

Outcomes Assessment Forum
April 9, 2010

Highlights of Recent Departmental Assessment Plans, and Next Steps in Assessment at Queens College

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(a short talk following the featured presentation by Dr. Mosen Auryan, Director of Assessment at Hunter College, on the topic of *Faculty Driven Assessment*.)

MSCHE Annual Conference

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Understanding Middle States Expectations for Assessment

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Have a goal for anything you do
and assess how well you're achieving it.

- Institutional goals (mission & strategic plan)
 - Administrative goals
 - *Division goals*
 - Administrative unit goals
 - Student learning goals
 - *Institutional*
 - *Gen Ed curriculum*
 - *Academic programs*
 - *Student development programs*
 - *Support programs*

What Should Institutions Document?

- Clear statements of goals
- Organized, sustained assessment process
 - *Principles, guidelines, support*
 - *What assessments are already underway*
 - *What assessments are planned, when, & how*
- Assessment results documenting progress toward accomplishing goals
- How results have been used for improvement

MSCHE's Fundamental Expectations for Assessment

1. Read the directions.
2. Keep it useful...and used.
3. Tie assessments to important goals.
4. For student learning, include some “direct” evidence.
5. Use multiple measures.
6. Keep doing something everywhere, every year.

Assessment Steps for Departments (previous)

1. Collect syllabi. Syllabi should incorporate learning goals.
2. Collect and examine appropriate student work.
3. Develop a department assessment plan tied to learning goals.
4. Define an initial assessment task by Dec 2009

Next Steps

1. Continue to collect syllabi. Provide model syllabi to department faculty. The Outcomes Assessment Committee will collect W and PLAS syllabi.
2. Continue to collect and examine appropriate student work. Describe in your plan how student work will be examined. Consider using e-portfolios.
3. Refine and update the department assessment plan.
4. Document progress and results for task(s) chosen, and select a new task or tasks.

Provide a brief report on items 3 and 4 to the Outcomes Assessment Committee in December 2010.

Highlights of Recent Department Contributions

Most departments contributed careful and ambitious plans – THANKS!

Tasks included assessment of particular courses or course levels, assessment of a senior thesis course, use of clickers, tutorial evaluation, development of rubrics and surveys, etc.

Approaches included pre- and post-testing, embedded questions, standard exams, surveys, rubrics for evaluation of student work, etc.

Most common concerns were learning goals that were not easily measured, and actions that were not tied to assessment results.

A few examples follow:

Program Assessment Rubric
M.S. in Education: TESOL
Undergraduate Major in Applied Linguistics: TESOL
Department of Linguistics and Communications Disorders, Queens College

Category	Excellent	Very Good	Good	Fair	Unacceptable
1. Knowledge of linguistic structures	Students demonstrate excellent knowledge of phonetics, phonology, syntax, and morphology.	Students demonstrate very good knowledge of phonetics, phonology, syntax, and morphology.	Students demonstrate good knowledge of phonetics, phonology, syntax, and morphology.	Students possess fair command of phonetics, phonology, syntax, and morphology.	Students possess a very poor understanding of phonetics, phonology, syntax, and morphology.
1. Application of fundamental linguistics knowledge to ESL practice	Evidence of excellent growth in applying basic linguistics knowledge to teaching practice. New techniques are tried and refined, later expertly implemented by self-reflection and incorporating feedback from supervisors and cooperating teacher. Increasing evidence of fully incorporating NYS ESL Standards and UbD.	Very good evidence of growth in applying basic linguistics knowledge to teaching practice, and improvement in planning and implementation. Students show improvement via self-reflection and by incorporating feedback from supervisors and cooperating teacher. Attention to standards and UbD.	Good evidence of growth in applying basic linguistics knowledge to teaching practice. Students are open to improvement, via self-reflection and by attempting to incorporate feedback and suggestions of supervisors and cooperating teacher. Some incorporation of NYS ESL Standards and UbD.	Students show only a fair amount of improvement in application of basic applied linguistics knowledge to teaching and/or is somewhat closed to others' ideas and feedback. NYS ESL Standards and UbD are only marginally considered, if at all.	Students show no improvement and/or are closed to others' ideas and feedback. Evidence of application of basic applied linguistics knowledge is sparse or nonexistent. No evidence that NYS ESL Standards or UbD are considered in planning and teaching.
1. Knowledge of advanced applied linguistics issues	Students demonstrate excellent knowledge of 1st and 2nd language acquisition, literacy, sociolinguistics, bilingualism, psycholinguistics, and language assessment.	Students show very good knowledge of 1st and 2nd language acquisition, literacy, sociolinguistics, bilingualism, psycholinguistics, and language assessment.	Students demonstrate good knowledge of 1st and 2nd language acquisition, literacy, sociolinguistics, bilingualism, psycho-linguistics, and language assessment.	Students possess a fair command of 1st and 2nd language acquisition, literacy, sociolinguistics, bilingualism, psycholinguistics, and language assessment.	Students possess a poor understanding of 1st and 2nd language acquisition, literacy, sociolinguistics, bilingualism, psycholinguistics, and language assessment.
1. Application of advanced applied linguistics issues to TESOL	Evidence of excellent growth in applying linguistics knowledge to teaching practice. New techniques are tried and refined, and later expertly implemented by reflecting on practice and listening to and incorporating feedback from supervisors and cooperating teacher. Increasing evidence of fully incorporating NYS ESL Standards and UbD in planning and teaching.	Very good evidence of growth in applying advanced applied linguistics knowledge to teaching practice, and improvement in planning and implementation. Students show improvement through self-reflection and openness by listening to incorporating feedback from supervisors and cooperating teacher. Attention to standards and UbD.	Good evidence of growth in applying advanced applied linguistics knowledge to teaching practice. Students are open to improvement, through self-reflection and by listening to & attempting to incorporate feedback from supervisors and cooperating teacher. Some incorporation of NYS ESL Standards and UbD.	Students show only a fair amount of improvement in application of advanced applied linguistics knowledge to teaching and/or are somewhat closed to others' ideas and feedback. NYS ESL Standards and UbD are only marginally considered, if at all.	Students show no improvement and/or are closed to others' ideas and feedback. Evidence of application of advanced applied linguistics knowledge is sparse or nonexistent. No evidence that NYS ESL Standards or UbD are considered in planning and teaching.
1. Knowledge of IT issues as applied to TESOL	Students demonstrate excellent knowledge of IT issues and superior ability to apply such to TESOL classroom situations.	Students demonstrate very good knowledge of IT issues and can skillfully apply such to the TESOL classroom.	Students demonstrate good knowledge of IT issues and can apply such to TESOL classroom situations.	Students may demonstrate some knowledge of IT issues but have trouble applying such to the TESOL classroom.	Students demonstrate weak knowledge of IT issues and have trouble applying such to the TESOL classroom.

	Basic Econ	Calculus	Macroeconomics		Microeconomics		Statistics/ Econometrics	
	ECO100	MATH131	ECO101	ECO206/ 226	ECO102	ECO205/ 225	ECO249	ECO382
A. Critical Thinking Skills								
A1. Apply econ. analysis to everyday problems	X		X	X	X	X		
A2. Apply econ. analysis to specific policy proposals	X		X	X	X	X		
A3. Compare arguments that have different conclusions to a specific issue			X	X	X	X		
A4. Understand the role of assumptions in arguments		X	X	X	X	X	X	X
A5. Understand how institutions influence econ. issues	X		X	X	X	X		
B. Quantitative Reasoning Skills								
B1. Understand how to use empirical evidence to evaluate an economic argument	X			X		X	X	X
B2. Interpret statistical results		X		X		X	X	X
B3. Conduct appropriate statistical analysis of data, and explain the statistical problems involved		X					X	X
B4. Obtain and/or collect relevant data using specific qualitative and/or quantitative research methods							X	X
C. Problem-solving Skills								
C1. Solve problems that have clear solutions			X	X	X	X		X
C2. Propose solutions for problems that do not have clear answers, and indicate conditions under which they might be viable solutions						X		
D. Specialized Knowledge Skills								
D1. In specific content areas ...								

E. Communication Skills								
E1. Communicate effectively in written, spoken and graphical form about specific econ. issues	X							
E2. Formulate a well-organized written argument that states assumptions and hypotheses, which are supported by evidence	X							
F. Lifelong Learning Skills								
F1. Possess working knowledge of info. databases								X
F2. Know how to locate and use primary data sources							X	X
F3. Understand and evaluate current economic events and new economic ideas	X							

Department of Hispanic Languages and Literatures

Outcomes Assessment Plan for Middle States Accreditation

Approved by departmental Graduate and Undergraduate Curriculum Committees on 12/22/09

I. OVERVIEW

II. MISSION STATEMENT

III. PROGRAM GOALS AND LEARNING OBJECTIVES

Undergraduate Major and Minor Program

Goals

The Department will:

Learning Objectives

Students will:

Foreign Language Requirement

Goal

The Department will:

Learning objectives

Students will:

Graduate MA Program

Goals

The Department will:

Learning Objectives

Students will:

IV. OUTCOMES ASSESSMENT

Assessment Activities

Tasks for the coming year

Assessment 1: Content Knowledge

Essay Exam or Research Paper in 300-level Literature or Culture and Civilization courses

Assessment 2. Data from licensure tests or professional examinations of content knowledge.

Content Specialty Test (CST) for Languages Other Than English

Assessment 3. Oral proficiency.

American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)

Assessment 4. Teacher candidate written proficiency.

ACTFL Written Proficiency Test (WPT)

Assessment 5. Foreign Language Requirement

Assessment 6. Content Knowledge (Graduate MA program)

a table from the Biology Assessment Plan

Goals	Assessment
<i>Indirect measures of student learning</i>	
1-12	Student Exit Survey for graduating students
1-11	Student Entrance Survey for students in Biology 105
12	Post-graduation Survey
<i>Direct measures of student learning</i>	
1	Insert common question(s) into final exams of 300-level courses in cellular biology (Parasitology, Anatomy & Physiology, Development, Histology, Immunology, Plant Physiology, Neurobiology)
2	Insert common question(s) into final exams of 300-level courses based on genetics (Animal Behavior, Molecular Genetics)
3	Insert common question(s) into final exams of 300-level courses in ecology and evolution (Lower Plants, Morph and Evolution of Plants, Higher Plants, Entomology, Ecology, Marine Biology, Evolution Lab)
4	Sample student tests from 300-level courses and assess student performance on evidence-based questions as compared to fact recall questions
5	Insert common question into final exams of 300-level lab courses
6	Instructors of 300-level courses with oral presentations will assess students using a common rubric (Higher Plants, Ecology, Contemp Issues in Biology, Developmental Biology)
7	Collect student papers from 300-level courses with writing assignments and assess by a common rubric (Higher Plants, Ecology, Contemp Issues in Biology, Animal Behavior, Developmental Biology, Colloquium, Research)

Conclusions

- Department participation has been extraordinary.
- Middle States will appreciate the quality of our assessment plans, but will judge us on the evidence-based change that results.
- The Outcomes Assessment Committee, with your help, must refine the approach to assessment of general education at Queens College.

Outcomes Assessment Committee

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Dean Savage
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Sonia Rodrigues

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Sociology
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ECP
SEYS
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