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The task forces met over the course of five months between November 2009 and March 2010 and were instrumental in advancing the conversation about the planning and development of assessment processes on campus. It was the writing group that pulled together a working document that evolved over the same period.

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Foreword

Assessment has become the great challenge of educational institutions. As a term, it may be misunderstood. As a process, it requires commitment to sustain.

Good assessment is useful and meaningful. Good assessment processes are self-perpetuating and integral to institutional change and renewal.

This Assessment Handbook is intended to make assessment as a concept and as a process clear and comprehensible to the constituencies of Queensborough Community College. To that end, some definitions may be helpful.

Assessment means

- Establishing clearly articulated goals and measurable expected outcomes
- Systematically gathering, analyzing, and interpreting evidence from the outcomes to determine how well those outcomes have been achieved
- Using the resulting information from evidence and discussion to affirm institutional effectiveness or to promote continuous improvement

Assessment does *not* mean

- evaluation of faculty, administrators, or staff members
- documentation used for annual reviews or for decisions on promotion or tenure

In fact, it is *unethical* to use assessment results for the purposes of faculty, administrative, or staff evaluation.

To ensure that an institution's assessment is valid and meaningful, assessment must be a *process* that is comprehensive, integrated, and sustained.

First, assessment is *comprehensive* when it takes into account all levels and all branches of the institution:

- Academic: assessment of student learning
- Administrative: assessment of all services in support of student learning
- Institutional: assessment of institutional effectiveness

Second, assessment is *integrated* when there is a clear, conceptual alignment among objectives at different but related levels of the institution. For example, the objectives of courses supporting a curriculum should be consonant with the objectives of that curriculum, which in turn should be consonant with the general education objectives that all graduating students are supposed to attain. Alternatively, administrative goals in any one office or division should be consonant with the

corresponding strategic planning goals for that division, which in turn should be consonant with the corresponding component of the mission statement.

Third, assessment is *sustained* when the institution at each level has agreed to a timetable for the assessments that occur at each level. The timetable has set priorities for which areas are assessed regularly and which areas are assessed more periodically. In other words, there is a clear rationale within each area for the timetable of assessment, and everyone involved has a clear idea of his or her responsibilities in that timetable of assessment.

Assessment—which is *everyone's* concern—is achieved most efficiently when it is a *collaborative* effort on the broadest possible scale. When it works at that level of collaboration, assessment can be the engine for innovation and improvement of the institution. At the same time, assessment is not only about continuous improvement; it is also the means by which an institution can affirm that both institutional and student learning outcomes are meeting defined or projected expectations.

Beyond the context of the institution itself, colleges belong to regional accrediting bodies that are intended to ensure that, through peer review, institutions meet general standards of educational excellence. The regional body to which Queensborough belongs is the Middle States Commission on Higher Education, and the Commission has 14 standards of excellence by which it evaluates institutional effectiveness. For the Assessment Handbook, the two most pertinent standards are standard 7 on institutional assessment and standard 14 on the assessment of student learning. This handbook is intended to provide a useful context, a clear conceptual framework, and general guidelines of implementation involved in campus-wide efforts to be accountable to itself, to its publics, and to the Middle States Commission concerning the most important element of its mission—student learning.

I. INTRODUCTION

A. Handbook Purposes

This Assessment Handbook is a guide to assessment for *all* members of the Queensborough Community College campus.

As a guide, the Assessment Handbook is meant to offer information, resources, and guidelines for assessment at this institution. To meet the institution's mission and goals, assessment must be comprehensive, integrated, and sustained, and assessment that meets these criteria will require a *culture of collaboration* in which assessment is one responsibility among others of the professional obligations of the college's constituencies. There is ample precedence for such collaboration across campus—Freshman Academies, learning communities, faculty development workshops, pedagogical research, and the conferences and convocations of the college. The purpose of this handbook is to help inform and empower this collaboration institution-wide.

To be clear, the Assessment Handbook is not meant to dictate *how* assessment should be implemented. Rather, it is meant to provide alternative methods, resources, and tools for carrying out assessment. It is the prerogative of faculty members and administrators to determine the way in which assessment should be implemented. This handbook will provide a useful guide in the development and implementation of such assessment.

Essentially, the Assessment Handbook contains two parts: 1) an explanatory narrative about assessment processes and 2) an expansive set of appendices on assessment practice. The explanatory narrative (section II on "institutional effectiveness") begins with a description of the overall assessment processes at the college and includes an assessment diagram whose component parts are thoroughly discussed. To help with understanding the processes and implementation of assessment, the narrative has two fundamental and complementary sections, each with its own more detailed assessment diagram and discussion: a) academic assessment of student learning (section III) and b) administrative assessment of services in support of student learning (section IV).

The second part of the handbook, the appendices, provides a comprehensive array of assessment resources and tools for academic and administrative assessment. Wherever an assessment process has a corresponding appendix, a citation appears. The narrative also cites a number of Web sites that provide reports or other documents more for referral than for practical use and, therefore, not in the appendices themselves. The complete list of appendices appears on page 29, and a complete list of Web sites cited in the narrative appears in Appendix 18 on page 207.

Although a review of the entire document is necessary to understand the conceptual scope and practice of assessment processes at the institution, faculty members will find that section III on "Academic Assessment of Student Learning" and the corresponding appendices cited are particularly relevant to their work. This narrative section is intended to conceptualize the assessment processes at the course and program level and to make course assessment at the

departmental level comprehensible, manageable, and meaningful. The corresponding appendices are intended to make tangible and comprehensible academic assessment practice.

Likewise, administrators and staff will find that section IV on "Administrative Assessment of Services in Support of Student Learning" and the corresponding appendices cited are particularly relevant to their work. This narrative section is also intended to conceptualize the assessment processes among the support services across campus—all areas not themselves academic departments that complement, supplement, or support the student learning that takes place in the classroom. Similarly, the corresponding appendices are intended to make tangible and comprehensible administrative assessment practice.

B. Background and History of Assessment at Queensborough

Following the self-study of 1999 and through the next six years, led by a team of interdisciplinary faculty and administrators, Queensborough developed and implemented a comprehensive student learning assessment plan. An overall assessment plan was created in 2001, based on the Mission and linked to the College's strategic planning process. To provide a foundation for assessing student learning outcomes, the Academic Senate adopted, in May 2002, its first statement of educational objectives, otherwise referred to as general education objectives. Curricular objectives were written, and an individual course assessment process was piloted (2003-2004) linking general education with curricular and course objectives.

From 2004 to 2007, the college took a number of steps. A college-wide course objectives form and course assessment form were developed, and an Assessment Database was designed to integrate information from the course objectives form. A revised academic program review process was instituted on a five-year schedule (2004-2009) for reviewing all academic programs. This process embedded both general education assessment and assessment of curriculum-specific student learning outcomes and incorporated results from individual course assessments. Queensborough revised its Mission (see Appendix 1), following which, in May 2007, the Academic Senate approved a revised statement of Educational Objectives, including suggested learning outcomes for each objective (see Appendix 2).

More recently, in 2008, program reviews were conducted according to a newly revised program review schedule, 2003-2010 (see Appendix 3). Following that, program reviews were put on hiatus to prepare for the college's self-study. The college submitted the self-study report to the Middle States Commission on Higher Education in February 2009 (for Web site link, see Appendix 18). The evaluation team visit took place in April, and the commission rendered a decision in June, reaffirming the accreditation of Queensborough Community College and requiring a monitoring report in October 2010. According to the official schedule, program reviews resumed in 2009-2010.

Assessment is also being conducted at the academy level. In the fall 2009 semester, six Freshman Academies were launched:

- Business
- Education
- Health-related Sciences

- Liberal Arts
- Science, Technology, Engineering, and Mathematics (STEM)
- Visual and Performing Arts

Freshman Academies, which are cohorts of first-time, full-time students organized around curricular clusters, provide students with high-impact instructional strategies and enhanced student support services to increase student engagement and focus leading to higher persistence and graduation rates. Academy assessment is being conducted according to the Academy Assessment Protocol, developed by an outside consultant, DVP Praxis Ltd., and coordinated by a principal investigator reporting to the Assessment Office. Academy assessment has three dimensions to evaluate effectiveness: freshman coordinators, who provide enhanced student support; high impact instructional strategies; and faculty use of rubrics to assess student learning outcomes. Faculty members are using general education rubrics, designed by the faculty members themselves (see Appendix 13), to assess student learning outcomes at the general education level.

C. Current Status

Given the Middle States Commission directive in June 2009 that the institution develop and implement assessment processes that are *comprehensive, integrated, and sustained* and that it demonstrate *current* assessment practice, the College has rededicated itself to its assessment efforts and goals. Multiple steps have been taken:

- Two task forces were established—the Faculty Assessment Task Force and the Administrative Assessment Task Force—to build consensus regarding the direction assessment efforts would take and to draft an Assessment Handbook for submission to the Academic Senate.
- The Year-end Report template (see Appendix 14) for administrative assessment ("non-teaching departments") has been modified and streamlined. All templates begin with the mission, core activities, and key performance indicators established by the administrative departments. Outcomes are assessed according to goals and objectives consonant with these indicators, which in turn are consonant with the overall mission and goals of the college. A significant addition to the template is a feedback loop between department and division heads in which discussion with the division head is required and documented in the report. In addition, feedback from the Assessment Office is also documented. The new template is a work in progress, to be launched with the 2009-2010 academic year report.
- In March 2010, the Academic Senate voted on and approved a Senate resolution in which it affirmed its support of comprehensive, integrated, and sustained assessment processes (see Appendix 17) and called for the formation of a Senate Assessment Committee.
- The Assessment Database, redeveloped at the direction of a Special Committee of the Academic Senate, now allows departments to post course assessment reports (http://www.qcc.cuny.edu/assessment/courseassessmentreports).
- A completely redesigned Assessment Web Site has been developed, which includes a link to the Assessment Database and assessment resources for the campus, one of which is the Assessment Handbook (http://www.qcc.cuny.edu/assessment/).

- The Assessment Office has met with all academic departments to ensure that course assessment is planned for and occurs in the 2009-2010 academic year, to be reported and posted to the Assessment Database.
- An Academy Assessment Protocol, developed by DVP Praxis Ltd., is collecting and analyzing student outcomes to determine the effectiveness of the academy model on a number of student success indicators like persistence rates, credit accumulation rates, and graduation rates.

A significant part of the campus-wide effort to make assessment processes and resources clear to the members of the institution is the Assessment Handbook, which has been made available to the college. The handbook, it should be noted, is a work in progress, as are assessment processes, subject to periodic review, reevaluation, and modification. A final draft document of the handbook, which reflects the latest thinking and planning for campus-wide assessment processes, was submitted to the Academic Senate for its consideration at the May 2010 meeting. The document is available on the Assessment Web site (http://www.qcc.cuny.edu/assessment/). As assessment efforts continue campus-wide, modifications will be made to the Assessment Handbook to ensure that it remains an up-to-date, living document for the institution.

II. INSTITUTIONAL EFFECTIVENESS

A. Institutional Context

The context for the description that follows is the institution's mission statement (see Appendix 1), the institution's educational goals and objectives (see Appendix 2), and the diagram on page 12, "A Visual Guide to Institutional Effectiveness." The diagram is meant to be a visual representation of the assessment processes described in this section, but from a bird's eye view. The text that follows is meant to fill in the gaps and detail not included in the diagram.

In its widest and most comprehensive sense, assessment is the evidence-based review and determination of institutional effectiveness. Institutional effectiveness is the degree to which the institution fulfills its mission and goals. The college's mission and goals are the *raison d'etre* of the institution. They distinguish it from other institutions and guide it in its planning and development as an institution responsive to its community and publics.

B. Strategic Planning

Framed and driven by the mission and goals is strategic planning, the nexus at which the institution examines itself and the evidence and establishes a three-year strategic plan, with annual modification (http://www.qcc.cuny.edu/Governance/policy_procedure.asp). The strategic planning process is structured by the mission and informed by educational, or general education, objectives (see Appendix 2) at the heart of the instructional and support services enterprise.

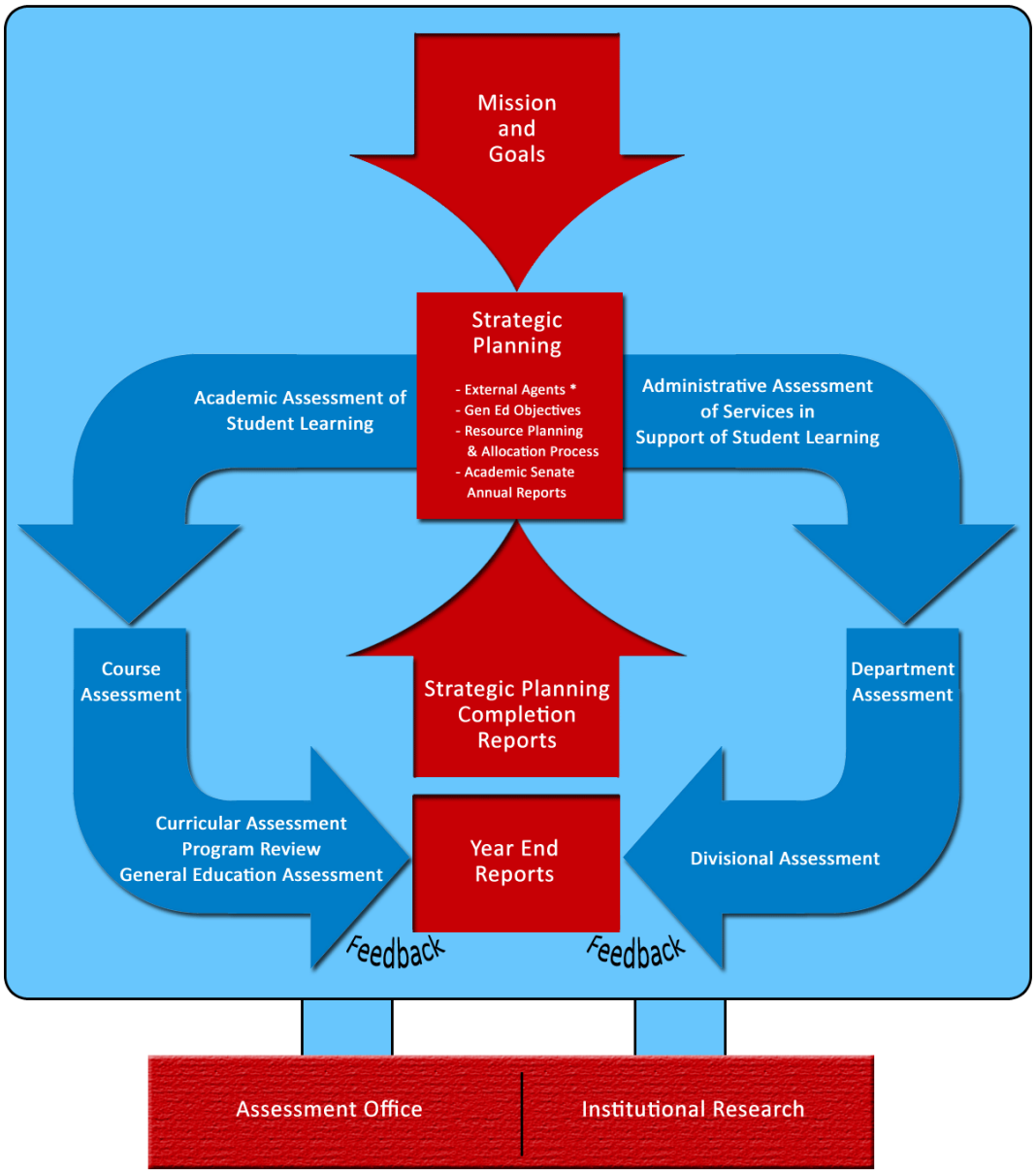
The strategic planning effort is led by the College Advisory Planning Committee (CAPC), which is chaired by the president and has wide campus representation, including governance and students. Drafts of each year's strategic plan are disseminated to constituencies across campus, and comments and suggestions are solicited. The process is both extensive and transparent.

The annual strategic plan encompasses enrollment projections, budgetary and facilities needs, academic planning, student needs and services, and the goals of the college community. The plan is based on projected departmental, program, and division outcomes; retention, graduation, transfer data, and survey results; placement, exit-from-remediation, and graduation/transfer examination pass rates; and CUNY targets and goals. As such, the strategic plan, which guides the efforts, budget allocations, and direction of the college throughout the year, balances the institution's own vision with that of the University.

The strategic planning process is also informed by other constituencies. External agents to which the institution is held accountable include the CUNY Performance Management Process (PMPs), setting targets and goals for all CUNY colleges (http://www.cuny.edu/about/administration/chancellor/performance-goals.html); the Middle States Commission on Higher Education, which has 14 standards of excellence that educational institutions must meet; Technology Accreditation Commission of the Accreditation Board of Engineering Technologies, which accredits the technology programs every six years; National League for Nursing Accreditation Commission, which accredits the Nursing program every eight years; and Association of Collegiate Business Schools and Programs, which accredits Business programs every 10 years, with two-year interim reports. In addition, the strategic planning process is informed by input from the chair of the Senate Steering Committee, who sits on the CAPC and

brings to the planning process a comprehensive sense of the academic year's efforts distilled from the annual reports of all Senate committees. Finally, the strategic planning process is informed by budget considerations. As part of the resource planning and allocation process, the Office of Finance and Administration is responsible for costing out strategic planning items.

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)

C. Assessment Processes

As indicated in the diagram, the two main processes that come out of and loop back into the strategic planning process by which institutional effectiveness is evaluated are:

1. Academic assessment of student learning: *Academic* assessment is meant here to encompass any and all classroom and curricular assessment.
2. Administrative assessment of services in support of student learning; *administrative* assessment is construed as broadly as possible—all administrative offices across all divisions that support the curriculum and student learning.

In both cases, assessment processes involve the review, analysis, and discussion of outcomes, plans for action, and follow-up to determine the effectiveness of actions taken and to ensure institutional change and renewal as needed. Both the Assessment Office and the Office of Institutional Research (http://www.qcc.cuny.edu/OIRA/) offer administrative and consultative support on the collection, analysis, and dissemination of data and information.

1. Academic Assessment

The academic assessment of student learning takes the form of course assessment and program review or curricular assessment. Through the Freshman Academies, moreover, assessment of student learning looks particularly at general education, which complements the assessment of general education that also occurs in course and program assessment. As with the strategic plan, course assessment and program review are aligned with the general education objectives (in Appendix 2 referred to as the educational objectives). That is, all course objectives are aligned with curricular objectives (see Appendix 8), which in turn are aligned with general education objectives. *Alignment* here is broadly construed either as "in direct correspondence with" or as "consistent with," or both. When any course assessment is conducted (see Appendix 11), this alignment structures and informs the kinds of assessments used and the kinds of student outcomes expected. Decisions about rubrics and other assessment instruments to use in the assessment process are the result of faculty determinations and discussion at the department level and, more rarely, at the interdepartmental level.

Course Assessment

Course assessment reports are posted to the Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports), located on the college's Assessment Web site (http://www.qcc.cuny.edu/assessment/). The assessment report that is posted to the database includes assessment results and a plan of action for each desired student learning outcome. Discussion at the departmental level about these assessments may lead to course and/or curricular modification or even new courses. Course assessment reports archived on the database may be used in program reviews conducted by any department.

Summary reports of course assessments are also included in the departmental Year-end Report (see Appendix 14). The Year-end Report is an annual report that all academic departments submit

to the Assessment Office. The departments report on the achievement of their goals and objectives. Action plans include the goals and objectives for the subsequent academic year.

Program Review

Program reviews are conducted according to a five-year schedule (see Appendix 3). The department conducting the program review establishes a steering committee to lead the effort and write the report (for the report template, see Appendix 4; for the guidelines, see Appendix 5). The Office of Institutional Research and the Assessment Office provide administrative support. Program reviews use both course assessment and other kinds of assessment measures like persistence, graduation rates, placement in baccalaureate institutions or jobs, surveys, and other measures to evaluate expected student outcomes. Program reviews cover how each program supports the college's mission; faculty and staff; curriculum, enrollments, advising, and outcomes; resources; and future priorities. Once completed, the report is reviewed by an external reviewer, a campus visit is arranged, and a report by the reviewer of findings is submitted to Academic Affairs (for report template, see Appendix 6). The departmental steering committee writes a response and action plan (for report template, see Appendix 7) and meets with Academic Affairs and the president to determine the response and action plan to be implemented.

General Education

Assessment of general education also occurs in the Freshman Academies as part of the Academy Assessment Protocol. The principal investigator on the assessment project, reporting to the Assessment Office, is the central contact on campus for all matters related to the protocol. Fourteen faculty coordinators lead cohorts of six to nine faculty members each in the development and implementation of assessment rubrics of general education objectives as pursued through high impact strategies central to the instructional experience of the Freshman Academies (see Appendix 13). Faculty members using these rubrics submit summary reports on student learning outcomes to the principal investigator, who prepares reports on findings to be discussed with the faculty cohorts.

2. Administrative Assessment

Parallel to the academic assessment of student learning, the administrative assessment of services in support of student learning includes all administrative offices on campus (see Appendix 16) and takes the form of the Year-end Report template (see Appendix 14, non-teaching departments). Every year, non-teaching departments are required to submit a Year-end Report to their corresponding divisional head. As an organizing principle, the template for each department leads off with that department's statement of mission, core activities, and key performance indicators. Though these elements are consonant with the college's overall mission and goals, they are also meant to be specific to the departments and to help guide the department in its assessment of the expected outcomes specific to that department.

Departmental and Divisional Assessment

Departments submit their Year-end Reports to the appropriate divisional head for comment and feedback. Year-end reports that have undergone this discussion and feedback phase are then submitted to the Assessment Office. The assessment results and findings from the reports are

reviewed by the Assessment Office, which provides comments and consultation to the departments to ensure that the department's assessment efforts and findings result in action plans that are followed up as appropriate from year to year. Assessment reports are posted to the Assessment Web site by the Assessment Office (http://www.qcc.cuny.edu/assessment/).

3. Institutional Change and Renewal

The reporting processes outlined above culminate in the Strategic Planning Completion Report, which in turn informs the strategic planning process, and this effort is led and coordinated by the College Advisory Planning Committee (CAPC). The Year-end Reports both from academic assessment and from administrative assessment provide data and findings useful to the annual Strategic Planning Completion Report. The Assessment Office, Institutional Research, and Finance and Administration provide essential data as well. In addition, the chair of the Senate Steering Committee, who sits on the CAPC, is able to provide information for institutional planning from the aggregate of annual reports submitted to the Senate by the standing committees of that governance body.

To ensure that the feedback loop is closed at the level of the program review and Year-end Report, program review reports are shared among faculty members in the corresponding department for discussion, the external reviewers present their findings in a public forum to the campus community, and an administrative report (for the report template, see Appendix 7), representative of the president's response and that of the Office of Academic Affairs, is sent to the department(s). The administrative report is shared among the faculty members in the department(s).

Likewise, the assessment results and findings from the Year-end Reports are reviewed by the Assessment Office and the Senate Committee on Assessment, which provide comments and consultation to the departments to ensure that the department's assessment efforts and findings result in action plans that are followed up as appropriate from year to year.

When course assessment and/or program review findings lead to course and/or curricular modification, departments submit such modifications to the Senate Curriculum Committee for approval (http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/default.asp). Approved modifications are forwarded to the Academic Senate for approval. This process is a long-established public forum for consultation and debate among faculty representatives in shared governance and makes for a transparent assessment process.

The CAPC, chaired by the president and working with the dean for academic affairs, who assists with the campus planning effort and sits on the committee, collaborates on the Strategic Planning Completion Report. When the CAPC has completed its work, the annual assessment process culminates in the presentation of the Strategic Planning Completion Report by the college president to CUNY's chancellor during the summer; there, the college and its senior administration are assessed according to key indicators and the success of the institution in meeting its targets and goals.

Leadership for the strategic planning process resides with the CAPC. Even though the strategic plan is a three-year one, the plan for each year is revisited. The planning process arises out of the previous year's Strategic Planning Completion Report, building on past initiatives, modifying and

correcting where necessary. The Assessment Office coordinates with the dean for academic affairs to ensure that all Year-end Reports have been completed and forwarded. The divisional heads, who also sit on the CAPC, can bring issues to the table that have arisen from their discussions with department heads in the feedback to the Year-end Reports. In this way, the findings of the Year-end Reports become an important part of the discussion about the strategic plan. Discussion of these reports at the CAPC level is also an essential vehicle by which academic and administrative assessment converge and can mutually inform one another to ensure that all campus efforts are consonant with the institution's mission, goals, and overall initiatives.

For the *Strategic Plan 2009-2012* and *Strategic Planning Completion Report 2007-2008*, see the following Web site:

http://www.qcc.cuny.edu/Governance/policy_procedure.asp

Every year, this process is repeated, ensuring institutional renewal. Every decade, the college embarks on a self-study for Middle States reaccreditation, which is a major review of the entire institution and marks a milestone in the assessment of institutional effectiveness.

III. ACADEMIC ASSESSMENT OF STUDENT LEARNING

A. Overview

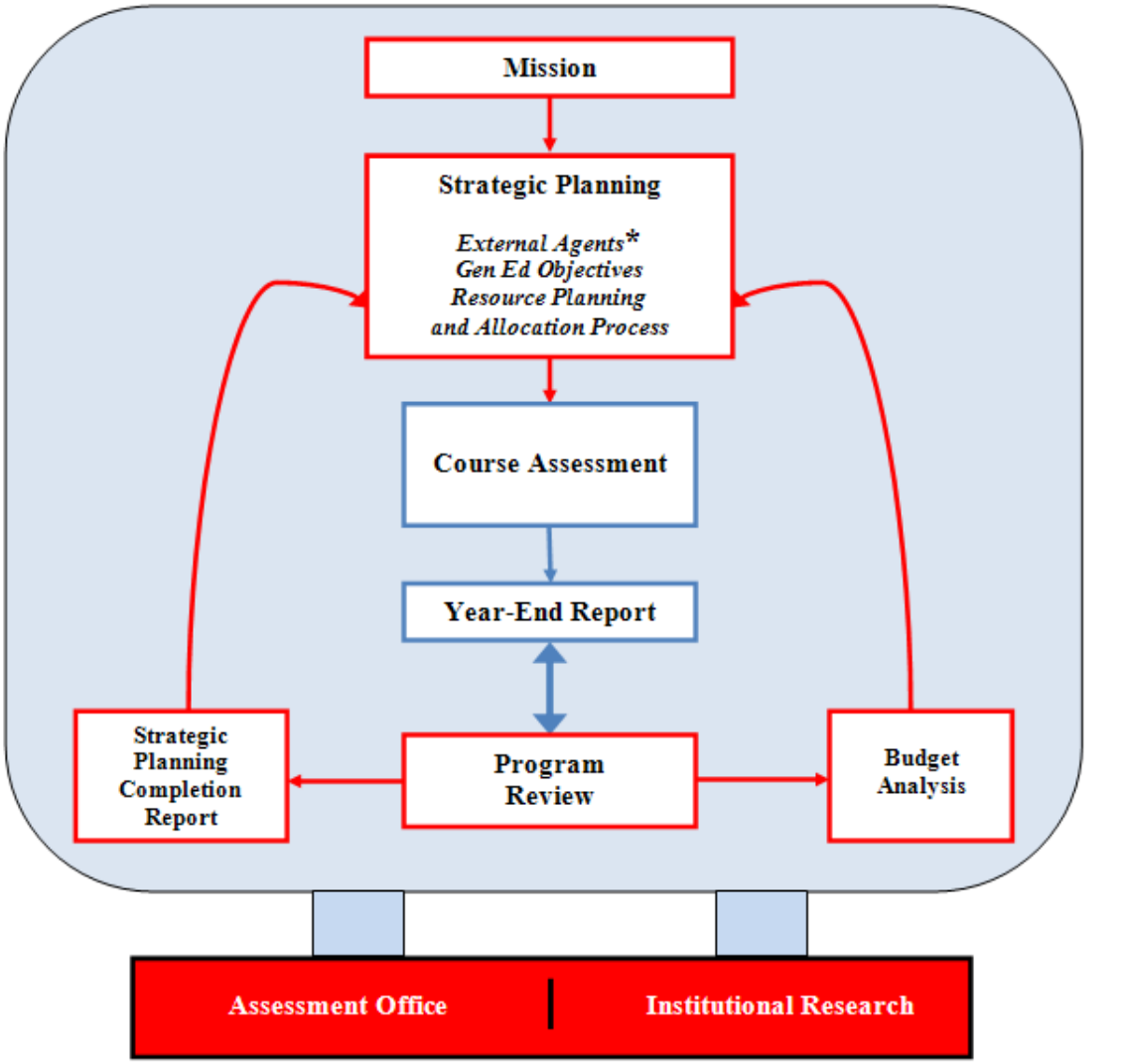
The academic assessment of student learning is the assessment of student learning at the course and program or curricular level and is conducted by faculty and for the improvement of student learning. The diagram on page 18 is a visual guide to the academic assessment processes.

In consultation with the Assessment Office, all departments have established a plan of course assessment and are scheduled to assess at least two courses every year. A program review schedule has also been posted (see Appendix 3), and this includes the course assessment required by other departments in support of the program reviews. In this way, departments can collaborate effectively to ensure that, when a program review is undertaken, the appropriate course assessments, both in the general education core and in the "major," will be available.

Assessment reports are archived and available to the campus community. All course assessment reports are posted to the Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports), which has a link on the Assessment Web site (http://www.qcc.cuny.edu/assessment/). All program reviews are posted to the Assessment Web site. Summaries of both kinds of assessment appear in the departmental Year-end Report (see Appendix 14).

The Assessment Office takes the lead on assisting departments with all program reviews. In addition, the Office of Institutional Research (http://www.qcc.cuny.edu/OIRA/) provides data and data analysis of performance indicators for students in the program.

A Visual Guide to Academic Assessment



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* **External agents**:

- CUNY PMP (Performance Management Process)
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- 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)

B. Processes

1. Purpose

Academic assessment of student learning is the process of making explicit what the expected student learning outcomes should be from courses and programs and of assessing these outcomes. Most faculty spend a tremendous amount of their time and energy on teaching. Academic assessment helps faculty to know what their students have learned, how effective their teaching efforts are, and how to sustain or improve student learning.

The primary purpose that the academic assessment of student learning serves is to determine whether actual student outcomes align with desired student outcomes. Faculty should determine each step of the assessment process, including a) articulation of what students are expected to learn and how best to measure student learning, b) determination of which analyses of quantitative and/or qualitative measures of student learning are most appropriate, c) discussion and interpretation of assessment results, and d) development of an action plan—driven by assessment findings—to identify and implement course and curricular changes designed to improve student learning. Not limited to improving student learning outcomes, assessment can also *reaffirm* expected student learning outcomes and the effectiveness of courses and curricula.

A second purpose that academic assessment serves is to enable faculty to articulate in a more public way the values that underlie student learning. By doing so, faculty make their practices more public, transparent, and accessible to themselves, colleagues, students, and campus constituencies. Although some worry that assessment results may lead to greater administrative scrutiny of academic departments and programs, there is little evidence to support that concern. Assessment findings should be used as evidence to support ways to improve student learning in courses and programs.

2. Departmental Level

Academic assessment activities occur across disciplines in all departments to create a set of meaningful and ongoing evaluations that reveal progress in meeting student learning objectives. Based on the results of course assessment activities, department discussions address faculty recommendations about learning objectives, program goals, teaching practices, and departmental or programmatic goals to achieve desired student outcomes.

Departmental efforts for the assessment of student learning consist of:

1. Curricular objectives that are aligned with the general education objectives of the institution (see Appendix 2) and that inform individual course objectives (archived in the Assessment Database and clearly articulated on every official course syllabus, in Appendix 10).
2. Schedule of course assessment aligned with the program review schedule so that departmental course assessment supports program review both in the department and in other departments (see Appendix 3).

3. Assessment procedures, methods, and tools used to assess student learning (for the Course Assessment Form, see Appendix 11; for the Six-step Assessment Plan for Program Review, see Appendix 9). Some departments have course coordinators, others committees, that lead the assessment effort in the department. Faculty may collaborate on developing rubrics or design their own assessment measures (samples are available in Appendix 13).
4. A process by which faculty members in the department can discuss the analysis of assessment findings leading to recommendations about course modification or development (see Appendix 12) and programmatic modification or development (for Senate Curriculum Committee guidelines, see http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/default.asp) and can discuss and collaborate on pedagogy and pedagogical research.

Assessment procedures and measures should directly evaluate student learning by measuring student performance of stated student learning objectives. Faculty need to decide which assessments are most meaningful to them for the purpose of monitoring and evaluating student learning outcomes relative to those objectives.

3. Course Level

Course assessment (see Appendix 11) occurs at the departmental level. Course assessment is framed by the overall strategic planning of the institution and informed by the general education objectives, which underlie the entire instructional enterprise. Courses are assessed according to a schedule agreed to by the department and the Office of Academic Affairs and in consultation with the other academic departments (see Appendix 3). Faculty members who teach sections of the same courses to be assessed may work together to develop student assignments that are consonant with course learning objectives. The course assessment report is included in the department's Year-end Report (see Appendix 14), is documented in the Assessment Database (see below), and becomes a part of the overall analysis of curriculum that informs program review.

Course assessment may also take place as part of the Academy Assessment Protocol. Faculty cohorts are using general education rubrics formulated by the faculty members themselves (see Appendix 13) to assess student learning outcomes at the level of the general education objectives as pursued through high impact strategies central to the instructional experience of the Freshman Academies. The principal investigator on the Academy Assessment Protocol, reporting to the associate dean for accreditation, assessment, and institutional effectiveness, collects and analyzes the data from the rubric use and presents the findings to the faculty cohorts, which engage in discussion about student learning related to general education competencies. These discussions can inform instructional practice at the Academy level but also provide an additional context for discussions at the departmental level.

4. Program Level

Program reviews are conducted according to a five-year schedule (see Appendix 3) and follow a long-established format using the program review template (see Appendix 4; for the program review guidelines, see Appendix 5). The department conducting the program review establishes a steering committee to lead the effort and write the report. Depending on the program, two or more

departments may collaborate on the review and share the writing of the report. The Office of Institutional Research provides data and analysis (for the Fact Book, see http://www.qcc.cuny.edu/OIRA/factbook.asp), and the Assessment Office helps with necessary boilerplate material like information about academic and student support services. Program reviews use course assessment (see Appendix 3, the new schedule for 2011-2016) of courses in the "major" and in general education to evaluate the alignment of courses with curricular objectives and student learning outcomes (for curricular objectives, see Appendix 8). Program reviews use both course assessment and other kinds of assessment measures like persistence, graduation rates, placement in baccalaureate institutions or jobs, surveys, and other measures to evaluate expected student outcomes. Program reviews cover how each program supports the college's mission; faculty and staff; curriculum, enrollments, advising, and outcomes; resources; and future priorities. After the report has been completed, the departmental steering committee selects external reviewers to assess the document, visit the college, and meet with the president, vice presidents, and deans. The external reviewers are asked to submit a report of their findings to Academic Affairs (see Appendix 6).

To ensure that the feedback loop is closed at the level of program review, program review reports are shared among faculty members in the corresponding department for discussion, the external reviewer presents the report findings in a public forum to the campus community, and an administrative report (see Appendix 7), representative of the president's response and that of the Office of Academic Affairs, is sent to the department(s). The administrative report is shared among faculty members in the department(s). The results of this process are posted to the Assessment Web site (http://www.qcc.cuny.edu/assessment/) and are reported to the Academic Senate.

Likewise, the results of the assessment process in program review are included in the Year-end Reports (see Appendix 14) and are reviewed by the Assessment Office, which provides comments and consultation to the departments to ensure that the department's assessment efforts and findings result in action plans that are followed up as appropriate from year to year. The double arrows in the academic assessment diagram (page 18) reflect the dialogue and consultation that result when the program review reporting process, including the findings and recommendations cited, helps to inform the assessment and planning sections of the departmental Year-end Reports.

C. Reporting Documentation

Assessment documents, reports, and resources are available both on the Assessment Web site (http://www.qcc.cuny.edu/assessment/) and on the Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports).

1. Assessment Web Site

The Assessment Web site (http://www.qcc.cuny.edu/assessment/) is the central repository of all items and matters related to assessment efforts at the institution. It includes the electronic version of the Assessment Handbook, a complete archive of templates and assessment resources like rubrics, and other background and historical information about assessment specific to Queensborough. All program reviews are posted to the Web site. The Web site also has a link to the Assessment Database (see below).

2. Assessment Database

Whereas the Assessment Web site is an archive and resource for assessment efforts on campus, the Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports) is an interactive system because it is the posting site for all course assessment reports. Once posted, all reports are available to any member of the college community. Submission of the course assessment reports involves a vetting process beginning with the faculty member's submission of the report to the chair, the chair's review and approval, and the final review and posting by the Assessment Office. As such, the database provides an archive of course assessment to support program reviews and to assist with the completion of Year-end Reports (see Appendix 14). The Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports) is also an archive of curricular, course, and general education objectives whose organization implies a conceptual mapping that aligns student learning objectives from the macro level (general education objectives) to the micro level (course objectives).

3. Closing the Academic Assessment Loop

The reporting documentation described above is intended to provide the official means by which the institution closes the academic assessment loop. To ensure that academic assessment processes are comprehensive, integrated, and sustained, the following processes are institutionalized:

- Course assessment is followed up by discussion in the department and reporting on the Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports) and in the Year-end Report (see Appendix 14).
- Program review is followed up by departmental discussion, feedback from an external reviewer (see Appendix 6), response from the president and chief academic officer (see Appendix 7), and reporting on the Assessment Web site (http://www.qcc.cuny.edu/assessment/) and in the Year-end Report (see Appendix 14).
- The Assessment Office reviews all Year-end Reports (see Appendix 14) to ensure that assessment processes, both course and program level, are carried out and followed up from year to year so that action plans and goals are realized and documented.
- The Senate Committee on Assessment is charged with the systematic review of all assessment processes and mechanisms with the purpose of ensuring that such processes and mechanisms are comprehensive and effective. The Senate committee submits an official report to the Academic Senate.

IV. ADMINISTRATIVE ASSESSMENT OF SERVICES IN SUPPORT OF STUDENT LEARNING

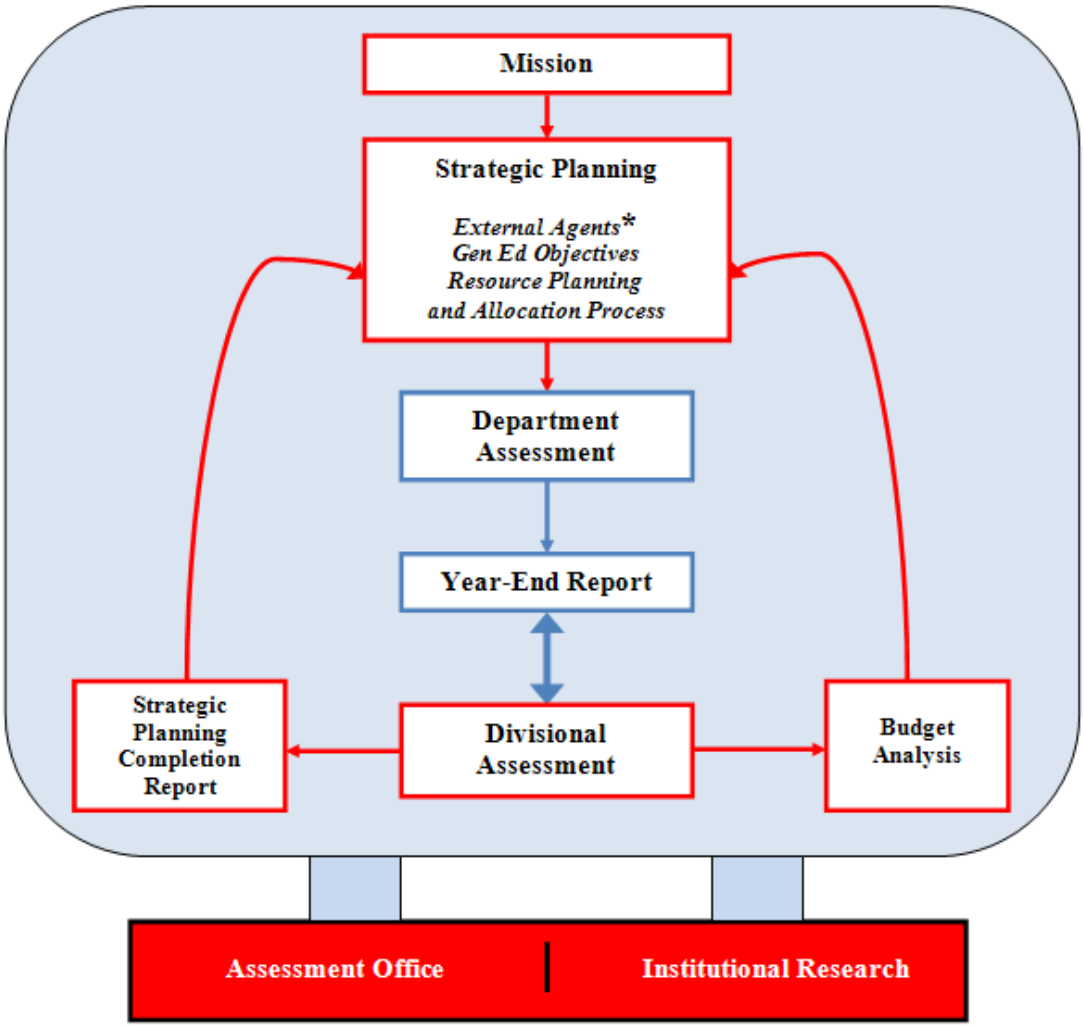
A. Overview

Complementing academic assessment on one side of the Institutional Effectiveness diagram (see page 12) is administrative assessment on the other. Administrative assessment is the assessment of all services in support of student learning.

Services in support of student learning cover every administrative office on campus, including among many others the Registrar, Bursar, Academic Advisement, Campus Learning Center, and Budget Office (see Appendix 10). For the organizational charts of the institution, see Appendix 15.

The diagram on the following page is a visual representation of administrative assessment processes.

A Visual Guide to Administrative Assessment



* 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)

B. Processes

Administrative assessment of services in support of student learning examines the core activities, key performance indicators, projected and actual outcomes, and year-to-year planning impact of all non-teaching departments at the college (see Appendix 16). The form of documentation for this assessment is the Year-end Report template (see Appendix 14). This report undergoes a consultative process with the divisional head before final submission to the Assessment Office, which also reviews the report to ensure that follow-up has occurred across academic years. It is the Assessment Office that posts the report to the Assessment Web site (http://www.qcc.cuny.edu/assessment/) and forwards it to the dean for academic affairs, who helps to coordinate the strategic planning process.

1. Departmental Level

The Year-end Report template (see Appendix 14, Non-teaching Departments) is the organizing document for administrative assessment at the non-teaching departmental level. Each department has a brief mission statement and list of core activities and key performance indicators. From the previous year's Year-end Report template, which indicates which key performance indicators will be assessed and what the target outcomes are (part F, column 4), each department indicates key performance indicators that have been assessed during the academic year (part A, column 3) and reports outcomes and action plans (part E, columns 3-5). As part of the reporting process, core activities and key performance indicators are revisited each academic year to ensure currency and applicability (part E, column 5). Based on this review, departments may decide to reaffirm, modify, or discontinue a core activity for the current academic year. In some cases, core activities may be completed and, therefore, not appear in the subsequent year. An action plan is developed based on an assessment of target and actual outcomes achieved (part E, columns 3-5).

2. Divisional Level

Department Year-end Reports are sent to the corresponding divisional head for review, consultation, and approval. This review is in the form of a discussion between the department head and the divisional head concerning year-end outcomes and action plans for the following year. These consultations may take the form of individual meetings between department and divisional head or between the divisional head and all department heads in the division or a strategic grouping of department heads with similar core activities and/or strategic goals. If needed, modifications are made to the Year-End Report by the department head from this consultation, a process that is reflected in the double arrows in the administrative assessment diagram (page 24). This part of the year-end reporting process is noted in part F of the Year-end Report template (see Appendix 14). When the Year-end Report has been approved by the divisional head, it is forwarded to the Assessment Office for review and then posted to the Assessment Web site (http://www.qcc.cuny.edu/assessment/).

Such a divisional review and approval process allows the institution to identify and respond to strategic needs at a level at which the departmental head alone is not able to respond. To this end, divisional heads can then:

- Report relevant outcomes and/or action plans from their divisional Year-End Reports to the CAPC to help inform the Strategic Planning Completion Report

- Present their findings and recommendations for discussion at the CAPC, which leads the strategic planning process

Likewise, the divisional review and approval process provides the department heads with an opportunity to be informed about larger administrative concerns and have an impact at the institutional level.

C. Reporting Documentation

1. Year-end Report

After divisional approval, the Year-end Report (see Appendix 14) is submitted to the Assessment Office, which reviews it for the purpose of ensuring that action plan(s) from the previous year have been carried through and documented. At this point, reports may be returned to the department for revision. Revisions back at that level would require new approval from the divisional head before resubmission to the Assessment Office. The final version of the Year-end Report is posted to the Assessment Web site (http://www.qcc.cuny.edu/assessment/) and forwarded to the dean for academic affairs, as it becomes part of the documentation for discussion of the subsequent year's strategic planning process (see above, under Institutional Effectiveness).

As a report on administrative assessment of services in support of student learning, the Year-end Report for non-teaching departments includes:

- Current year's core activities, key performance indicators, and projected outcomes (part A, columns 1-2, and part E, columns 1-2)
- Year-end reporting of actual outcomes juxtaposed with target outcomes (part E, columns 1-2)
- Description of any changes made to the department, including personnel, equipment, facilities, organizational, or other changes (part D)
- Evaluation of the implementation of action plans on the current year's activities and outcomes (part E, columns 4-5)
- Recommendation(s), as needed, for a new action plan designed to modify how the following year's core activities are implemented and to indicate which key performance indicators are to be measured and in what manner (part F)

2. Closing the Administrative Assessment Loop

As with *academic* assessment, the reporting documentation described above is intended to provide the official means by which the institution closes the *administrative* assessment loop. To ensure that administrative assessment processes are comprehensive, integrated, and sustained, the following processes are institutionalized:

- The Assessment Office reviews all Year-end Reports (see Appendix 14) to ensure that assessment processes are carried out and followed up from year to year so that action plans and goals are realized and documented.
- The Senate Committee on Assessment is charged with the systematic review of all assessment processes and mechanisms with the purpose of ensuring that such processes and mechanisms are comprehensive and effective. The Senate committee submits an official report to the Academic Senate.

V. INSTITUTIONAL SUPPORT OF ASSESSMENT

Assessment is documented at all levels and is available to the campus community at large and to the Academic Senate through 1) the Assessment Web site (http://www.qcc.cuny.edu/assessment/), which is a guide to and repository of program reviews, assessment tools, and information and 2) the Assessment Database (http://www.qcc.cuny.edu/assessment/courseassessmentreports), which archives all course assessment reports and actions taken. In support of these efforts, two offices provide support and consultation: the Assessment Office and the Office of Institutional Research.

A. Assessment Web Site

The Assessment Web site is the host for the Assessment Database and the Assessment Handbook and for all other assessment related documents and resources, including all documentation from the appendices in this handbook. Through the Assessment Database, which has a link on the Assessment Web site, all course assessments may be accessed. The Web site also archives all program review reports and the administrative responses to those reports.

See (http://www.qcc.cuny.edu/assessment/.

B. Assessment Database

The Assessment Database is an archive of all course and curricular objectives and of all course assessments conducted by departments. The archive of course and curricular objectives is available as a resource for faculty conducting course assessment to ensure that the course outcomes assessed are aligned with official course objectives, which in turn are aligned with corresponding curricular and general education objectives.

See http://www.qcc.cuny.edu/assessment/courseassessmentreports.

In addition to functioning as a resource, the Assessment Database is primarily available for posting the actual course assessments conducted by department faculty. Assessment reports are submitted electronically to the department chair for review. Once approved, the reports are submitted to the associate dean in the Assessment Office for final review. Reports are converted to PDF documents and posted to the Assessment Database. At all levels of submission, there is capability for revision and modification of the assessment report. Once posted, the course assessments are available for review by any employee of the college.

C. Support Offices

Two offices provide support and consultation to the assessment effort, each in different ways:

- Assessment Office – This office provides consultative and administrative support for the analysis and interpretation of outcomes data and is the chief resource to campus-wide assessment efforts.
- Institutional Research – This office (http://www.qcc.cuny.edu/OIRA/) is the principal data collection resource on campus and acts in a consultative capacity both for individual faculty members or administrators conducting research and for departments or divisions conducting research.

Appendices: Assessment Resources and Tools

Appendix 1

Mission

Mission

Operating within the framework of The City University of New York, Queensborough Community College is committed to fostering a collaborative, learning-centered community. The College is dedicated to academic excellence and to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong active learning. Queensborough is committed equally to open-admission access for all learners and to academic excellence within an environment of diversity. In the service of these goals, Queensborough utilizes the close integration of academic and support services and a focused attention to pedagogy. The College offers post-secondary associate degree and certificate programs that prepare students for careers and for transfer to four-year institutions of higher learning. Queensborough provides its students a variety of opportunities to enrich themselves intellectually and socially and to develop the knowledge and skills necessary for success.

Recognizing that learning is a dynamic and collaborative process, the College offers comprehensive, multi-layered academic programs that serve as a framework for students to become active, responsible partners in their intellectual pursuits. Providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies, the College offers many options to students for achieving their academic and career goals. A community that values the diversity of its members, Queensborough strives to individualize the college experience through meaningful collaboration among students, faculty and staff. The College features a highly qualified faculty with excellent scholarly credentials, well-planned curricula and developmental course work, strong and closely integrated academic and student support services, and the use of innovative pedagogy, including educational technology. To help ensure excellence in teaching and learning, Queensborough engages in on-going assessment of its academic offerings and support services, promotes research on community college pedagogy, and supports scholarly accomplishments and professional advancement among its faculty and staff.

In response to evolving community needs, Queensborough also offers non-credit courses and certificate programs and other activities. These provide community residents with accessible and affordable educational, recreational and job training opportunities, and help individuals and businesses and other institutions respond to changes in technology and the economy. The College takes a leadership role in providing access to arts and culture to enrich the quality of life for the community at large.

From the Queensborough Community College 2009-2011 Catalog*, page 11*

Appendix 2

Educational Objectives

(General Education)

Including

Suggestions for Learning Outcomes
By Educational Objective

Educational Objectives

Educational Goals

Students graduating with an Associate's degree will:

- *for transfer programs:* meet requirements for successful transfer into upper division of baccalaureate programs
- *for career programs:* demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field

Educational Objectives

To achieve these goals, students graduating with an Associate's degree will:

1. communicate effectively through reading, writing, listening and speaking
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. use information management and technology skills effectively for academic research and lifelong learning
5. integrate knowledge and skills in their program of study
6. differentiate and make informed decisions about issues based on multiple value systems
7. work collaboratively in diverse groups directed at accomplishing learning objectives
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. employ concepts and methods of the natural and physical sciences to make informed judgments
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

Adopted by the Academic Senate May 2007

Suggestions for Learning Outcomes, by Educational Objective

Educational Objective	Sample Learning Outcomes
1. Communicate effectively through reading, writing, listening, and speaking	• interpret texts critically • use writing to create and clarify meaning • write in varied rhetorical modes, poetic forms and voices • use writing and oral communication to connect prior knowledge to disciplinary discourse • apply principles of critical listening to evaluate information • speak clearly, accurately, and coherently in several modes of delivery
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	• distinguish the problem or question from a proposed solution or answer • differentiate between facts, assumptions, and conclusions in the formulation of a proposed solution or answer • evaluate the quality of evidence • describe and compare the way questions, issues, or problems are formulated within various fields of study
3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life	• identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life • use the language, notation, and inductive and deductive methods of mathematics to formulate quantitative ideas and patterns • use mathematics appropriate to specific fields of study • estimate when doing mathematical calculations • employ technology to collect, process, and present mathematical information • describe mathematical, statistical and probabilistic models and methods, and identify how they are used to obtain knowledge • organize and interpret data and use the data to draw conclusions
4. Use information management and technology skills effectively for academic research and lifelong learning	• determine the extent of information needed for a research question, problem or issue • access needed information effectively and efficiently • evaluate information and its sources critically and assimilate selected information • use information effectively to accomplish a specific purpose • demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology • employ technology in research and fields of interest • identify the role of technology and its impact on the individual, society and the environment

5. Integrate knowledge and skills in their program of study	• create coherent, documented essays, presentations, or solutions to problems based on gathering, analyzing, and comparing evidence from more than one perspective • demonstrate critical and creative thought by producing new arguments, art or solutions to complex problems • analyze and compare evidence to support/refute different points of view on a particular topic • complete sequential courses that use knowledge and skills from a previous course to master the higher level course • complete a culminating assignment in a capstone course
6. Differentiate and make informed decisions about issues based on multiple value systems	• identify the key elements of issues and analyze them from the perspectives of multiple value systems • identify values and their origins in culture, religion, philosophy, political, social or economic theory • differentiate ethical and non-ethical elements in arguments and/or behavior • distinguish facts from values in issues • apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate outcomes
7. Work collaboratively in diverse groups directed at accomplishing learning objectives	• work in groups to accomplish learning tasks and reach common goals • demonstrate interpersonal skills and accountability in working in diverse groups • design and complete a group project • write or make a presentation based on group work •
8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	• use historical facts to provide context for understanding information • apply discipline-specific methods to retrieve information • apply discipline-specific methods to reconstruct the historical past • interpret information to analyze historical events • use social sciences concepts to analyze human behavior • discuss social institutions from a historical or social sciences perspective • identify social processes in everyday life
9. Employ concepts and methods of the natural and physical sciences to make informed judgments	• describe fundamental concepts in a field of science • explain and demonstrate the process of scientific inquiry • discuss the role of science and its impact on the individual, society and the environment
10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	• analyze and evaluate literary works • analyze and evaluate works of art • perform or create artistic works

Appendix 3

Program Review Schedules

2003-2010

2011-2017

QUEENSBOROUGH COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW SCHEDULE 2003-2010

Year	Program(s)	Department(s)	Prior review	Outcomes/Comments
2003-04	Nursing (A.A.S.)	Nursing	1996	NLN and NYSED review and site visit completed February 2004: full reaccreditation to 2012
2004-05	Liberal Arts & Sciences (Math. & Sciences) (A.S.)	Math. & Comp. Science Biol. Sciences & Geology Chemistry Physics	1997 1997 1997 2000	Interdisciplinary steering committee completed self-study; external review committee May 2005; action plan submitted to President and VPAA September 2005.
	Environmental Health (A.S.) Health Sciences (A.S.)	Biol. Sciences & Geol.	1997	Self studies completed; external reviewer committee site visit May 2005; action plans submitted to President and VPAA September 2005.
	Engineering Science (A.S.)	Elect. & Comp. Engr. Tech. Mech. Engr. Tech. & Design Drafting Physics Math. & Comp. Science Chemistry	2000 2000 2000 1997 1997	Interdisciplinary steering committee completed self-study; external review committee site visit May 2005; action plan submitted to President and VPAA September 2005.
2005-06	Liberal Arts & Sciences (A.A.) Weekend-only (A.A.)	Basic Educational Skills English Foreign Lang. & Lit. History Social Sciences	1999 1999 1999 1999 2000	Interdisciplinary steering committee completed self-study; external review committee site visit May 2006; action plan submitted to President and VPAA October 2006.
	Computer Engineering Technology (A.A.S.) Electronic Engineering Technology (A.A.S.)	Elect. & Comp. Engr. Tech.	2000	TAC of ABET review – self studies submitted June 2006; TAC of ABET site visit November 2006; follow up reports April and May 2007; full six-year reaccreditation granted.
	Laser & Fiber Optics Technology (A.A.S.)	Physics		
	Mechanical Engineering Technology (A.A.S.)	Mech. Engr. Tech. & Design Drafting		
	Telecommunication Technology (A.A.S.) Telecommunications Technology: Verizon (A.A.S.)	Elect. & Comp. Engr. Tech.	2000	Self study completed, external reviewer site visit May 2006; action plan submitted to President and VPAA October 2006
	Computerized Architectural and Industrial Design (A.A.S.) Computerized Manufacturing Technology (certificate)	Mech. Engr. Tech. & Design Drafting	2000	Self study completed, external reviewer site visit May 2006; action plan submitted to President and VPAA October 2006 (action plan to be updated)

2006-07	Fine and Performing Arts (A.S.)	Art & Photography Health, Phys. Ed. &Dance Music Speech Comm. & Theatre Arts	2000 1999 1998 1998	Interdisciplinary steering committee completed self-study; external review committee site visit February 2008; action plan submitted to President and VPAA
	Digital Art & Design (A.A.S.) Photography (certificate)	Art & Photography	2000	Self study completed, external reviewer site visit February 2008; action plan submitted to President and VPAA
	Music Electronic Technology	Music (shared with Elect. & Comp. Engr. Tech.)	1998	Self study completed, external reviewer site visit February 2008; action plan submitted to President and VPAA
	New Media Technology (A.A.S. & certificate)	Electrical and Computer Engineering Technology	(program began Spring 2002)	Self study completed, external reviewer site visit February 2008; action plan submitted to President and VPAA
	Business Administration (A.S.) Accounting (A.A.S.) Computer Information Systems (A.A.S. & certificate.) Management (A.A.S.) Office Administration & Technology (A.A.S.) Health Care Office Administration (certificate) School Secretary (certificate) Medical Office Assistant (certificate) Microsoft Office Appl.Proficiency Prep. (certificate)	Business Medical Office Assistant certificate program shared with Biological Sciences and Geology	1996	ACBSP self-study completed; ACBSP site visit March 2007 - full reaffirmation of accreditation till 2017. First Interim report due in 2009.
2007-08	Middle States self-study	All departments	1999	Self-study submitted in February 2009; evaluation team visit in April; commission decision in June 2009; monitoring report due in October 2010
2009-10	Liberal Arts & Sciences & Childhood Education (A.A.) Day Care Assistant (certificate)	Social Sciences	2000	A. A. program reregistered 2001; certificate program first enrolled Spring 2002 Day Care program deleted (fall 2009)
2009-10	Massage Therapy	Health, Phys. Ed. & Dance	---	Program began Fall 2002

ACADEMIC PROGRAM REVIEW AND SUPPORTING COURSE ASSESSMENT SCHEDULE: 2010-2017

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
2010-2011	Liberal Arts & Sciences (Mathematics & Sciences) (A.S.)	• Mathematics & Computer Science • Biological Sciences & Geology • Chemistry • Physics	2005	EN 101, EN 102 HE 101, HE 102 HI 110, HI 111, HI 112 LX 111 SP 211 SS 310, SS 510
	• Environmental Health (A.S.) • Health Sciences (A.S.)	Biological Sciences & Geology	2005	CH 127, CH 151, CH 152 EN 101 HI 110, HI 111, HI 112 LX 111 MA 336, MA 440, MA 441 PH 301, PH 302 SS 510
	Engineering Science (A.S.)	• Electrical & Computer Engineering Technology • Mechanical Engineering Technology & Design Drafting • Physics • Mathematics & Computer Science • Chemistry	2005	EN 101, EN 102 HE 102 HI 110, HI 111, *or* HI 112 SS 110, SS 310, SS 410, SS 510
2011-2012	• Computer Engineering Technology (A.A.S.) • Electronic Engineering Technology (A.A.S.)	Electrical & Computer Engineering Technology	2006	EN 101, EN 102 MA 114, MA 128
	Laser & Fiber Optics Technology (A.A.S.)	Physics	2006	EN 101, EN 102 MA 114, MA 128

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
	Mechanical Engineering Technology (A.A.S.)	Mechanical Engineering Technology & Design Drafting	2006	EN 101, EN 102 MA 114, MA 128
2012-2013	• Liberal Arts & Sciences (A.A.) • Weekend-only (A.A.)	• Basic Educational Skills • English • Foreign Languages & Literatures • History • Social Sciences	2006	AR 310 BI 140 CH 120, CH 121, CH 127 CS 100 HE 101, HE 102 MA 120 PE 711 PH 110 SP 211
	• Telecommunication Technology (A.A.S.) • Telecommunications Technology: Verizon (A.A.S.)	Electrical & Computer Engineering Technology	2006	EN 101, EN 102 MA 114, MA 128 PH 201, PH 202
	• Computerized Architectural and Industrial Design (A.A.S.)	Mechanical Engineering Technology & Design Drafting	2006	EN 101, EN 102 MA 114 PH 101
2013-2014	Visual and Performing Arts (A.S.)	• Art & Design • Health, Physical Education & Dance • Music • Speech Communication & Theatre Arts	2007	BI 140 EN 101, EN 102 HE 102 HI 110 LS 111, LS 112 MA 005, MA 010, MA 120, MA 321 PH 110 SS 310, SS 510, SS 610
	• Digital Art & Design (A.A.S.) • Photography (certificate)	Art & Design	2007	CH 103, CH 104 EN 102, EN 103 MA 321 SS and/or HI

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
	• Gallery and Museum Studies	Art & Design	NA	BU 201 CH 103, CH 104 EN 101, EN 102 HI 110, HI 111, HI 112 MA 120, MA 301 SP 211
	Music Electronic Technology	• Music • Electrical & Computer Engineering Technology	2007	CS 100 EN 101, EN 102, EN 103 MA 321 PH 140
	New Media Technology (A.A.S. & certificate)	Electrical and Computer Engineering Technology	2007	AR 121, AR 473 EN 102, EN 103 MA 301
2014-2015	Science for Forensics (A.S.)	• Chemistry (lead) • Biological Sciences and Geology • Mathematics & Computer Science • Physics	NA	EN 101, 102 SS 110, 211, 212, 310, 410, 510 SP 211
	Criminal Justice (Dual/joint A.A.)	Social Sciences	NA	CH 120, CH 121, CH 127 EN 101, EN 102 HI 110, HI 111, *or* HI 112 MA 120, MA 440 SP 211
2015-2016	Liberal Arts & Sciences & Childhood Education (A.A.)	Social Sciences	2010	AR 310 BI 140 CH 120, CH 121 EN 101, EN 102 GE 101 HI 127, HI 128 MA 303, M 336 MU 261 PE 711 PH 101 SS 110, SS 310, SS 610 TH 120

Year	Program(s)	Sponsoring Department(s)	Prior review	Course Assessment in Support of Program Review – External to *Sponsoring* Department(s)
	Massage Therapy	Health, Physical Education & Dance	2010	BI 301, BI 302, BI 330, BI 331, BI 325 EN 101, EN 102 MA 321 SS 510
2016-2017	• Business Administration (A.S.) • Accounting (A.A.S.) • Computer Information Systems (A.A.S. & certificate.) • Management (A.A.S.) • Office Administration & Technology (A.A.S.) • Health Care Office Administration (certificate) • School Secretary (certificate) • Microsoft Office Applications Proficiency Preparation (certificate)	Business	2007	BE 112, BE 205, BE 122, BE 226 EN 101, EN 102 MA 128, MA 260, MA 321, MA440 SS 211, SS 212 Please note: Interim reports are required every two years by ACBSP.
	• Medical Office Assistant (certificate) • Medical Office Assistant (A.A.S.)	• Business • Biological Sciences and Geology	2007	CH 120 EN 101, 102 HI 110, HI 111, *or* HI 112 MA 301 SS 310, SS 640

Appendix 4

Program Review Template

ACADEMIC PROGRAM REVIEW TEMPLATE

September 17, 2004, with revised Mission Statement April 2005
and revised Educational Objectives, May 2007

Name of Curriculum:	
Type of program (A.A., A.S., A.A.S., Certificate):	NY State codes:
Date of Program Review:	

I. MISSION

Describe how the program supports the College's mission and how the participating departments collaborate to achieve the mission of the program.

THE MISSION OF THE COLLEGE

Operating within the framework of the City University of New York, Queensborough Community College is committed to fostering a collaborative, learning-centered community. The College is dedicated to academic excellence and to the development of the whole individual in an environment that promotes intellectual inquiry, global awareness, and lifelong active learning. Queensborough is committed equally to open-admission access for all learners and to academic excellence within an environment of diversity. In the service of these goals, Queensborough utilizes the close integration of academic and support services and a focused attention to pedagogy. The College offers post-secondary associate degree and certificate programs that prepare students for careers and for transfer to four-year institutions of higher learning. Queensborough provides its students a variety of opportunities to enrich themselves intellectually and socially and to develop the knowledge and skills necessary for success.

Recognizing that learning is a dynamic and collaborative process, the College offers comprehensive, multi-layered academic programs that serve as a framework for students to become active, responsible partners in their intellectual pursuits. Providing a rich general education core aimed at enhancing students' critical thinking and decision making skills, and utilizing effective learning strategies, the College offers many options to students for achieving their academic and career goals. A community that values the diversity of its members, Queensborough strives to individualize the college experience through meaningful collaboration among students, faculty and staff. The College features a highly qualified faculty with excellent scholarly credentials, well-planned curricula and developmental course work, strong and closely integrated academic and student support services, and the use of innovative pedagogy, including educational technology. To help ensure excellence in teaching and learning, Queensborough engages in on-going assessment of its academic offerings and support services, promotes research on community college pedagogy, and supports scholarly accomplishments and professional advancement among its faculty and staff.

In response to evolving community needs, Queensborough also offers non-credit courses and certificate programs and other activities. These provide community residents with accessible and affordable educational, recreational and job training opportunities, and help individuals and businesses and other institutions respond to changes in technology and the economy. The College takes a leadership role in providing access to arts and culture to enrich the quality of life for the community at large.

Approved at the April 12, 2005 Academic Senate meeting

II. FACULTY

A. Current full-time faculty and staff

Provide a summary description of the current full-time faculty and other relevant instructional staff, their number, academic preparation, professional experience and maintenance of current knowledge, teaching and research specializations, publications and creative experiences, extra-departmental teaching (such as Graduate Center, Continuing Education), other student instruction/advisement; participation in departmental and College committees, participation in College governance.

Appendix items: Current resumes/curriculum vitae for all current full-time faculty and relevant instructional staff members.

B. Faculty and staff development

Describe relevant faculty and staff development activities, in both teaching and research, over the past five years.

Appendix items: Attach relevant faculty development activities reported in departmental planning reports, QCC faculty development brochures, etc.

C. Assessment of adjunct faculty, numbers and qualifications

Describe and assess the numbers and qualifications of adjuncts teaching in the curriculum.

Appendix items: current resumes/curriculum vitae for adjuncts who teach key courses in the curriculum and/or who have taught at the College for three years or more

III. CURRICULUM, ENROLLMENTS, ADVISING AND OUTCOMES

A. Curricular objectives and program description

1. Statement of Curricular Objectives

The Statement of Curricular Objectives should be entered into the College's Course Objective Form database. Objectives should be written according to the format explained and illustrated in the Course Objectives Form.

Curricular Objectives used for program review	
Revised Statement of Curricular Objectives (if applicable)	

Appendix items: program requirements and course descriptions from the catalog

2. Academic path, comparison to other programs, articulations

Typical academic path for students in this curriculum:
Comparison of this curriculum to those offered at other area colleges, in CUNY and outside CUNY:
Existing articulation agreements: *(see link from Academic Affairs web page)*
Planned articulation agreements:

Appendix item: List of articulation agreements from QCC website

B. Plan for assessing student learning and results: Use attached Assessment Plan Template for Academic Program Review, based on QCC Educational Goals and Objectives.
Note: Curricula being reviewed for the first time using this model should complete *Part A. Planning for Assessment* and attach a timetable for completing *Part B. Implementing the Assessment* prior to the next program review.

Six-step Model:

a. PLANNING FOR ASSESSMENT

OBJECTIVE:			
SPECIFIC OUTCOMES FOR THIS OBJECTIVE IF ANY	IMPLEMENTATION *(Courses and assignments)* For each disciplinary learning objective, describe where in the curriculum and through what kind of activities students will attain the disciplinary learning	ASSESSMENT TOOLS *(Measurement/ data collection)* Describe the data collection (e.g., classroom assessment activities, student surveys, graduate surveys, employer surveys, portfolio analysis, CPE or other test results) that will be used to demonstrate students have met the disciplinary objectives.	ASSESSMENT STANDARDS (RUBRICS) Describe or attach the rubric (descriptive scale of standards) to be used to measure student achievement of the learning objective.
1. 2.			

b. IMPLEMENTING THE ASSESSMENT

OBJECTIVE:			
SPECIFIC OUTCOMES FOR THIS OBJECTIVE IF ANY	ASSESSMENT DATA Describe assessment results: how did students perform on each objective?	INTERPRETATION AND EVALUATION OF DATA What do the assessment results mean? How well have students met the learning objectives? Did the assessment process show whether students had met the objectives?	RESULTING ACTION What changes if any will be made as a result of the assessment?

1. 2. 3. 4.			

Appendix item: Curricular Assessment Plan for Academic Program Review, based on QCC Educational Objectives, Part A and Timetable for Part B.

C. Recent and planned curricular changes
(Use planning reports)

If the program is accredited by an outside agency, describe the assessment process to meet agency standards.

Accrediting agency: Description of assessment process and timetable:

1. Program reviews and/or self-studies by major contributing departments during last ten years

Date of Self Study:	External Agency, if applicable:
Major conclusions of departmental/program self study	
Major conclusions of external reviewers	
Resulting actions taken	

2. Program changes completed over last five years or planned for coming year

Description of change(s)	Action (a-d)	Date	Reasons for changes

(a) Initiated; (b) Closed; (c) Renamed; (d) Modified

3. Assessment of individual courses during past five years

Courses assessed	Date	Method of assessment	Evaluation and actions taken

4. Course changes completed last five years or planned for coming year

	Course number and title	Date	Reasons for changes
New courses			
Revised courses			
Deleted courses			

5. Results of certification exams, employer and alumni surveys, as applicable

	Results/Recommendations	Actions taken, including dates
Certification exams		
Employer surveys		
Alumni surveys	*(include graduation and placement survey results)*	
Advisory Board recommendations		

6. Description and evaluation of methods and criteria for updating program and insuring its efficacy

Methods for updating program and criteria used:
How effective is the curriculum updating process?

D. Enrollment history and projections, retention and graduation rates, student profiles

To be supplied by Institutional Research: data to include history of course offerings and enrollments over past five years, and enrollment projections. Enrollments in programs and concentrations (both headcount and FTE), graduation rates and retention rates, student profiles (including demographic information such as average placements at entry, full-time/part-time, average age, gender, length of time in program)

Appendix items: tables showing above information.

E. A description of the manner in which the offerings of individual departments in the program satisfy core and elective requirements and support the educational objectives of the program and pre-and co-requisite requirements.

Note: This is the main section in which individual departments are discussed, so care should be taken to address the questions fully. If departments offer sequences of courses or a range of electives, these should be examined for quality and effectiveness, and relevant departmental data should be presented.

Department:	
Program requirements, educational objectives, pre- and co-requisites addressed by department's offerings	
How does the department address these objectives and requirements?	
How effective are the department's efforts in supporting the curriculum?	
Department:	
Program requirements, educational objectives, pre- and co-requisites addressed by department's offerings	
How does the department address these objectives and requirements?	
How effective are the department's efforts in supporting the curriculum?	

F. Analysis of pedagogical methods, including use of instructional technology *(Individual Course Assessment material can be incorporated)*

For each core department in the curriculum,

1. Describe the pedagogical methods used in the curriculum
2. Describe the procedures used to assess the effectiveness of those methods, and
3. Provide an analysis of that effectiveness.

You may wish to summarize the methods used by each department in a table (see sample on next page), and then develop an overall discussion.

Summary of pedagogical methods used in the curriculum Assessment procedures for pedagogy Analysis of pedagogical effectiveness in curriculum

EXAMPLE TABLE: MOST COMMONLY REPORTED PEDAGOGICAL METHODS

ACADEMIC DEPT.	LECTURE	WRITING ASSIGN-MENTS	ORAL PRESENT-ATIONS/ DISCUSS-IONS	APPLIED ACTIV-ITIES[1]	READ-ING ASSIGN-MENTS	GROUP PRO-JECTS	ATTEND PERFORM-ANCES/ PRESENT-ATIONS/ MUSEUM	INSTRUCT-IONAL TECHNO-LOGY [2]

[1]Applied activities include laboratory activities, performances, studio work, and clinical activities.

[2]Most departments report use of various instructional technologies, including PowerPoint, multimedia presentations, audiovisual equipment, and computer- and web-enhanced instruction (e.g., Blackboard).

G. Description and evaluation of student orientation and academic support services, including academic advisement, that support the program

Description of academic support services	Evaluation of effectiveness *Student experience survey results can be incorporated*
College-wide Academic Advisement program *Boiler plate plus information specific to the program*	
Student Orientation and Counseling *Boiler plate plus information specific to the program*	
Basic Skills Learning Center *Boiler plate plus information specific to the program*	
Mathematics Learning Center *Boiler plate plus information specific to the program*	
College Writing Center *Boiler plate plus information specific to the program*	
Campus Learning Center *Boiler plate plus information specific to the program*	
Departmental or program-specific academic support services including academic advisement, tutorial services, computer laboratories	

H. Remedial, developmental and ESL programs supporting the curriculum and programs for students with special needs

Remedial, developmental and ESL programs at QCC that support the curriculum
BOILER PLATE description plus information particular to this program
How well do Queensborough's remedial, developmental and ESL programs serve this curriculum? *Include Institutional Research data on initial placements of students in the curriculum, their progress through remedial, developmental and ESL sequences, and their success in the curriculum.*
Programs for students with disabilities at QCC *BOILER PLATE, plus information particular to this program*
How well do programs for students with disabilities serve students in the curriculum?

I. Summary and analysis of work status, career choices, and continuing education of recent graduates

Summary of data (*to be supplied by Institutional Research and from departmental sources; reports and tables may be attached as appendices)*

Analysis of data and implications for the curriculum
(this should be in discussion form.)

IV. RESOURCES

Current state of resources and future prospects

Describe the current human, physical and fiscal resources available to carry out the department's goals and objectives, and evaluate the prospects for the future.

1. Personnel

Personnel (faculty, staff, support staff) currently available to carry out program goals and objectives *Summarize from section II.A. and describe any additional personnel*

Analysis of the adequacy of current staffing and evaluation of prospects for the future

2. Physical resources (facilities and equipment)

Physical resources (facilities and equipment) currently available to carry out program goals and objectives	
Laboratories or specialized rooms: purpose and status *(from planning reports)*	Equipment: status *(from planning reports)*

Analysis of the program's physical resources and evaluation of prospects for the future

3. Fiscal Resources

Description of fiscal resources currently available to carry out program goals and objectives: include both tax-levy and non tax-levy support and grants awarded to individual faculty members
Boiler plate plus information specific to the program

Analysis of the program's sources of funding and evaluation of prospects for the future *Is funding adequate, stable? If additional funding is needed, how might it be obtained? Should funding be redirected to other curricular needs?*

4. Centralized facilities that support the program

Centralized facilities	Scope of services and resources	Analysis of adequacy for program
Library	*Boiler plate plus information specific to the program*	
Academic Computing Center	*Boiler plate plus information specific to the program*	
Other instructional technology support		
Instructional and research support: Sponsored Programs	*Boiler plate plus information specific to the program*	
Instructional and research support: CETL	*Boiler plate plus information specific to the program*	

V. PRIORITIES FOR THE FUTURE: NEXT FIVE YEARS

Assess the program's strengths and weaknesses, proposed changes, and unresolved problems on which an external review panel might provide counsel. Pay special attention to issues regarding student learning outcomes, curriculum development, faculty recruitment and development, equipment and facilities.

Note: This is a major section and should show that the program has collected and analyzed outcomes data and made decisions based on the data.

Updated June 15, 2007

Appendix 5

Academic Program Review Guidelines

Academic Program Review Guidelines

Approved by the Academic Senate September 14, 2004

The purpose of a self-study program is to encourage the faculty to analyze, evaluate and improve the degree programs of the college and should be conducted at least once every ten years. Following a degree program's self study, a panel of external reviewers (that adequately represent the varying disciplines that comprise the degree program) will visit the campus to meet with the members of the faculty, administrators and students.

A. Internal Programmatic Review and Report

The self-study should represent a program-wide effort. The process for structuring the review may be flexible. For example, if a single department sponsors the program, the department chair may appoint a small departmental steering committee of full-time faculty to guide the review; if the program is sponsored by multiple disciplines and/or departments, a steering committee of chairs may appoint a review committee comprised of full-time faculty from all the disciplines within the program. The committee will lead the data gathering and writing of the report; all faculty in the program, however, are encouraged to participate in the process. Additionally, faculty representing the various disciplines that comprise the core curriculum or disciplines which service the degree program may be asked to join the review committee. A broad representation of the faculty, students, and alumni may be included in the data pool.

The Office of Academic Affairs and the Office of Institutional Research will aid the review committee in the collection of necessary data. An historical record of FTE's produced; students graduating with degrees from the program; and the number of full-time faculty, instructional staff, and support staff assigned to a program are among the data to be included in the report. Representatives of the program being reviewed will meet with the Vice President for Academic Affairs and/or Dean for Academic Affairs to assess the guidelines, expectations and timetables prior to initiating the review process. The Report will be submitted on a template provided by the Office of Academic Affairs.

Self-Study Topics

Mission

The Self-study should describe how the program supports the College's mission and how the participating departments collaborate to achieve the mission of the program.

Faculty

- Current resumes/curriculum vitae for all current full-time faculty
- A description of relevant faculty development, both in teaching and research.

- An assessment of the program's adjunct faculty, their number and their qualifications. Current resumes/curriculum vitae for adjuncts who teach key courses in the curriculum and/or who have taught at the College for three years or more should be included in the appendices.

Curriculum, Enrollments, Advising and Outcomes

- A statement of the program's curricular objectives and an outline of the program and concentrations with course descriptions appended, including a description of the typical academic path(s) taken by students. Comparisons should be drawn between the programs as offered at QCC and those offered by other colleges, both within and outside of CUNY. Existing and planned articulation agreements should be described.
- A description of the plan for assessing student learning in the curriculum and sample results; this should include assessment of student learning outcomes for the College's Educational Objectives. If the program is accredited by an outside agency, describe the assessment process to meet agency standards.
- A brief review of changes in the degree and/or certificate program within the last 5 years and a description of any revisions currently proposed. Describe the methods and criteria used to keep the program up-to-date and insure its efficacy.
- A presentation and analysis of the history of course offerings and enrollments for the past five years, based on data provided by the programs and the Office of Institutional Research. This should include data on the number of students enrolled in the various concentrations (head count and FTE), graduation and retention rates (where applicable), and student profiles.
- Projections for the growth (or reduction) in the number of students enrolled in the program and concentrations.
- A description of the manner in which the offerings of the individual departments in the program satisfy core and elective requirements and support the educational objectives of the program. This may include a review of pre-and co-requisites.
- An analysis of the pedagogical methods, including the use of instructional technology, used by the program.
- A description of the academic support services including academic advisement that support the program.
- A description of the range of programs offered to support the curriculum, including remedial and developmental programs and programs for students with special needs.
- A summary and analysis of the work status, career choices, and continuing education of recent graduates of degree and certificate programs as collected by the Office of Institutional Research through the Graduation and Placement Survey and other sources.

Resources

- A Statement of the current state of the resources (human, physical and fiscal) available to carry out the program's goals and objectives, and an evaluation of prospects for the future.
- An analysis of the program's sources of funding, both tax-levy and non tax-levy support, including grants awarded to individual faculty members.

- An analysis of the scope and adequacy of centralized facilities such as the library, film library, computer hardware and software, and learning resource centers to support the instructional and research needs of the department's programs.

Priorities for the Future

A summary assessment of the program's strengths and weaknesses, proposed changes, and unresolved problems on which an external review panel might provide counsel. Special attention should be given to issues regarding student learning outcomes, curriculum development, faculty recruitment, equipment and facilities.

B. Selection of the External Review Panel

The panel will be selected to reflect both the broad purpose and specialized aims of Queensborough Community College's programs. It will consist of persons who are highly qualified in the fields under review and who are familiar with the operation of a large urban community college.

The Steering Committee will furnish the Office of the Vice President for Academic Affairs with the names of those individuals who meet the above criteria for potential reviewers along with their pertinent biographical information (e.g. current position, area of specialization, relevant administrative experience, and academic credentials). The Vice President may seek additional names from other knowledgeable persons. The Vice President will obtain approval from the President regarding persons to make up the pool of reviewers and will formalize all arrangements with members of the review panel. Appropriate honoraria will be offered to the chair and members of the review panel.

C. Guidelines for the Site Visit

The program Self-Study Report will be sent to the review panel members by the Vice President at least two weeks in advance of the visit. The site visit will typically involve two full days on campus, consisting of interviews and the drafting of the final report. The Vice President, in consultation with members of the steering committee, will establish a schedule for the visit. Typically, it will include:

- a charge to the reviewers by the President and meeting with the Vice President for Academic Affairs;
- a tour of facilities;
- examination of additional material, e.g. course syllabi, sample examinations and student work, scholarly or creative works of the faculty, etc.;
- meeting with the steering committee and/or the review committee;
- individual meetings with full time faculty and staff;
- meetings with adjunct personnel;
- meetings with students, and if possible, meeting with recent graduates; and
- an exit interview with the President, the Vice President for Academic Affairs, and the steering committee.

The focus of the panel during the site visit should be on rounding out its information about the program under review; evaluating the program's overall performance, identifying problems and issues for discussion in the curriculum, student learning outcomes, teaching or research efforts of the faculty; and making suggestions wherever appropriate. The Vice President will make arrangements with the review team concerning submission of its final report. It is expected that it will be submitted within two weeks of the site visit.

D. Program Response to the Reviewers' Report

As soon as the Vice President for Academic Affairs receives the Report, he/she will distribute it to the steering committee and the President. The steering committee, in consultation with the review committee, will then examine the report for accuracy and analyze its recommendations. It is expected that it will serve as a basis for broad discussion within the departments involved in the program. The steering committee will develop a written response to the Report, correcting factual errors or misperceptions if any, and offering a plan to incorporate the suggestions made by the reviewers into the program's action agenda for the next 5-7 years. The steering committee's written response should be submitted to the Vice President for Academic Affairs no later than one month after receiving the reviewers' report.

E. Meeting with the College Administration.

When the program response has been completed, the Office of Academic Affairs will arrange a meeting that includes the President, the Vice President for Academic Affairs and the steering committee. The focus of the meeting will be the reviewers' report and the committee's response. The purpose of the meeting is to establish a set of goals for the program for the next 5 to 7 years, and to work out a timetable to effect agreed-upon changes. The Vice President for Academic Affairs will summarize these goals and timetables in a document called an Academic Plan, which will be given to the departments involved in the program.

In accord with the Trustees' Resolution on Academic Program Planning, the President will inform the University of the program's review in his/her annual report to the Chancellor and will forward to the Board of Trustees, through the Chancellor, a report as mandated in the Board's guidelines on academic program review.

Appendix 6

External Reviewer Report Template

External Reviewer Report Template

OUTLINE FOR TEAM REPORT

Summary of Program or Area Reviewed
(Faculty, curriculum, evidence of student learning, instructional and student support, resources, quality and substance of the self-study)

Program/Area Strengths

Program/Area Weaknesses

Suggestions
(Suggestions for program/institutional improvement based on team knowledge and experience)

Recommendations
(Areas of program or institution that need attention in order to maintain program standards)

Appendix 7

Program Review – Action Plan Template

ACADEMIC PROGRAM REVIEW
RESPONSE AND ACTION PLAN FOR DEGREE PROGRAMS

Report to be presented to the Vice President for Academic Affairs

Program reviewed:

Date of site visit:

QCC Steering Committee:

Administrative Support:

External Reviewers:

Response Report and Action Plan following Academic Program Review

Prepare a separate response for each program reviewed, using the outline below:

Program reviewed: _____

1. Corrections of any factual errors in reviewers' reports

2. Major conclusions of self study

3. Major conclusions of external reviewers

4. Proposed action plan and timetable (next five years)

The action plan and timetable will include the following:

A. Commentary on viability of the program, if enrollment and graduation rate is a serious problem, and on direction the program expects to take over the next five years.
B. Proposed curriculum changes (including course development, curricular objective modification, change in remedial pre-requisites, etc.)
C. Timetable for collection and evaluation of assessment data (Section III. B., plan for assessing student learning and results)
D. Proposed personnel, equipment, facilities, and resource changes
E. Proposed student recruitment and student support activities

Supplemental instructions:

Item 4, the action plan, includes a timetable for carrying out assessment of all the curricular objectives (i.e., the Assessment Plan). In other words, you need to set up a schedule for assessment of the key courses you identified in the plan. This means conducting assessments, agreeing on rubrics, collecting and analyzing data, and deciding what action to take as a result. Over the next four years, all six steps in the table will be filled in, as you were able to fill in for those courses for which you had assessment results. The key courses that you have identified for assessment will become part of the College's regular schedule for course assessment.

Use this table to list the key courses and timeline for assessment:

Key courses to be assessed	Curricular objectives (1-10)	Date last assessed	Date of next assessment

Appendix 8

Curricular Objectives

Business
Education
Liberal Arts
Science, Technology, Engineering, Mathematics
Visual and Performing Arts

BUSINESS: CURRICULAR OBJECTIVES FOR PROGRAMS OF STUDY

New full time freshmen will enter Queensborough in the Business Academy.

BUSINESS ACADEMY
AS Degree: Business Administration (Accounting and Marketing) (BT1)
AAS Degrees: (1) Accounting (BA2) (2) Computer Information Systems (DP2) Optional Tracks: Computer Programming, Microcomputer Applications (3) Management (BM2) Concentrations: Marketing, Real Estate-Insurance (4) Office Administration and Technology (BS2)
Certificate Programs: (1) Computer Information Systems (BD3) Options: Computer Programming, Microcomputer Applications (2) Health Care Office Administration (BH3) (3) Medical Office Assistant (MO3) [see also Health Related Sciences Academy] (4) Microsoft Applications (BW3) (5) School Secretary (BC3)

IN ADDITION TO SPECIFIC OBJECTIVES FOR EACH PROGRAM, STUDENTS IN ALL BUSINESS DEGREE PROGRAMS ARE EXPECTED TO MEET THE COLLEGE'S EDUCATIONAL OBJECTIVES:

QUEENSBOROUGH'S STATEMENT OF EDUCATIONAL GOALS AND OBJECTIVES
Adopted by the Academic Senate, May 2007

Educational Goals

Students graduating with an Associate's degree will:

- *for transfer programs:* meet requirements for successful transfer into upper division of baccalaureate programs
- *for career programs:* demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field

Educational Objectives

To achieve these goals, students graduating with an Associate's degree will:

1. communicate effectively through reading, writing, listening and speaking
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. use information management and technology skills effectively for academic research and lifelong learning
5. integrate knowledge and skills in their program of study
6. differentiate and make informed decisions about issues based on multiple value systems
7. work collaboratively in diverse groups directed at accomplishing learning objectives
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. employ concepts and methods of the natural and physical sciences to make informed judgments
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

SPECIFIC OBJECTIVES FOR EACH PROGRAM ARE LISTED BELOW:

BUSINESS ADMINISTRATION (ACCOUNTING AND MARKETING), A.S. (BT1)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements.
2. Identify the different forms of business organizations; identify the managerial roles and responsibilities.
3. Interpret and apply statistical methods
4. Comprehend functions performed by the U.S. financial system
5. Identify and comprehend fundamental marketing principles
6. Identify legal concepts and terminology, applicable legal standards, and various statutory provisions and apply those concepts to various arenas in the field of business

A.A.S. Accounting (BA2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements.
2. Students will analyze and solve problems and show the effect on the financial statement. Students will analyze, evaluate and summarize the effect of taxation on financial reporting. Students will complete comprehensive problems for bonds, notes, and leases using various present value and future value tables.
3. Apply basic income tax law of the IRC and regulations by identifying and determining the items to be used in the calculation of a taxpayers taxable income in order to accurately calculate tax liability.
4. Students will identify and define the elements of a product using Cost Accounting, apply and interpret Cost Systems, identify and analyze standard cost formulae and variances and prepare budgets which quantitatively express management objectives.
5. Students will apply basic accounting concepts by properly employing a commercial general ledger software package, create a new company file using a commercial general software package and solve accounting problems employing an electronic spreadsheet program.
6. Identify the different forms of business organizations; identify the managerial roles and responsibilities.
7. Interpret and apply statistical methods
8. Comprehend functions performed by the U.S. financial system
9. Identify legal concepts and terminology, applicable legal standards, and various statutory provisions and apply those concepts to various arenas in the field of business
10. Comprehend and apply current computer applications software

A.A.S. Computer Information Systems – Computer Programming Track (DP2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements.
2. Identify the different forms of business organizations; identify the managerial roles and responsibilities.
3. Interpret and apply statistical methods
4. Comprehend and apply current computer applications software
5. Apply previously learned business/computer concepts and techniques in a realistic simulation of an actual business environment
6. Utilize analytical reasoning skills, quantitative skills, and apply logic to solve problems. Students will plan and generate a complete Visual Basic program
7. Analyze and utilize discipline-specific skills to develop a computer program using COBOL; access the role of COBOL in information technology and differentiate batch processing from transaction oriented processing systems
8. Demonstrate an understanding of how complete and complex software solutions are conceived, developed, and implemented
9. Utilize mathematical skills and quantitative reasoning to solve business problems. Apply logic and reasoning to evaluate outcomes. Apply experience and prior knowledge by incorporating into programming solutions abstract concepts such as classes and objects
10. Utilize analytical reasoning and discipline-specific knowledge to describe and manipulate the operating system of personal computers and evaluate the use of the operating system's functions

A.A.S. Computer Information Systems – Microcomputer Applications Track (DP2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements.
2. Identify the different forms of business organizations; identify the managerial roles and responsibilities.
3. Interpret and apply statistical methods
4. Comprehend and apply current computer applications software
5. Apply previously learned business/computer concepts and techniques in a realistic simulation of an actual business environment
6. Utilize analytical reasoning skills, quantitative skills, and apply logic to solve problems. Students will plan and generate a complete Visual Basic program
7. Utilize analytical skills to construct fundamental systems development lifecycle systems. Apply analytical and mathematical skills to describe concepts of cardinality
8. Introduce students to the most popular electronic spreadsheet software programs including spreadsheet design, built-in statistical financial functions, data tables, logic functions, and formulas
9. Utilize analytical reasoning and discipline-specific knowledge to describe and manipulate the operating system of personal computers and evaluate the use of the operating system's functions
10. Utilize analytical reasoning and skills to establish and manage a local area network, network hardware, topologies, standards, TCP/IP as protocol for LAN
11. Understand and apply desktop publishing features in document preparation

A.A.S. Management – Marketing Concentration (BM2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements.
2. Identify the different forms of business organizations; identify the managerial roles and responsibilities.
3. Interpret and apply statistical methods
4. Identify legal concepts and terminology, applicable legal standards, and various statutory provisions and apply those concepts to various arenas in the field of business
5. Identify and comprehend fundamental marketing principles
6. Comprehend and apply current computer applications software
7. Comprehend functions performed by the U.S. financial system
8. Identify and distinguish among the different forms of market surveys and differentiate between various types of samples and sampling methods
9. Demonstrate the techniques of selling such as prospecting, product presentation, and demonstration and closing a sale
10. Demonstrate comprehension of advertising terms and concepts. Identify and distinguish between the different forms of media
11. Identify forms of retailing organizations. Analyze consumer behavior and demonstrate knowledge of merchandise management and pricing

A.A.S. Management – Real Estate/Insurance Concentration (BM2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements.
2. Identify the different forms of business organizations; identify the managerial roles and responsibilities.
3. Interpret and apply statistical methods
4. Identify legal concepts and terminology, applicable legal standards, and various statutory provisions and apply those concepts to various arenas in the field of business
5. Identify and comprehend fundamental marketing principles
6. Comprehend and apply current computer applications software
7. Comprehend functions performed by the U.S. financial system
8. Understand NY State insurance law; successful completion of Insurance I and II will satisfy the educational requirements for the NY State Broker's License Examination
9. Understand NY State real estate law; successful completion will satisfy the educational requirements for the NY State Real Estate Salesperson's License Examination
10. Understand NY State real estate law; successful completion will satisfy the educational requirements for the NY State Real Estate Broker's License Examination

A.A.S. Office Administration and Technology – Administration Option (BS2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Learn touch typing/keyboarding
2. Using keyboarding skills and formatting documents with Microsoft Word
3. Improvement of touch keyboarding techniques (speed and accuracy). Production of business documents.
4. Understanding the Windows working environment.
5. Acquire skills needed for entry-level office positions. In addition, acquire skills needed to climb career ladders in office professions.
6. Understand and use Word, Excel, Access and PowerPoint applications
7. Understand and apply desktop publishing features in document preparation.
8. Understand and apply word processing features in document formatting

A.A.S. Office Administration and Technology – Technology Option (BS2)

SPECIFIC OBJECTIVES FOR THE CURRICULUM
1. Learn touch typing/keyboarding
2. Using keyboarding skills and formatting documents with Microsoft Word
3. Improvement of touch keyboarding techniques (speed and accuracy). Production of business documents.
4. Understand and use Microsoft Word application while formatting various types of documents
5. Understanding the Windows working environment.
6. Acquire skills needed for entry-level office positions. In addition, acquire skills needed to climb career ladders in office occupations.
7. Be able to communicate effectively presenting the created projects
8. Understand and use Word, Excel, Access and PowerPoint applications
9. Understand and apply desktop publishing features in document preparation.

CERTIFICATE PROGRAM IN COMPUTER INFORMATION SYSTEMS (BD3)

A. Students will communicate effectively and demonstrate understanding of broad liberal arts areas
B. Students will demonstrate proficiency in computer fundamentals, with emphasis on computer programming or microcomputer applications software

CERTIFICATE PROGRAM IN HEALTH CARE OFFICE ADMINISTRATION: MANAGING, CODING AND BILLING (BH3)

A. Students will demonstrate communication, interpersonal and business management skills
B. Students will demonstrate understanding of the ways society deals with health and disease
C. Students will demonstrate proficiency in medical office procedures, computer use, and coding and billing

CERTIFICATE PROGRAM IN MEDICAL OFFICE ASSISTANT (MO3)

A. Students will demonstrate basic knowledge of various clinical testing procedures such as EKG and urine analysis.
B. Students will demonstrate an understanding of public health policies and how they relate to a medical office assistant
C. Students will have the basic computer skills to manage patient records, phone calls and appointments with insurance companies and patients.

CERTIFICATE IN MICROSOFT OFFICE APPLICATIONS PROFICIENCY PREPARATION (BW3)

A. Students will communicate effectively through reading, writing, listening and speaking
B. Students will demonstrate proficiency in the Microsoft Office Suite sufficient to take the Microsoft Office User Specialist (MOUS) Certification tests.

CERTIFICATE PROGRAM IN SCHOOL SECRETARY (BC3)

A. Students will demonstrate understanding of the functions and responsibilities of the position of School Secretary
B. Students will demonstrate proficiency in the Windows working environment
C. Students will demonstrate understanding in the broad liberal arts areas and in the technical skills required for permanent licensure as a School Secretary

Updated 2/11/09

EDUCATION: CURRICULAR OBJECTIVES FOR PROGRAMS OF STUDY

New full time freshmen will enter Queensborough in the Education Academy.

EDUCATION
AA Degree: QCC/QC Dual/Joint A.A./B.A. in Liberal Arts and Sciences & Childhood Education (with Queens College) (LE1)

QCC/QC DUAL/JOINT A.A./B.A. IN LIBERAL ARTS AND SCIENCES & CHILDHOOD EDUCATION (WITH QUEENS COLLEGE) (LE1)

A. Students will demonstrate competency in the academic foundations required for the upper division teacher education program and the liberal arts co-major of their choice at Queens College.
B. Students will demonstrate an understanding of the core curriculum of Liberal Arts and Sciences classes.
C. Students will demonstrate a conceptual and practical foundation in the field of early childhood and elementary education.
D. Students will make informed observations of children through their practicum experience in an elementary or early childhood classroom setting.

CERTIFICATE PROGRAM IN DAY CARE ASSISTANT (DC3)

A. Students will prepare to qualify for Child Development Associate (CDA) and for work in Head Start and other pre-school programs.
B. Students will demonstrate understanding of the development of pre-school children
C. Students will identify features of successful education programs for pre-school children
D. Students will apply knowledge of health, nutrition, and first-aid needs of pre-school children
E. Students will exhibit effective reading, writing, and oral communication skills.

Updated 2/11/09

LIBERAL ARTS: CURRICULAR OBJECTIVES FOR PROGRAMS OF STUDY

New full time freshmen will enter Queensborough in the Liberal Arts Academy.

LIBERAL ARTS
AA Degree: Liberal Arts & Sciences (LA1)
AS Degree: QCC/JJ Dual/Joint A.S. in Criminal Justice (QCC) leading to the B.A. in Criminal Justice (John Jay College of Criminal Justice) (CJ1)

LIBERAL ARTS & SCIENCES, A.A. (LA1)

A. Communicate effectively through reading, writing, listening and speaking.
B. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decision
C. Reason quantitatively and mathematically as required in their fields of interest and in everyday life
D. Use information management and technology skills effectively for academic research and lifelong learning
E. Integrate knowledge and skills in their program of study
F. Differentiate and make informed decisions about issues based on multiple value systems
G. Work collaboratively in diverse groups directed at accomplishing learning objectives
H. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
I. Employ concepts and methods of the natural and physical sciences to make informed judgments
J. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

QCC/JJ DUAL/JOINT A.S. IN CRIMINAL JUSTICE (QCC) LEADING TO THE B.A. IN CRIMINAL JUSTICE (JOHN JAY COLLEGE OF CRIMINAL JUSTICE) (CJ1)

A. Students will demonstrate competency in the core areas of the criminal justice major.
B. Students will demonstrate critical thinking skills in regard to issues in the field of criminal justice
C. Students will use historical and social sciences perspectives to analyze and make judgments about issues in the field of criminal justice
D. Students will differentiate and make informed decisions about issues in the field of criminal justice
E. Students will communicate effectively about issues in the field of criminal justice as demonstrated by their reading, writing, listening, and speaking
F. Students will integrate knowledge and skills in regard to issues in the field of criminal justice

Updated 2/11/09

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS: CURRICULAR OBJECTIVES FOR PROGRAMS OF STUDY

New full time freshmen will enter Queensborough in the STEM Academy.

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)
AS Degrees: (1) Liberal Arts & Sciences (Mathematics & Science) (LS1) (2) Engineering Science (PE1) (3) QCC/JJ Dual/Joint AS. in Science for Forensics (QCC) leading to the B.S. in Forensic Science (John Jay College of Criminal Justice) (SF1)
AAS Degrees: (1) Computer Engineering Technology (CT2) (2) Computerized Architectural and Industrial Design (DD2) (3) Electronic Engineering Technology (ET2) (4) Laser & Fiber Optics Engineering Technology (PL2) (5) Mechanical Engineering Technology (MT2) (6) New Media Technology EM(2) (7) Telecommunications Technology (TC2)
Certificate Programs: (1) Computerized Architectural Design and Drafting (CA3) (2) Computerized Manufacturing Technology (CM3) (3) New Media Technology (EN3)

LIBERAL ARTS & SCIENCES (MATHEMATICS & SCIENCE), A.S. (LS1)

A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in a baccalaureate program in natural science, mathematics, engineering, or computer science or any other program in health sciences.
B. Demonstrate basic knowledge of the humanities and social sciences.
C. Disciplinary learning :
    a) Demonstrate skills in mathematics to the minimum level of basic calculus concepts, including their applications to science and/ or engineering.
    b) Demonstrate proficiency in communication skills, including technical writing and oral presentation.
    c) Apply concepts through use of current technology.
    d) Demonstration an understanding of the professional, ethical, and social responsibilities related to the fields of natural science, mathematics, engineering, and /or computer science.
    e) Demonstrate proficiency in acquiring, processing and analyzing information in all its forms as related to the field of concentration.

ENGINEERING SCIENCE, A.S. (PE1)

A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in a baccalaureate program in engineering
B. Use analytical reasoning skills and apply logic to solve problems
C. Use quantitative skills and mathematical reasoning to solve problems
D. Demonstrate effective skills in technical writing and oral presentation
E. Demonstrate an understanding of professional, ethical, and social responsibilities as they relate to the engineering profession
F. Demonstrate a strong foundation in the core engineering fundamentals
    1. English
    2. Calculus
    3. Calculus Physics
    4. General Chemistry
    5. Elementary Differential Equations

QCC/JJ DUAL/JOINT AS. IN SCIENCE FOR FORENSICS (QCC) LEADING TO THE B.S. IN FORENSIC SCIENCE (JOHN JAY COLLEGE OF CRIMINAL JUSTICE) (SF1)

A. Students will communicate effectively through reading, writing, listening and speaking
B. Students will demonstrate competency in the concepts and methods of the foundation mathematics and sciences courses required for transfer to the junior year in Forensic Science at John Jay College: general chemistry, organic chemistry, general biology, calculus, and calculus physics.
C. Students will apply concepts learned in the classroom and make conclusions based on scientific thinking.
D. Students will work collaboratively in the laboratory to provide reasonable analysis of data obtained and to solve problems
E. Students will integrate the knowledge and skills gained in previous courses with subsequent courses to establish an all-around scientific background.
F. Students will demonstrate an understanding of professional, ethical, and social responsibilities as they relate to the sciences and forensic science.

COMPUTER ENGINEERING TECHNOLOGY, A.A.S. (CT2)

A. Career Preparation and Advancement: Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Computer Engineering Technology
B. Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve electrical and computer engineering technology problems.
C. Professional Skills: Graduates will have strong communication skills, and the ability to work successfully in teams in industry.
D. College Transfer: Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
E. Well-rounded Education: Graduates will demonstrate respect for diversity and knowledge of contemporary professional, society, ethical, and global issues, and they will engage in life-long learning.

COMPUTERIZED ARCHITECTURAL AND INDUSTRIAL DESIGN, A.A.S. (DD2)

A. Meet requirements for successful transfer into the junior year of a Baccalaureate program
B. Meet requirements for successful entry into the job market
C. Master the knowledge, techniques, skills and modern tools of the discipline
    a. Generate and interpret engineering drawings
    b. Use a PC to generate CAD drawings
D. Identify, analyze and solve technical problems
E. Demonstrate creativity in the design process
F. Communicate effectively in reading, writing and speaking
G. Identify concepts and methods of mathematical and physical sciences and make judgments about contemporary issues in science and technology
H. Function effectively on teams

ELECTRONIC ENGINEERING TECHNOLOGY, A.A.S. (ET2)

A. Career Preparation and Advancement: Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Electronic Engineering Technology
B. Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve electrical and computer engineering technology problems.
C. Professional Skills: Graduates will have strong communication skills, and the ability to work successfully in teams in industry.
D. College Transfer: Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
E. Well-rounded Education: Graduates will demonstrate respect for diversity and knowledge of contemporary professional, society, ethical, and global issues, and they will engage in life-long learning.

LASER & FIBER OPTICS ENGINEERING TECHNOLOGY, A.A.S. (PL2)

A. Career Preparation and Advancement: Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Laser and Fiber Optics Engineering Technology
B. Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve laser and fiber optics engineering technology problems.
C. Professional Skills: Graduates will have strong communication skills, and the ability to work successfully in teams in industry.
D. College Transfer: Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
E. Well-rounded Education: Graduates will demonstrate respect for diversity and knowledge of contemporary professional, society, ethical, and global issues, and they will engage in life-long learning.

MECHANICAL ENGINEERING TECHNOLOGY, A.A.S. (MT2)

A. Career Preparation and Advancement: Graduates will demonstrate mastery of the knowledge and skills needed for entry into or advancement in the field of Mechanical Engineering Technology
B. Engineering Competence: Graduates will be competent technicians with problem solving and design skills, and have the ability to apply mathematics, science and modern engineering software to solve mechanical engineering technology problems.
C. Professional Skills: Graduates will have strong communication skills, and the ability to work successfully in teams in industry.
D. College Transfer: Graduates will meet the requirements for transfer into the junior year of a baccalaureate program in engineering technology.
E. Well-rounded Education: Graduates will demonstrate respect for diversity and knowledge of contemporary professional, society, ethical, and global issues, and they will engage in life-long learning.

NEW MEDIA TECHNOLOGY, A.A.S (EM2)

A. Demonstrate an understanding of and a proficiency in using Internet-based technologies for the design, development, maintenance, and support of such digital media as hyperlinked text, static and moving imagery, audio, video, and multiple interfaces of Web based media.
B. Demonstrate understanding and proficiency in technology related to Art and Music.
C. Recognize the need for, and demonstrate the ability to, engage in life-long learning with an understanding of contemporary social and ethical issues in a diverse setting.
D. Demonstrate an understanding of professional and ethical responsibility.
E. Communicate effectively in written, oral, and electronic media and function effectively on teams.
F. Demonstrate employment competencies through cooperative education experiences.

TELECOMMUNICATIONS TECHNOLOGY, A.A.S. (TC2/TX2)

A. Demonstrate proficiency in factual knowledge and conceptual understanding required for transfer to the junior year in telecommunications or a related discipline.
B. Use quantitative skills and mathematical reasoning to solve problems in physics, algebra and trigonometry and telecom related disciplines
C. Use analytical reasoning skills and apply logic to solve applied science problems
D. Demonstrate effective skills in written and oral presentation
E. Demonstrate an understanding of professional and ethical responsibility
F. Demonstrate a strong foundation in:
    a. Electric circuits
    b. Analog and digital circuits
    c. Voice and data communications
    d. Telecommunications systems

CERTIFICATE PROGRAM IN COMPUTERIZED ARCHITECTURAL DESIGN AND DRAFTING (CA3)

A. Students will meet requirements for successful entry into the job market
B. Students will master the knowledge, techniques, skills and modern tools of the discipline
    a. Generate and interpret engineering drawings
    b. Use a PC to generate CAD drawings
    c. Demonstrate proficiency in using the latest releases of design software and state-of the art hardware
C. Students will identify, analyze and solve technical problems

CERTIFICATE PROGRAM IN COMPUTERIZED MANUFACTURING TECHNOLOGY (CM3)

A. Students will demonstrate competency in the fundamentals of manufacturing
B. Students will demonstrate proficiency in using industrial quality hardware and software used in computer-aided design (CAD), computer numerical control (CNC), computer-assisted manufacturing (CAM), and computer integrated manufacturing (CIM).
C. Students will demonstrate employment competencies through cooperative education experiences.

CERTIFICATE PROGRAM IN NEW MEDIA TECHNOLOGY (EN3)

A. Demonstrate an understanding of and a proficiency in using Internet-based technologies for the design, development, maintenance, and support of such digital media as hyperlinked text, static and moving imagery, audio, video, and multiple interfaces of Web based media.
B. Demonstrate understanding and proficiency in technology related to Art and Music.
C. Recognize the need for, and demonstrate the ability to, engage in life-long learning with an understanding of contemporary social and ethical issues in a diverse setting.
D. Demonstrate an understanding of professional and ethical responsibility.
E. Communicate effectively in written, oral, and electronic media and function effectively on teams.
F. Demonstrate employment competencies through cooperative education experiences.

VISUAL AND PERFORMING ARTS:
CURRICULAR OBJECTIVES FOR PROGRAMS OF STUDY

New full time freshmen will enter Queensborough in the Visual and Performing Arts Academy.

VISUAL AND PERFORMING ARTS
AS Degrees: (1) Visual and Performing Arts (FA1) Concentrations: Art and Photography, Dance, Music, Theatre Arts, Interdisciplinary (2) Gallery and Museum Studies (AM1)
AAS Degrees: (1) Digital Art and Design (DA2); (2) Music Electronic Technology (ME2)
Certificate Program: Photography (AP3)

VISUAL AND PERFORMING ARTS: CONCENTRATIONS IN ART AND PHOTOGRAPHY, DANCE, MUSIC, THEATRE ARTS, AND INTERDISCIPLINARY, A.S. (FA1)

A. In praxis, students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in at least one major area of performance.
B. Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution within their discipline.
C. In written work, discussion and creation of art, students will appropriately utilize the vocabulary of their respective discipline.
D. Students will integrate theoretical knowledge and performance skills in the creation and performance of collaborative and individual projects.
E. In discussion and written assignments, students will observe, analyze and critique performances of performing artists utilizing appropriate jargon.
F. Students will be able to place works of art and/or performances in historical and stylistic contexts and demonstrate appreciation of the cultural milieu in which they were created.
G. Students will integrate personal observation and objective criticism in the evolution of their artistic work.
H. Students will form and defend fundamental value judgments about works of art within their major area of concentration.
I. Employing creative abstraction, metaphor and imagination, students will create art which clearly articulates their evolving artistic vision, and satisfies their drive toward expression.

SPECIFIC OBJECTIVES FOR ART AND PHOTOGRAPHY CONCENTRATION

- Use the principles inherent in form, function and expression at various levels of experience to deconstruct, construct and reconstruct aesthetic product
- Apply increasingly sophisticated design principles to various media and visual forms
- Exercise a value judgment about the works of individual photographers
- Examine different manifestations of cultural symbolism within a work of art in relation to geographic, historical and cultural contexts
- Recognize and discuss the social, psychological, emotional and aesthetic implications of works of art in our culture, as well as other cultures and times.
- Use design principles, theories and practice, and art historical analysis to approach and apprehend the diversity of human culture and expression in theory and life.

SPECIFIC OBJECTIVES FOR DANCE CONCENTRATION

- Students will be able to solve choreographic problems with intrinsically directed movements.
- Students will be able to demonstrate correct alignment while moving and in repose.
- Students will be able to apply basic principles of kinesiology to dance.
- Students will be able to describe dance movement using the correct vocabulary in verbal and written form.
- Students will be able to choreograph short dances.
- Students will demonstrate successful performance skills.
- Students will use movement and music in performance.
- Students will be able to describe the historical development of dance as an art form.

SPECIFIC OBJECTIVES FOR MUSIC CONCENTRATION

- Effectively describe the stylistic elements of different musical eras.
- Develop a working knowledge of music notation, demonstrating:
    - Understanding of all Key Signatures and the Circle of Fifths
    - Understanding of voice leading and connections of common tones and chords
    - Cogent analysis of the interaction between harmony and melody

SPECIFIC OBJECTIVES FOR THEATRE ARTS CONCENTRATION: PERFORMANCE

- Students will strengthen observational and analytical skills by keeping detailed journals, repeating physical and vocal patterns of others, and responding instinctually and appropriately when spoken to on stage
- Students will expand and deepen their physical and vocal expression for the stage.
- Students will advance in perceptual skills.
- Students will listen effectively and be able to respond spontaneously to stimuli.
- Students will integrate class exercises and develop a personal warm-up.
- Students will be present on stage with a centered, neutral instrument.
- Students will remain focused, sustaining concentration throughout scene work and acting exercises.
- Students will distinguish their role in the physical environment of the stage.
- Students will combine physical action with psychological motivation.
- Students will comfortably apply the methods of emotional recall, sense memory and personalization in performance.
- Students will demonstrate the articulation of character through movement and sound.
- Students will utilize appropriate jargon in speaking and writing about the stage environment and the actor's process.
- Students will write a detailed self-analysis of performance.
- Students will rehearse and perform a monologue and a scene achieving believability

SPECIFIC OBJECTIVES FOR THEATRE ARTS CONCENTRATION: DESIGN AND TECHNICAL PRODUCTION

- Students will generate a script analysis portfolio for a dramatic production to be staged.
- Students will generate and illustrate a concept for scenic, costume, lighting, and sound design for a dramatic production to be staged.
- Students will perform one of the following production & design activities for a dramatic production to be staged.
- Students will generate a stage properties report, paint elevations, scenic model or sketch, draw a ground plan, centerline section, and elevation for a dramatic production to be staged.
- Students will stage manager's promptbook for a dramatic production to be staged.
- Students will generate light plot & lighting design paper work for a dramatic production to be staged.
- Students will apply practical experience through supporting departmental productions.
- Students will demonstrate mastery of stagecraft knowledge, skills, and tools required for entry into or advancement in the job market in their field.
- Students will integrate theoretical knowledge and technical skills in the creation and performance of collaborative and individual projects.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production.
- Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, performance, and production.

GALLERY AND MUSEUM STUDIES, A.S. (AM1)

A. Students will analyze the historical importance of works of art and differentiate several forms of visual art.
B. Students will demonstrate knowledge of every aspect of arts administration: clerical and administrative support, public relations, helping visitors, organizing a volunteer program, providing educational services to visiting groups, training new staff.
C. Students will observe, analyze and solve problems of arts conservation
D. Students will write, read, listen and speak clearly and effectively on principles and problems of arts conservation
E. Students will demonstrate the ability to put together an exhibition for a professional Gallery/Museum
F. Students will use information management and technology skills effectively for academic research and lifelong learning
G. Students will work collaboratively in diverse groups directed at accomplishing learning objectives
H. Students will differentiate and make informed decisions about issues based on curatorial responsibilities

DIGITAL ART AND DESIGN, A.A.S. (DA2)

A. In praxis, students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in at least one major area of performance.
B. Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution within their discipline.
C. In written work, discussion and creation of art, students will appropriately utilize the vocabulary of their respective discipline.
D. Students will integrate theoretical knowledge and performance skills in the creation and performance of collaborative and individual projects.
E. Students will be able to place works of art and/or performances in historical and stylistic contexts and demonstrate appreciation of the cultural milieu in which they were created.
F. Students will integrate personal observation and objective criticism in the evolution of their artistic work.
G. Students will form and defend fundamental value judgments about works of art within their major area of concentration.
H. Employing creative abstraction, metaphor and imagination, students will create art with clearly articulates their evolving artistic vision and satisfies their drive toward expression.

SPECIFIC DISCIPLINARY OBJECTIVES

- Proficiently operate industry standard digital art and design programs
- Demonstrate understanding of the methods of mass production of artwork using design programs
- Resolve technical problems associated with creating artwork on a computer
- Use aesthetic judgment to make design decisions by balancing the historical, theoretical and practical concerns to create works that reveal visual literacy
- Prepare images, animations for the internet

MUSIC ELECTRONIC TECHNOLOGY, A.A.S. (ME2)

A. In praxis, students will demonstrate progressive development and competency in the technical skills requisite for artistic self-expression in at least one major area of performance.
B. Students will demonstrate a progressive understanding of the various elements and basic interrelated processes of creation, interpretation, and execution within their discipline.
C. In written work, discussion and creation of art, students will appropriately utilize the vocabulary of their respective discipline.
D. Students will integrate theoretical knowledge and performance skills in the creation and performance of collaborative and individual projects.
E. In discussion and written assignments, students will observe, analyze and critique performances of performing artists utilizing appropriate jargon.
F. Students will be able to place works of art and/or performances in historical and stylistic contexts and demonstrate appreciation of the cultural milieu in which they were created.
G. Students will integrate personal observation and objective criticism in the evolution of their artistic work.
H. Students will form and defend fundamental value judgments about works of art within their major area of concentration.
I. Employing creative abstraction, metaphor and imagination, students will create art which clearly articulates their evolving artistic vision, and satisfies their drive toward expression.

SPECIFIC MUSIC OBJECTIVES

- Effectively describe the stylistic elements of different musical eras.
- Develop a working knowledge of music notation, demonstrating:
    - Understanding of all Key Signatures and the Circle of Fifths
    - Understanding of voice leading and connections of common tones and chords
    - Cogent analysis of the interaction between harmony and melody

CERTIFICATE IN PHOTOGRAPHY (AP3)

A. Use the principles inherent in form, function and expression at various levels of experience to deconstruct, construct and reconstruct aesthetic product
B. Apply increasingly sophisticated design principles to various media and visual forms
C. Exercise a value judgment about the works of individual photographers
D. Examine different manifestations of cultural symbolism within a work of art in relation to geographic, historical and cultural contexts
E. Recognize and discuss the social, psychological, emotional and aesthetic implications of works of art in our culture, as well as other cultures and times.
F. Use design principles, theories and practice, and art historical analysis to approach and apprehend the diversity of human culture and expression in theory and life

Appendix 9

Six-Step Assessment of Educational Objectives by Curriculum

Six-Step Assessment of Educational Objectives by Curriculum, Using QCC Educational Goals and Objectives as a Base

(rev. June 2007)

At its May 2007 meeting, the QCC Academic Senate approved the following revised statement of Educational Goals and Objectives:

Educational Goals

Students graduating with an Associate's degree will:

- *for transfer programs:* meet requirements for successful transfer into upper division of baccalaureate programs
- *for career programs:* demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field

Educational Objectives

To achieve these goals, students graduating with an Associate's degree will:

1. communicate effectively through reading, writing, listening and speaking
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life
4. use information management and technology skills effectively for academic research and lifelong learning
5. integrate knowledge and skills in their program of study
6. differentiate and make informed decisions about issues based on multiple value systems
7. work collaboratively in diverse groups directed at accomplishing learning objectives
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes
9. employ concepts and methods of the natural and physical sciences to make informed judgments
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts

Educational Objective	Sample Suggestions for Learning Outcomes Prepared by the Special Committee of the Academic Senate on General Education, May 2007
1. communicate effectively through reading, writing, listening, and speaking	• interpret texts critically • use writing to create and clarify meaning • write in varied rhetorical modes, poetic forms and voices • use writing and oral communication to connect prior knowledge to disciplinary discourse • apply principles of critical listening to evaluate information • speak clearly, accurately, and coherently in several modes of delivery
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	• distinguish the problem or question from a proposed solution or answer • differentiate between facts, assumptions, and conclusions in the formulation of a proposed solution or answer • evaluate the quality of evidence • describe and compare the way questions, issues, or problems are formulated within various fields of study
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life	• identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life • use the language, notation, and inductive and deductive methods of mathematics to formulate quantitative ideas and patterns • use mathematics appropriate to specific fields of study • estimate when doing mathematical calculations • employ technology to collect, process, and present mathematical information • describe mathematical, statistical and probabilistic models and methods, and identify how they are used to obtain knowledge • organize and interpret data and use the data to draw conclusions
4. use information management and technology skills effectively for academic research and lifelong learning	• determine the extent of information needed for a research question, problem or issue • access needed information effectively and efficiently • evaluate information and its sources critically and assimilate selected information • use information effectively to accomplish a specific purpose • demonstrate an understanding of the economic, legal, social, and ethical issues surrounding the use of information and information technology • employ technology in research and fields of interest • identify the role of technology and its impact on the individual, society and the environment

5. integrate knowledge and skills in their program of study	• create coherent, documented essays, presentations, or solutions to problems based on gathering, analyzing, and comparing evidence from more than one perspective • demonstrate critical and creative thought by producing new arguments, art or solutions to complex problems • analyze and compare evidence to support/refute different points of view on a particular topic • complete sequential courses that use knowledge and skills from a previous course to master the higher level course • complete a culminating assignment in a capstone course
6. differentiate and make informed decisions about issues based on multiple value systems	• identify the key elements of issues and analyze them from the perspectives of multiple value systems • identify values and their origins in culture, religion, philosophy, political, social or economic theory • differentiate ethical and non-ethical elements in arguments and/or behavior • distinguish facts from values in issues • apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate outcomes
7. work collaboratively in diverse groups directed at accomplishing learning objectives	• work in groups to accomplish learning tasks and reach common goals • demonstrate interpersonal skills and accountability in working in diverse groups • design and complete a group project • write or make a presentation based on group work •
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	• use historical facts to provide context for understanding information • apply discipline-specific methods to retrieve information • apply discipline-specific methods to reconstruct the historical past • interpret information to analyze historical events • use social sciences concepts to analyze human behavior • discuss social institutions from a historical or social sciences perspective • identify social processes in everyday life
9. employ concepts and methods of the natural and physical sciences to make informed judgments	• describe fundamental concepts in a field of science • explain and demonstrate the process of scientific inquiry • discuss the role of science and its impact on the individual, society and the environment
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	• analyze and evaluate literary works • analyze and evaluate works of art • perform or create artistic works

QCC SIX-STEP MODEL FOR ASSESSING GENERAL EDUCATION AND CURRICULAR OBJECTIVES:

A. PLANNING FOR ASSESSMENT

GOAL or OBJECTIVE :			
SPECIFIC OUTCOMES FOR THIS GOAL or OBJECTIVE IF ANY	IMPLEMENTATION (Courses and assignments) For each disciplinary learning objective, describe where in the curriculum and through what kind of activities students will attain the disciplinary learning	ASSESSMENT TOOLS *(Measurement/ data collection)* Describe the data collection (e.g., classroom assessment activities, student surveys, graduate surveys, employer surveys, portfolio analysis, CPE or other test results) that will be used to demonstrate students have met the disciplinary objectives.	ASSESSMENT STANDARDS (RUBRICS) Describe or attach the rubric (descriptive scale of standards) to be used to measure student achievement of the learning objective. Attach rubrics.
1. 2. 3. 4.			

B. IMPLEMENTING THE ASSESSMENT

GOAL or OBJECTIVE:			
SPECIFIC OUTCOMES FOR THIS GOAL or OBJECTIVE IF ANY (Copy objectives from Part A)	*ASSESSMENT DATA* Describe assessment results: how did students perform on each objective?	INTERPRETATION AND EVALUATION OF DATA What do the assessment results mean? How well have students met the learning objectives? Did the assessment process show whether students had met the objectives?	RESULTING ACTION What changes if any will be made as a result of the assessment?
1. 2. 3. 4.			

QCC SIX-STEP MODEL FOR ASSESSING GENERAL EDUCATION AND CURRICULAR OBJECTIVES

GOAL for students in transfer programs: meet requirements for successful transfer into upper division of baccalaureate programs			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments) For each disciplinary learning objective, describe where in the curriculum and through what kind of activities students will attain the disciplinary learning	ASSESSMENT TOOLS *(Measurement/ data collection)* Describe the data collection (e.g., classroom assessment activities, student surveys, graduate surveys, employer surveys, portfolio analysis, CPE or other test results) that will be used to demonstrate students have met the disciplinary objectives.	ASSESSMENT STANDARDS (RUBRICS) Describe or attach the rubric (descriptive scale of standards) to be used to measure student achievement of the learning objective. Attach rubrics.
1. 2. 3. 4. 5.			
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA* Describe assessment results: how did students perform on each objective?	INTERPRETATION AND EVALUATION OF DATA What do the assessment results mean? How well have students met the learning objectives? Did the assessment process show whether students had met the objectives?	RESULTING ACTION What changes if any will be made as a result of the assessment?
1. 2. 3. 4. 5.			

QCC SIX-STEP MODEL FOR ASSESSING GENERAL EDUCATION AND CURRICULAR OBJECTIVES

GOAL for students in career programs: demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments) For each disciplinary learning objective, describe where in the curriculum and through what kind of activities students will attain the disciplinary learning	ASSESSMENT TOOLS *(Measurement/ data collection)* Describe the data collection (e.g., classroom assessment activities, student surveys, graduate surveys, employer surveys, portfolio analysis, CPE or other test results) that will be used to demonstrate students have met the disciplinary objectives.	ASSESSMENT STANDARDS (RUBRICS) Describe or attach the rubric (descriptive scale of standards) to be used to measure student achievement of the learning objective. Attach rubrics.
1. 2. 3. 4. 5.			
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA* Describe assessment results: how did students perform on each objective?	INTERPRETATION AND EVALUATION OF DATA What do the assessment results mean? How well have students met the learning objectives? Did the assessment process show whether students had met the objectives?	RESULTING ACTION What changes if any will be made as a result of the assessment?
1. 2. 3. 4. 5.			

OBJECTIVE 1: communicate effectively through reading, writing, listening and speaking			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 2: use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 3: reason quantitatively and mathematically as required in their fields of interest and in everyday life			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 4: use information management and technology skills effectively for academic research and lifelong learning			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 5: integrate knowledge and skills in their program of study			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
.			
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 6: differentiate and make informed decisions about issues based on multiple value systems			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 7: work collaboratively in diverse groups directed at accomplishing learning objectives			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 8: use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 9: employ concepts and methods of the natural and physical sciences to make informed judgments			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

OBJECTIVE 10: apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts			
SPECIFIC OUTCOMES FOR THE CURRICULUM	IMPLEMENTATION (Courses and assignments)	ASSESSMENT TOOLS *(Measurement/ data collection)*	ASSESSMENT STANDARDS (RUBRICS)
SPECIFIC OUTCOMES FOR THE CURRICULUM	*ASSESSMENT DATA*	INTERPRETATION AND EVALUATION OF DATA	RESULTING ACTION

Appendix 10

Course Syllabus and Outline

Templates

QCC SYLLABUS TEMPLATE

November 2, 2004

(Note: Items 1-4, 6-8 can be taken from the QCC Course Objectives Form, in the Access database format.)

1. *Department*
2. *Course prefix, number and title*
3. *Pre-requisites and co-requisites*
4. *Hours (class, recitation, laboratory) and credits*
5. *Course description (from catalog)*
6. *Curriculum/curricula for which the course is required and curricular objectives addressed by the course*
7. *General Education objectives addressed by the course*
8. *Course objectives/expected student learning outcomes*
9. *Summary of main topics covered in the course (include laboratory topics when applicable)*
10. *Example texts/readings/bibliography/other materials required or recommended for the course (as applicable)*
11. *Methods by which student learning will be evaluated (range of evaluation methods to be employed; note whether certain evaluation methods are required for all sections)*
12. *Required attire (if applicable)*
13. *Academic Integrity policy*
14. *Other expectations for student performance (if applicable)*

NOTE: If the course syllabus is to be used as the Course Outline, all copies given to students should include the following statement: Any student who feels that he/she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, room 132 (718 631 6257) to coordinate reasonable accommodations for students with documented disabilities.

Revised 10/26/07

QCC Course Outline Template

August 2005, updated October 2007 – suggested order only

1. *Department, course prefix, number and title (from the Course Syllabus) (i.e., Department of Mathematics and Computer Science, MA-303 Number Systems)*
2. *Semester and year (i.e., Fall 2005); hours and location of class (i.e., MWF 9:00 – 9:50, Room H-110)*
3. *Instructor's name and contact information, including office location and hours*
4. *Texts/readings/bibliography/other materials required or recommended for this course section*
5. *Course description/overview (optional) – this is the instructor speaking to the students about the course; it may include a description of particular emphases for the course, the method of instruction, class format, etc.*
6. *General Education objectives addressed by the course (from the Course Syllabus)*
7. *Course objectives – expected student learning outcomes (from the Course Syllabus); instructors may add to this list.*
8. *Outline of dates, topics and assignments for class meetings (reading, homework assignments, papers, lab projects, performances, presentations, exams, etc.); include a disclaimer stating that minor changes may be announced during the term*
9. *Methods by which student learning will be evaluated:*
    a. *description of and due dates for all assignments, exams, lab reports, performances, field trips, class participation, and any other student activities that will be graded*
    b. *description of the basis for grading*
    c. *additional policies affecting evaluation (late assignments, etc.)*
10. *Attendance requirements and other expectations for student performance, including required attire (if applicable); include a statement that students who wish to request accommodation for disabilities should notify the instructor within the first two weeks of the term and present appropriate documentation from the Office of Services for Students with Disabilities.*
11. *Academic Integrity policy (departmental or College)*
12. *The following statement should be included on all course outlines:* Any student who feels that he/she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, room 132 (718 631 6257) to coordinate reasonable accommodations for students with documented disabilities.

Revised 10/26/07

Appendix 11

Course Assessment Form

QCC COURSE ASSESSMENT FORM[1]

With Explanations and Examples
Fall 2004; revisions 6/15/07

Date:
Department:
Course:
Curriculum or Curricula:

PART I. STUDENT LEARNING OBJECTIVES

For Part I, attach the summary report (Tables 1-4) from the QCC Course Objectives Form.

TABLE 1. EDUCATIONAL CONTEXT

TABLE 2. CURRICULAR OBJECTIVES

Note: Include in this table curriculum-specific objectives that meet Educational Goals 1 and 2:

Curricular objectives addressed by this course:
1.
2.
3.
4.

TABLE 3. GENERAL EDUCATION OBJECTIVES

Gen ed objective's ID number from list (1-10)	General educational objectives addressed by this course: Select from preceding list.
	(1.)
	(2.)
	(3.)
	(4.)

[1]A Glossary and Selected Bibliography are available at the end of this form.

TABLE 4: COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Course objectives	Learning outcomes
1.	a. b.
2.	a. b.
3.	a. b.
4.	a. b.
5.	a. b.
6.	a. b.
7.	a. b.
8.	a. b.
9	a. b.
10.	a. b.

PART II. ASSIGNMENT DESIGN: ALIGNING OUTCOMES, ACTIVITIES, AND ASSESSMENT TOOLS

For the assessment project, you will be designing **one course assignment**, which will address at least one general educational objective, one curricular objective (if applicable), and one or more of the course objectives. Please identify these in the following table:

TABLE 5: OBJECTIVES ADDRESSED IN ASSESSMENT ASSIGNMENT

Course Objective(s) selected for assessment: (select from Table 4)
Curricular Objective(s) selected for assessment: (select from Table 2)
General Education Objective(s) addressed in this assessment: (select from Table 3)

In the first row of Table 6 that follows, **describe the assignment that has been selected/designed for this project**. In writing the description, keep **in mind the *course objective(s), curricular objective(s)*** and the ***general education objective(s)*** identified above,

The assignment should be conceived as an *instructional unit* to be completed in one class session (such as a lab) or over several class sessions. Since any one assignment is actually a complex activity, it is likely to require that students demonstrate several types of knowledge and/or thinking processes.

Also in Table 6 (see the sample that follows), **please**

a) **identify the** three to four **most important student learning outcomes** (1-4) you expect from this assignment
b) describe the types of activities (a – d) students will be involved with for the assignment, and
c) list the type(s) of assessment tool(s) (A-D) you plan to use to evaluate each of the student outcomes. (Classroom assessment tools may include paper and pencil tests, performance assessments, oral questions, portfolios, and other options.)

Note: Copies of the actual assignments (written as they will be presented to the students) should be gathered in an Assessment Portfolio for this course.

TABLE 6: SAMPLE ENTRIES: Assignment, Outcomes, Activities, and Assessment Tools

<table>
<tr><td colspan="3">Briefly describe the <u>assignment</u> which will be assessed:
EXAMPLE FROM ART HISTORY
Students will visit a museum, choose a work of art from a <u>civilization</u> that has been have studied in the course, but not an artwork that has been studied in class, and write a paper in stages (outline, first draft, etc.), addressing the subject, style and purpose of the work.

EXAMPLE FROM MECHANICAL ENGINEERING TECHNOLOGY
Students will design a machine part to specifications, develop a manufacturing plan, document the plan, and produce the part.</td></tr>
<tr><td>Desired <u>student learning outcomes</u> for the assignment (Students will…)
List in parentheses the Curricular Objective(s) and/or General Education Objective(s) (1-10) associated with these desired learning outcomes for the assignment.</td><td>Briefly describe the <u>range of activities</u> student will engage in for this assignment.</td><td>What <u>assessment tool(s)</u> will be used to measure how well students have met each learning outcome? (Note: a single assessment tool may be used to measure multiple learning outcomes; some learning outcomes may be measured using multiple assessment tools.)</td></tr>
<tr><td>EXAMPLE FROM SPANISH
1. Working individually and in teams, students will produce comprehensible declarative sentences in the present tense, using learned grammatical and pronunciation patterns (subject-conjugated verb-object) and learned vocabulary (physical and personality traits, personal information). (GEN ED OBJECTIVE # 1)

EXAMPLE FROM PSYCHOLOGY
Four learning outcomes for one assignment.
1. Students will judge correct and incorrect statements based on assigned readings.
2. Students will identify features of different research methods.
3. Students will determine whether empirical results support a hypothesis.
4. Students will draw conclusions from scientific observations and research findings.
(GEN ED OBJECTIVES # 2, 8)</td><td>EXAMPLE FROM HISTORY
Six activities for an assignment
a. Students will read and review primary sources relevant to the Renaissance, Reformation, European Expansion, and Scientific Revolution.
b. Students will read and review secondary historical literature.
c. Students will attend class and compile class notes from lecture.
d. Students will participate in classroom discussion.
e. Students will review class notes and prepare examination outlines.
f. Students will write an examination essay.</td><td>EXAMPLE FROM SPANISH
A Performance Assessment: Students working in groups write out five questions and answers, which together make up the interview. The teacher circulates among the groups, reviewing the questions and making comments. Two students from each group then enact the interview in front of the rest of the class.

EXAMPLE FROM HISTORY
Two assessment tools for an assignment
A Classroom discussion of historical developments
B Final examination question

EXAMPLE FROM PSYCHOLOGY
A Paper-and-pencil test with multiple-choice, true/false, and constructed response (brief written-answer) questions</td></tr>
</table>

TABLE 6: ASSIGNMENT, OUTCOMES, ACTIVITIES, AND ASSESSMENT TOOLS

Briefly describe the assignment that will be assessed:		
Desired student learning outcomes for the assignment (Students will…) *List in parentheses the Curricular Objective(s) and/or General Education Objective(s) (1-10) associated with these desired learning outcomes for the assignment.*	Briefly describe the range of activities student will engage in for this assignment.	What assessment tools will be used to measure how well students have met each learning outcome? *(Note: a single assessment tool may be used to measure multiple learning outcomes; some learning outcomes may be measured using multiple assessment tools.)*
1. 2. 3. (4.)	a. b. c. (d.)	A. B. C. (D.)

PART III. ASSESSMENT STANDARDS (RUBRICS)

Before the assignment is given, prepare a description of the standards by which students' performance will be measured. This could be a checklist, a descriptive holistic scale, or another form. The rubric (or a version of it) may be given to the students with the assignment so they will know what the instructor's expectations are for this assignment.

Please note that while individual student performance is being measured, the assessment project is collecting performance data ONLY for the student groups as a whole.

Five examples of Table 7 follow. Please note how Table 7 can be adjusted to accommodate specific presentations of the rubrics.

TABLE 7: EXAMPLE 1 FROM ET-110: Assessment Standards (Rubrics)

Brief description of assignment: Lab #3 – Voltage and Current Measurements Students listen to the instructor's lab preparation, read the lab which describes measurement techniques, measure voltages and currents on a pre-assembled proto board, and write up a lab report using the Report Requirements listed at the end of the lab instructions.		
Desired student learning outcomes *((Copy from Column 1, Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Assessment measures for each learning outcome *(Copy from Column 3,Table 6 above)*	Standards for student performance: • Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes If needed, attach copy(s) of rubrics.
1. Relate measured (or real) voltages and currents on a pre-assembled board to schematic voltage labels 2. Use a DMM to measure voltages both with respect to ground and across components 3. Convert from single to double subscript notation and confirm by circuit measurement 4. Identify voltage rises and drops 5. Implement the lab procedure as outlined by the instructor's lab preparation and the written lab instructions (Educational Goal 2, Gen Ed Objective 1)	A. Completion of tables 3.1 "Labels and values of voltages across elements" and 3.5 "Positive and negative currents" B. Completion of Table 3.2 "Voltages at different points from ground" C. Completion of Table 3.3 "Voltages between two points (double subscript notation)" D. Completion of Table 3.4 "Voltage rises and voltage drops" E. Completion of written lab report including responses to the Report Requirements questions	Rubric: Grade of A. Complete, neat, has accurate results and report has a well written summary using complete sentences Grade of B. Any one requirement not met: Incomplete or not neat or not accurate or a poorly written summary Grade of C. Any two requirements not met or particularly poor execution of a given requirement Grade of F. Any three requirements not met Unacceptable: Summary missing. Report must be resubmitted Projected outcomes: __% expected to earn an A __% expected to earn a B __% expected to earn a C __% expected to earn an F __% expected to be Unacceptable

TABLE 7: EXAMPLE 2 FROM HI-111: Assessment Standards (Rubrics)

<table>
<tr><td colspan="2">Brief description of assignment: Students will be given a common final exam question in all course sections focusing on the Renaissance, drawing on sources, and evaluating the impact of major historical developments in the period.</td></tr>
<tr><td colspan="2">Desired student learning outcomes: (Copy from Column 1, Table 6 above; include General Education Objectives addressed)
1. The student will understand the methodology involved in retrieving historical information and reconstructing images of the past.
2. The student will learn to critically evaluate historical information.
3. The student will identify the temporal and cultural components of the chronology of western European history.
4. The student will identify the basic characteristics of Scholasticism, Humanism, Scientific Revolution and the Enlightenment
5. The student will identify fundamental aspects of Christian institutional and ideological developments within political, economic, social, and cultural contexts.
6. The student will explain the dynamics of exploration, discovery, and conquest; the student will also consider the economic developments in western Europe and the Americas after 1500. (GEN ED OBJECTIVE #8)</td></tr>
<tr><td>Assessment measures: (Copy from Column 3,Table 6 above)</td><td>Standards for student performance:
• Describe the standards or rubrics for measuring student achievement of each outcome in the assignment.
• Give the percentage of the class that is expected to meet these outcomes
If needed, attach copy(s) of rubrics.</td></tr>
<tr><td>A. Classroom discussion of historical developments</td><td>Rubric for classroom discussion
A full-point ("A") comment is either a creative answer to a thought question with an indication of knowledge, and the justification of an opinion, or a question showing direct and relevant interest in lecture content (the proverbial "good" question).

A "B" comment is the assertion of a relevant opinion with no justification of this opinion.

A "C" comment supplies factual information, or the correct answer to a review question, without any supporting material, and usually in a very few words. (C questions tend to be questions about course requirements rather than course content.)

D-F classroom contributions are inaccurate or inappropriate responses, sleeping, or talking to a colleague (or on a cell phone!)</td></tr>
<tr><td>B. Final examination question</td><td>Rubric for final examination question
Level 1: Makes connections between historical periods, shows grasp of historical causation; analyzes and evaluates significance and connections between historical events, demonstrating desired student learning outcome nos. 1-6 (Letter grade within this range, A to A-, with about 10% of the class achieving this outcome.)

Level 2: Full factual recall of events, with descriptive reference to sources and key figures, demonstrating desired student learning outcomes nos. 1, 3 - 6. (Letter grade within this range, B+ to B-, with about 30% of the class achieving this outcome.)

Level 3: Partial factual recall of events and individuals without reference to source material readings, demonstrating desired student learning outcomes nos. 3 - 6. (Letter grade within this range C+-C-, with about 40% achieving this outcome.

Level 4: Insufficient factual recall of events and individuals; no reference to readings; inadequate description, varying from poor to absent; demonstrates insufficient grasp of any learning outcome. Grades assigned for papers in this range will vary from D+ to F (with ranges here among points assigned for work below failing). Generally about 20% of papers will fall within this range. A failing paper shows a massive lack of understanding and information—on occasion, a failing paper will have sections that have been left blank.</td></tr>
</table>

TABLE 7: EXAMPLE 3 FROM AR-310: Assessment Standards (Rubrics)

Brief description of assignment: Visit a museum, choose a work of art from a civilization that we have studied, but not an artwork that we have studied in class, and write a written paper in stages (outline, first draft, etc.). Address the subject, style and purpose of the work.		
Desired student learning outcomes (*Copy from Column 1, Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Assessment measures for each learning outcome *(Copy from Column 3,Table 6 above)*	Standards for student performance: • Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes If needed, attach copy(s) of rubrics.
1. Students will use art historical terms. 2. Students will recognize components of a work of art. 3. Students will classify a work of art. 4. Students will reflect on learned work and compare to museum work. (GEN ED OBJECTIVES 1, 2, 10)	A. A museum report written in stages: outline, first draft, second draft, final draft.	See rubric below. Projected outcomes: __% expected to be Excellent __% expected to be Good __% expected to be Fair __% expected to be Poor (not passing)

RUBRIC FOR MUSEUM REPORT for AR-310

Description of standards of performance on report for the desired learning outcomes:

LEARNING OUTCOMES> PERFORMANCE LEVEL V	Students will use art historical terms.	Students will recognize components of a work of art.	Students will classify a work of art.	Students will reflect on learned work and compare to museum work.
Excellent	Use of art historical terms throughout report, correctly.	Recognition of all stylistic components that identify a work within a civilization and time period.	Correct classification of work of art within civilization and time period.	Can correctly identify a similar work from same civilization and time period, which was studied in class.
Good	Some use of art historical terms, but those used, employed correctly	Recognition of some stylistic components that identify a work within a specific civilization and time period.	Incorrect classification but description indicates understanding of style, and mentions civilization with similar stylistic characteristics.	Can identify a work of art from a civilization studied in class, but confuses the stylistic period
Fair	Some art historical terms employed incorrectly	Recognition of one or two components of a work.	Recognizes civilization but not period.	Takes a stab at it, but misidentifies the work studied in class.
Poor (not passing)	No use of art historical terms, and/or incorrect use of terms employed.	No mention of stylistic components of a work of art.	Does not mention or address classification	Cannot address the question.

TABLE 7: EXAMPLE 4 FROM GE-101: Assessment Standards (Rubrics)

Brief description of assignment: Over 2 labs students will look at professionally drawn maps and aerial photographs that depict the earth's surface and discuss uses of such maps and photographs; they will then contour topographic maps, interpret aerial photographs, and take a paper and pencil test on mapping.		
Desired student learning outcomes (*Copy from Column 1, Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Assessment measures for each learning outcome *(Copy from Column 3,Table 6 above)*	Standards for student performance: Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes If needed, attach copy(s) of rubrics.
1. Students will represent a 3-D land surface by making a 2-D contour map. 2. Comparing aerial photographs to maps, students will see how maps represent true landscape forms and give a bird's-eye view of how things appear from the air and space. 3. Students will see how topographic maps' contour lines vary with landform features. (GEN ED OBJECTIVE 2)	A. All students are expected to participate in drawing a contour map. We will critique the group results in class. B. All students are expected to answer a series of questions on the aerial photographs (except students with visual impairments who can not see stereoscopically). C. All students are expected to label elevations on the contour maps. The results are to be turned in and critiqued in class. A paper and pencil exam will be given in a later lab.	See below. Projected outcomes for test items: 1. __% expected to succeed 2. __% expected to succeed 3. __% expected to succeed 4. __% expected to succeed 5. __% expected to succeed 6. __% expected to succeed 7. __% expected to succeed 8. __% expected to succeed 9. __% expected to succeed

Student Rubrics

1. Students should be able to explain why the contour lines form the shapes on the 2-D acetate sheet and how this reflects changes in the slope and shape of the island in 3-D.
2. Students are expected to understand the nature of the landforms that are being viewed, whether they are volcanoes, folded mountains, etc., and to find features on the maps that are related to geologic processes. They will assess the scale of the photographed area by finding features such as roads and houses to compare to the size of the landscape features. Students should familiarize themselves with the landscape features so that they can recognize them on an exam, and should also be able to find features on the maps if they are given the general compass direction or quadrant of the photograph.
3. Students should label contour line elevations and test that they are not breaking any "rules" of contouring. The following terms should be clearly understood: Contour interval, stream direction, hachured contours, map scale, and direction. As well, students should be able to visualize the topography. In order to do this, they will examine some professionally produced contour maps that are available for demonstration.

TABLE 7: EXAMPLE 5 FROM BU-801: Assessment Standards (Rubrics)

Brief description of assignment: Block and Modified Block Letters, Memorandum and Table (Attached)		
Desired student learning outcomes from the assignment: (*Copy from Column 1, Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Assessment measures for each learning outcome: *(Copy from Column 3,Table 6 above)*	Standards for student performance: • Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes • If needed, attach copy(s) of rubrics.
1. Students will key documents.	A. Portfolio of completed documents (4): Letters (2) Memo (1) Table (1)	Observation of touch typing and mouse use.
2. Students will format documents.		Document correctly formatted using appropriate style.
3. Students will apply software tools to check grammar and spelling.		Documents are without grammar and spelling errors recognized by software. Standards: Value/Criteria -3 per typographical error -5 per form error -5 per spelling or grammatical error -1 per minute exceeding 20 minutes, up to 30 minutes maximum Revision of Bloom's Taxonomy Vol. 41 No. 4 2002 (Attached)
4. Students will proofread formatted document and make final corrections.		Document is without errors not recognized by software tools.
5. Students recognize task importance and complete task within established timeframe. (Educational Goal #2)		Completion of each document within a timeframe of 20 minutes.

PROJECTED STUDENT OUTCOMES

TASK	A	B	C	D	F
KEY DOCUMENTS	%	%	%	%	%
FORMAT	%	%	%	%	%
GRAMMAR & SPELLING	%	%	%	%	%
PROOFREAD AND CORRECT	%	%	%	%	%
TIME TO COMPLETE	%	%	%	%	%

TABLE 7: ASSESSMENT STANDARDS (RUBRICS)

Brief description of assignment: (C*opy from Table 6 above*)		
Desired student learning outcomes from the assignment: (*Copy from Column 1, Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Assessment measures for each learning outcome: *(Copy from Column 3,Table 6 above)*	Standards for student performance: • Describe the standards or rubrics for measuring student achievement of each outcome in the assignment. • Give the percentage of the class that is expected to meet these outcomes • If needed, attach copy(s) of rubrics.
1. 2. 3. (4.)		

PART IV. ASSESSMENT RESULTS

TABLE 8: SUMMARY OF ASSESSMENT RESULTS

Use the following table to report the student results on the assessment. If you prefer, you may report outcomes using the rubric(s), or other graphical representation. Include a comparison of the outcomes you expected (from Table 7, Column 3) with the actual results. NOTE: A number of the pilot assessments did not include expected success rates so there is no comparison of expected and actual outcomes in some of the examples below. However, projecting outcomes is an important part of the assessment process; comparison between expected and actual outcomes helps set benchmarks for student performance. Six examples follow.

TABLE 8: EXAMPLE 1 FROM SS-510: Summary of Assessment Results

Desired student learning outcomes: *(Copy from, Column 1,Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Student achievement: Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated.
1. Students will judge correct and incorrect statements based on assigned readings.	A. On Learning Outcome #1 52.2% of students scored "good" or "excellent." These results exceeded the expectation of 50%. The following process/knowledge abilities were demonstrated: • analyze factual knowledge • evaluate factual knowledge • evaluate conceptual knowledge • evaluate procedural knowledge
2. Students will identify features of different research methods.	B. On Learning Outcome #2 59.3% of students scored "good" or "excellent." These results exceeded the expectation of 50%. The following process/knowledge abilities were demonstrated: • remember and analyze factual knowledge • remember conceptual knowledge • remember procedural knowledge
3. Students will determine whether empirical results support a hypothesis.	C. On Learning Outcome #3 50.1% of students scored "good" or "excellent." These results exceeded the expectation of 50%. The following process/knowledge abilities were demonstrated: • understand and evaluate factual knowledge • understand and evaluate conceptual knowledge • understand and evaluate procedural knowledge
4. Students will draw conclusions from scientific observations and research findings. (GEN ED OBJECTIVES 2, 8)	D. On Learning Outcome #4 77.4% of students scored "good" or "excellent." These results exceeded the expectation of 50%. The following process/knowledge abilities were demonstrated: • understand factual knowledge • understand conceptual knowledge

TABLE 8: EXAMPLE 2 FROM GE-101: Summary of Assessment Results

Desired student learning outcomes: *(Copy from, Column 1,Table 6above)*	Student achievement: Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated.
1. Students will represent a 3-D land surface by making a 2-D contour map. 2. Students will look at aerial photographs to compare with maps. They will see how maps represent true landscape forms and give a bird's-eye view of how things appear from the air and space. 3. Students will see how topographic maps' contour lines vary with landform features. (GEN ED OBJECTIVE # 2)	A. All students successfully applied procedural knowledge and were able to make contour maps. B. Students were able to use factual knowledge to analyze landscape features. Volcanoes were easiest to recognize because students had studied them in lecture. All could see landforms in 3-D. Students were able to visualize how a map could be made from an aerial photograph. C. Students were able to label elevations on maps in laboratory. This was a group exercise; students shared information. However, when a paper and pencil test was given some students performed badly. 9 out of 35 failed. It was clear that the range of procedural knowledge on how to label maps varied greatly. Students understood the basic principles; for example, everyone understood the direction of stream flow and where hills were, but some of the more complex aspects, such as how to correctly label the elevation of depressions on the sides and tops of hills (hachured contours), were where student application of knowledge failed.

TABLE 8: EXAMPLE 3 FROM BU-201: Summary of Assessment Results

<table>
<tr><td>Desired student learning outcomes:</td><td>Student achievement: Describe the group achievement of each desired outcome <u>and</u> the knowledge and cognitive processes demonstrated.</td></tr>
<tr><td>1) Students will comprehend the business concepts presented in a case study
2) Students will compare two different forms of business organization
3) Students will enumerate the benefits of one particular form of business organization.

(EDUCATIONAL GOAL #2, GEN ED OBJECTIVE #2)</td><td>Assessment Test Format

In order to develop an accurate skills assessment examination, students in BU 201 were given a case study titled Job Direct, Inc. A total of 110 students in five different sections were included in the assessment. Three different instructors scored the case study using the rubric specified below.

The instructors assigned the case after a class discussion of Chapter 5 on Forms of Business Ownership. The case involved a discussion of sole proprietorship, partnership and corporations. After the students read the case, they were asked to answer three questions. These questions tested the student's understanding of the material, tested their ability to compare two different forms of business organization and tested their ability to enumerate the benefits of one particular form of business organization.

They were graded on the basis of their ability to compare and enumerate the benefits of different forms of business organization.
Rubric and Outcome
<table><tr><th>Description of Standards</th><th>Letter Grade</th><th>Student Performance</th></tr><tr><td>All tasks correctly completed as specified</td><td>A</td><td>51%</td></tr><tr><td>Most tasks completed correctly, some incorrect or not completed</td><td>B</td><td>31%</td></tr><tr><td>Some tasks completed correctly, some incorrect or not completed</td><td>C</td><td>13%</td></tr><tr><td>Most tasks completed in correctly or not completed</td><td>D</td><td>3%</td></tr><tr><td>All tasks incorrect or not completed correctly</td><td>F</td><td>2%</td></tr></table></td></tr>
</table>

TABLE 8: EXAMPLE 4 FROM AR-310: Summary of Assessment Results

Record of performance Fall 2003: N=128 students in 5 class sections

LEARNING OUTCOMES> / PERFORMANCE LEVEL V	Students will use art historical terms.	Students will recognize components of a work of art.	Students will classify a work of art.	Students will reflect on learned work and compare to museum work.
Excellent	16%	16%	100%	55%
Excellent/Good	25%	25%	0	0
Good	25%	25%	0	0
Fair	32%	32%	0	0
Not passing	2%	2%	0	45%

Student achievement: Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated. (EXCERPT)

Five (5) classes comprising 128 students participated. Although 100% of the students were able to classify artwork from a civilization that we had studied, and to follow the instructions for describing it (subject, style, purpose), not all of them were able to use art historical terms correctly in their descriptions.

1. Use of art historical terms: This involved the ability to Remember, Understand, Apply and Analyze Factual and Conceptual Knowledge.

   16% of 5 classes comprising 128 students were able to use art historical terms correctly throughout the paper (100% of the time - Excellent).

   25% of the students were able to use art historical terms correctly 92% (Excellent/Good) of the time.

   25% of the students were able to use art historical terms correctly 85% (Good) of the time.

   32% of the students were able to use art historical terms correctly 75% (Fair) of the time.

   2 % (Not passing) of the students did not employ art historical terms at all. For example, one student wrote a paper about a "mummy" that she had seen at the museum. She described the process of removing the organs, the stuffing and wrapping of the body, etc. It was a paper that did not follow the directions, insofar as they required the student's own observations, in recall of what had been learned in class. As the process of mummification had not been discussed in class, it must be assumed that the paper was researched. There was citation of a web site.

   The art historical term that gave students the most difficulty was "*contrapposto*," invented by the ancient Greeks and used in art until the *avant-garde* began to attack the classical tradition in the mid nineteenth century. It refers to a pose that places the body in balance and implies the ability to move, and, therefore, to think (about where one is going, for example). Students had difficulty remembering precisely what the contrapposto looked like. Any figure with a raised heel was described as in contrapposto. They thus were not able to understand, analyze or apply their factual or conceptual knowledge to analyze the pose.

   Less often, students confused an "idealized" body with one that looked "real" to them. This semester I have emphasized that in art, ideal refers to a figure that has no body hair, blemishes, warts, pimples, etc., and the confusion has been eliminated. 66% of the students employed the term, and 100% of the 16% who employed it, used it correctly.

   (GEN ED OBJECTIVES 1, 2, 10)

TABLE 8: EXAMPLE 5 FROM BI-301: Summary of Assessment Results

(excerpts)

Desired student learning outcomes: *(Copy from, Column 1,Table 6 above)*	Student achievement: Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated.	
a. Students will identify regions of the eye. b. Students will identify the fluids found in the regions of the ear. c. Students will tell the disease resulting from deficiency of any structure of the eye. d. Students will tell the structure of the eye affected in specific listed diseases. e. Students will identify regions of the ear on models and/or diagrams. (GEN ED OBJECTIVE #9)	Standards for performance Students are expected to answer the following questions correctly: 1 Eye in orbit model A. ID the structure indicated by the A flag (or red dot) (*test item*) B. Give the specific function of the structure indicated by (the A flag or red dot). (*test item*) 2 Eye section flat plaque A. ID the space indicated by the A flag (or red dot) (*test item*) B. Give the name of the fluid that fills the space indicated by the A flag (or red dot). (*test item*)	Student performance: 11 Sections taught by 7 different instructors participated in the Spring 2003 assessment. (There were 13 sections and 9 instructors.) A total of 180 students participated. # of the 180 correctly answering this question: 168 93% 149 83% 92 51% 156 87%

TABLE 8: EXAMPLE 6 FROM MA-114: Summary of Assessment Results

<table>
<tr><td>Desired student learning outcomes:</td><td>Student achievement: Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated.</td></tr>
<tr><td>1. Students will simplify algebraic expressions that arise in the solution of problems
2. Students will apply basic principles of solving different types of equations
3. Students will apply profiles of functions to recognize them in their graphical and analytic forms and to graph functions
4. Students will recognize identities related to types of functions, e.g., the Pythagorean identity for trigonometric functions
(GEN ED OBJECTIVES #1, 3)</td><td>Project Assignment

Students took a paper and pencil test at the end of the term that required them to use mathematical concepts and skills at the intermediate algebra and trigonometry level. Students were asked to perform numerical calculations and algebraic manipulations, to produce a graph and a geometric diagram, and to use logical reasoning to support results. Students were asked to show how they obtained solutions and/or explain their answers. The skills and concepts that comprise the content of the test represent essential prerequisite skills and concepts for Math 128, Calculus for Technical and Business Students and for solving mathematical problems in related disciplines.

Results

The test was comprised of 10 questions, some with multiple parts. The tests were scored on thirty components in the expected answers, which were related to the learning outcomes, and that were judged either correct or incorrect. The scoring rubric that was used is summarized in the following table:

<table><tr><td>Letter grade</td><td>Numerical Range</td></tr><tr><td>A</td><td>27–30</td></tr><tr><td>B</td><td>23–26</td></tr><tr><td>C</td><td>19–22</td></tr><tr><td>D</td><td>15–18</td></tr><tr><td>F</td><td>14 or less</td></tr></table>
A score of 19 or better was considered a successful outcome on the assignment, indicating a student acquired the requisite competence to continue to Math 128. There is some concern that this cutoff score was too low, and this issue will be addressed in a repeat of the pilot assignment in Fall 2004.

<table><tr><td>Ratings</td><td>Number</td></tr><tr><td>A</td><td>3</td></tr><tr><td>B</td><td>5</td></tr><tr><td>C</td><td>4</td></tr><tr><td>D</td><td>5</td></tr><tr><td>F</td><td>6</td></tr><tr><td colspan="2">52% of the 23 papers are C or better</td></tr></table>
Preliminary assessments prior to the project assignment indicated that about 50% of the students would succeed at the C level or higher. That indeed was the case in the pilot assignment. However, this success rate is not adequate and needs to be addressed.</td></tr>
</table>

TABLE 8: SUMMARY OF ASSESSMENT RESULTS

Desired student learning outcomes: *(Copy from, Column 1,Table 6 above; include Educational Goals and/or General Education Objectives addressed)*	Student achievement: Describe the group achievement of each desired outcome and the knowledge and cognitive processes demonstrated.
1. 2. 3. (4.)	

TABLE 9. EVALUATION AND RESULTING ACTION PLAN

In the table below, or in a separate attachment, interpret and evaluate the assessment results, and describe the actions to be taken as a result of the assessment. In the evaluation of achievement, take into account student success in demonstrating the types of knowledge and the cognitive processes identified in the Course Objectives.

Seven example excerpts or full discussions follow.

A. Analysis and interpretation of assessment results: *What does this show about what and how the students learned?* *B. Evaluation of the assessment process:* What do the results suggest about how well the assignment and the assessment process worked both to help students learn and to show what they have learned? *C. Resulting action plan:* *Based on A and B, what changes, if any, do you anticipate making?*

TABLE 9. EXAMPLE 1 FROM GE-101: Evaluation and Resulting Action Plan

A. Students reviewed the maps and contrasted them. Refinements of their maps were suggested. No changes are needed, but additional 3-D models would help discussion.

B. It was difficult to evaluate individual achievement in the group setting. An improvement would be having students respond with some written short answers before the group discussion. These answers could be read to the group during discussion.

C. The failure of some students to apply procedural knowledge can be accounted for by sloppiness of labeling, neglecting to pay attention to details, and difficulty in visualizing 3-D features. More emphasis must be placed on doing things in an orderly way.

TABLE 9. EXAMPLE 2 FROM BI-301: Evaluation and Resulting Action Plan

Example comments on test question results:

- Students were frequently more specific, and as a result considered wrong. Students may have to be instructed to answer questions with more than one word. i.e. hair cells of the organ of Corti.
- Students did more poorly on these questions. Ideally students should work with materials having the characteristics of a lens or cornea to understand their function.
- Few students have a background that exposes them to fluid pressure characteristics. The committee should look into exercises involving fluid pressure.

TABLE 9. EXAMPLE 3 FROM BE-122: Evaluation and Resulting Action Plan

Evaluation of Assessment Process

The teachers of the four classes agreed that these differences in class performance were due to differences in the way the test was administered. At one extreme, the students in one class were provided with the graphic hierarchy into which the information from the reading passages was to be organized; students were simply to insert the number of the sentence that corresponded to each slot in the hierarchy. At the other extreme, students in another class were given the reading passages and instructed to create a study aid by developing their own graphic format and using their own words. In the other two classes, students were given a degree of support between these two extremes.

The teachers agreed that the easier of these two options—providing the format and the words—was too easy to yield useful distinctions in the performance of the students. These results also showed that, for the more difficult procedure, more instruction is needed, as 21% (2 and 1 on the rubric) is not an acceptable failing rate.

Resulting Action

The teachers have agreed to work together to develop a uniform approach to administering this assessment. We also agree that the more difficult procedure for administering the test is more appropriate. We will use the Spring '04 semester to fine-tune both our instruction of this skill and our use of the assessment. We will then share our results with other members of the department.

An additional issue is the question of transfer of skill. Simply teaching students to create graphic organizers is not useful if they do not use that skill in creating their own study aids for their credit-bearing courses in subsequent semesters. Research is needed on the actual use to which students do or do not put this skill.

TABLE 9. EXAMPLE 4 FROM HE-102: Evaluation and Resulting Action Plan (EXCERPTS)

General Educational Objectives and Student Assignment

The first general education objective for HE 102: "Students will write, read, listen, and speak clearly and effectively", was for the most part achieved through this assignment. Based on my evaluation of the students' essays, they were generally able to understand and analyze the author's ideas and to emphasize the point of the article. Most students recognized the strengths and weaknesses of the article and some students articulated what they believed would be helpful suggestions to strengthen the article.

Students demonstrated an ability to listen clearly and effectively through their use of information discussed in class in their essays. The students' ability to speak clearly and effectively was not assessed in the assignment but was during weekly class discussions and assigned oral readings.

Overall, the students' written communication skills lack clarity and effectiveness. It is clear that many students need to improve their writing skills, especially with regards to grammar, word usage and vocabulary through assistance provided by QCC's Writing Center. ……

Action Steps

The action steps taken in the Spring 2004 semester include additional writing assignments with opportunities for students to re-write essays that need improvement. In addition, students are strongly advised to visit the writing center for help in order to improve their writing skills.

TABLE 9. EXAMPLE 5 FROM ED-110: Evaluation and Resulting Action Plan

Analysis of the Data

Upon review of the data for the ED:110 students (n=48) in this assessment project, I found a disparity between student attainment of criteria indicators in Parts 1 and 2 of the MI Assignment Rubric. Students demonstrated 60 % proficiency in the areas of Composition/Format and Reflection/Metacognition. Achievement in both areas is grounded in the ability to produce a composition demonstrating proficiency in standard grammar, organization and format. In contrast, the students demonstrated 87.5% proficiency in the areas of Creativity/Imagination and Evidence of Understanding. This is the aspect of the assignment that enabled students to utilize their Multiple Intelligences to demonstrate their understanding of the desired learning outcomes.

During the student presentations of Part 1 of the assignment, students demonstrated their understanding of the concepts and terminology associated with the philosophical foundations of education through an oral presentation based upon their Multiple Intelligences Learning Option Project with confidence and ease. Students then shared their reflections about the learning process they experienced as they worked on their creative projects. I found this behavior especially noteworthy among the ESL students and underachievers. However, their ability to express the same information in a written format was not commensurate.

This finding underscores the importance of our writing intensive initiative and highlights the need for another- promoting student strengths, self-awareness and academic success through creativity. The need for including this goal emerged in the process of completing the individual course assessment template.

In filling out the individual course assessment template, I found that the dual-joint education program's curricular objective listed in Table 7 "to demonstrate ability to use artistic media to communicate and educate". General Education Objective [*9*]– rev. 7,, *"use personal and collaborative skills for personal growth and to establish constructive relationships in a diverse society" is perhaps most related to this outcome.* It might be included as follows *"use* ***creative expression*** *and personal and collaborative skills for personal growth and* ***self-awareness*** *to establish constructive relationships in a diverse society."* Inclusion of the terms self-awareness through creative expression can provide faculty in most disciplines with a highly applicable general education objective that directly addresses the issue of student success and retention.

TABLE 9. EXAMPLE 6 FROM EN-101: Evaluation and Resulting Action Plan

Discussion:

A review of the data generated by the pilot assessment project indicates that students demonstrate varied degrees of competence regarding their ability to read and write clearly and effectively, the primary general educational objective under study. The design of the assignment requires students to negotiate successfully several cognitive domains, and their performance on the departmental final examination indicates their ability to do so. On the other hand, the data generated do not describe those specific outcomes necessary for modifying teaching so as to improve student learning. The basic problem is that a single number (the CPE score) does little to explain learning outcomes. For the most part, then, the EN101 pilot has presented several opportunities for further study.

> While there is general agreement that the CPE addresses real EN101 course objectives and does measure varied writing skills and abilities, this study also shows the limitations of this particular administration of the exam to elicit answers to questions posed by the pilot study itself. That is, several important issues and concerns have arisen that are not addressed by the data generated by the pilot study that are useful, if not critical, for a better understanding of what our students know, how faculty know they know it, and how faculty might help them to improve their knowledge and understanding. That is, although data generated by the pilot may give us insight as to how students early in their Queensborough careers perform on a CPE look-alike after taking only one English course, many important questions concerning the EN101 final examination as a teaching/learning tool go unanswered.

In essence, this pilot study has done exactly what a pilot ought to do—point out areas of concern and improvement for another administration of the study. In this regard, the pilot has helped the assessment committee to reformulate certain questions about student learning and what may be gained from another look at how the CPE might help students to achieve the course objectives that have been constructed. In particular, faculty would benefit from a more direct conversation about the CPE, course objectives, and student learning. To try to generate information about these interrelationships, the pilot study has been modified to be a more effective tool when re-administered as a Department-wide study in the Spring, 2004 semester.

Changes to the pilot:

- Scoring instructions: Scoring of student essays was not standardized, and some faculty members presented a single score for an essay while others summed all four columns. For the Spring administration, faculty will be asked to sum all four columns of the CPE Scoring Guide to allow for a more detailed understanding of student performance.
- Faculty will be asked to answer four new questions about their experience with the assessment project:
  (1) How well does your final examination assignment measure the General Education learning objective "Students will write, read, listen, and speak clearly and effectively."
  (2) How well does the CUNY Proficiency Examination Scoring Guide measure your students' performance on the final examination assignment?
  (3) With regard to the CUNY Proficiency Examination Scoring Criteria, which area did your students perform best on?
  (4) Which CPE area was the weakest for your students?

These questions are meant to explore issues central to achieving a better understanding of the complex relationship formed among teaching, learning, and assessment. The first question asks faculty to explore the very basis of the assessment, to examine the relationship between the General Educational Objective and the assignment. The second question attempts to elicit an assessment of the measurement tool itself: How well does the rubric account for the kinds of learning that are valued in the EN101 curriculum? The third and fourth questions attempt to use the measure of student outcomes (CPE Scoring Guide) to drive curricular assessment and reform. It is reasoned that information generated from the rubric may be used to help to redesign those areas of the curriculum that are found wanting. In this way, the linear journey from educational objective to learning assessment becomes a circular route to invention and reinvention of curricular goals and student achievement.

TABLE 9. EXAMPLE 7 FROM MA-114: Evaluation and Resulting Action Plan

Observations

Students who score a D in Math 114 are also permitted to register for Math 128 and courses in other disciplines requiring Math 114 concepts and skills. Experience has shown that those students are not prepared for the next level even though they passed Math 114. Experience has also shown that students earning a C in Math 114 often struggle with using Math 114 level mathematics at higher levels and in technical applications. These issues will be addressed in the next administration of the pilot assignment in Fall 2004.

The pilot project assessment confirmed what other sources of assessment in Math 114 indicate, which is that student mathematical skills continue to be weak in spite of passing remedial courses and/or being exempt from remediation.

Further observations regarding the pilot assessment assignment are:

- The assignment should be considered to be the final exam (or part of) in Math 114.
- The number of class and/or contact hours for Math 114 is not adequate for the many weak students who register for the course. It was noted that the mathematical contents of Math 114 and Math 120 are essentially equivalent but Math 120 offers an additional hour of instruction per week, which is 25% more class time than Math 114. In addition, the applications problems in Math 114 were more technical than those in Math 120 and in some sections. Instructors reported that these applications were beyond the capability of most students.
- It becomes necessary to review prerequisite concepts and skills before presenting new material, and often this consumes a significant portion of available class time. One suggestion is to offer Math 114 at least three times a week for 5 hours. Another suggestion is to revise the syllabus to address some of the student learning outcomes issues.
- Both Math 114 and Math 120 serve as prerequisite courses to Math 128. Counselors should be aware, and make students aware about differences between the two courses.

Actions to be taken

As a result of the first administration of the pilot assessment assignment, the following actions will be taken.

- As in Fall 2003, the Mathematics Department Curriculum Committee in conjunction with the department's Technology Committee will oversee the repeat of the pilot project in Fall 2004. In addition, the instructors who are teaching the course in the fall term will be consulted on the revision and implementation of the project assignment.
- The assessment assignment will be revised and considered for use as the final examination or part of the final examination
- The committees and Math 114 and Math 128 instructors will meet at scheduled intervals throughout the fall term to discuss the issues raised in the pilot assessment and how student success rates on the learning outcomes can be raised.

GLOSSARY OF TERMS

Note: These definitions of terms are for the purposes of this assessment project only

Assessment assignment	A course assignment, which may already be in place or may be designed specifically for the assessment project, which will address at least one general educational objective, one curricular objective (if applicable), and one or more of the course objectives. The assignment should be conceived as an *instructional unit* to be completed in one class session (such as a lab) or over several class sessions. It should be a meaningful part of the student's learning in the course. Since any one assignment is actually a complex activity, it is likely to require that students demonstrate several types of knowledge and/or thinking processes.
Rubric	An explicit description of the standards by which students' performance will be measured for each outcome. This could be a checklist, a descriptive holistic scale, or another form. The rubric (or a version of it) may be given to the students with the assignment so they will know what the instructor's expectations are for this assignment.
(Student) Learning objectives	An explicit statement of the skills and knowledge a student is expected to learn and be able to demonstrate either in general education, in a curriculum, or in a course
(Student) Learning outcomes	Student behaviors, performance, or activities that demonstrate that students are meeting or have met the learning objective(s)
General education objectives	Desired student learning in general education skills and in the liberal arts and sciences: *communication, analytic reasoning and problem solving, quantitative skills and mathematical reasoning, information management, integration of knowledge, differentiation of values, development of personal and collaborative skills, history, social sciences, mathematics and sciences, the humanities and the arts*
Curricular objectives	An explicit statement of the major points of learning that students must achieve to complete a program of study; these include both general education objectives and objectives specific to the curriculum
Course objectives	Major points of learning that students must achieve to complete a course; course objectives include general education objectives, curricular objectives, and objectives specific to the course

12/3/04

HISTORY AND ATTRIBUTIONS

The prototype of the *Course Objectives Form* was called the *QCC Individual Course Assessment Form*, and consisted of six tables. It was prepared by the following members of the Summer 2002 Pilot Assessment Team:

Rob Becker – English
Belle Birchfield – Electrical and Computer Engineering Technology
Anita Ferdenzi – Social Sciences
Anna May Jagoda – Institutional Research and Assessment
Tom Smith – Speech Communication and Theater Arts
Karen Steele – Academic Affairs
Sylvia Svitak – Mathematics and Computer Science

The prototype of the *Course Assessment Form* was originally an extension of the QCC Individual Course Assessment Form, Part 2 (Tables 7-10. It was prepared by the Ad Hoc Assessment Committee in February 2003, with the assistance of Joseph Culkin, as an expansion of the original Table 6. The whole form was revised September 2003 and again in Summer 2004. Mr. Emil Parrinello, in Queensborough's Office of Information Technology, has designed the Access database for the QCC Course Objectives Form.

After the pilot assessment project during 2003-04, the Individual Course Assessment Form was separated into two components and revised as the QCC Course Objectives Form (which is the base for the Access database form) and the QCC Course Assessment Form.

All of the examples in this form were written by Queensborough Community College faculty members participating in the Individual Course Assessment Project, 2002-03 and 2003-04.

In May 2007, the Academic Senate adopted a revised statement of Educational Goals and Objectives for the College. The first two Objectives were renamed as Goals, and two objectives (originally # 10 and 11) were combined. The new statement follows, with indications of previous numbering:

Educational Goals

Students graduating with an Associate's degree will:

- ☐ *for transfer programs:* meet requirements for successful transfer into upper division of baccalaureate programs (rev. of #1)
- ☐ *for career programs:* demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field (rev. of #2)

Educational Objectives

To achieve these goals, students graduating with an Associate's degree will:

1. communicate effectively through reading, writing, listening and speaking (rev. of #3)
2. use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions (rev. of #4)
3. reason quantitatively and mathematically as required in their fields of interest and in everyday life (rev. of #5)
4. use information management and technology skills effectively for academic research and lifelong learning (rev. of #6)
5. integrate knowledge and skills in their program of study (rev. of #7)
6. differentiate and make informed decisions about issues based on multiple value systems (rev. of #8)
7. work collaboratively in diverse groups directed at accomplishing learning objectives (rev. of #9)
8. use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes (rev. and comb. of #10 and 11)
9. employ concepts and methods of the natural and physical sciences to make informed judgments (rev. of #12)
10. apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts (rev. of #13)

6/15/07

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Appendix 12

New Course Proposal Template

NEW COURSE PROPOSAL TEMPLATE

1. Course prefix and number:	
2. Course title:	
3. Course description for the college catalog:	
4. Prerequisites: (and/or) co-requisites:	
5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)	
6. Curricula into which the course would be incorporated and the requirements it will satisfy:	
7. Curricula objectives addressed by this course.	
8. General Education objectives addressed by this course. [see QCC Educational Objectives statement in College Catalog]	
9. Course objectives / expected student learning outcomes. [see QCC Course Objectives Form, Attachment 8] link: http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/Docs/Guide_Curriculum_Jan26_2005.pdf page 20	
10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies. Classroom assessment tools may include paper and pencil tests, performance assessment, oral questions, portfolio, and other options.):	
11. A detailed course syllabi of pertinent courses (include a laboratory outline when applicable) [see Recommended Syllabus template, Attachment 7] link: http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/Docs/Guide_Curriculum_Jan26_2005.pdf]: page 17	
12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):	
13. Texts, references and aids. A bibliography for the course and supplementary material, if any:	
14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc:	
15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:	
16. Faculty availability:	
17. Facilities and technology availability:	
18. List of courses to be withdrawn, or replaced by this course, if any:	
19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years):	
20. What changes in any programs will be necessitated or requested as a result of this course's additions/charges:	

January 2005

Appendix 13

Rubrics

General Education Objectives

Gen. Ed. Obj. 1
Gen. Ed. Obj. 2
Gen. Ed. Obj. 3
Gen. Ed. Obj. 5
Gen. Ed. Obj. 6
Gen. Ed. Obj. 7

Others

Speaking
Effective Writing

Rubric: General Education Objective 1

Listening and Speaking to Complement CPE Rubric

Elements	Excellent Skill Level	Above Average Skill Level	Average Skill Level	Below Average Skill Level	No Skill Level
Applies principals of critical thinking	Analyzes and evaluates the speaker's use of verbal and nonverbal communication, rhetorical devices, and persuasive and propaganda techniques; selected focus, organizational structure, point of view and vocal modulation are appropriate to the content, purpose, message, and audience; emphasis of salient points, detailed evidence, visual displays and tone support the main concepts and sustain audience interest/attention; Intentionally includes rhetorical devices (i.e., cadence, repetitive pattern, alliteration, parallelism)to enhance intent and effect throughout the presentation.	Includes all of the elements below but not to the degree of clarity that is found at the excellent level. Verbal and non verbal communication, rhetorical devices, and persuasive and propaganda techniques may not be as clear and appropriate; selected focus, organizational structure, point of view and vocal modulation are usually appropriate to the content, purpose, message and audience; most salient points, visual displays and tone support the main concepts and maintain audience interest/ attention throughout most of the presentation; may include some of the rhetorical devices (i.e. cadence, repetitive pattern: alliteration, parallelism) to enhance intent and effect.	Includes some of the elements below but not to the degree of clarity that is found at the excellent or above average levels. Verbal and non verbal communication, rhetorical devices, and persuasive and propaganda techniques may either not be present nor are they as clear and appropriate; selected focus, organizational structure, point of view and vocal modulation are occasionally appropriate to the content, purpose, message and audience; some salient points, visual displays and tone support the main concepts and maintain audience interest/ attention throughout some of the presentation; may include few rhetorical devices (i.e. cadence, repetitive pattern: alliteration, parallelism) to enhance intent and effect	May not recognize intent and effect of rhetorical devices or misleading information; may create oral presentations that lack organization or coherence; does not consider audience background and/or interest; does not use explicit examples of rhetorical devices in oral presentations	Does not recognize intent and effect of rhetorical devices or misleading information; does not create oral presentations; does not consider audience background and/or interest.

Listening and Speaking to Complement CPE Rubric

Elements	Excellent Skill Level	Above Average Skill Level	Average Skill Level	Below Average Skill Level	No Skill Level
Use writing and oral communication to connect prior knowledge to disciplinary discourse	Creates and delivers exceptional oral presentations with careful interpretation and insight organized around several clear ideas, and justifying the interpretation through examples and textual evidence	Significant synthesis of ideas in coherent fashion around a main topic; supports ideas presented; selects & synthesizes relevant ideas from multiple sources; coherently supports an argument and determines appropriate rebuttals to counter arguments and alternative positions; organizes information for presentation logically a significant portion of the time	Satisfactory synthesis of ideas in coherent fashion around a main topic; supports ideas presented; selects & synthesizes relevant ideas from multiple sources; coherently supports an argument and determines appropriate rebuttals to counter arguments and alternative positions; organizes information for presentation logically at least some of the time	Less than satisfactory synthesis of ideas in coherent fashion around a main topic; supports ideas presented; selects & synthesizes relevant ideas from multiple sources; coherently supports an argument and determines appropriate rebuttals to counter arguments and alternative positions; organizes information for presentation logically for a minimal amount of time	Does not synthesizes ideas coherently around a main topic; does not supports ideas presented; does not select & synthesize relevant ideas from multiple sources; does not coherently support an argument and determine appropriate rebuttals to counter arguments and alternative positions; does not organize information for presentation logically
Speak clearly, accurately, and coherently in several modes of delivery	Uses excellent rate, volume, pitch and tone, aligns nonverbal elements to sustain audience interest and attention; engages the listener and fosters acceptance of a proposition or proposal. Sentence structure and grammar errors are minor and do not interfere with meaning	Has most of the following elements: · • Effective rate, volume, pitch tone · • Aligns nonverbal elements to sustain audience interest & attention • Engages the listener & fosters acceptance of a proposition or proposal · • Sentence structure and grammar errors are minor & do not interfere with meaning	Has some of the following elements: · • Effective rate, volume, pitch tone · • Aligns nonverbal elements to sustain audience interest & attention · • Engages the listener & fosters acceptance of a proposition or proposal · • Sentence structure and grammar errors are minor & do not interfere with meaning	Has few of the following elements: · • Effective rate, volume, pitch tone · • Aligns nonverbal elements to sustain audience interest & attention · • Engages the listener & fosters acceptance of a proposition or proposal · • Sentence structure and grammar errors are minor & do not interfere with meaning	Has none of the elements evident or work completed is below standard

Rubric: General Education Objective 2

Critical Thinking

Component	Excellent Skill Level	Above Average Skill Level	Average Skill Level	Below Average Skill Level	No Skill Level
Distinguish the problem of question from a proposed solution	Identifies & summarizes the major problem/issue or question raised by using original thoughts and reference material/ presentation	Summarizes the major problem/issues or question raised by primarily using reference materials/presentations	Identifies the broad issue & summarizes briefly; does not use reference materials/presentations	Identifies the issue, problem, topic with an inadequate summary	Does not identify the specific topic, issue or problem
Differentiate between facts, assumptions and conclusions in the formulation of a proposed solution or answer; compare the way questions, issues or problems are formulated within various fields of study	Clearly differentiates between facts, opinions, assumptions and conclusions; provides supporting evidence to explain the difference; relates evidence gathered from other sources to the argument and supports or refutes the main facts, assumption & conclusions	Identifies most major stated key facts, assumptions and the majority of conclusions provided; can discuss structure of argument in detail; can relate evidence gathered from other sources to support or refute the main assumption and conclusion	Identifies some of the stated key facts, assumptions and conclusions; can discuss structure of argument but with little detail; can relate some of the evidence gathered from other sources to support or refute the main assumption	Identifies few stated key facts, assumptions and conclusions provided; can discuss structure of argument but without detail; cannot relate evidence gathered from other sources to support or refute the main assumption	Does not identify stated key facts, assumptions and conclusions provided; cannot discuss structure of argument

Critical Thinking

Component	Excellent Skill Level	Above Average Skill Level	Average Skill Level	Below Average Skill Level	No Skill Level
Differentiate between the perspectives of the various fields of study and describe and compare the way questions, issues or problems are formulated	Analyzes the element of: Strength of argument through timeliness of argument, validity of claim as documented by evidence presented & other evidence that may be brought to bear, and relevancy to the field of study. Creates an essay, chart, map, logic model, etc. as evidence of work	Analyzes most of the elements of: Strength of argument through timeliness of argument, validity of claim as documented by evidence presented as related to the field of study. Creates an essay, chart, map, logic model, etc. as evidence of work	Analyzes some of the elements of: Strength of argument through timeliness of argument, validity of claim as documented by some of the evidence presented. Includes some elements in documentation. Creates an essay, chart, map, etc. as evidence of work	Analyzes few of the elements of: Strength of argument, timeliness of argument, validity of claim as documented by little of the evidence presented. Creates an essay, chart, map, as evidence of work	Does not analyze the elements of: Strength of argument, timeliness of argument, validity of claim is not documented by the evidence presented. Does not discriminate among any of the elements described above. May create an essay, chart, map, but finished essay does not meet minimum requirements
Differentiate between the perspectives of the various fields of study and describe and compare the way questions, issues or problems are formulated	Analyzes the element of: Strength of argument through timeliness of argument, validity of claim as documented by evidence presented & other evidence that may be brought to bear, and relevancy to the field of study. Creates an essay, chart, map, logic model, etc. as evidence of work	Analyzes most of the elements of: Strength of argument through timeliness of argument, validity of claim as documented by evidence presented as related to the field of study. Creates an essay, chart, map, logic model, etc. as evidence of work	Analyzes some of the elements of: Strength of argument through timeliness of argument, validity of claim as documented by some of the evidence presented. Includes some elements in documentation. Creates an essay, chart, map, etc. as evidence of work	Analyzes few of the elements of: Strength of argument, timeliness of argument, validity of claim as documented by little of the evidence presented. Creates an essay, chart, map, as evidence of work	Does not analyze the elements of: Strength of argument, timeliness of argument, validity of claim is not documented by the evidence presented. Does not discriminate among any of the elements described above. May create an essay, chart, map, but finished essay does not meet minimum requirements

Rubric: General Education Objective 3

Quantitative Reasoning

Component	Excellent Skill Level	Above Average Skill Level	Average Skill Level	Below Average Skill Level	No Skill Level
Understand and identify problems that need a mathematical solution, and use computational methods in the mathematics applicable in everyday life	Creates the appropriate formula/computational methods to solve problem correctly. Can solve a problem in multiple ways, can choose an efficient method and use technology when needed. Can explain the process used to derive the answer with complete accuracy	Chooses the appropriate formula/ and or a computational method to solve the problem correctly. Can use technology when needed. Can explain the process used to derive the answer with almost complete accuracy	Chooses the appropriate formula/ and or a computational method (use of technology when needed) to solve the problem but does not always reach the correct solution. Can explain the process used to solve the problem with some accuracy	Chooses a computational method but cannot use technology or can use technology but cannot solve the problem correctly. Has difficulty explaining the process used to answer the question.	Cannot use a computational method to solve the problem. Cannot explain anything done in the process. Cannot use technology.
Use the varied forms of mathematical communication: language, symbolic notation, graphs, charts.	Chooses the appropriate mathematical language, symbolic notation and appropriate charts and graphs. Can represent the same mathematical content in multiple ways- charts, graphs of various types, using symbolic notation.	Uses appropriate mathematical language, symbolic notation and appropriate charts and graphs. Can represent the same mathematical content in most ways- charts, graphs of various types, using symbolic notation.	Uses appropriate mathematical language, symbolic notation and some appropriate charts and graphs.	Uses mathematical language correctly some of the time. Cannot use formal mathematical notation. Can solve the problem but without correct use of mathematical language.	Cannot use appropriate mathematical language or notation. Cannot use inductive nor deductive mathematical methods to identify appropriate mathematical patterns and quantitative theories

Quantitative Reasoning

Component	Excellent Skill Level	Above Average Skill Level	Average Skill Level	Below Average Skill Level	No Skill Level
Use of inductive & deductive methods of mathematics to formulate and justify quantitative ideas & patterns	Can use inductive & deductive mathematical methods to identify and prove mathematical theorems with more than complete accuracy	Can use inductive & deductive mathematical methods to identify quantitative situations that require proof and prove these mathematical theorems with almost complete accuracy	Can recognize inductive & deductive mathematical methods and identify patterns that need proof with some accuracy.	Can recognize when a proof is needed but cannot provide an adequate proof.	Cannot recognize the need for proof or provide a proof.
Application of mathematics to appropriate fields of study	Can apply mathematical reasoning (both inductive & deductive), and use appropriate language/ notation to other disciplines (i.e. chemistry, etc) with complete accuracy	Can apply mathematical reasoning (both inductive & deductive), and use appropriate language/notation to other disciplines (i.e. chemistry, etc) with almost complete accuracy	Can apply mathematical reasoning (either inductive or deductive), and use appropriate language/notation to other disciplines (i.e. chemistry, etc) with some accuracy	Can not apply mathematical reasoning; may use some appropriate language and/or notation to other disciplines (i.e. chemistry, etc) with little accuracy	Cannot apply mathematical reasoning nor use appropriate language and/or notation to other disciplines.
Employ technology to collect, process &present mathematical calculations	Uses graphing calculators and computer technology to collect, process and present mathematical calculations with complete accuracy	Uses graphing calculators and computer technology to collect, process and present mathematical calculations with almost complete accuracy	Uses graphing calculators and computer technology to collect, process and present mathematical calculations with some accuracy	May use either a graphing calculator or computer technology to collect, process and present mathematical calculations with little accuracy	Cannot use either a graphing calculator or computer technology to collect, process and present mathematical calculations
Probability and Statistics: Describe mathematical, statistical & probabilistic models and methods, and identify how they are used to obtain knowledge	Use appropriate mathematical, statistical & probabilistic models and methods and explain with complete accuracy how they are used to derive answers in the specific example/problem being presented	Use appropriate mathematical, statistical & probabilistic models and methods and explain with almost complete accuracy answer to specific example/problem being presented	Use appropriate mathematical, statistical & probabilistic models and methods and explain with some accuracy the answer to specific example/ problem being presented	Use appropriate mathematical, statistical & probabilistic models and methods and explain with little accuracy the answer to specific example/ problem being presented	Cannot use appropriate mathematical, statistical & probabilistic models and methods.
Organize & interpret data and use the data to draw conclusions	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with complete accuracy	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with almost complete accuracy	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with some accuracy	Can create the appropriate tables, charts, etc to display data and can draw conclusions from the data with little accuracy	Cannot create appropriate tables, charts, etc, to display data and cannot draw conclusions from the data

Rubric: General Education Objective 5

Integrate Knowledge and Skill in Program of Study

Component	Excellent Skill Exhibited	Above Average Skill Exhibited	Average Skill Exhibited	Below Average Skill Exhibited	No Skills Exhibited
Creates coherent, documented essays, presentations or solutions to problems based on gathering, analyzing, & comparing evidence from more than one perspective	Gathers, analyzes and compares evidence from multiple perspectives and outputs demonstrate excellent mastery of appropriate writing, presentation or problem solving skills	Gathers, analyzes & compares evidence from two or more perspectives and output demonstrates above average mastery of appropriate writing, presentation or problem solving skills	Gathers, analyzes and compares evidence from at one perspective and average mastery of developing writing, presentation or problem solving skills	Gathers evidence but the analyzes & comparisons are basic and output demonstrates less than satisfactory mastery of appropriate writing, presentation or problem solving skills	No evidence of any of the skills listed
Demonstrates critical and creative thought by producing new arguments, art or solutions to complex problems	Produces exceptional new arguments, art, or solutions to complex problems	Produces significant new arguments, art or solutions to complex problems	Produces satisfactory new arguments, art or solutions to complex problems	Produces less than satisfactory arguments, arts or solutions to complex problems	No evidence of any of the skills listed
Analyzes & compares evidence to support/refute different points of view on a topic	Analyzes and compares evidence to support/ refute all points of view on a topic assigned. Analyzes demonstrate excellent skills.	Analyzes and compares evidence to support/ refute from 2 viewpoints on a topic assigned. Analyzes demonstrate above average skills.	Analyzes and compares evidence from one point of view on a topic assigned. Analysis demonstrates adequate skills.	Analysis and comparison only supports or refutes one view on topic assigned and the produce is demonstrates below average skills.	No evidence of any of the skills listed
*Complete sequential courses using knowledge& skills from a previous course to master the higher level course	All course sequences for the AA/AS degree(s) completed	3 or more degree appropriate course sequences completed	2 or more degree appropriate course sequences completed	One degree appropriate course sequence completed	No course sequence completed
Completes a culminating assignment in a capstone course	Capstone project is complex and exhibits all of the appropriate critical knowledge and skills for discipline at the superior level of rigor for an AA/ AS degree	Capstone project is complex and exhibits all of the appropriate critical knowledge and skills for discipline at an adequate level of rigor for an AA/AS degree	Capstone project is complete but lacks discipline specific language, analyses are basic & do not exhibit basic synthesis of varying ideas or evaluation of material	Capstone project is limited in nature and execution is basic. Does not demonstrate mastery of the critical thinking and application skills necessary	Does not qualify for a capstone course

Rubric: General Education Objective 6

Differentiate and make informed decisions about issues based on multiple value systems

Component	Excellent Skill Exhibited	Above Average Skill Exhibited	Average Skill Exhibited	Below Average Skill Exhibited	No Skills Exhibited
Identify the key elements of issues & analyze them from the perspectives of multiple value systems	Identifies all key elements of issues and analyzes them from the perspective of the respective value systems.	Identifies most key elements of issues and analyzes from the perspective of the respective value systems.	Identifies some key elements of issues and analyzes from the perspective of at least two value systems.	Identifies few key element of a single value system.	No evidence of any of the skills listed.
Identify values and their origins in culture, religion, philosophy, political, social or economic theory	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory with thorough analysis, synthesis or evaluation.	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory with adequate analysis, synthesis or evaluation.	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory using a rudimentary analysis, synthesis or evaluation.	Identifies values and their origins in culture, religion, philosophy, political, social or economic theory without evidence of analysis.	No evidence of any of the skills listed.
Differentiate ethical and non-ethical elements in arguments and/or behavior	Identifies ethical and non-ethical elements and thoroughly articulates why they are different.	Identifies ethical and non-ethical elements and can adequately articulate why they are different	Identifies ethical and non-ethical elements and can minimally articulate why they are different.	Identifies ethical and non-ethical elements but cannot articulate why they are different.	No evidence of any of the skills listed.
Distinguish facts from values in issues	Distinguishes facts from values in issues and articulates why they are different.	Distinguishes facts from values in issues and adequately articulates why they are different	Identifies facts from values in issues and minimally articulates why they are different	Identifies facts and values in issues but cannot articulate why they are different	No evidence of skill in this area
Apply varying values or ethical principles and approaches to respond to questions, dilemmas, or problems and describe alternate approaches.	Response is multi-dimensional, includes all relevant alternative outcomes.	Response is multi-dimensional and includes alternative approaches	Response is multi-dimensional and includes at least one alternative approach	Response is one dimensional and cannot describe/ create an alternate approach.	No evidence of skills in this area.

Rubric: General Education Objective 7

Work collaboratively in diverse groups directed at accomplishing learning objectives

Outcomes	Excellent Skill Exhibited	Above Average Skill Exhibited	Average Skill Exhibited	Below Average Skills Exhibited	No Skills Exhibited
Work in groups to accomplish learning tasks and reach common goals	Participates in group work >90% of the time & contributes to learning tasks and common goals	Participates in group work 76 - 90% of the time & contributes to learning tasks and common goals	Participates in group work 50% - 75% of the time & contributes to learning tasks and common goals	Participates in group work <25% of time with little contribution to the learning task or common goals	Will not participate in group work
Demonstrate interpersonal skills and accountability in working in diverse groups	Demonstrates evidence of interpersonal skills and accountability in diverse groups >90% of the time	Demonstrates evidence of interpersonal skills and accountability in diverse groups 76-90% of the time	Demonstrates evidence of interpersonal skills and accountability in diverse groups 50 - 75% of the time	Demonstrates evidence of interpersonal skills and accountability in diverse groups 25% of the time	No evidence of any of the skills listed
Design and complete a group project	Demonstrates leadership skills in group to design project and completes their portion of the work >95% of the time	Works in group to design project and completes their portion of the work approximately 90% of the time	Works in group to design project and completes their portion of the work approximately 75% of the time	Works in group to design project but completes their portion of the work approximately 25% of the time	Cannot work in group to design & complete a project
Write or make a presentation based on group work	Writes or makes a presentation on group work >95% of the time and assists others in group to do the same	Writes or makes a presentation based on group work approximately 90% of the time	Writes or makes a presentation based on group work approximately 75% of the time	Writes or makes a presentation based on group work approximately 25% of the time	Refuses to participate in these types of activities

Rubric: Speaking

Name: _____ Score:_____

	Listening Comprehension	**Fluidity**	**Pronunciation**	**Vocabulary**	**Grammar**
Performance exceeds expectations **4 points**	Student understands the examiner's questions, and responds easily and without probing	Speech continuous, with few pauses or stumbling	Enhances communication	Rich use of vocabulary	Correct use of basic language structures (1-5 errors)
Performance meets expectations **3 points**	Student understands the examiner's questions and knows how to respond, but needs occasional probing	Some hesitation, but manages to continue and complete thoughts	Does not interfere with communication	Adequate and accurate use of vocabulary for this level	Adequate use of basic language structures (6-10 errors)
Performance almost meets expectations **2 points**	Student understands the examiner's questions after probing	Speech choppy and/or slow with frequent pauses; few or no complete thoughts	Occasionally interferes with communication	Somewhat inadequate and/or inaccurate use of vocabulary	Emerging use of basic language structures (11-15 errors)
Performance does not meet expectations **0-1 point**	Student fails to understand most questions even after probing	Speech halting and uneven, with long pauses or incomplete thoughts	Frequently interferes with communication	Inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of basic language structures (more than 16 errors)
TOTAL					

Rubric: Effective Writing

Score	Clear Thesis	Supports	Conclusion	Documentation	Syntax & Grammar & Language*
5	Thesis Statement is clearly defined, accessible to the reader, and reflects the writing prompt.	Supports are linked to the thesis statement and flow logically. Major supporting details are supported by minor details and examples where appropriate	Conclusion is clearly stated and linked to the support offered for the thesis.	Well documented with appropriate style sheet, Works Cited page is attached and done correctly with less than 3 errors; There re 10% or less of direct quotes in paper	Clear & Concise; no grammatical errors; Appropriate language for discipline
4	Thesis Statement is defined, accessible to the reader and obliquely tied to the writing prompt	Supports are linked to the thesis statement and flow logically. Major details are supported by minor details. Examples are not offered widely	Conclusion is stated and linked to most of the supports offered for the thesis	Documentation is appropriate to style sheet with one to two omissions. Works cited is attached, done correctly with less than 5 errors; 15% or less of direct quotes in paper	Clear and Concise with no more that 3 grammatical or syntactical errors; appropriate language for discipline
3	The thesis is stated but is weak	Some supports are linked to thesis. Not all supports have minor details; no supporting examples are evident.	Conclusion is stated but does not link back to the thesis	Documentation is evident for all direct quotes and some paraphrases. Works Cited is attached but format is not consistent for style sheet and there are more than 7 errors; 20 percent or less of direct quotes	More than 3 syntactical errors but message is still clear. Grammatical errors exceed 3 but are less than 7; some language is appropriate but not all for discipline
2	Thesis may be discerned but is not clearly stated	One or two supporting ideas tied to thesis statement with no elaboration or examples	Conclusion is weak and not supported by the essay	Direct quotes are cited but paraphrases are not. Works Cited is not attached to the document; 25% or less of direct quotes	Syntax makes the message difficult to understand w/o help from the writer. Grammatical errors exceed 7 but do not exceed 10; does not use appropriate language for discipline
1	No thesis statement	Few supporting details that may or may not be linked to the thesis statement	Conclusion not supported by details and not related to the thesis statement	Documentation is not evident; 30% or more of quotes	More than 10 grammatical or syntactical errors in the paper

*Syntactical and grammatical errors will count once for each type of error made. If the same error repeats, it will still be only counted as one.

Appendix 14

Year-end Report –Templates

Teaching Departments

Non-teaching Departments

[Web-driven database]

QUEENSBOROUGH COMMUNITY COLLEGE YEAR-END REPORT: TEACHING DEPARTMENTS

DEPARTMENT:_____ YEAR: _____

A. DEPARTMENT DESCRIPTION FOR CURRENT YEAR

1. Department-sponsored services (Fall and Spring semesters combined)
   Note: Do not report courses or laboratories for which students register.
   Area of service: for example, a department-run learning laboratory (not laboratories for which students register as part of their courses), the reference desk or reserve area of the Library, department tutoring program, etc.

Area of Service	Number Served

INSTRUCTION: After entering one item (area of service) and the number served, click SAVE. When you have entered all items, click NEXT to go to the next page. You can also EDIT or DELETE the items.

2. **Faculty and staff development activities** (grants, presentations, exhibitions, performances, publications, instructional improvement activities, laboratory development, curriculum development, etc.)

   Department-sponsored faculty/staff development activities in the academic year

   Please note whether department members ***organized, gave presentations or attended the activities***

Type of Activity and Topic	Date	Number Attending

INSTRUCTION:
For each activity, please indicate
(1) whether department members organized the activities *or* gave presentations
(2) the topic and type of activity, and name of organizer/presenter if applicable
(3) the date (select from the calendar drop-down; if you do not know the exact date, use the first day of the month when it occurred.), and
(4) the number attending the event.

Individual faculty/staff professional activities: CALENDAR YEAR_____

Faculty and staff should complete the online report, FACULTY SCHOLARLY/CREATIVE AND PROFESSIONAL DEVELOPMENT ACTIVITIES FOR THE CALENDAR YEAR

Please use the following categories:

a. Book - authored by faculty member
b. Book – edited by faculty member
c. Newspaper/Magazine Article
d. Journal Article, other
e. Journal Article, peer-reviewed
f. Book, Chapter
g. Conference Presentation, other
h. Conference Presentation - published as proceedings
i. Book, introduction, preface, etc.
j. Lecture (Invited)
k. Art Exhibit Curated
l. Art Exhibited (juried show)
m. Direction/Choreography/Dramaturgy/Design (dance, theater, film)
n. Performance (music, dance, theater)
o. Music Composition Published/Performed
p. Play Produced/Performed
q. Review/Commentary (including Blogging)
r. Patent
s. Other (scholarly or creative achievements comparable to the previous categories)
t. Grants awarded (title, awarding agency, amount and period of award
u. Curriculum or laboratory development, workshop conducted
v. Works submitted/accepted/in press or in progress; works reprinted/republished
w. Service as a reviewer/editor/consultant
x. Conference, workshop, training attended
y. Service to department, College, University, community, and/or professional society
z. Awards

THIS PAGE IS FOR REFERENCE ONLY.

B. CHANGES IN DEPARTMENT WITHIN LAST YEAR

1. Curricular changes: courses

INSTRUCTIONS: For each course that changed, indicate
(1) whether the course is new, revised or deleted
(2) the course number (for revised courses, use the original number)
(3) the course title (for revised courses use the original title
(4) the semester the change was approved at the Academic Senate
(5) for revised courses, in the Comments section, describe the type of change(s), i.e., course title, description, pre/co-requisites, credits, hours, designation

New, revised, or deleted	Course number	Course title	Semester approved	Comments

2. Curricular changes: programs

Program	Program change: (b) Initiated (c) Closed (d) Renamed Modified	Effective Date (Semester and year)	Comments

INSTRUCTIONS:
Program: Use full title, i.e. A.A. in Fine and Performing Arts
Program change: Indicate whether initiated, closed, renamed, or modified. If a new program has been approved y the CUNY Board (or is expected to be approved by June of the academic year) click "Initiated," and use following fall as the Effective Date.
Comments: describe the exact status (i.e., proposal submitted to CUNY Board; approved by CUNY Board; etc.)

B. CHANGES IN DEPARTMENT WITHIN LAST YEAR, CONTINUED

3. Personnel or organizational structure changes, newly developed projects (New personnel, retirees, resignations, etc.; organizational changes such as establishment of a departmental committee, addition of departmental responsibilities)

4. Facilities/space changes (renovations, development of new facilities such as computer labs, etc.)

INSTRUCTIONS: Select semester work was completed, or if in progress, select Spring ____

Facility/space modification	Purpose for modification	Date	Evaluation of change

5. Equipment changes during the year (describe briefly)

Equipment changes	Purpose for new equipment or reason for disposition	Date	Evaluation of change

6. Resource changes (grants, special allocations, etc.)

Other resources	Purpose	Date	Evaluation of change

7. Other changes affecting department

C. DEPARTMENTAL ASSESSMENT

1. Departmental procedures for conducting assessment

The fundamental elements in the Middle States Commission on Higher Education's standard 14, Assessment of Student Learning include the following:

- clearly articulated statements of expected student learning outcomes … at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development
- a documented, organized, and sustained assessment process to evaluate and improve student learning
- evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning

Describe below the department's ongoing procedures for assessing student learning and using assessment results to improve teaching and learning. IN YOUR DESCRIPTION, PLEASE EXPLAIN HOW THE DEPARTMENT FULFILLS EACH OF THE MIDDLE STATES FUNDAMENTAL ELEMENTS ABOVE.

2. Departmental participation in self-study/program review during academic year

Program(s) reviewed: (GIVE FULL TITLE, i.e., AA.S. in Digital Art and Design)
External Agency or Reviewers: (GIVE NAME OF AGENCY OR NAME OF REVIEWER)
Date of site visit: (SELECT FIRST DAY FROM CALENDAR DROP-DOWN)

Major conclusions of self study
Major conclusions of external reviewers
Resulting Action Plan

C. DEPARTMENTAL ASSESSMENT, CONTINUED

2.a. Program review follow-up

PROGRESS ON ACTION ITEMS FOLLOWING MOST RECENT PROGRAM REVIEW		
Action item from program review	Timeline for completion	Accomplishments during current year

3. Course assessment

COURSE ASSESSMENT				
Courses assessed (list individually)	Relevant QCC Educational Objectives	Relevant Curricular Objectives (cite both curriculum and objectives)	Evaluation of Assessment Results	Action plan

4. Results of certification exams, employer and alumni surveys, student surveys, advisory board recommendations

Data Source	Results	Action plan
Certification exams		
Employer surveys and Alumni surveys, including Graduation and Placement Survey		
Student Surveys (current students)		
Advisory Board recommendations		

5. Other assessment activity

D. GOALS AND OBJECTIVES (YEAR-END REPORT FOR Current Academic Year)

1. Goals/objectives for year just completed
   Please indicate (Yes or No) if the objectives were part of the College's Strategic Plan.)

INSTRUCTION: CLICK "ADD" FOR EACH NEW ITEM. If you click "yes", this will show up as a check in the box; clicking "no" will leave the box blank.

Departmental goals/objectives	Strategic Plan Y/N	Evaluation of achievement	Resulting action plan

2. Departmental goals/objectives for next year

   (Explain how these objectives fit within the College's mission and its goals and the Strategic Plan. Take into account the College's new Mission Statement.)

Departmental goals/objectives	Mission/Strategic Plan	Planned method of evaluation

[Web-driven database]

QUEENSBOROUGH COMMUNITY COLLEGE YEAR-END REPORT: NON-TEACHING DEPARTMENTS

DEPARTMENT: **YEAR:**

MISSION

INSTRUCTIONS:

Your mission statement should be no more than 80 words in length.

A. CORE ACTIVITIES AND PERFORMANCE

Core Activities	**Key Performance Indicators**	**Indicators to Be Assessed**
Briefly list the major activities conducted or performed to support the mission of the department.	*Briefly list the corresponding Key Performance Indicators(KPIs) that measure the effectiveness of the department's activity. Key performance indicators are* ***not*** *outcomes—for example, a KPI might be "volume of service," whereas an outcome might be "increase volume of service by 5 percent").*	*Yes or no. Indicators to be assessed should come from the previous year's report, part F, column 4.*

INSTRUCTIONS:

After entering each item, click SAVE. When you have entered all items, click NEXT to go to the next page. You can also EDIT or DELETE the items.

B. DEPARTMENT-SPONSORED ACTIVITIES, AY _____

INSTRUCTIONS:

For each activity, please indicate

1. **the type and topic of activity and name of organizer/presenter if applicable**
2. **whether department members organized the activities *or* gave presentations *or* both**
3. **the date (select from the calendar drop-down; if you do not know the exact date, use the first day of the month when it occurred)**
4. **the number attending the event**

Type of Activity and Topic	Organized, Presented, or Both	Date	Number Attending

C. INDIVIDUAL ACTIVITIES OR ACHIEVEMENTS OF ADMINISTRATIVE STAFF – Calendar Year _____

NOTE: Librarians and Counselors in faculty titles should complete the online report, FACULTY SCHOLARLY/CREATIVE AND PROFESSIONAL DEVELOPMENT ACTIVITIES FOR THE CALENDAR YEAR.

INSTRUCTIONS:

For each administrative staff member with achievements to report:

1. **enter name**
2. **select the type of achievement from the drop-down menu**
3. **enter the citation as it would appear in a publication or formal report**
4. **select the semester from the *calendar* year when the achievement was completed (achievements from the calendar year 2010 will be recorded in next year's annual report)**

Name	Achievement (from drop-down)	Citation	Semester

DROP DOWN MENU OF ACHIEVEMENTS

Book - authored	Direction/Choreography/Dramaturgy/Design (dance, theater, film)
Book – edited	Performance (music, dance, theater)
Newspaper/Magazine Article	Music Composition Published/Performed
Journal Article, other	Play Produced/Performed
Journal Article, peer-reviewed	Review/Commentary (including Blogging)
Book, Chapter	Awards
Conference Presentation, other	Patent
Conference Presentation - published as proceedings	Materials Development
Book, introduction, preface, etc.	Grants awarded (title, awarding agency, amount and period of award)
Lecture (Invited)	Curriculum or laboratory development, workshop conducted
Art Exhibit Curated	Works submitted/accepted/in press or in progress; works reprinted/republished
Art Exhibited (juried show)	Service as a reviewer/editor/consultant
Service to department, College, University, community, and/or professional society	Conference, workshop, training attended
Web Site Development	Other (please explain)
Other (scholarly or creative achievements comparable to previous categories)	

D. CHANGES MADE WITHIN THE ACADEMIC YEAR. AY _____

INSTRUCTIONS:

Choose the type of change from the drop-down menu below and fill in the other columns.

Type (from drop-down)	Description of Change	Reason for Change	Date/Semester	Evaluation of Change*

***Please note that, if change has been too recent to evaluate, you may indicate NA.**

DROP-DOWN MENU

Type of change	Description
Personnel or organizational change	New personnel, retirees, resignations, organizational changes, addition of departmental responsibilities, CCAS (13.3b), reclassification, merit increase, etc.
Service, program, or project change	Changes to the number, volume, or type of services, programs, or projects
Facilities/space	Renovations or development of new facilities (i.e., computer laboratories or relocation)
Equipment	Acquisition of new or disposition of old equipment
Other	Other changes affecting the department not included above and including interactions with other departments

E. ASSESSMENT AND EVALUATION, AY _____

INSTRUCTIONS:

Please fill in the table below according to the assessment you conducted this academic year. In the column, "recommended action plan," please indicate the reasons for the recommended action(s) and any recommended modifications to target outcome(s).

Key Performance Indicator*	Target Outcome(s) for Key Performance Indicator**	Actual Outcome(s)	Recommended Action Plan	Recommended Status of Core Activity and KPI (see drop down)

***The items in this column correspond to "indicators to be assessed" in part A, column 3.**

****To be more effective and meaningful, assessment efforts should focus on selected KPIs each academic year; over time, assessments should be rotated through all the department's KPIs.**

DROP DOWN MENU

Completed	Core activity and KPI have been completed
Continuing	Core activity and KPI will continue as before
Modified	Core activity and KPI have been modified
Discontinued	Core activity and KPI have been completed or discontinued

F. ASSESSMENT PLAN FOR NEW YEAR

Instructions:

Please note: Once you have completed the report through column 4 below, you must submit it to your division head for discussion and approval.

Core Activity (New Year)	Key Performance Indicator (New Year)	Target Outcome(s)*	Plan for Achieving Target Outcome	Divisional Head Approval (Date)	Assessment Office Review (Date)

***Targets indicated here will direct assessment efforts for the following year – see part A, column 3.**

Note to the division head: After approval, please forward to the Assessment Office.

Appendix 15

Organizational Charts

President's Office

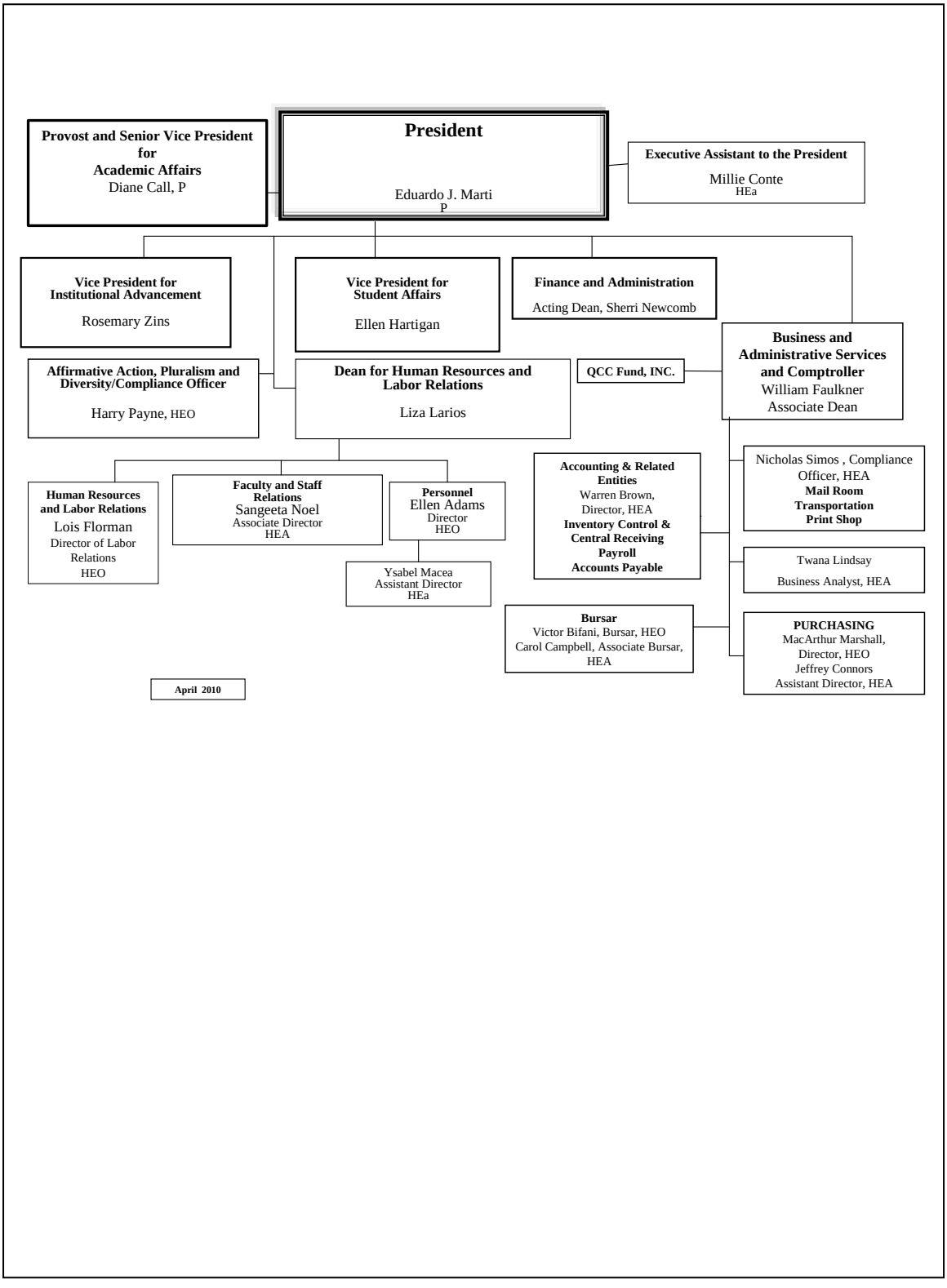
Academic Affairs

Student Affairs

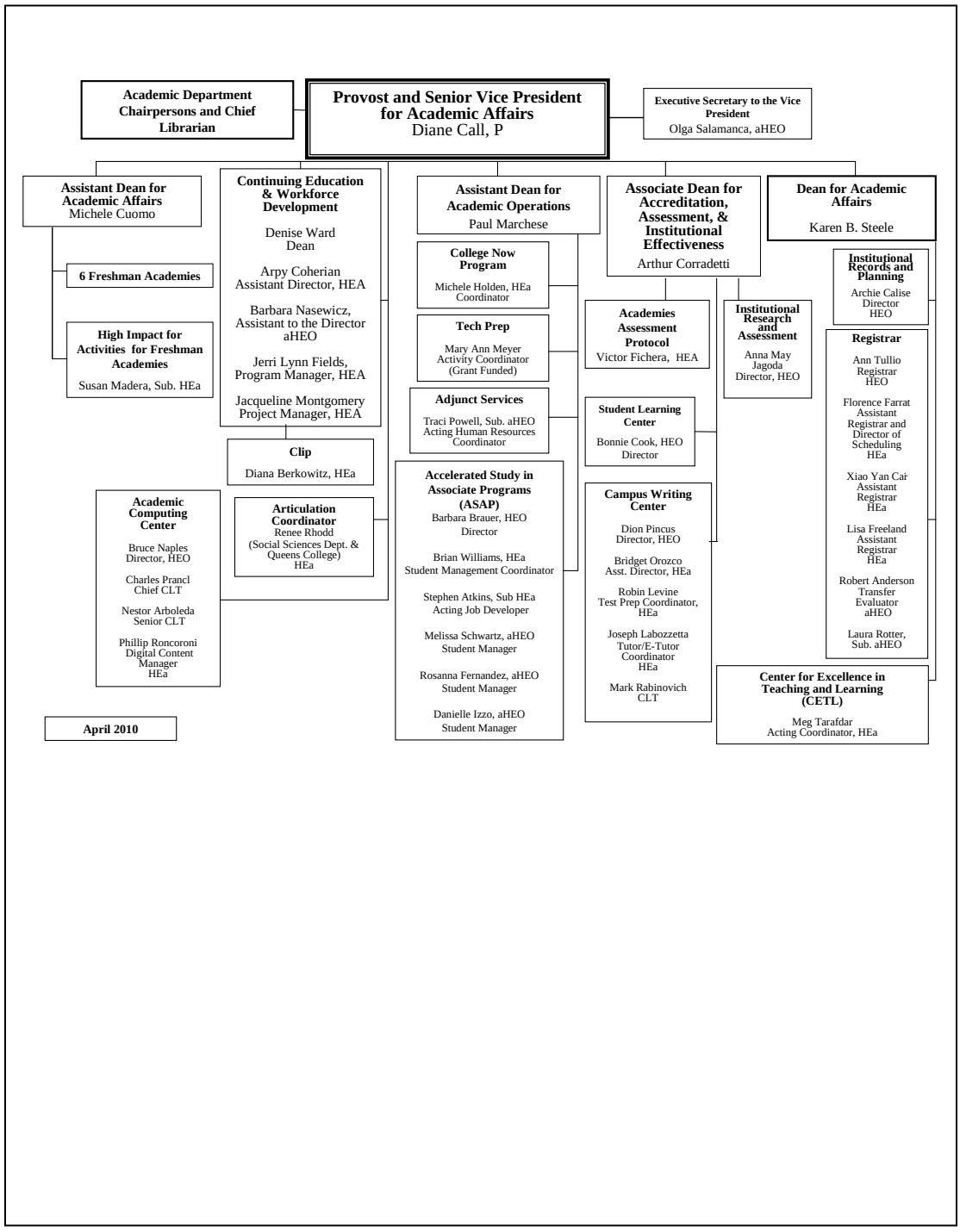
Finance and Administration

Institutional Advancement

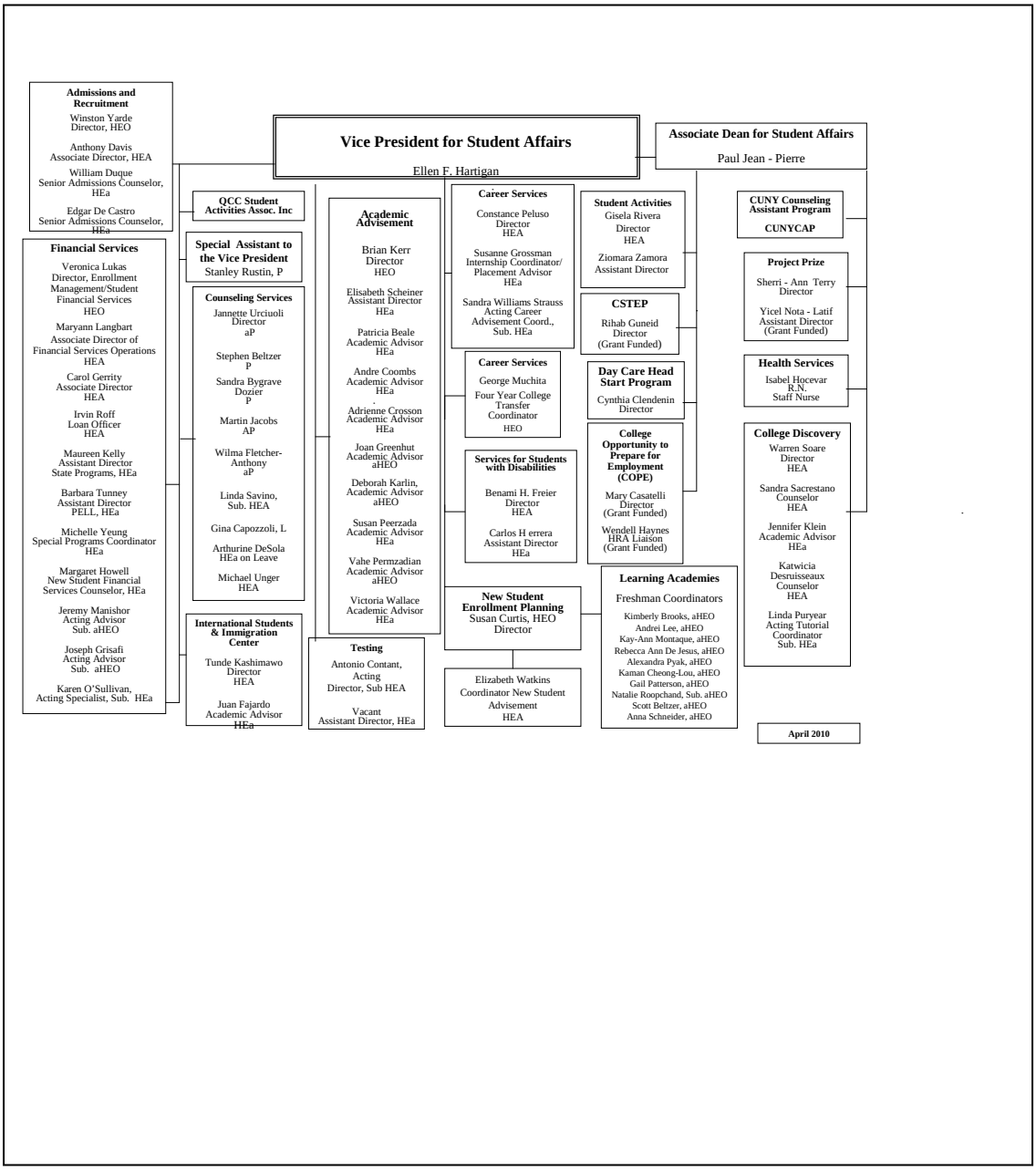
President's Office



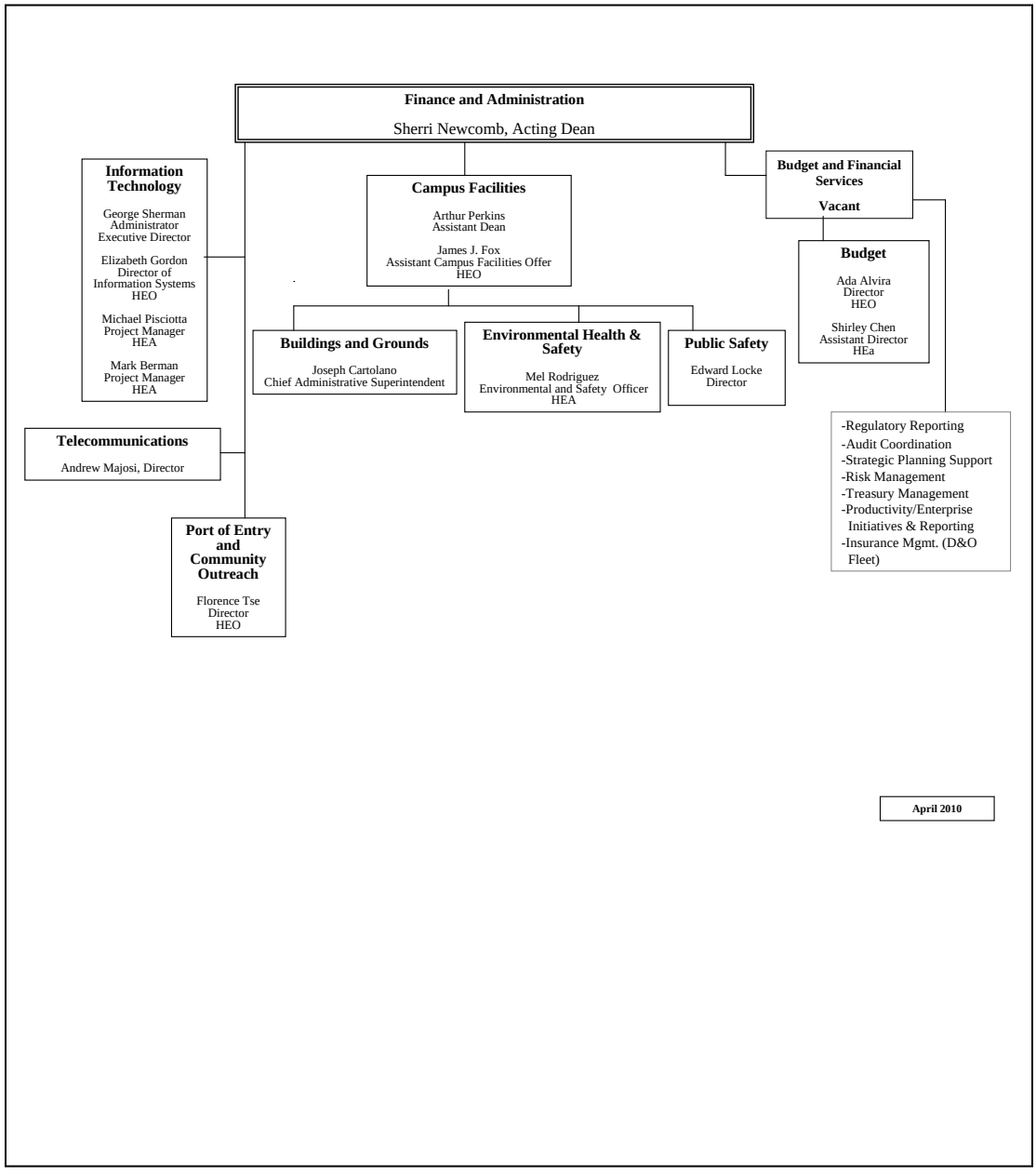
Academic Affairs



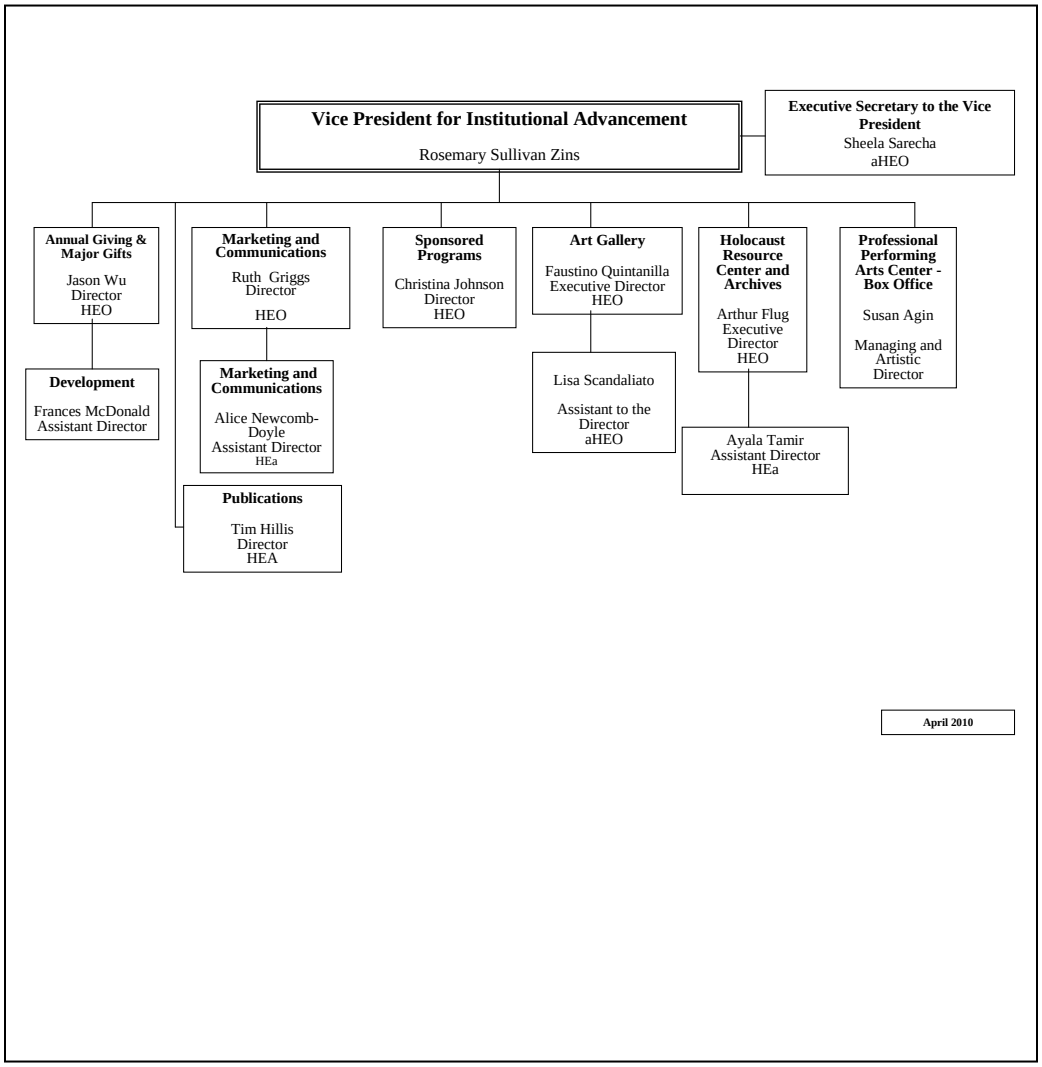
Student Affairs



Finance and Administration



Institutional Advancement



Appendix 16

List of Administrative Offices

List of Non-Teaching Departments

Academic Affairs	Student Affairs	Finance and Administration	Institutional Advancement	Office of the President
• Academic Computing Center • Adjunct Services • ASAP Program • Assessment Office • Continuing Education • Student Learning Center • Campus Writing Center • College Now Program • CUNY Language Immersion Program (CLIP) • Institutional Research • Mathematics Learning Center • Basic Skills Learning Center • Registrar	• Academic Advisement • Admissions and Recruitment • Career Services • College Opportunity to Prepare for Employment (COPE) • Counseling • Males • CSTEP Program • International Student Affairs • Financial Services • Health Services • New Student Enrollment Services • Project Prize • Services for Students with Disabilities • Student Activities • Testing Services Center • Veterans Center	• Accounting and Related Entities • Budget Office • Bursar • Business Office • Payroll Office • Campus Facilities • Buildings and Grounds • Public Safety • Environmental Health and Safety • Information Technology • Mailroom • Central Receiving / Inventory Control • Port of Entry Program • Printing Services • Purchasing Department • Telecommunications	• Art Gallery • Queensborough Performing Arts • Center (QPAC) • Box Office • Kupferberg Holocaust Resource Center • Marketing and Communications • Development and Alumni Relations • Sponsored Programs	• Affirmative Action, Pluralism and Diversity, and Compliance Office • Human Resources (including Faculty & Staff and Personnel)

Appendix 17

Senate Resolution on Institutional Assessment

Senate Resolution on Assessment

Whereas on June 25th, 2009, the Middle States Commission on Higher Education acted on the recommendations made by the team that visited our College in March 2009 and requested a MONITORING REPORT by October 1, 2010, and

Whereas this report must document:

1. Implementation of comprehensive integrated and sustained processes to assess institutional effectiveness and achievement of institutional mission;
2. Implementation of comprehensive integrated and sustained processes to assess the achievement of student learning outcomes at the course, program and institutional levels;
3. Evidence of adequate institutional support for and faculty leadership in the assessment of student learning; and
4. Steps taken to promote a culture in which assessment is understood and valued and in which efforts to assess student learning are recognized and rewarded.

Whereas the College has been engaged in a College-wide discussion through two task forces, one representing all Academic Departments and the other representing Administrative units of the College, and

Whereas for some departments, comprehensive and sustained assessment has been occurring, and it has been documented in the year-end reports and used in program reviews and outside accrediting reviews, in others there is a need to prioritize the documentation of assessment efforts;

Whereas a comprehensive, integrated and sustained process for assessing student learning outcomes must systematically plan for and implement assessment of courses and academic programs offered by the college and approved by the Academic Senate, but neither mandates nor dictates how a faculty member engages in such assessment;

Be it Therefore Resolved, that the Queensborough Community College Academic Senate adopts as College Policy that the College shall have comprehensive, integrated, and sustained processes to assess institutional effectiveness and achievement of institutional mission, and

Be it Therefore Further Resolved, that the Queensborough Community College Academic Senate adopt as College Policy that there shall be mechanisms and processes to promote a culture in which assessment is understood and valued and in which efforts to assess student learning are recognized and rewarded, and

Be it Further Resolved that the Committee on By-laws prepare a resolution to amend the Senate bylaws to establish a Standing Committee of the Academic Senate on Assessments whose purview will be the comprehensive overview of all assessment activities of the College, and to whom all efforts to assess student learning and institutional effectiveness and any other units or operations of the College would be reported along with the results of those assessments. Such a committee would make its annual report to the senate inclusive of such summary reports and the committee's own assessments of the assessment processes in place along with appropriate recommendations, and

Be it finally Resolved, that the Academic Senate at the May 2010 meeting will consider approval of the Handbook on Assessment of Spring 2010 as providing a working guideline for the implementation of comprehensive, sustained and integrated assessments of student learning outcomes, and of institutional effectiveness, and the achievement of institutional mission.

Appendix 18

List of Useful Web Sites Cited

Web Sites Cited

Web Site	Address
Performance Management Process (PMP)	http://www.cuny.edu/about/administration/chancellor/performance-goals.html
Strategic Plan	http://www.qcc.cuny.edu/Governance/policy_procedure.asp
Strategic Planning Completion Report	http://www.qcc.cuny.edu/Governance/policy_procedure.asp
Assessment Web Site	http://www.qcc.cuny.edu/assessment/
Assessment Database	http://www.qcc.cuny.edu/assessment/courseassessmentreports
Institutional Research	http://www.qcc.cuny.edu/OIRA/
College Fact Book	http://www.qcc.cuny.edu/OIRA/factbook.asp
Middle States Self-study	http://www.qcc.cuny.edu/Self-Study/default.asp
Middle States Evaluation Team Report	http://www.qcc.cuny.edu/Self-Study/documents/QCC-Team-Report_04-15-2009.pdf
Senate Curriculum Committee	http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/default.asp

Glossary of Terms

Academic Senate – The Academic Senate is the official governing body of Queensborough Community College of The City University of New York.

Academies – Academies are cohorts of students organized according to the curricula in which they are enrolled and whose programs, faculty, and academic support contribute to a more focused and engaging undergraduate experience that leads to higher degree or a career. There will be six academies: Liberal Arts, STEM (Science, Technology, Engineering, Mathematics), Business, Visual and Performing Arts, Health Sciences, and Education.

Academy Assessment Protocol – Developed by DVD Praxis Ltd in consultation with the Office of Academic Affairs and with the collaboration of the faculty; the protocol assesses the student response to the freshman coordinators, high impact practices, and the use of general education rubrics in the classroom.

Assessment – Assessment is the process of establishing clearly articulated goals and measurable expected outcomes; systematically gathering, analyzing, and interpreting evidence from the outcomes to determine how well the outcomes have been achieved; and using the resulting information from evidence and discussion to affirm institutional effectiveness or to promote continuous improvement.

Assessment Database – Hosted on the Assessment Web site, the Assessment Database is the official institutional archive of course, curricular, and general education objectives and of departmental course assessments.

Campus Writing Center – Located in the Library Building, the center provides writing support for all students, including support for students preparing for the ACT writing examination and the CUNY Proficiency Examination (CPE; see below) and enrolled in writing-intensive courses.

CAPC – College Advisory Planning Committee. The CAPC, which has wide representation from across campus and is chaired by the president, is responsible for the discussion of planning for the college and the setting of priorities. Its work initiates the strategic planning process each year.

CELL – Located in the Basic Skills Learning Center, the Center for English Language Learners provides academic support specifically to ESL students but is open to all students.

CETL – Center for Excellence in Teaching and Learning. CETL is the primary site on campus for the discussion of community college pedagogical issues and provides guidance and workshops that focus on pedagogical concerns and techniques and on the development of pedagogical research. The center also works in conjunction with the ACC and Academic Affairs to host faculty development workshops in the technology available to instructors and students. In addition, CETL has computer facilities for faculty use.

Completion Report – The ultimate phase of the strategic planning process (see under Strategic Plan below), the Strategic Planning Completion Report is the Strategic Plan with one additional column at the far right that contains information whether the college completed or met its targets. These are targets set both by CUNY and by the college.

Core activities – Core activities are the essential categories of services or operations in a (non-teaching) department; most often used in connection with departmental mission on the one hand and key performance indicators on the other.

Cornerstone experience – A cornerstone experience is an educational experience that provides the foundation for a student's academic life and career. Intended to establish engagement with the institution and academic and career focus, it is designed to ensure that, by the time that students have completed 15 credits, they have fundamental knowledge and skills to support their success in college through fundamental remedial courses and/or entry-level courses and an orientation to college life.

Course Objectives – Course objectives are the student learning *objectives* for essential competencies at the course level, as opposed to student learning *outcomes*, which are the actual measurable results of student performance; see also curricular and general education objectives.

Course Outline – Course outline is the faculty member's own individualized version of the official course syllabus on file in the department.

CPE – CUNY Proficiency Examination. A "rising junior" examination, the CPE must be passed by any student who wishes to obtain an associate degree and/or wishes to transfer to a CUNY baccalaureate institution. A CUNY-wide requirement, the examination may be taken as early as the 45th credit, and students have three chances to pass it.

CUNY*first* (also referred to as ERP or Enterprise Resource Plan) – CUNY First is the City University of New York's Enterprise Resource Planning (ERP) Project, an initiative to implement an ERP system on all the CUNY campuses. A product of Oracle/PeopleSoft, ERP will play a key role in the transformation of the university and the promotion of an integrated CUNY. As an integrated suite of software, it will replace all computer systems overseeing student administration, finance, and human resources. The overall implementation of ERP will be conducted in multiple phases over the duration of approximately five years. Two colleges have been chosen as vanguard schools to pilot the suite of software. Queensborough Community College is the community college vanguard, and Queens College is the baccalaureate vanguard. The vanguard schools will pilot and demonstrate the systems in advance of the rest of the university and will be particularly instrumental in their design. Many administrative staff from offices like Information Technology, Academic Computing, Registrar, Financial Services, and Finance and Administration have been recruited to work with Oracle/PeopleSoft and the CUNY central office to develop and implement this system.

CUNY Master Plan – The master plan is the overarching plan, with areas of priority and focus, that the university sets for the individual colleges. The components of the master plan then become the organizational model by which the college's strategic plan (see below) is structured.

Divisional Assessment – Divisional assessment is the level of assessment that follows departmental assessment, documented in the Year-end Report (non-teaching) template; department assessment, action plans, and goals for the future are discussed with the appropriate divisional head (vice president or dean) and finalized.

DVP Praxis Ltd. – DVP Praxis Ltd. is the consulting firm that developed the Academy Assessment Protocol being used to assess the effectiveness of the Freshman Academies.

Educational Objectives – Approved by the Academic Senate, the 10 educational objectives, or core competencies or skills, are the student learning objectives at the *general education* level—that is, students who complete a degree program have demonstrated these 10 essential competencies (see Appendix 2).

E-portfolio – An e-portfolio is an electronic medium by which students can archive their academic and personal work and document and explore their own self-growth as individuals and as students. The electronic system would include an e-MAP (students' My Academic Plan, see below), the college's educational objectives, and assessment features by which students document when they have obtained general education skills and explore their own learning.

ERP – Enterprise Resource Plan. See under CUNYFirst.

ESL – English as a Second Language.

Facilities Master Plan – Description of the College's plan regarding allocation of resources to improve buildings, offices, and other campus facilities to support learning.

Factbook – Produced each year by the Office of Institutional Research and Assessment since 1999, the Factbook includes, among other things, enrollment, demographic, and graduation data of students, by departments and curricula. It is available on the Queensborough website.

Faculty Cohorts – Small faculty groups led by faculty coordinators of the Freshman Academies. Faculty cohorts develop and implement General Education assessment rubrics as pursued through high impact strategies.

FEC – Faculty Executive Committee. The principal agency of the faculty responsible for the academic status, role, rights, obligations and freedoms, and other matters concerning the welfare of the faculty. The chair and six other committee members are elected by the full faculty.

Freshman Academies – Enhanced student and academic support to all first-time, full-time students; students enter one of six academies based on program of study—Business; Education; Health Related Sciences; Liberal Arts; Science, Technology, Engineering, and Mathematics (STEM); and Visual and Performing Arts (VAPA).

Freshman Coordinators – Assistant HEOs assigned to the six academies to provide guidance to Freshman Academy students and referral to any appropriate College services in their first year.

General Education Objectives – See under Education Objectives.

High impact strategies – High impact strategies are instructional practices that require students to be actively involved in their own learning; they engage students by helping them to make their own discoveries and connections, to grapple with "big" questions whose importance they can see, and to address complex problems. As part of the Freshman Academies, there are five high impact practices: writing-intensive, learning communities, e-portfolio, service learning, and cornerstone.

IR – Office of Institutional Research. IR is the office on campus responsible for data collection and data analysis. Reporting to Academic Affairs, the IR director conducts and provides reports of campus surveys, produces the annual Factbook (see above), and assists in innumerable ways with the planning, developing, and executing of data and research projects involving courses and programs and various initiatives and projects, including grant-funded.

IRB – Institutional Review Board. The IRB is responsible for the review of all protocols involving human subject research.

Institutional effectiveness – Institutional effectiveness is the degree to which the institution fulfills its mission and goals. Institutional assessment, which includes both academic and administrative assessment, is the process by which institutional effectiveness is measured.

Key Performance Indicators – Key performance indicators (KPIs) are the measures by which the department assesses its core activities (see above)—for example, a KPI might be "volume of service" whereas a corresponding outcome might be "increase volume of service by 5 percent."

Learning Centers – The following learning centers on campus provide tutorial services to students: Basic Skills Learning Center, Campus Learning Center (see above), Mathematics and Science Learning Center, and Campus Writing Center (see above).

Learning Communities – A cohort of students who take two or more courses together.

Middle States Commission on Higher Education (MSCHE) – The regional accrediting body in which Queensborough Community College is located. The commission promulgates 14 standards by which institutions are evaluated during the decennial review, including standard 7 on institutional assessment and standard 14 on the assessment of student learning.

Mission statement – The mission and goals are the *raison d'etre* of the institution; they distinguish it from other institutions and guide it in its planning and development as an institution responsive to its community and publics.

MSCHE – Middle States Commission on Higher Education.

PMPs – Performance Management Plan Report, with Key Indicators. Established by the university, these key indicators represent targets (percentages and numbers) for community and baccalaureate colleges by which the college's senior executives (or presidents, vice presidents, provosts, and deans) are annually evaluated. Those who fall within this category are referred to as ECP (or Executive Compensation Plan; see above) because their annual increases are based on their individual contributions to the college's success with meeting the PMPs.

Programmatic or Curricular Objectives – Programmatic or curricular objectives are the student learning objectives at the degree program level—both the general education and more specialized competencies associated with the entire program's curriculum; for course objectives and general education objectives, see above.

Service learning – Service learning is a pedagogical mode or curricular or course enrichment that places students in a work environment directly related to the students' curricular or course material and objectives. Students provide an unpaid service in a particular work environment whose overall experience complements the students' academic experience.

Services in Support of Student Learning – Complementing academic assessment, administrative assessment is the assessment of all services in support of student learning, which include every administrative office on campus—for example, the Registrar, Bursar, Academic Advisement, Campus Learning Center, and Budget Office, among many others (see Appendix 10).

Standards of Excellence – The Middle States Commission on Higher Education (MSCHE) has 14 standards by which it evaluates institutions during the decennial review (the official document of the commission is *Characteristics of Excellence*), including standard 7 on institutional assessment and standard 14 on the assessment of student learning. See www.msche.com.

Strategic Plan – Organized around CUNY's Master Plan priorities (see above) and part of the college's overall assessment and planning, the Strategic Plan sets out the institutional priorities, programs, and initiatives and the targets the college seeks to meet (in some cases, negotiated with CUNY) for the academic year. The plan for the upcoming year is developed over the course of the current academic year and involves the input of constituencies across campus, culminating in campus-wide forums led by the college president. The final, official version of the Strategic Plan emerges from a consultation between the chancellor and president of the college. The current year's Strategic Plan is ultimately evaluated and reaches closure in the yearly Completion Report (see above). Available on the college website.

Student Learning – Student learning, usually used in the sense of "assessment of student learning," is evidence of student performance in skills or competencies relative to the course and curricular objectives; usually distinguished between student learning *objectives*—what the student is expected to learn—and student learning *outcomes*—what the student actually learns.

Student Learning Center – Providing tutorial support for all students and located in the Library Building, the center comprises four sub-centers: Arts and Humanities Learning Center, Business Learning Center, Health Sciences/Nursing Learning Center, and Social Sciences/Education Learning Center.

Syllabus – The course syllabus is the official course curriculum as documented and on file in the department; it includes the student learning objectives for the course and is distinguished from the course outline, which is the official syllabus individualized by the faculty member.

Tutoring or tutorial services – See under Learning Centers.

WI – Writing-intensive. The designation given to course sections whose instructors have gone through the WID/WAC training (see below) and adopted a mode of instruction in which writing is more centralized, WI indicates courses and/or sections of courses in which writing—and the revision of writing—assists students both with their writing and with their learning of material. Low stakes and high stakes writing is included, and at least 30 percent of the students' grades depend on their writing results. Students who wish to earn an associate degree at Queensborough must complete at least two WI courses by graduation.

WID/WAC – Writing in the Disciplines/Writing Across the Curriculum. Part of a university-wide initiative over a decade, WID/WAC is a pedagogical mode that places writing at the center of the student learning experience. The college's program sponsors faculty development workshops in which faculty are encouraged to incorporate this pedagogical mode into their own course material. Both low stakes and high stakes writing is involved, and students are required to engage in revision of their writing. The goal is both improvement of writing and better understanding of the course material. WI courses are meant to help students prepare for the CPE (see above) and to become better critical thinkers. Two WI courses are required to receive an associate degree at the institution. The WID/WAC committee, whose membership includes one co-director of the WID/WAC program, is charged with recommending policy concerning WI to the Academic Senate, approves the lists of WI courses offered each semester, and adjudicates student WI appeal cases.

Year-end Report – The Year-end Report is an official template that documents annual outcomes for the current year and planning for the subsequent year based on the assessment of the current year's work; academic departments complete the report for "teaching departments," and administrative departments complete the report for "non-teaching departments" (see Appendix 8).