search Committees are educated on underrepresentation within the hiring department. 2. Ensure advertisements target underrepresented minorities/groups to increase participation in the hiring process. 3. Publish the handbook which was delayed due to COVID