

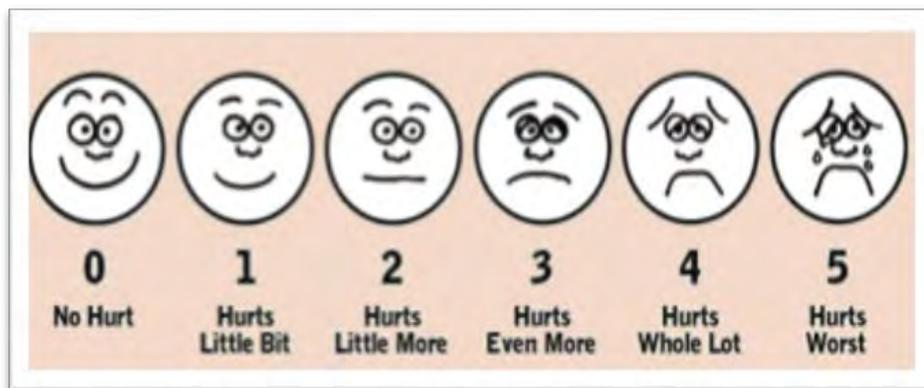
SPECIAL POINTS OF INTEREST:

- **Why we love assessment**
- **College-wide assessment: The big picture**

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Why we love assessment (and you should too!)



1. It is not about tests – assessment it is about finding out what works and what doesn't.
2. It is not about grades or ratings – it is about creating a feedback mechanism so you can determine whether you are accomplishing what you intended to.
3. It is not always formal – virtually all products and interactions are part of assessment.
4. It is not separate from the big picture – assessment begins with articulating what you hope to achieve and then aligning what you do with those goals.
5. It isn't about "after" – effective assessment is a dynamic ongoing process that allows for changes, followed by assessment and more changes if needed.
6. It isn't just about finding weaknesses – assessment is about discovering and accentuating the positives.
7. It is not an end in itself – it is the beginning of better.
8. It isn't about me (or you) – assessment is about us. It is about working together, administrators, faculty, staff and students, as full partners for our collective success.

College-wide Assessment: The Big Picture



“The committee helps to guide the institutional assessment process and build awareness for assessment at the college”

College-wide assessment is everybody’s business. It should not just be relegated to a few individuals or be the focus during the accreditation period. College-wide assessment should be understood as a continuous cycle of improvement geared at student success, which, in turn, is rooted in institutional strategic planning, and an institutional culture for assessment. These three pieces work together to build a robust assessment environment. Here is what I mean:

Strategic Planning

College-wide assessment begins with a commitment to student learning and success across the institution. The college is accountable for institutional and academic programs that support its students. As such, these are strategic initiatives that are addressed in the institution’s strategic plan. An institutional strategic plan provides the foundational base for institutional outcomes including college-wide assessment, and the allocation of resources to these initiatives. We do a dis-service to our students if we do not put mechanisms in place to support their successful outcomes in learning. Student learning, then, is the central component in the college’s strategic plan and programs that result from strategic planning. Student learning goals, in turn, guide the assessment process.

The departmental and program goals aligning with the wider institutional context is vital in the strategic planning process. Once that process is complete, course syllabi should be developed to fit into the departmental and program goals and should be supported by a curriculum map. Course syllabi state explicitly the learning outcomes students are expected to demonstrate upon completion of their course of study, as well as the assessment methods used to determine the extent to which the learning outcomes are achieved. All student learning outcomes (direct and indirect) should be assessed regularly, at least once in a five-year cycle, and the strategic plan revisited at the same time to ensure integration of key learning outcomes into institutional planning.

Continuous Cycle of Improvement

The assessment process, then, should be understood as a continuous cycle of planning, learning and improvements that include identifying assessment strategies and measurement goals. Collecting and analyzing data about student performance; communicating these results and making recommendations through assessment reports; identifying and implementing recommendations and next steps are imperative in the assessment process. Evaluating outcomes and starting the cycle all over again, including developing or re-evaluating outcomes, complete the cycle. Outcomes are re-evaluated and updated, as needed, based on programmatic changes. These should be built into the assessment process.

Culture of Assessment

As we work on getting the above activities and mechanisms in place for assessment, the institution must work on developing a culture for assessment and integrating assessment into the highest level of institutional planning. The assessment committee plays a significant role in pushing assessment at the college, and in building a culture of assessment throughout the college. The role of the College-wide Assessment Committee is to support the institutional assessment process and serve as a review board for the annual assessment reports. It gives guidance on closing the assessment loop, which includes plans for improvement. The committee helps to guide the institutional assessment process and build awareness for assessment at the college.



College-Wide Assessment Committee: Who We are

John Jay College of Criminal Justice has an Assessment Committee with college-wide responsibilities. Having a single group with oversight and reporting responsibilities allows for the most efficient sharing of information, plans, and best practices, and in general promotes greater campus awareness about the benefits of systematic assessment.

The College-Wide Assessment Committee provides feedback on annual assessment reports by academic and non-academic units, and coordinates assessment efforts for both student learning and institutional effectiveness, broadly understood.

College-Wide Assessment Committee Members

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