

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York

M E M O R A N D U M

Office of Academic Affairs

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TO: Dr. Emily Tai, Chair
Academic Senate Steering Committee

FROM: Dr. Arthur Corradetti, Chair
Special Committee of the Academic Senate on the Assessment Database

DATE: July 1, 2009

SUBJECT: Annual Report

**Report from the Special Committee
of the Academic Senate on the Assessment Database**

The Special Committee of the Academic Senate on the Assessment Database was charged with reviewing the college's assessment database system and, as a follow-up to the self-study report on assessment, to make recommendations for the modification of the database or for the implementation of a new system more user friendly and responsive to the needs of faculty and departments.

The committee membership consisted of Patricia Burke, Arthur Corradetti (chair), Dan King, Devin McKay, Linda Reesman, Deleri Springer, Julian Stark, Karen Steele, and Ed Volchok.

The committee met three times during the academic year: November 17, 2008, and February 4 and April 15, 2009. In addition to the three committee meetings, the chair of the Special Committee and one faculty representative, Ed Volchok, had subsequent meetings on technical issues with Emil Parrinello, of Information Technology, and Raj Vaswani, of Academic Computing.

The consensus of the Special Committee is twofold:

- 1) Preservation of as much of the current database archive as is feasible and compatible with a new Web-based system, with continuing ability to report out educational and course objectives
- 2) Development and implementation of a new Web-based system that allows department faculty to post assessment reports easily and that links student outcomes with the general education objectives

Over the summer, Raj Vaswani will work to develop a Web-based system. Emil Parrinello has provided, and will continue to provide, necessary consultation on the transition from the current database to a Web-based system. The system will have three levels of access: administrative (Office of Accreditation, Assessment, and Institutional Effectiveness), departmental (academic chair and official departmental designee, comparable to Web coordinator), general faculty and staff (read only). Faculty will be able to submit assessment reports to their departmental designee using a simple template, which has been attached.

(The template is adapted from the one for course objectives and student outcomes and appears on the current Assessment Web site, under Academic Affairs. The Business Department adapted the form for their own use with an outside accrediting agency, and the form should be easily adaptable for any department.) The departmental designee will upload the report to the system, indicating the general education objectives covered by the course, the date assessed, and the date when next to be assessed. The report will appear both on the departmental Web site and on the assessment Web site and will be read-only. Both academic chairs and departmental designees will have edit capabilities, as will the associate dean for accreditation, assessment, and institutional renewal, if necessary.

Because the system will be Web based, it will be possible to generate reports on courses assessed, courses to be assessed, and linkages between courses assessed and general education objectives covered. The reports themselves will indicate actions planned and taken and can feed into the assessment portion of the Year-end Reports and into program review, when that arises. This reporting structure will be helpful both to planning and to Middle States or other outside accreditation.

When a pilot version of the Web-based system is ready in the fall, it will be demonstrated to the Academic Senate. At that time, it will be the recommendation of the Special Committee that the Senate consider adoption of the new Web-based system as the official Assessment Database of the institution.

cc: Special Committee:
Patricia Burke
Devin McKay
Linda Reesman
Deleri Springer
Julian Stark
Karen Steele
Ed Volchok

Technical Expertise:
Emil Parrinello

Addenda: Assessment Template
Department: Queensborough Community College, CUNY
Assessment Plan for: Course and Section

Objective: Add Course Objectives HERE.

<p>Implementation</p> <p><u>(Courses & Assignments)</u></p> <p>For each disciplinary learning objective, describe where in the curriculum and through what kind of activities students will attain the disciplinary learning</p>	<p>Assessment Tools</p> <p><u>(Measurement/data collection)</u></p> <p>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 objectives.</p>	<p><u>Rubrics</u></p> <p>Describe or attach the rubric (descriptive scale of standards) to be used to measure student achievement of the learning objective.</p>	<p><u>Data</u></p> <p>Describe assessment results: how did students perform on each objective?</p>	<p><u>Evaluation of Data</u></p> <p>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?</p>	<p><u>Resulting Action</u></p> <p>What changes if any will be made as a result of the assessment?</p>
<p>These objectives are covered in [COURSE NAME GOES HERE]. The material is covered through lectures, discussions, exercises, problem solving, workbook assignments, use of worksheets and financial statement preparation. [MODIFY TO SUIT COURSE; include at least one General Ed Objective as well.]</p>					

Raj Vaswani