Refining a Protocol: Programmatic Assessment for General Education and High-Impact Practices

QUEENSBOROUGH COMMUNITY COLLEGE CUNY

Queensborough Community College
The City University of New York
IRAC Spring 2016

Who We Are

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Introductions: Who We Are

Fall 2014: 16,182 students
Full-time students: 67% of students
Faculty: 382 Full-Time, 544 Part-Time

- **139 countries**
- **87 different languages**
- **53% female students**
- **25% of students born outside the USA**
- **Over 43% of incoming freshmen speak a language other than English at home**
- **Representation of major ethnic groups**
  - **26% Asian/Pacific Islander**
  - **26% Black, Non-Hispanic**
  - **30% Hispanic**
  - **18% White, Non Hispanic**
  - **6% International students**

Students requiring remediation:
- **Reading   23%**
- **Writing   27%**
- **Math   70%**

+ Plan for Student Success

QUEENSBOROUGH Academies

- Intentional Advising

- Technology (Starfish)

- High-Impact Practices (HIPs)

+

High-Impact Practices

Academic Service-Learning (ASL)

Collaborative Assignments & Projects (CAP-SWIG)

Common Intellectual Experiences (CIE – Common Read)

Global Diversity Learning (GDL)

Undergraduate Research (UR)

Writing Intensive (WI)

What makes a practice *High-Impact*?

- **Significant investment of time and effort by students**

- **Substantive interactions with faculty and peers**

- **Experiences with diversity**

- **Frequent, timely, and constructive feedback**

- **Periodic, structured opportunities to reflect and integrate learning**

- **Opportunities to discover relevance through real-world applications**

+ Context for Discussion

HIPs Enrollment

HIP	Participants
ASL	1746
GDL	479
LC	313
SWIG	743
UR	210
Writing-Intensive	12248
Total	17,743

*2014-2015

+ Faculty Development

Programmatic Assessment

- **Grant-funded**

- **Based on current general education protocol**

- **Intended to run on a cyclical schedule**

Examples of Direct Evidence of Student learning

General Education Assessment of Artifacts Spring 2015

Process/Rubric

- 24 raters assessed 478 (276 HIPs & 202 non-HIPs) artifacts for Analytic Reasoning

- The Analytic rubric has three dimensions: **Issue**-Identify and explain the issue, problem or question; **Evidence**-Present, organize and evaluate sufficient and relevant evidence; and **Conclusion**- Reached an informed conclusion or solution

- The rubric has a four point scale across all three dimensions. The total weighted score for the HIPs was 2.39 and for non-HIPs was 2.53

General Education Assessment of Artifacts Spring 2015

Implications

- Pilot

- How well rubrics worked with assignments

- Analytic rubric not best rubric for some HIPs

- Center for Excellence in Teaching and Learning-faculty development

- Writing Intensive scored relatively low

- Undergraduate Research scored relatively high

Digication Pilot: Gen Ed Assessment of Artifacts January 2016

- 6 raters assessed 116 artifacts for the Analytic Reasoning rubric

- The Analytic rubric has three dimensions: **Issue**-Identify and explain the issue, problem or question; **Evidence**-Present, organize and evaluate sufficient and relevant evidence; and **Conclusion**- Reached an informed conclusion or solution

- The rubric has a four point scale across all three dimensions. The total weighted score for the artifacts was 2.0, in the developing range of the rubric

Digication Pilot: Gen Ed Assessment of Artifacts January 2016

- 6 raters assessed 83 artifacts for the Writing rubric

- The Writing rubric has four dimensions: **Awareness of audience, purpose, and genre; Content development and organization; Control of Grammar and Mechanics; Evidence and/or Sources**

- The rubric has a four point scale across all four dimensions. The total weighted score for the scored artifacts was 2.3, in the developing range of the rubric

An Assessment of High Impact Practice (HIP) Implementation

- **Purpose**: To better understand how HIPs are being implemented

- **Measuring Instrument**: Survey to students in HIP and non-HIP courses during spring 2015

- **Assessment**: Agreement - Disagreement ratings of statements of deep learning experiences

- **Design**: Utilizes a control group and statistical procedures to control for covariates

Comparisons of Agreement Levels To Deep Learning Experience Statements Between HIP and non-HIP Participating Students

Deep Learning Experience Statements & Involvement Outcome	N	Non HIP	N	HIP
This course required me to use skills and/or information I learned in another course to complete assignments or have class discussions in this course.	85	82.5%	98	89.9% *
This course included at least one assignment requiring me to put together concepts and facts from different sources to create new ideas.	79	76.7%	99	92.5% ***
A class activity or assignment in this course required me to work with classmates to complete a project.	72	69.9%	92	87.6% **
This class included perspectives of peoples from different backgrounds and cultures.	76	73.8%	87	85.3% *
My level of involvement with Queensborough Community College can best be described as: (Outcome of High +Very High)	43	41.7%	55	55.0% *

Alpha levels are at: * = .05,   ** = .01 and   * = .001**

General Findings

- **Students enrolled in courses with HIPs showed higher agreement levels to statements of being involved in deep learning**

- **Students enrolled in courses with HIPs indicated that they were more involved with Queensborough Community College**
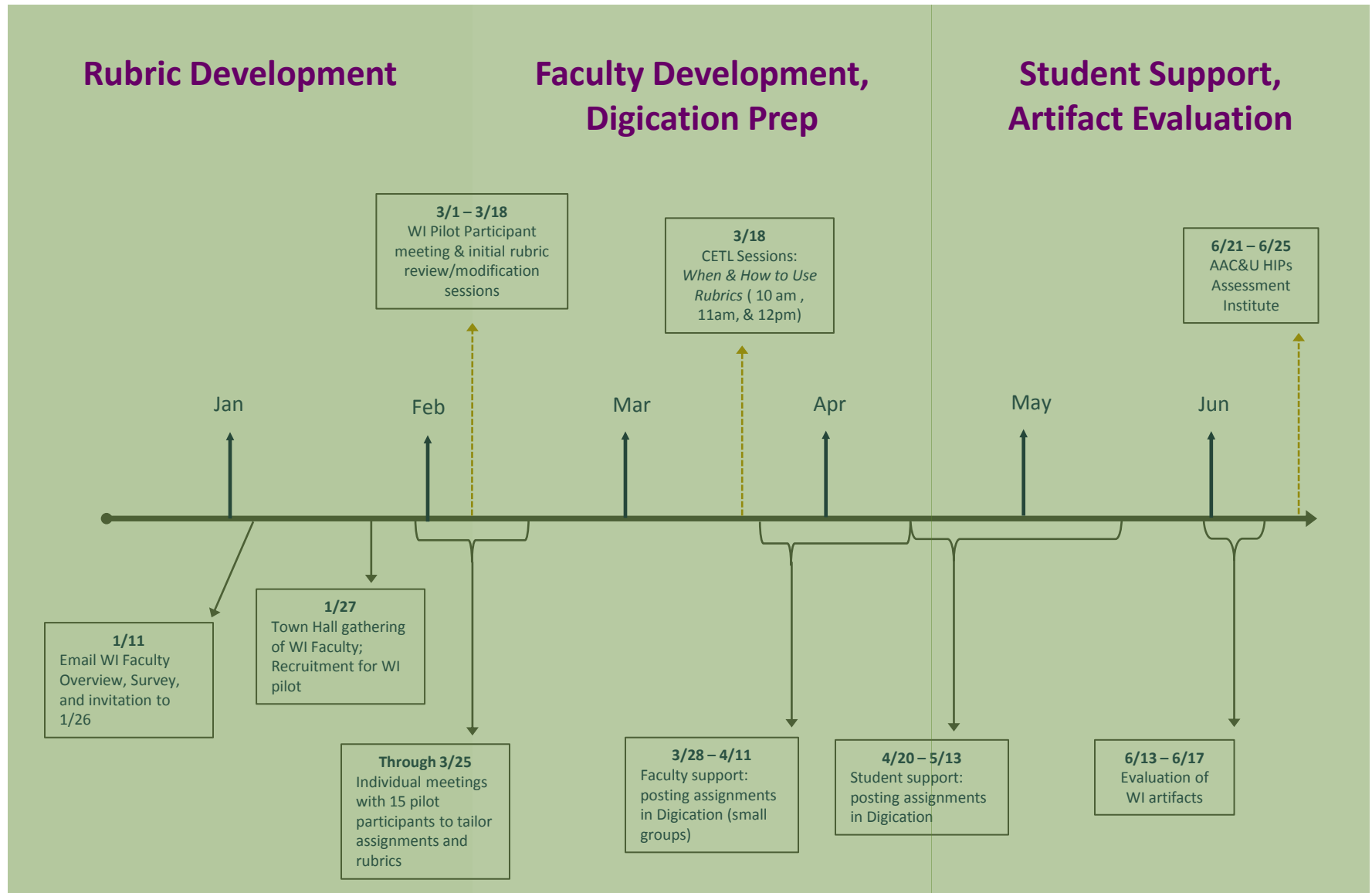
+ WI Assessment Pilot

- **Grant-funded**

- **Based on current general education protocol**

- **Modeled after cyclical schedule of academic program assessment**

WI Assessment Pilot Project Timeline
Spring 2016

Rubric Development

Faculty Development, Digication Prep

Student Support, Artifact Evaluation

3/1 – 3/18
WI Pilot Participant meeting & initial rubric review/modification sessions

3/18
CETL Sessions:
When & How to Use Rubrics (10 am , 11am, & 12pm)

6/21 – 6/25
AAC&U HIPs Assessment Institute

Jan — Feb — Mar — Apr — May — Jun

1/11
Email WI Faculty Overview, Survey, and invitation to 1/26

1/27
Town Hall gathering of WI Faculty; Recruitment for WI pilot

Through 3/25
Individual meetings with 15 pilot participants to tailor assignments and rubrics

3/28 – 4/11
Faculty support: posting assignments in Digication (small groups)

4/20 – 5/13
Student support: posting assignments in Digication

6/13 – 6/17
Evaluation of WI artifacts

Revised 3.14.16

+ So Far . . .

Successes

- **Pilot size**
- **Faculty buy-in**
- **Consensus on rubrics**
- **On schedule,** *almost*

Challenges & Opportunities

- **Pilot size**
- **Scheduling**
- **Change of LMS (anticipated)**

+ Key Components

- **Clear sense of what to assess**

- **Plan**

- **Process**

- **Work flow**

- **Connection/Alignment**

+ Key Takeaways

- **Faculty Involvement is critical throughout the entire process**

- **Alignment among faculty development and assessment effort is essential**

- **Small victories need to be celebrated**

+ Thank you!

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