

2012-2013 Joint Council Retreat, IR and Assessment Council QCC Faculty Assessment Institute

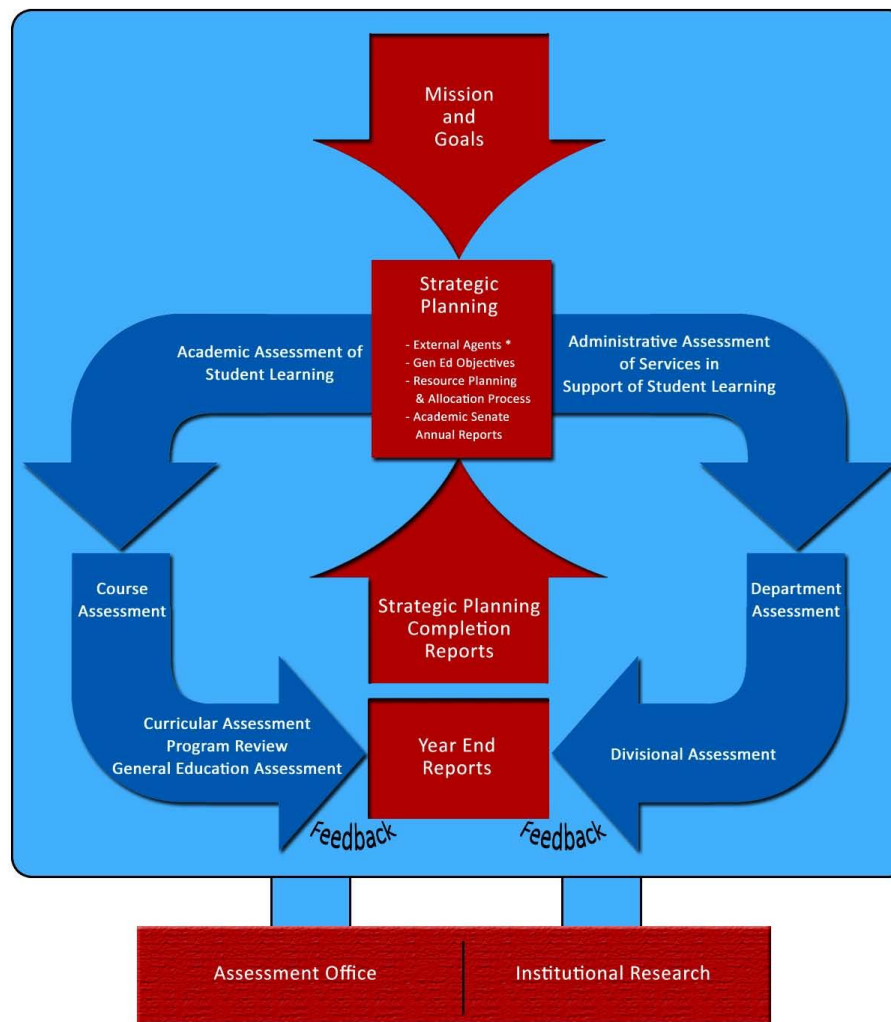
Friday June 14th 2013

Elisabeth Lackner, Director of Institutional Research and
Assessment, QCC

Ian A. Beckford, Ed.D., Academic Assessment Manager, QCC

Assessment at QCC

A Visual Guide to Institutional Effectiveness



* External agents:

- CUNY PMP (Performance Management Process)
- MSCHE (Middle States Commission of Higher Education)
- TAC of ABET (Technology Accreditation Commission of Accreditation Board of Engineering Technologies)
- NLNAC (National League for Nursing Accreditation Commission)
- ACBSP (Association of Collegiate Business Schools and Programs)

Assessment Planning and Support at QCC

Associate Dean for Accreditation, Assessment, and Institutional Effectiveness

Senate Committee of the Academic Senate on Assessment and Institutional Effectiveness

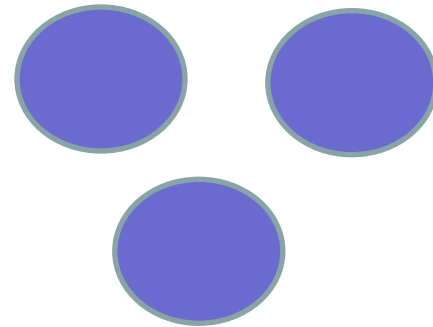
Academic Assessment Manager (Ian Beckford)

Office of Institutional Research and Assessment

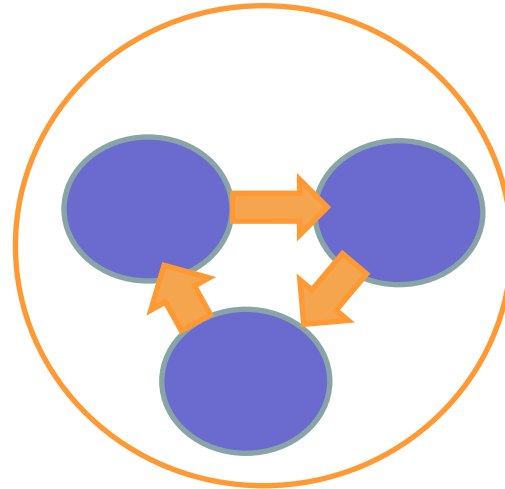
Interconnectedness of Institutional Effectiveness Measures and Learning Outcome Assessment

What happens in the class room affects the effectiveness of the institution and what happens at the institutional level affects the class room experience.

Course Assessment Learning Outcome Assessment



Course Assessment
Learning Outcome
Assessment



Program Review/Assessment

Institutional Effectiveness

Demographic Data

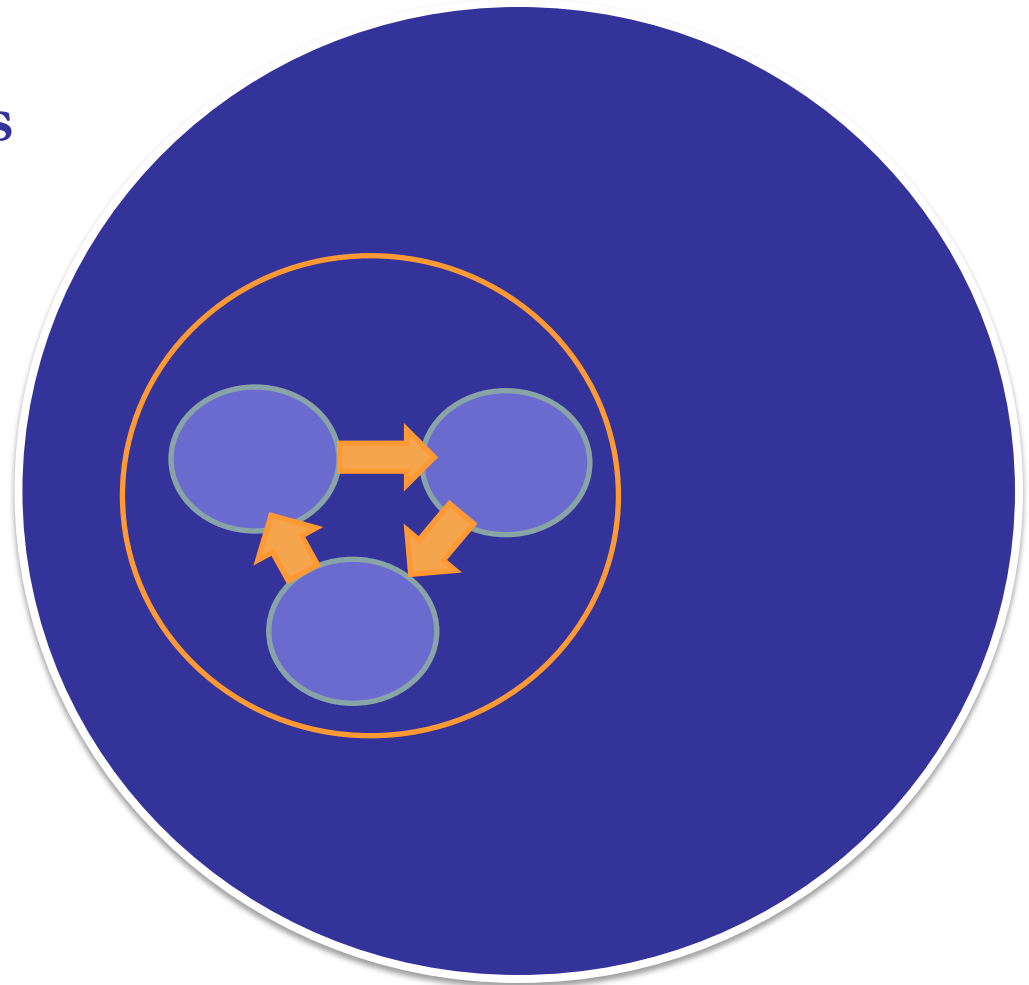
Contextual Data

Course Assessment

Learning Outcome

Assessment

Program Review/Assessment



Institutional Effectiveness

Demographic Data

Contextual Data

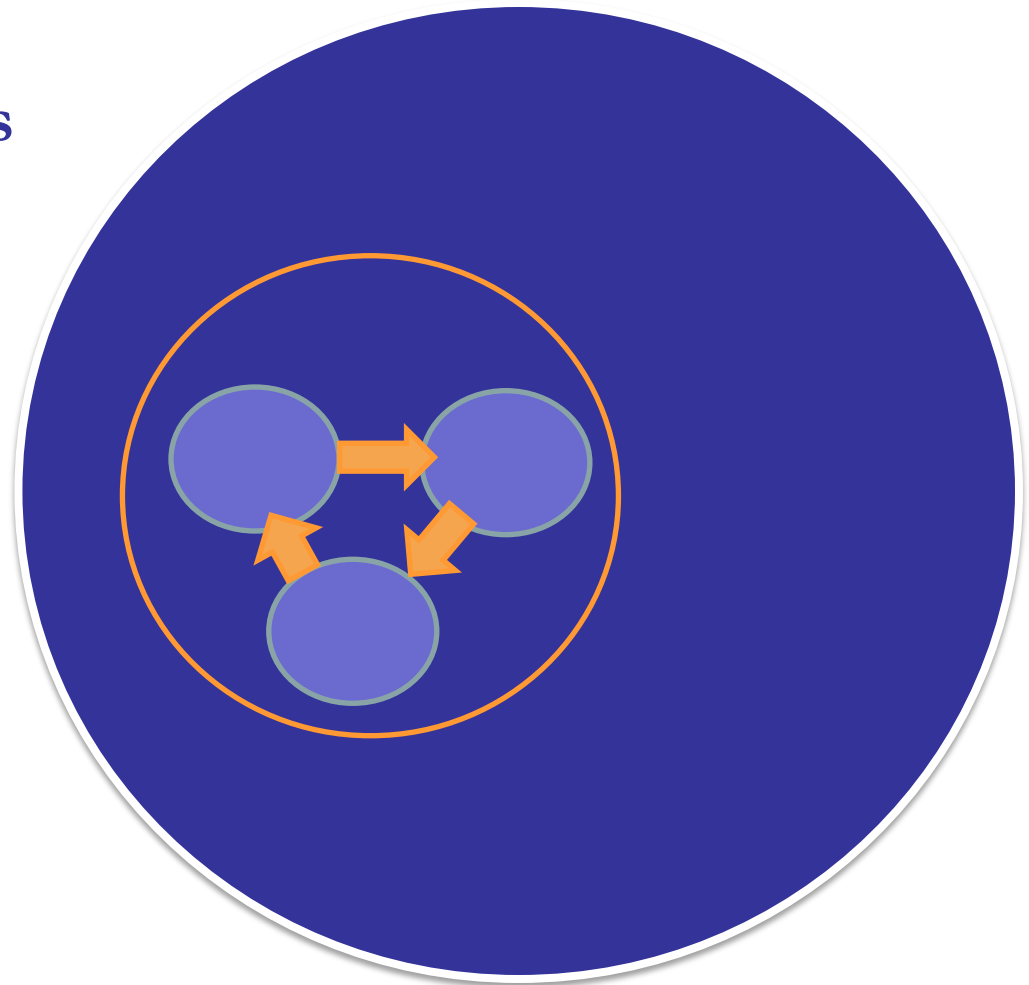


Course Assessment

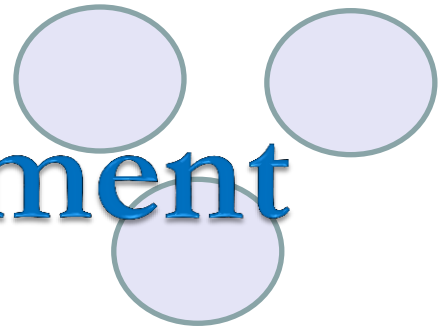
Learning Outcome

Assessment

Program Review/Assessment



Genesis of the Assessment Institute



Genesis of the Assessment Institute



The Periodic Review Process

As part of the Periodic Review Report (PRR) process, the co-chairs of the PRR committee discussed areas of assessment (e.g. course assessment) with the faculty department chairs that needed to be improved.

Genesis of the Assessment Institute



The Senate Assessment Committee

The QCC Faculty Senate Assessment Committee discussed the possibility to develop and offer an alternative faculty professional development assessment experience that would reach people other than those who usually attend professional assessment development seminars.

Genesis of the Assessment Institute



Administrative Support

In January of 2013, based on conversations between the Dean of Assessment and Institutional Effectiveness and the Departmental Faculty Chairpersons and members of the QCC Faculty Senate Assessment Committee, the President and the VP of Academic Affairs approved a four module Assessment Institute for approximately 25 faculty members.

Genesis of the Assessment Institute



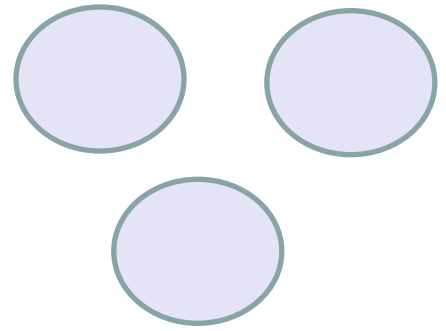
Administrative Support

Faculty participants of the institute are nominated by their department chairpersons.

The Assessment Institute is modeled after the Writing Intensive Institute which was created to provide faculty with comprehensive training in writing across the curriculum.

We estimate that over a five year period we should train approximately **250** QCC faculty members through the Assessment Institute.

Assessment Modules

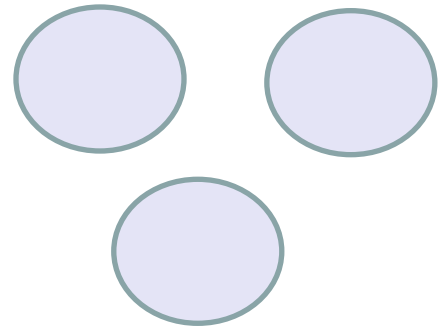


Module# 1 Introduction:

Assessment context, terminology, process, instruments, and analysis

Module# 2 Developing Assessment Instruments: Rubrics and Surveys

Assessment Modules



Module# 3

Course Assessment and Data Analysis:

Use of Institutional Research data to address assessment inquiries

Module# 4 :

Program Review, Accreditation, professional development topics, and Assessment Certification Institute wrap-up

What is Institutional Research?

“The Big Picture”

Who are our students and how are they doing academically at QCC?

How effective is QCC as an institution of higher education?

How well are we collectively doing what we say we are doing?

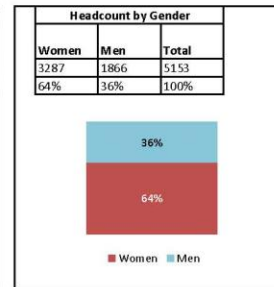
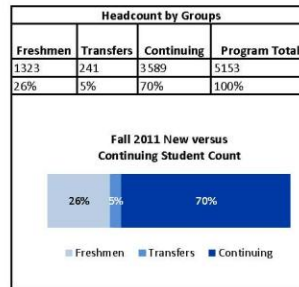
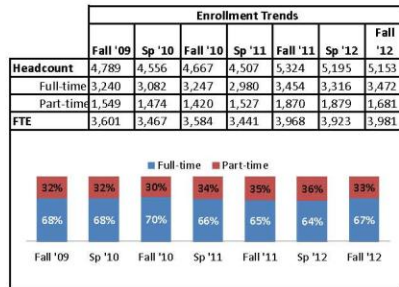
Examples of how faculty might work with the Office of Institutional Research and Assessment

1. Refer to institutional data – fact book, dashboards ...
2. Establish context for your learning outcomes
3. Develop a research grant proposal – IRB approval – yes or no?

To 1. For example: Program Dash Board

QCC Curriculum Fact
Fall 2012

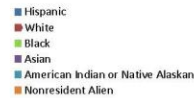
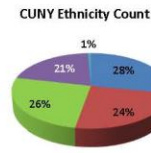
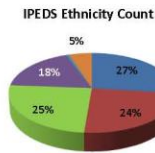
Liberal Arts & Sciences (LA1)



(International students are counted as "Nonresident Alien")

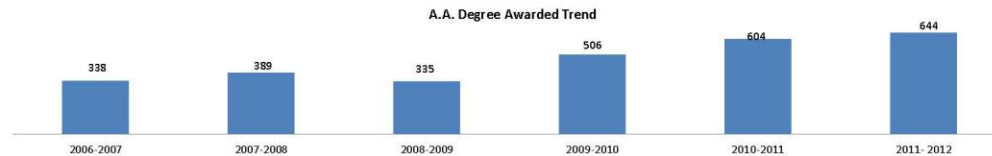
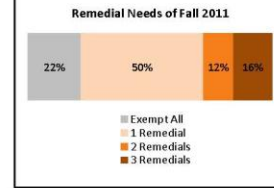
IPEDS Ethnicity Count

Hispanic	1,392	27%
White	1,253	24%
Black	1,282	25%
Asian	936	18%
American Indian or Native Alaskan	33	1%
Nonresident Alien	257	5%
Total	5,153	100%



First-time Freshmen

Exempt All	1 Remedial	2 Remedials	3 Remedials
288	663	162	210
22%	50%	12%	16%



Data Source: IRDB

Office of Institutional Research Assessment

1/1

To 2. Establish context for your learning outcomes

For example:

Faculty teaches a Business course and has developed a rubric to assess business writing skills.

Contextual data provided by OIRA:

- Percentage of Business majors who have remedial writing and reading needs.
- Percentage of students whose first language is not English.

Example of a data request ‘pitfall’

What is the percentage of students on campus and in my class who speak a native language other than English?

Example of a data request ‘pitfall’

What is your denominator?

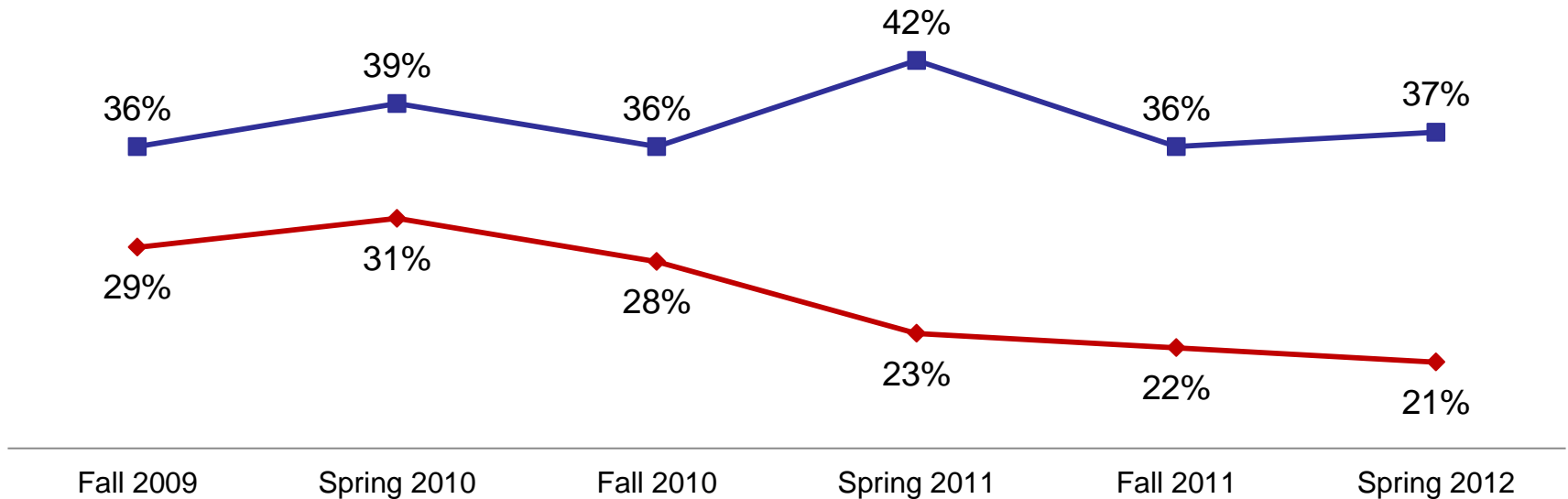
	Native Language of EN 101 Students					
	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Non-English Native Language	816	568	804	480	795	485
Native Language is English	1432	901	1444	650	1430	841
Unknown	581	376	616	931	1405	951
Total	2,829	1845	2864	2061	3630	2277
Total with Known Language Status	2,248	1,469	2,248	1,130	2,225	1,326

Example of a data request 'pitfall'

What is your denominator?

Percent of Non-English Speaker in English 101

—◆— % of all enrolled —■— % of known language status



Institutional Effectiveness

Demographic Data

Contextual Data

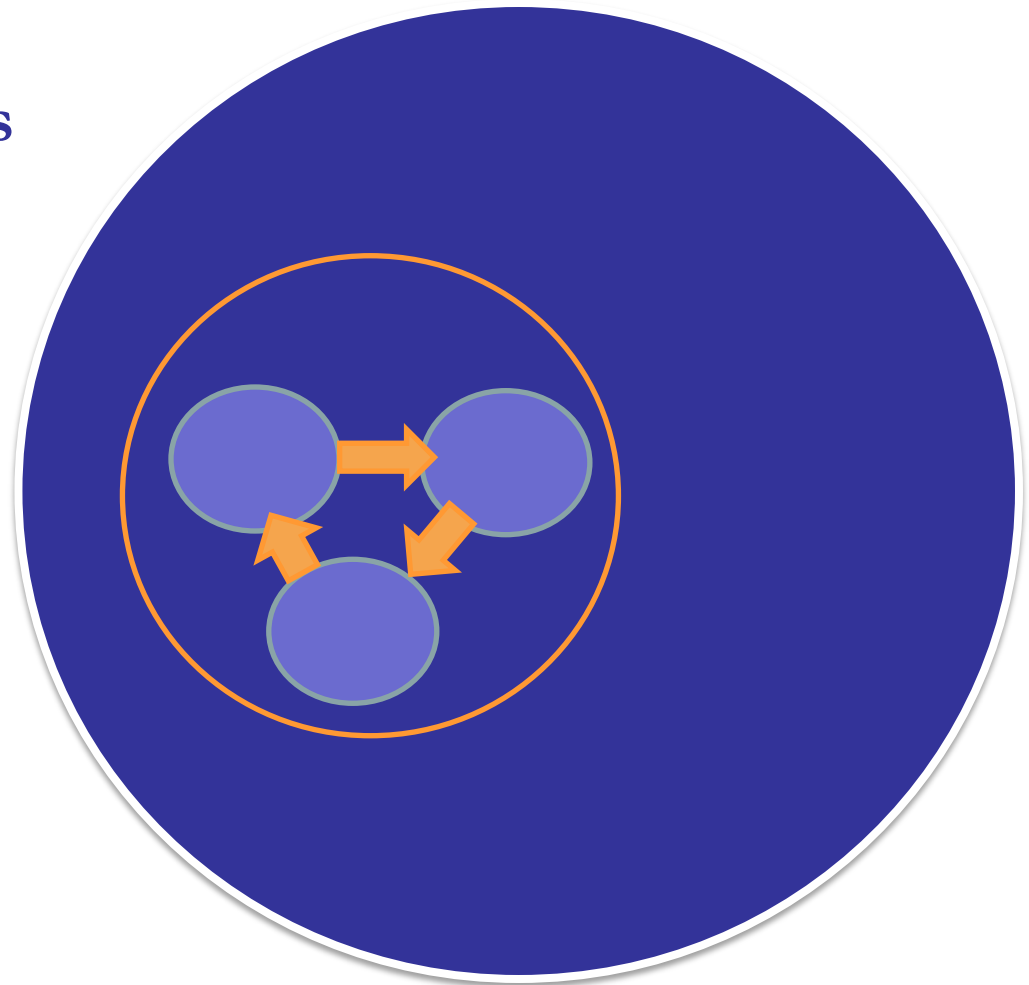


Course Assessment

Learning Outcome

Assessment

Program Review/Assessment



To 2. Data for Program Reviews

The QCC OIRA provides a program specific data book for programs under review that contains the following:

A. Enrollment and Student Profile

Student Profile & Headcount – demographics, trends in time status, class status

Student Preparedness for College – CAA, SAT, placement test results

B. Program and Institutional Effectiveness

Trends in exit from remediation

Graduation and Retention

Transfer Out rates

Student Experience Survey results, Post Graduation survey results

To 2. Data for Program Reviews

The QCC OIRA provides a program specific data book for programs under review that contains the following:

C. Courses and Curriculum

Trends in courses taken by program majors

Course trends by supporting department of the program

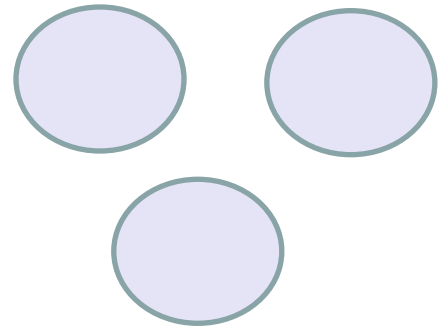
Grade Point Averages: first year, graduation GPA

D. Faculty and Staff

Staff categories and faculty profile: appointment status, gender, ethnicity, highest degree earned

The Office of Institutional Research and Assessment is a Partner and Resource for Faculty, Departments, and Programs

Faculty Assessment Institute Deliverables



Assessment Plan

Assessment Report

Deliverables-Assessment Plan



Which student learning outcomes will you focus on?

What evidence will you use to determine how well students are achieving the selected outcomes?

How will you use the information to improve your course?

Deliverables-Assessment Report



List student learning outcomes and the General Education Objectives that are related to those student learning outcomes

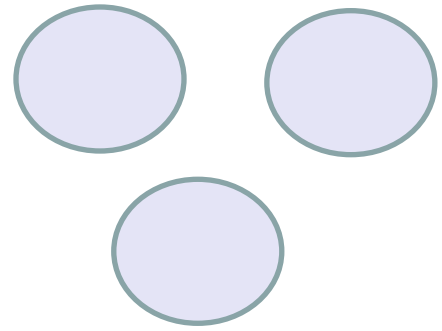
Discuss the assignment(s) that students completed

Discuss the evidence that was used to determine how well students were achieving the selected outcomes

Provide an analysis (and summary) of the assessment results that were obtained

Describe how the assessment results that were obtained affected (or did not affect) the student learning outcomes you identified.

Feedback from Participants

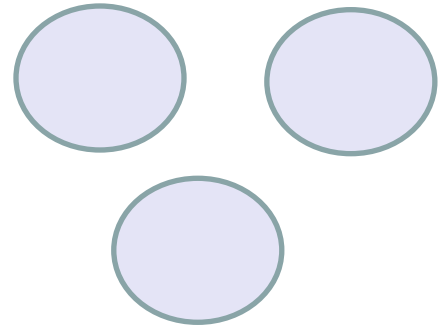


Assessment Instrument Activity

Have homework assignments related to participants' assessment plans

Provide participants with actual assessments conducted in a variety of fields

Feedback from Participants



Clearer distinction between objectives and outcomes

Ways to use and apply IR data and draw inferences

Potential Benefits of the Assessment Institute



Increased use of various assessment techniques in the classroom

Clearer understanding of issues involved in “closing the Assessment loop”

Creating a culture of assessment at QCC
Changes in pedagogical practice

Our Contact Information

elackner@qcc.cuny.edu

718-631-6279

ibeckford@qcc.cuny.edu

718-281-5236