



ASSESSMENT AT QUEENS COLLEGE



GOALS FOR TODAY

- The Basics
- The Assessment Cycle
- Assessing Degree Programs
- Expectations for Assessment at QC
- Starting a Conversation



WHAT IS ASSESSMENT?

- Assessment is a formalized method to determine how well we achieving our goals.
- Why assess?
 - Compliance
 - Improvement
- How can we do ... what we do ... better?



TYPES OF ASSESSMENT



Course Assessment

To what extent are students learning what we want them to learn in this class?



Program Assessment

To what extent are students gaining the skills and knowledge we want from our degree?



General Education Assessment

To what extent are students gaining the skills and knowledge we want from a QC education?



Department Assessment

To what extent is our department fulfilling its mission?

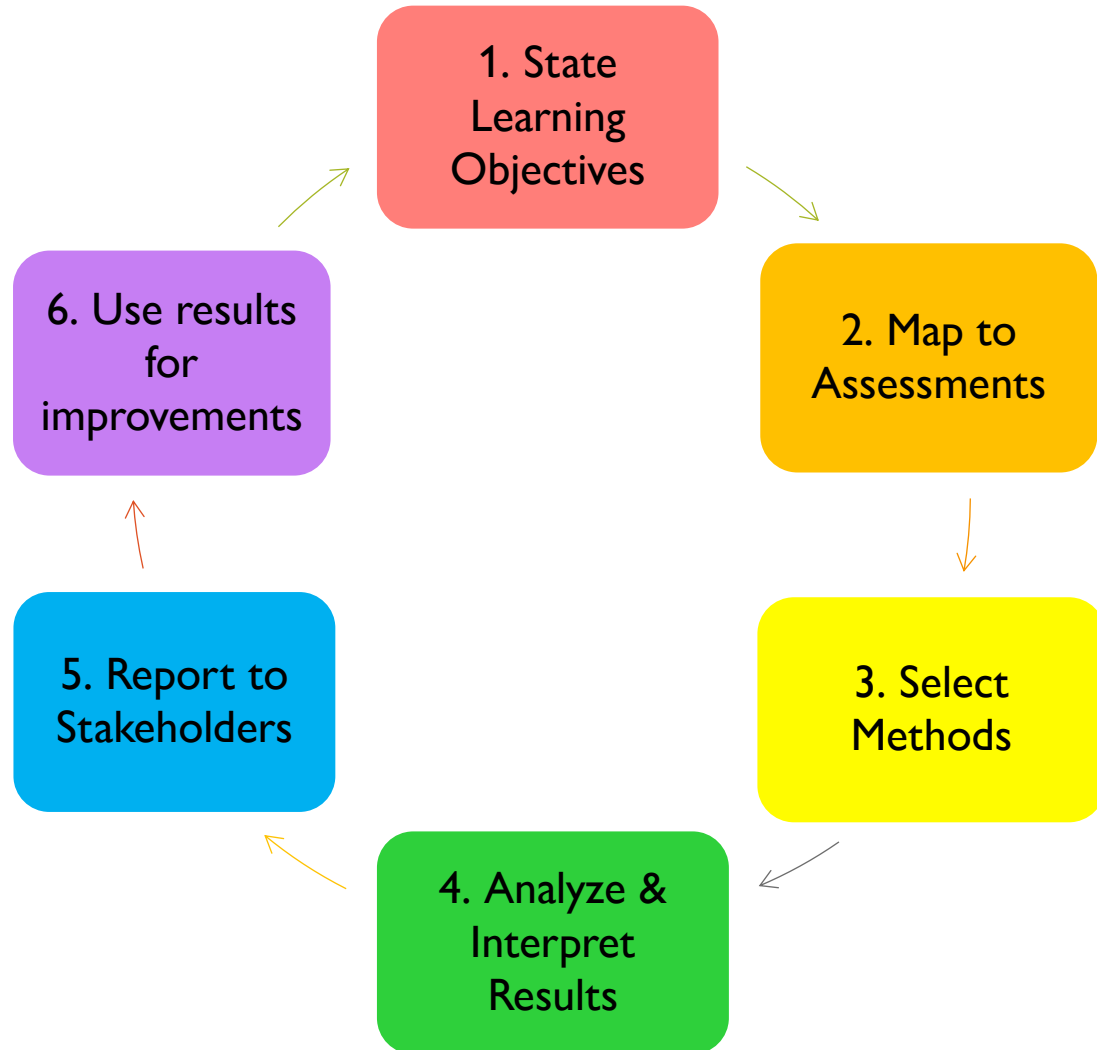
POSSIBLE IMPROVEMENTS:

- Student Learning Outcomes
- Pedagogy
- Curriculum
- Departmental and College Support Services
- Student Success Indicators
 - Retention, Graduation, Transfer, Placement, Career

(Keep these in mind as you develop your department assessment plan.)

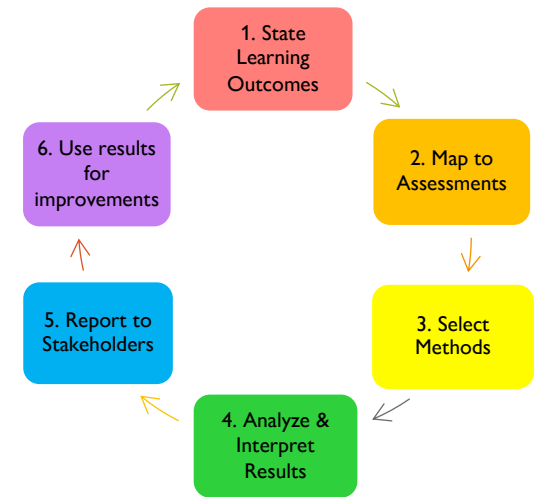
Paraphrased from our accreditor: <https://www.msche.org/standards/fourteenth-edition/>

THE ASSESSMENT CYCLE



- The parts of the cycle are interrelated.
- The specific tasks depend on the type of assessment.

PROGRAM ASSESSMENT



1. State Learning Objectives

What students should know, think, or do as a result of your program.

GOOD LEARNING OBJECTIVES:

- Are student-centered

What will students
KNOW, THINK, or DO
as a result of your program?

GOOD LEARNING OBJECTIVES:

- Are student-centered
- Use *clear, measurable, action* verbs

Bloom's Taxonomy
a framework for categorizing
educational goals

Don't use
“know” or “understand”

Bloom's Level	Verbs
Knowledge	arrange, define, identify, label, list, match, name, order, recall, recognize, reproduce, select
Comprehension	classify, describe, discuss, explain, express, indicate, locate, report, restate, review, summarize,
Application	apply, demonstrate, dramatize, employ, give examples, illustrate, schedule, sketch, solve, use
Analysis	analyze, categorize, compare, contrast, diagram, differentiate, distinguish, illustrate, outline
Synthesis	arrange, collect, compose, construct, contrast, create, design, formulate, organize, plan, predict
Evaluation	appraise, argue, assess, criticize, critique, defend, estimate, evaluate, interpret, judge, rate

Fulcher & Alahmadi, James Madison University, 2023

GOOD LEARNING OBJECTIVES:

- Are student-centered
- Use *clear, measurable, action* verbs
- Clarify skills / knowledge / attitudes

~~Students will gain
basic writing skills~~

Students' essays will

- (a) contain a coherent argument,
- (b) be well organized, and
- (c) use references appropriately.

GOOD LEARNING OBJECTIVES:

- Are student-centered
- Use *clear, measurable, action* verbs
- Clarify skills / knowledge / attitudes
- Are precise in who it targets

Graduating Urban
Studies majors

Urban Studies majors
transitioning to
300-level courses

Students having taken
an introductory class
in Urban Studies

GOOD LEARNING OBJECTIVES:

- Are student-centered
- Use *clear, measurable, action* verbs
- Clarify skills / knowledge / attitudes
- Are precise in who it targets
- Are aligned with our mission and external indicators.

Department Mission and
Queens College Mission.

Standards of
Professional Organizations
in your field.

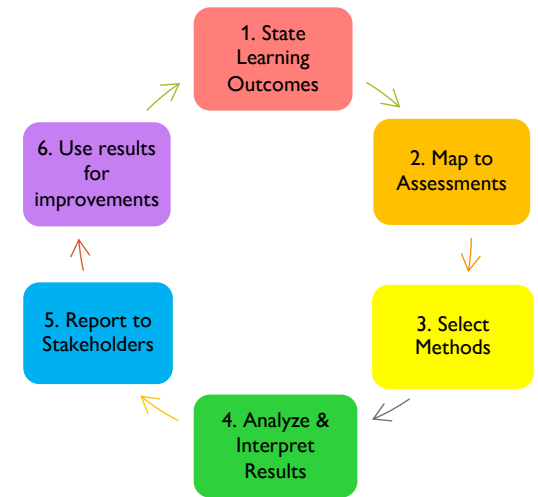
Employer expectations

EXAMPLE: ACAD PROG REVIEW 2010

URBAN STUDIES PEDAGOGICAL GOALS AND OBJECTIVES

1. Students should develop a critical understanding of the field of urban studies.
 - a. [understand] ... The role that cities play in shaping U.S. (and global) history, politics and economics
2. Students should develop an understanding of key concepts in the field of Urban Studies, as well as methodologies employed in urban-related research.
3. Students should develop skills useful to their futures as workers and as citizens.
 - a. Present material orally in a logically organized manner, speak clearly and precisely, and respond effectively to audience questions.
4. Students who complete the major in Urban Studies should be prepared for a lifetime of urban citizenship.

PROGRAM ASSESSMENT



1. State Learning Objectives

What students should know, think, or do as a result of your program.

2. Map to Courses / Experiences

Identify courses / activities in which students should be learning knowledge / skills articulated in SLOs.

Fulcher & Alahmadi, James Madison University, 2023

CURRICULUM ALIGNMENT MAP

Required courses / activities for major

	URBST 101: Urban Poverty and Affluence	URBST 105: Urban Politics	URBST 200: Research Methods	URBST 221: Making Public Policy	URBST 330W: Contemporary Urban Theory
Understand the role that cities play in shaping history, politics and economics	1	2	0	0	3
Present material orally in clear, precise, organized manner, respond effectively to questions.	0	0	1	2	2
...	Rate the level of coverage of the SLO.				
	0: No coverage, 1: Slight Coverage 2: Moderate Coverage 3: Major Coverage				

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CURRICULUM ALIGNMENT MAP

This map lets you see:

- In which courses each learning objective is covered. (Or not ...)
- Which learning objectives are covered in each course. (Or not ...)
- Which courses are doing too much lifting. (Or not enough...)
- The courses that will be the focus
when you're assessing a particular learning outcome.

CURRICULUM FLOW MAP

Transition Points



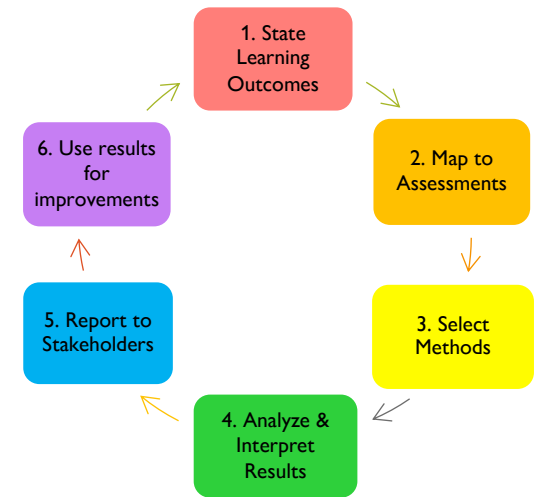
Student Level: Courses:	BEGINNING	INTERMEDIATE	ADVANCED	POST-GRADUATE
MATH 151: Calculus 1	X			
MATH 152: Calculus 2	X			
MATH 201: Multivariable Calculus		X		
MATH 231: Linear Algebra		X		
MATH 301: Abstract Algebra			X	
MATH 310: Real Analysis			X	
⋮				

CURRICULUM FLOW MAP

This map lets you see:

- The natural progression of Knowledge & Skill Building
 - When are important courses happening? Only in last semester?
 - Are learning objectives seen at different times / levels? (& when to assess)
 - Are the pre-requisites correct?
- The transition points where students stop out of the program.
 - Do you need to build more support at a particular point?
- The alignment of course numbering with course difficulty.

PROGRAM ASSESSMENT



3. Select Methods

Select instruments and data collection strategies to gather evidence about student achievement of SLOs.

METHODS FOR ASSESSING LEARNING

Match the Instrument
to the SLO

```
graph TD; A[Match the Instrument to the SLO] --> B[Establish Criteria for Success]; B --> C[Select Data Collection Method]; C --> D[Ensure Reliability Across Collection];
```

Establish Criteria for
Success

Select Data
Collection Method

Ensure Reliability
Across Collection

METHODS FOR ASSESSING LEARNING

Match the Instrument
to the SLO

Establish Criteria for
Success

Select Data
Collection Method

Ensure Reliability
Across Collection

Test

Project

Performance

Case Study

Research
Project

Presentation

Portfolio

Internship

Survey

Make sure your SLOs, what you teach,
and assessments are in alignment.

Are you assessing analytical skills?
Or only factual recall?

METHODS FOR ASSESSING LEARNING

Match the Instrument
to the SLO

Establish Criteria for
Success

Select Data
Collection Method

Ensure Reliability
Across Collection



- On the final exam, three questions assess a particular SLO. You use a rubric to determine the number of points allotted per response. An 80% score shows success.
- Grade aspects of final essay on a 4-point scale (1 Beginning, 2 Developing, 3 Competent, 4 Advanced) with corresponding rubric. A 2.5 average is success.
- Administer a survey before major declaration and a survey upon graduation to determine students' familiarity with a key concept. Success is an increase in familiarity by 50%.

Direct Assessment

Indirect Assessment

METHODS FOR ASSESSING LEARNING

Match the Instrument
to the SLO

Establish Criteria for
Success

Select Data
Collection Method

Ensure Reliability
Across Collection

- Two teams of two program faculty raters evaluate the papers, 10 papers per team.
- Online surveys are coordinated by department staff with three follow-up reminders.
- Faculty keep track of which students come for course selection guidance during registration in a shared department spreadsheet.
- Is there a way to simultaneously collect demographic information?

METHODS FOR ASSESSING LEARNING

Match the Instrument
to the SLO

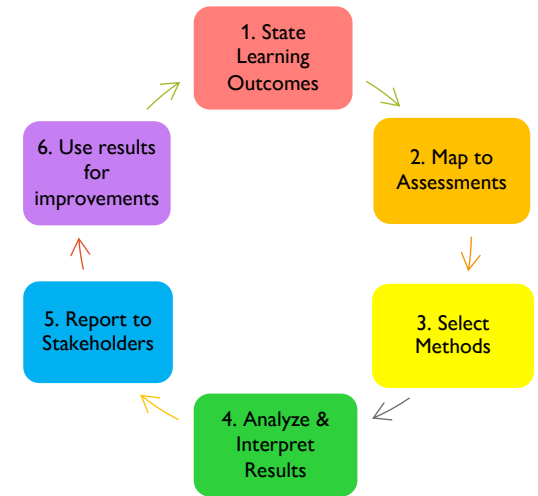
Establish Criteria for
Success

Select Data
Collection Method

Ensure Reliability
Across Collection

- The faculty raters spend approximately an hour and a half on rater training to assist with inter-rater reliability.
- Surveys are created in consultation with the Office of Institutional Effectiveness to ensure that the instrument is valid across all demographic groups.
- Faculty engage in discussion to ensure that students are being counted and tabulated in a consistent way.

PROGRAM ASSESSMENT



3. Select Methods

Select instruments and data collection strategies to gather evidence about student achievement of SLOs.

4. Analyze & Interpret Results

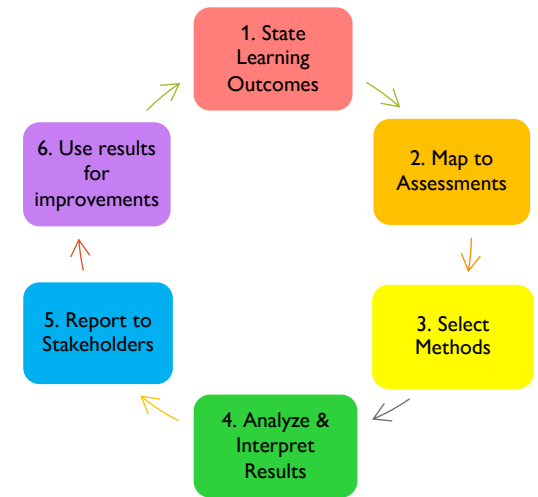
What did you find?
What does it mean?
(relative to your SLOs)

ANALYZE & INTERPRET RESULTS

- You defined success. Did the students meet the definition?
- Collect and assemble data accurately.
- Descriptive statistics (mean, standard deviation, quartiles)
- Broken down by demographics (if possible)
- Visualize data in charts
- Determine the narrative of what you learned from the data.



PROGRAM ASSESSMENT



5. Report to Stakeholders

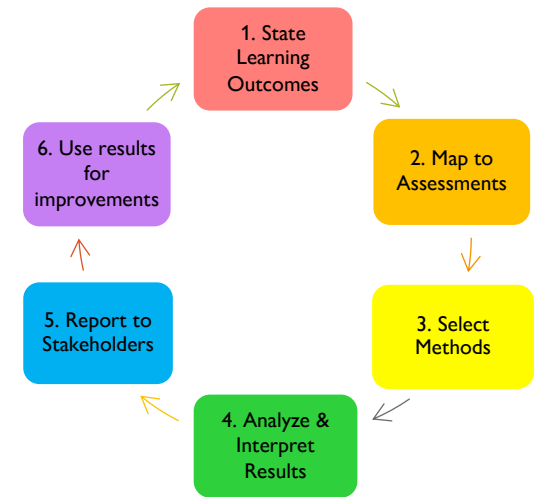
Identify stakeholders and what they want and need to know.

REPORT TO STAKEHOLDERS

- Share with Departmental Faculty.
- On website – Snapshot Data Reports.
- Include in Annual Departmental Report
 - Informs Dean, other Academic Administrators
 - Useful for your own Academic Program Review
 - Useful for campus teams during Re-Accreditation
- Other stakeholders...
 - Other departments on campus?
 - Students?
 - Alumni? Employers? Community connections?
 - Form the basis for an Educational Research Grant.



PROGRAM ASSESSMENT



5. Report to Stakeholders

Identify stakeholders and what they want and need to know.

6. Use results for improvements

Program improvement influenced by evidence is the main purpose of assessment.

CLOSING THE LOOP

Taking the evidence of student learning and making program adjustments for improving student success.

- Implement change.
 - Course Content / Course Pedagogy
 - Implementing Course Coordinators across sections
 - Pre-requisites / Major Sequencing / Degree Requirements
 - Student Advising
- DOCUMENT the change.
- Re-assess your implementations!
 - Did this really improve student learning?
If so, great! You'll assess something different next time.
If not, a different intervention may be required.



QUEENS COLLEGE EXPECTATIONS

- Ensuring improvements in student learning outcomes is everyone's job.
 - Every department will participate in assessment
 - Share your **Assessment Plan + Progress Report** with your Annual Departmental Report
- **Make it manageable.**
 - NOT Everything everywhere all at once.
 - Assess a few objectives every year.
 - Ensure the process is sustainable.
- Eye on the prize!
 - Evidence-based **improvement** is the goal!



ASSESSMENT PLAN

Documentation for Departmental Review, Middle States Re-Accreditation

- Think about how you want to improve as a department.
- Determine a Learning Objective you want to assess.
 - Ensure it's stated well and aligns with department & QC mission.
 - Consult the Curriculum Map to determine where you will assess.
- Determine the methods you will use for data collection. (Direct is best!)
- Determine a timeline for collecting, analyzing, acting on results.
- Determine how you will USE the findings to IMPROVE student learning outcomes.
- Plan to re-assess the Learning Objective after implementation to verify improvement.

(Multiple Assessment Cycles will overlap.)

Student Learning Outcomes

Pedagogy

Curriculum

Support Services

Retention, Graduation,
Transfer, Placement

ASSESSMENT PROGRESS REPORT

A self-assessment of where you are as a department.

- Does every **course** have a syllabus and learning outcomes?
- Do all **degrees** have program learning outcomes?
- Does each degree have a **curriculum map**?
- What assessment **methods** are you implementing?
- How widespread is **participation** in assessment?
- Status of **assessment plan** and in **assessment cycle**.
- Do you **use** your findings, implement change, and **re-assess**?

Different departments are at different stages and that's OK.



GETTING HELP

- We're building infrastructure and resources.
 - **Assessment Website:** qc.cuny.edu/assessment/
 - **Assessment Council:** [Consult on Assessment Plans](#). Rep's from each School.
 - Assessment training in August 2024 for a departmental representative.
- **Office of Institutional Effectiveness** qc.cuny.edu/ie/
 - Survey construction, Institutional data collection and analysis.
- Contact Christopher Hanusa (Faculty Liaison for Evaluation and Assessment)
 - Questions, Concerns, Resource Requests.

THANK YOU!