Erasmus+ Capacity Building in Higher Education

Indonesian Higher Education Leadership Training the Trainers Program

Phase 3: ASSESSMENT PLAN

Assessment Plan for iHiLead LMDP

1. **Group Project Portfolio (50%)**

The objectives of the project portfolio

The project of change conducted in Phase 2 of the LMDP needs to be assessed (1) to provide insight to the participants' engagement to the project, including their progress, and (2) to find out if the participants have sufficient resources for reflection towards their leadership quality.

The nature of the portfolio

The project portfolio focuses on the development process of the project, not the results. The assessment may consider the success of the project to reflect a good quality process. However, we have to be careful on what constitutes a successful project. A successful project means that its objectives achieved. As a process oriented, we have to consider that a failed project could also be a good project for leadership quality reflection. Therefore, when the project succeed, we could see that as a confirmation that a good process have occurred, while when the project fails, it does not directly mean that the participants are under performance during the project implementation.

The project of change portfolio is a 'developmental portfolio' which collects selected evidences to all key processes of the project development. The portfolio requires three criteria – *systematically comprehensive, valid evidences*, and *useful for reflection*.

The structure of the portfolio

The standard structure of the project portfolio should consist of the following items.
a. *Executive summary of the project*, consists of the client profile, the project objectives, methods, and results.
b. *Project proposal*, consisting a clear timeline of activities planned.
c. *The collection of evidences relevant to the planned activities*, such as meeting notes, attendance lists, pictures, video clips of recorded meeting or activities documentation (link to see/download). Please provide check list of the evidences to ease the assessor to find the evidences.
d. P*roducts/artifacts* (if any). The project may also produced a product (framework, prototype, design, etc) for clients. The product shall be attached in the portfolio.
e. *Feedback/results*, reporting the measurable/observable results of the project, including the client's feedback, users' feedback, and/or observation results of the project implementation.

The scoring rubric of the portfolio

The scoring rubric of the project portfolio is presented in Table 1. The scoring varies from 1 to 5 showing the quality differences in each aspect. Score 1 represents the lowest quality with the given description, score 5 represents the highest quality with the given description, while score 2 to 4 showing the respective variation between them.

Table 1. Scoring rubric for project portfolio

No	Aspects	Scoring				
		1	2	3	4	5
1	Executive summary of the project (1500 words maximum)	The group provide a summary, but we cannot follow what's going on in the project (unclear).				Clear and concise, well structured, providing strong argumentation of the problem, strategies and implementation plans, and evidence of impact.
2	Project management	Project is not well organized (unscheduled, etc).				Project is well-organized. The change (if applicable) is managed well.
3	Validity of evidence	Evidences of activities are not clear and not complete.				Evidences of the activities are clearly documented.

The final score of the project portfolio could be calculated as follows.

$$Score \; of \; portfolio = \frac{sum \; of \; gained \; score}{total \; score} \times 100$$

The assessment of project portfolio would contribute to 50% of overall assessment.

2. Individual Reflection Essay (30%)

The objective of reflection essay

The essay aims to see the perceived impact of individual after engaging in overall stages of training.

The nature of the essay

The essay contains reflection of overall training based on participants' perception. It is an individual narration reflecting the participants' belief and experience towards the training impacts to themselves (individual), to the organization (units, clients), and to the higher education sector (national).

The HELQS analysis results

The results of HELQS are used to enrich the essay. Participants need to look back to their own results of HELQS referring to their strengths and weaknesses of leadership quality and skills. In this essay, it is important for participants to see connnection between their perceived training performance, their HELQS results, and their project of change.

The structure of the essay

The essay shall consist of 1000-1500 words. It needs to highlight the following impacts:
- individual impacts, highlighting the HELQS results which show the leadership capacity supporting the project and hindering the project, what aspect(s) needs to be improved, and how to improve them.

- organizational impacts, highlighting the projects results for client.
- national impacts (impacts to HE sector), highlighting the impacts or potential impact of the training to national level.

The scoring rubric of the essay

The essay is assessed using the scoring rubric in Table 2.

Table 2. Scoring rubric for reflection essay

No	Aspects	Scoring				
		1	2	3	4	5
1	The structure of the essay	The essay does not fulfill the required 1000-1500 words. It does not consist of the required structure (introduction, three level impacts, and conclusion), either.				The essay fulfills the required 1000-1500 words. It also consists of the required structure (introduction, three level impacts, and conclusion).
2	The depth of reflection	The essay neither reflect the participants ability to connect what they learned and what they experience during the project (evidence-based), nor their ability to take the lesson learned.				The essay reflects the participants ability to connect what they learned and what they experience during the project (evidence-based), as well as their ability to take the lesson learned.
3	Academic writing standard fulfillment	The essay is not written according to the academic writing standard.				The essay is written according to the academic writing standard.

The final score of the reflection essay could be calculated as follows.

$$\text{Score of essay} = \frac{sum\ of\ gained\ score}{total\ score} \times 100$$

The assessment of reflection essay would contribute to 30% of overall assessment.

3. Mentors' feedback (20%)

The objective of mentor's feedback

The mentor's feedback aims to enrich the assessment results with the mentor's opinion towards the participants' performance. The mentors have an extra insight to the participants' performance which are valuable to complete the assessment.

The scoring rubric of the mentor's feedback

The mentor's feedback is assessed using the scoring rubric in Table 3.

Table 3. Scoring rubric for mentor's feedback

No	Aspects	Scoring				
		1	2	3	4	5
1	Participants' engagement (contribution)	Participants do not show any significant contribution to the project management.				Participants show significant contribution to the project management.
2	Participants understanding to clients' problem.	Participants seem not understand the client's problem. The project design does not fit the client's problem.				Participants seem understand the client's problem. The project design suits best to the client's problem.
3	Participants creativity/innovation/ initiative in generating ideas to solve problems.	Participants could not generate innovative ideas to solve problems.				Participants could generate innovative ideas to solve problems.

The final score of the mentor's feedback could be calculated as follows.

$$\text{Score from mentor} = \frac{sum\ of\ gained\ score}{total\ score} \times 100$$

The assessment of reflection essay would contribute to 20% of overall assessment.

4. Passing (certification) criteria

The criteria to pass the program is presented in Table 3.

Table 3. Passing criteria

No	Aspects	Criteria	Status
1	HELQS (Pre dan post) - Self-report - Other report (minimum the same/relevant two persons between pre and post HELQS)	Filling the questionnaire Filling the questionnaire	Passed Passed

2	Attendance to courses/programs	Attending a minimum 80% of all courses/scheduled activities.	Passed
3	Group project portfolio, individual assessment essay, and mentor's feedback (accumulation score)	Poor (20-40) Acceptable (41-60) Exceed expectation (61-80) Outstanding (81-100)	Not pass Passed Passed Passed